Ampersand Programs

Ampersand Programs are special multi-semester seminar programs open only to matriculating first-year students. An Ampersand Program combines a coherent, group-oriented learning experience with out-of-classroom activities while still allowing time for electives.

Ampersand Programs change each year and have included such topics as 50 Years of Hip Hop; Biotech Explorers Pathway; Examining America; Global Citizenship Program; History, Memory & Representation of the Holocaust; Literary Culture of Modern Ireland; Law and Society; Medicine and Society; Mind, Brain, Behavior; Modern Media: The Good, the Bad, & the Future; Pathfinder Fellows in Environmental Leadership; Phage Hunters; Rethinking WashU’s Relationship to Enslavement; Safe Asylum: Refugee Politics and Pathways; Shakespeare’s Globe: All the World’s a Stage; Text and Traditions; and The History and Culture of the Venetian Republic. Enrollment in each Ampersand Program is limited to ensure closely mentored personalized instruction. All Ampersand Programs constitute integrations and, therefore, fulfill one of the requirements for the Bachelor of Arts degree. Ampersand Programs are open to all Arts & Sciences students, regardless of their intended majors, and they complement any major or pre-professional curriculum.

Contact: Trevor Sangrey
Phone: 314-935-7696
Email: tsangrey@wustl.edu
Website: https://artsci.wustl.edu/fyp

Faculty

Participating Faculty

David Balota (http://artsci.wustl.edu/faculty-staff/david-balota/)
Professor
PhD, University of South Carolina
(Psychological & Brain Sciences)

Barbara Baumgartner (http://artsci.wustl.edu/faculty-staff/barbara-baumgartner/)
Senior Lecturer
PhD, Northwestern University
(Women, Gender, and Sexuality Studies)

Iver Bernstein (https://history.wustl.edu/people/iver-bernstein/)
Professor
PhD, Yale University
(History)

Cindy Brantmeier (http://artsci.wustl.edu/faculty-staff/cindy-brantmeier/)
Professor
PhD, Indiana University
(Applied Linguistics and Education)

Stan Braude (http://arts.wustl.edu/faculty-staff/stan-braude/)
Professor of the Practice
PhD, University of Michigan
(Biology)

Rebecca Clouser (http://ias.wustl.edu/people/rebecca-clouser/)
Postdoctoral Fellow
PhD, University of Indiana
(International and Area Studies)

Emily Cohen-Shikora (https://psych.wustl.edu/people/emily-cohen-shikora/)
Senior Lecturer in Psychological & Brain Sciences
PhD, Washington University in St. Louis
(Psychological and Brain Sciences)

Carl Craver (https://philosophy.wustl.edu/people/carl-f-craver/)
Professor
PhD, University of Pittsburgh
(Philosophy-Neuroscience-Psychology)

David Fike (https://eps.wustl.edu/people/david-fike/)
Professor
PhD, Massachusetts Institute of Technology
(Earth and Planetary Sciences)

Jonathan Fenderson (https://afas.wustl.edu/people/jonathan-fenderson/)
Associate Professor
PhD, University of Massachusetts
(African and African-American Studies)

Erin Finneran (https://english.wustl.edu/people/erin-finneran/)
Lecturer
PhD, Washington University in St. Louis
(English)

Douglass Flowe (https://history.wustl.edu/people/douglas-flowe/)
Assistant Professor
PhD, University of Rochester
(History)

Eileen G’Sell (https://collegewriting.wustl.edu/people/eileen-gsell/)
Senior Lecturer in College Writing
MFA, Washington University in St. Louis
(College Writing Program)

Kathleen Hafer (https://biology.wustl.edu/people/kathy-hafer/)
Professor of the Practice of Biology
Ph.D., Washington University in St. Louis
(Biology)

Robert Henke (http://artsci.wustl.edu/faculty-staff/robert-henke/)
Professor
PhD, University of California, Berkeley
(Performing Arts)
Anna Jacobs  
Senior Lecturer in Sociocultural Anthropology  
PhD, Washington University in St. Louis  
(Anthropology)  

Professor of Biology  
PhD, University of Pennsylvania  
(Biology)  

Dirk M. Killen ([http://artsci.wustl.edu/faculty-staff/dirk-killen/](http://artsci.wustl.edu/faculty-staff/dirk-killen/))  
Associate Dean, College of Arts & Sciences  
PhD, Harvard University  

Jeffery Kurtzman ([https://music.wustl.edu/people/jeffrey-kurtzman/](https://music.wustl.edu/people/jeffrey-kurtzman/))  
Professor  
PhD, University of Illinois at Urbana-Champaign  
(Music)  

Tabea Alexa Linhard ([http://artsci.wustl.edu/faculty-staff/tabea-alexa-linhard/](http://artsci.wustl.edu/faculty-staff/tabea-alexa-linhard/))  
Professor  
PhD, Duke University  
(International and Area Studies)  

Joe Loewenstein ([http://artsci.wustl.edu/faculty-staff/joe-loewenstein/](http://artsci.wustl.edu/faculty-staff/joe-loewenstein/))  
Professor of English  
PhD, Yale University  
(Interdisciplinary Project in the Humanities)  

Jia Luo ([https://chemistry.wustl.edu/people/jia-luo/](https://chemistry.wustl.edu/people/jia-luo/))  
Lecturer  
PhD  
(Chemistry)  

Beth Martin ([https://enst.wustl.edu/faculty-staff/beth-martin/](https://enst.wustl.edu/faculty-staff/beth-martin/))  
Teaching Professor in Environmental Studies  
MS EECE, Washington University in St. Louis  
(Environmental Studies)  

Jeffery S. Matthews ([http://artsci.wustl.edu/faculty-staff/jeffery-mathews/](http://artsci.wustl.edu/faculty-staff/jeffery-mathews/))  
Professor of the Practice in Drama  
MFA, Virginia Commonwealth University  
(Performing Arts)  

Associate Professor  
PhD, University of Virginia  
(German and Jewish Studies)  

Diana Montaño ([https://history.wustl.edu/people/diana-montano/](https://history.wustl.edu/people/diana-montano/))  
Assistant Professor  
PhD, University of Arizona  
(History)  

Steven Petersen  
Professor  
PhD, California Institute of Technology  
(Psychological & Brain Sciences)  

Henry Schvey ([https://pad.wustl.edu/people/henry-i-schvey/](https://pad.wustl.edu/people/henry-i-schvey/))  
Professor  
PhD, Indiana University  
(Drama)  

Chris Shaffer ([https://biology.wustl.edu/people/christopher-shaffer/](https://biology.wustl.edu/people/christopher-shaffer/))  
Lecturer  
PhD, Cornell University  
(Biology)  

Karen Skinner ([https://amcs.wustl.edu/people/karen-skinner/](https://amcs.wustl.edu/people/karen-skinner/))  
Academic Coordinator  
PhD, St. Louis University  
(American Culture Studies)  

Anthony Smith ([https://artsci.wustl.edu/faculty-staff/anthony-smith-0/](https://artsci.wustl.edu/faculty-staff/anthony-smith-0/))  
Assistant Dean  
PhD, University of Miami  
(College of Arts & Sciences)  

Christi Smith ([https://ias.wustl.edu/people/christi-smith/](https://ias.wustl.edu/people/christi-smith/))  
Senior Lecturer  
PhD, Indiana University  
(International and Area Studies)  

Mark Smith  
Associate Vice Chancellor for Student Affairs  
JD, Washington University School of Law  

Bradley Stoner ([https://anthropology.wustl.edu/people/bradley-stoner/](https://anthropology.wustl.edu/people/bradley-stoner/))  
Associate Professor  
PhD, Indiana University  
(Anthropology)  

Younasse Tarboni ([https://jimes.wustl.edu/people/younasse-tarbouni/](https://jimes.wustl.edu/people/younasse-tarbouni/))  
Senior Lecturer in Arabic  
PhD, Université PSL  
(Jewish, Islamic, and Middle Eastern Studies)  

Anika Walke ([https://history.wustl.edu/people/aniika-walke/](https://history.wustl.edu/people/aniika-walke/))  
Assistant Professor  
PhD, University of California  
(History, International and Area Studies)  

Julia Walker ([https://english.wustl.edu/people/julia-walker/](https://english.wustl.edu/people/julia-walker/))  
Associate Professor  
PhD, Duke University  
(English, Drama)  

Lori Watt ([http://artsci.wustl.edu/faculty-staff/lori-watt/](http://artsci.wustl.edu/faculty-staff/lori-watt/))  
Associate Professor  
PhD, Columbia University  
(International and Area Studies)
What do Americans remember, and what do we choose to forget? Who decides? And what do our ever-proliferating memorials and at times obsessive acts of memorialization say about us? In this course, we will study cultural memory in the U.S. from the Civil War to September 11 by looking at “official” and “vernacular” forms of memorialization, including monuments, roadside crosses, temporary memorials, reenactments, museum exhibits, etc. We will seek to understand not only what public acts of memorialization look like and who gets to define them, but how memory is contested or reshaped by such practices. Along the way, we will ask how controversies of memory are related to competing ideas of nation, citizenship and patriotism; debates about what happened in the past; problems of cultural representation and identity; and shame and erasure of memory. This exploration will focus on “crises of memory” that have fundamentally altered American practices of remembrance. Credit 3 units. A&S: AMP A&S IQ: HUM: EN: H

L61 FYP 1080 Ampersand: Encountering Chinese Culture: Performing Tradition, Engendering Transformations
This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions — both ancient and recently constructed monuments, preserved to this day, stand as witness to the remarkable achievements of Byzantine culture. Credit 3 units. A&S: AMP A&S IQ: HUM, LCD BU: HUM: EN: H

Kathleen Weston-Hafer (https://biology.wustl.edu/people/kathy-hafer/)
Professor of the Practice
PhD, Washington University
(Biology)

William Whitaker (https://artsci.wustl.edu/faculty-staff/william-whitaker/)
Professor of the Practice
MFA, Florida Atlantic University
(Drama)

Kathryn Wilson (https://classics.wustl.edu/people/kathryn-wilson/)
Lecturer
PhD, University of Pennsylvania
(Classics)

Majors
Ampersand Programs are special multi-semester seminar programs open to first-year students. There is no minor available in this area.

Minors
Ampersand Programs are special multi-semester seminar programs open to first-year students. There is no minor available in this area.

Courses

L61 FYP 1080 Ampersand: Encountering Chinese Culture: Performing Tradition, Engendering Transformations
This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions — both ancient and recently constructed ones — are reconfigured in new cultural representations and practices. Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS: EN: H

L61 FYP 1072 Ampersand: Writing Loss, Legacy, and Memory
This class will involve student writers in acts of remembrance as both a complement to the linked Fall Semesters course “Memory and Memorialization in American Culture” and as an introduction to a central motive of writers in all traditions: art as a means of transcending trauma and loss, large and small. Writing in multiple genres, from essay to poetry, from reportage to memoir, we will explore ways in which writers literally “come to terms” with the past, including idealization, justification, and reinterpretation. The course will stress how individual experience, especially loss, can move from private meaning to public when writers can convey their experience as representative of others. It will also explore the authority one assumes and creates when speaking for others. Travel to sites such as Washington, D.C., will afford students an additional and exciting means of studying collective memory in a broader context that includes observing the interaction of a present-day audience. In addition to documents from field trips, course texts will include examples from various genres, as well as selected readings from cultural critics and writers about writing. Credit 3 units. A&S: AMP A&S IQ: HUM: EN: H

L61 FYP 1070 Ampersand: Encountering Chinese Culture: A Performative Perspective on Chinese Culture and Identity
This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed — on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life — from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai’ Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.
Credit 3 units. A&S: AMP A&S IQ: LCD, SC BU: HUM, IS: EN: H

L61 FYP 1071 Ampersand: Memory and Memorialization in American Culture
What do Americans remember, and what do we choose to forget? Who decides? And what do our ever-proliferating memorials and at times obsessive acts of memorialization say about us? In this course, we will study cultural memory in the U.S. from the Civil War to September 11 by looking at “official” and “vernacular” forms of memorialization, not only what public acts of memorialization look like and who gets to define them, but how memory is contested or reshaped by such practices. Along the way, we will ask how controversies of memory are related to competing ideas of nation, citizenship and patriotism; debates about what happened in the past; problems of cultural representation and identity; and shame and erasure of memory. This exploration will focus on “crises of memory” that have fundamentally altered American practices of remembrance. Credit 3 units. A&S: AMP A&S IQ: HUM, IS: EN: H
L61 FYP 1081 Ampersand: From Constantinople To Istanbul
This course is a continuation of the Freshman Focus Program, Constantinople, Queen of Cities, and it is limited to those students who are completing the sequence. It is a requirement for students participating in the summer 2010 study trip to Constantinople (Istanbul). This 1-credit course expands upon material covered during the fall semester by considering the post-Byzantine history of Constantinople, both under Ottoman rule and in the modern era. Requirements for this companion course include regular attendance, active participation, and the presentation of two oral reports on sites in Istanbul, which will be based on fall and spring semester research projects.
Credit 1 unit. A&S: AMP A&S IQ: HUM EN: H

L61 FYP 110A Ampersand: Examining America: American Landscapes: Identity, Power, Place and Meaning
Rooted in Jeffersonian ideals of “life, liberty and the pursuit of happiness,” the notion of the “American Dream” actually has a complicated history, and its meanings are diverse and contested. This Ampersand course investigates how perceptions, representations, and meanings of the American Dream have changed throughout history and how they live on in the contemporary United States. Rather than seeking definitive definitions or answers, we carefully and thoughtfully examine case studies of American culture and the arts -- literature, theatre, film and painting -- as the lens for understanding images of nation and identity. Utilizing an intimate seminar format to facilitate the close reading and discussion of works in various media, this Ampersand course emphasizes both critical thinking and writing; it requires students to execute a creative project of their own making as well. We also visit a variety of exciting performances and exhibitions, both on and off campus. Our primary goal is a compelling, interdisciplinary perspective on the American Dream that synthesizes the arts, performance and politics. This course is intended for first-year students; any seats remaining after first-year students enroll are open to other classes.

L61 FYP 116 Ampersand: Geographies of Globalization and Development
This course provides an overview to the geographies of globalization and development in the world today. We begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice, and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course, we will focus our considerations toward specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-year students in the Global Citizenship Program.
Credit 3 units. A&S: AMP A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM, IS EN: S

L61 FYP 117 Amp:Global Population on the Move: Language + Resettlement w/Legal, Healthcare + Educational Systems
Today, the number of displaced people as its highest: one out of every 113 people on Earth. In this course, we begin with an understanding of what it means to be a refugee, and we discuss readings that lead us to an understanding of the modern refugee as we contextualize the significance of such terms as ‘refugee,’ ‘asylum,’ ‘sanctuary,’ ‘non-refoulement,’ or ‘forced displacement.’ With this foundation, we move to the role that language plays with resettlement into society and examine factors in the legal, healthcare and educational systems. We examine global work done through the United Nations Educational, Scientific and Cultural Organization and more, and we concentrate on the current state of refugees and New Americans in St. Louis and the USA. The course fosters critical thinking across academic disciplines, encourages practical implications of research on global citizenship, and includes invited guest lectures by local practitioners and other Washington University scholars. This course is restricted to first-year students in the Global Citizenship Program. Today, the number of displaced people as its highest: one out of every 113 people on Earth.
In this course, we begin with an understanding of what it means to be a refugee, and we discuss readings that lead us to an understanding of the modern refugee as we contextualize the significance of such terms as ‘refugee,’ ‘asylum,’ ‘sanctuary,’ ‘non-refoulement,’ or ‘forced displacement.’ With this foundation, we move to the role that language plays with resettlement into society and examine factors in the legal, healthcare and educational systems. We examine global work done through the United Nations Educational, Scientific and Cultural Organization and more, and we concentrate on the current state of refugees and New Americans in St. Louis and the USA. The course fosters critical thinking across academic disciplines, encourages practical implications of research on global citizenship, and includes invited guest lectures by local practitioners and other Washington University scholars. This course is restricted to first-year students in the Global Citizenship Program.
Credit 3 units. A&S: AMP A&S IQ: LCID, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

L61 FYP 120A Amp: Intro to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives
This course presents a consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience; the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. There will also be an emphasis on applying these findings to important problems, such as Alzheimer’s disease and deficits due to brain damage. The course is taught by three members of the faculty from different disciplines, and it combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: Admission to the Hewlett Program in the Study of the Mind-Brain.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: BA

L61 FYP 121 Ampersand: Pathfinder — A Sense of Place: Discovering Missouri’s Natural Heritage
This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megalafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 122 Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis
Students will go exploring in and around St. Louis, where they will learn about the St. Louis backyard and their “home” for the next four years. Through field trips, readings, and discussion, students will see firsthand what challenges face the local environment and the people who live here. They will learn how to examine multiple perspectives, how to think critically, and how to approach problems from an interdisciplinary and holistic approach. They will also learn why it is important to know a community at the local level if to affect change on any level, whether state, national, or international. This course includes several field trips in addition to weekly readings and discussions.
Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

L61 FYP 122A Ampersand: Introduction to the Study of the Mind: Brain II
In this course, participants in the Mind, Brain and Behavior Program (formerly known as the Hewlett Mind-Brain program) will continue their exploration of cognitive science. We will explore different frameworks for thinking about how the different branches of cognitive science relate to each other. The course will contain an introduction to relevant topics in the philosophy of science and the philosophy of mind.
Prerequisite: MBB/PNP 120.
Credit 3 units. A&S: AMP A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L61 FYP 1261 Ampersand: Law and Society
This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. We will also study some specific substantive areas of the law. The course consists of two 90-minute Socratic lectures per week. Upon completion of this course, students should have a basic knowledge of the American legal system, which is an important part of a general education. The hope is that such knowledge will enable students to better understand and assess current legal events and to develop an increased interest in those events. This course should also enable students to consider law as a future area of study and career. Interested students may continue their study in the spring semester with an optional 1-credit seminar focusing on contemporary Supreme Court cases. Course is for first-year students in the Law and Society Program only.
Credit 3 units. A&S: AMP A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L61 FYP 141 Ampersand: Medicine and Society
This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity.
Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program.
Same as L48 Anthro 141.
Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L61 FYP 1503 Ampersand: Workshop for the Global Citizenship Program
This yearlong workshop, which is restricted to and required of participants in the Global Citizenship Program (GCP), is a companion to the core GCP fall course. The first semester of the workshop asks students to reflect critically on their own relationship to the concept of Global Citizenship. Through popular education and creative-based methods, students will explore their situated knowledges, worldviews, positionalities, and biases. The course engages with social, environmental, and epistemic justice themes through a decolonizing lens to question and reimagine how to embody critical global citizenship. By the end of the workshop, students will have tools to support their analysis and intentional engagement with the global-local community.
Credit 1 unit. A&S: AMP

L61 FYP 1504 Ampersand: Workshop for the Global Citizenship Program
This workshop, which is restricted to and required of participants in the Global Citizenship Program, is a continuation of the Fall L61 FYP 1503 workshop. The spring Global Citizenship Workshop is praxis-oriented and asks students to apply and further reflect on the concepts learned during the Fall. Students are required to volunteer in the community for at least 10 hours per month. Each workshop session will provide a space for collective sharing about our experiences in the community and offer tools for meaningful engagement, social change, community building, and collective care. Towards to end of this journey, students will have gained important frameworks to understand the global and its relationship to our local realities, meaningful life experiences collaborating across differences, and powerful tools for future community engagement. An optional trip at the end of the semester, after exams, will provide further opportunities for hands-on learning and interaction with organizations and people involved in the themes of the course.
Credit 1 unit. A&S: AMP

L61 FYP 160 Ampersand: Going Dutch: Art, Science, and Discovery in Amsterdam and Beyond
The Netherlands, despite its geographical scale, was once the most powerful and culturally thriving country in Europe. In the 17th century, the great metropolis of Amsterdam and the surrounding cities of Leiden, Delft, and Haarlem burgeoned as sites of global trade, scientific innovation, and unprecedented achievements in art. The paintings of Rembrandt van Rijn, Frans Hals, Johannes Vermeer, and many others embody the fascinating contradictions of a culture caught between Calvinist morals and licentiousness, lucrative commerce and fears of worldly vanity, and botanical learning and the tulip craze.
The remarkable invention that characterized the Dutch Golden Age led also to the microscope, the fire engine, modernized anatomical dissection, and even the founding of New York City. This course surveys the history of the 17th-century Netherlands through the lens of its art and intellectual achievements, ultimately reflecting upon its legacy today.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM EN: H

L61 FYP 1701 Ampersand: The Italian Renaissance
The Renaissance was one of the most dynamic and influential periods in the history of Western Europe. It is replete with contrasts and contradictions, preserving numerous aspects of medieval thought at the same time as it was developing dramatic new ways of viewing, understanding, and expressing the world. Although these factors affected all of Europe to different degrees, it was in Italy that these trends first appeared and from which they traveled north, east, and west to profoundly influence the entire continent. This course will concentrate on the Italian Renaissance in an effort to gain a panoramic view of its many aspects and the essential characteristics of each
subject studied. The fall term will examine geography and political
to shelter; wars and political realignments; forms of government and their
rulers; social life; manufacturing, trade and economics; the humanistic
movement; philosophy; the Catholic Reformation; and the natural
sciences and medicine. The spring term will concentrate on the arts:
architecture, painting, sculpture, literature, and music. Prerequisite:
emergence into The Renaissance Focus program.
Credit 3 units. A&S: FYSS A&S IQ: HUM BU: HUM EN: H

L61 FYP 1702 Ampersand: The Renaissance: An Introduction II
The Renaissance saw a fundamental shift in the character and functions of
the arts in western society. This course will examine the basic
aesthetics and features of Renaissance literature (poetry, epic poetry,
drama), plastic arts (painting, illumination, sculpture, bas-relief),
arithmetic (both sacred and secular) and music (both sacred and
secular, including dance). We will be examining the role of perception in
the arts, the relationship of that perception to humanistic, religious and
political thought, and the various ways in which the arts communicate that relationship.
Credit 3 units. A&S: AMP

L61 FYP 1703 Ampersand: The Republic of Venice I
The Venetian Republic survived intact from its beginnings in the 5th
century A.D. to the Napoleonic conquest of 1797. This course will
introduce students to the unique social, cultural and artistic life of the
maritime Republic known as the Serenissima. The fall semester will
explore the political, governmental, social, religious and economic
foundations of the republic together with its artistic and architectural
expressions up to 1520. The spring term consider further social and
institutional constructs and will trace the height of Venice’s artistic
achievements through painting, sculpture, architecture, music and
drama, accompanied by the city’s gradual economic and political
decline to the end of its existence as an independent state in 1797.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L61 FYP 1704 Ampersand: The Republic of Venice II
This course will continue the study of Venetian history and culture,
from the mid-16th century to the fall of the Republic to Napoleon in
1797. In addition to studying the political and economic life of the later
Republic, we will focus on the impact of various social and cultural
issues, such as the Reformation and the Inquisition, early Venetian
feminist writers, Carnival and masking, tourism, gambling, courtesans,
and the diversity of social life and activities. In the arts, we will consider
such subjects as Renaissance and Manierist architecture; painting by
Titian, Tintoretto, Tiepolo, Canaletto and Francesco Guardi; music by
Claudio Monteverdi and Antonio Vivaldi; comedies by Carlo Goldoni;
and the development of opera theater and the opera business.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L61 FYP 181P Ampersand: Pathfinder: Environmental Seminar
This course is a survey of pressing environmental issues, both local and
global, as well as an introduction to the breadth of environmental work
occurring on campus. Credit/no credit only.
Credit 1 unit. A&S: AMP A&S IQ: NSM Art: NSM

L61 FYP 1910 Ampersand: Phage Hunters
A research-based laboratory class for first-year students. Students join a
national experiment organized by HHMI, with the goal of isolating and
characterizing bacteriophage viruses found in the soil in the St. Louis
area. Laboratory work includes isolation and purification of your own
phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing
over winter break, and are annotated in the spring in Bio 192, Phage
Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prerequisites:

High school courses in biology and chemistry, at least one at the AP
or International Baccalaureate level; permission of the instructor. One
hour lecture, one hour discussion, and 3 hrs lab per week. Course is for
first-year students in the Phage Hunters Program only.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 1920 Ampersand: Phage Bioinformatics
A research-based laboratory class for first-year students. Students join a
national experiment organized by HHMI, with the goal of genomic
characterization of a local phage. Laboratory work focuses on learning
computer-based tools for genome analysis followed by annotation
and comparative analysis of the genome of a phage (bacterial virus)
that was isolated fall semester at WU and sequenced over winter
break. Prerequisites: high school courses in biology, chemistry, and
physics, at least one at the AP or International Baccalaureate level;
permission of the instructor. Limited to 40 students; preference given to
those completing Biol 191, Phage Hunters. One hour lecture, one hour
discussion, and three hours lab per week.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 200C Ampersand: Sanity and Madness in Literature from
Ancient Greece to the Renaissance
We will consider explicit and implicit models of mental life, motivation,
and action in works by authors studied in 201C. We will investigate how
concepts related to madness are formulated and regulated in these
literary texts and in the societies that produce them, and we will read
scholarship from the 19th through 21st centuries that has debated the
scale and scope of irrationality in ancient, medieval, and early modern
cultures. Same as L93 IPH 200C
Credit 3 units. A&S: AMP A&S IQ: HUM BU: BA, HUM EN: H

L61 FYP 201 Ampersand: Nationalism and Identity: The Making of
Modern Europe
This course is a reading-and-discussion seminar designed for students
interested in an interdisciplinary program in history, literature, and
language. It will cover a series of major topics in French and German
history, beginning with the French Revolution and culminating in the
origins of World War I. The unifying theme will be the concept of the
nation and development of nationalism. Major topics will include
Napoleon, the revolutions of 1848, and German unification; related
topics will include such issues as women and the concept of the nation.
The seminar will read texts such as the Abbé Guesde’s “What is the Third
Estate?” (in translation) and will review excerpts from such films as Abel
Gance’s Napoleon and Jean Renoir’s La Marseillaise.
Credit 3 units. A&S: AMP A&S IQ: HUM BU: IS

L61 FYP 201C First-Year Seminar: Classical to Renaissance
Literature: Text and Traditions
Students enrolled in this course engage in close and sustained reading
of a set of texts that are indispensable for an understanding of the
European literary tradition, texts that continue to offer invaluable
insights into humanity and the world around us. Homer’s Iliad is the
foundation of our class. We then go on to trace ways in which later
poets and dramatists engage the work of predecessors who inspire
and challenge them. Readings move from translations of Greek, Latin,
and Italian, to poetry and drama composed in English. In addition to
Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil,
Ovid, Petrarch, and Shakespeare. Same as L93 IPH 201C
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
L61 FYP 2010 Ampersand: The Science of Biotechnology
Biotechnology is truly interdisciplinary, incorporating a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech, and it teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students who complete Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, how to effectively use a variety of resources to explore connections between science and biotech business, how to synthesize information from different fields, and how to exhibit strong teamwork skills and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site visits introduce students to the vibrant St. Louis biotech community. This course is for students in the Biotech Explorers Program only.
Same as L41 Biol 2010
Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

French: Exploration of cultural expressions and depictions of nationalism in France 1789-1914 with emphasis on literary forms — poetry, prose, drama — against the background of social and political change and in particular against the background of Franco-German relations. Will include investigation of the use of gender to construe the nation; founding myths; the roles of men, women, and the family in the nation; importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the French vs. the German, as well as contemporary critiques of nationalism. Taught in English. Course should be enrolled as 3 units, or 4 units with trip. Co-course: Each student should enroll in the level of French language instruction that follows their fall course.
Credit variable, maximum 4 units. A&S: AMP A&S IQ: HUM Art: HUM EN: H

L61 FYP 203 Ampersand: German Nationalism 1789-1914: The Formation of German National Identity
Exploration of cultural expressions and depictions of nationalism in Germany 1789-1914 with emphasis on literary forms — poetry, prose, drama — but including also symbolic modes of expression, against the background of social and political change and in particular against the background of Franco-German relations. Will include investigation of the use of gender to construe the nation; founding myths; the roles of men, women, and the family in the nation; importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the German vs. the French, as well as contemporary critiques of nationalism. Course should be enrolled as 3 units, or 4 units with trip.
Credit variable, maximum 4 units. A&S: AMP A&S IQ: HUM Art: HUM

L61 FYP 203C Ampersand: Early Political Thought: Text and Traditions
A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice.
Same as L03 IPH 203C
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L61 FYP 208 Ampersand: Global Culture and the Individual: Intercultural Skills for the 21st Century
The emergence of a global society continues to create vast changes in all cultures. How do these changes impact our lives and the way we view ourselves and our place in the world? Students in this seminar will use the study of language, culture, and literature to examine how they, as individuals, relate to self, community, and culture. Students will also learn to apply the skills needed to live and work most effectively within the university community and beyond.
Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC BU: IS EN: S

L61 FYP 209 Ampersand: Wild Ethics and Environmentalism
Fierce political battles are being fought over the preservation of wilderness, partly because wilderness means and has meant so many different things. European settlers saw the New World as a “howling wilderness,” redeemable only by human settlement and improvement. To Native Americans this same land was home, not wilderness. As the frontier of settlement moved west, attitudes toward the wild began to change, with Henry David Thoreau stating “In wildness is the preservation of the world.” This course will study the changing experiences of wilderness and the wild through history, grappling with insights derived from literature, art, philosophy, and ecology. The Spring semester will include a study of wolf reintroduction in Yellowstone National Park, including a Spring break trip to Yellowstone to study wolves in the wild.
Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC EN: S

L61 FYP 209 Ampersand: Wild Ethics and Environmentalism
Fierce political battles are being fought over the preservation of wilderness, partly because wilderness means and has meant so many different things. European settlers saw the New World as a “howling wilderness,” redeemable only by human settlement and improvement. To Native Americans this same land was home, not wilderness. As the frontier of settlement moved west, attitudes toward the wild began to change, with Henry David Thoreau stating “In wildness is the preservation of the world.” This course will study the changing experiences of wilderness and the wild through history, grappling with insights derived from literature, art, philosophy, and ecology. The Spring semester will include a study of wolf reintroduction in Yellowstone National Park, including a Spring break trip to Yellowstone to study wolves in the wild.
Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC EN: S

L61 FYP 2091 Ampersand: Wild Ethics and Environmentalism
Fierce political battles are being fought over the preservation of wilderness, partly because wilderness means and has meant so many different things. European settlers saw the New World as a “howling wilderness,” redeemable only by human settlement and improvement. To Native Americans this same land was home, not wilderness. As the frontier of settlement moved west, attitudes toward the wild began to change, with Henry David Thoreau stating “In wildness is the preservation of the world.” This course will study the changing experiences of wilderness and the wild through history, grappling with insights derived from literature, art, philosophy, and ecology. The Spring semester will include a study of wolf reintroduction in Yellowstone National Park, including a Spring break trip to Yellowstone to study wolves in the wild.
Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC EN: S
L61 FYP 215 First-Year Seminar: The Theatre as a Living Art
Moving in and out of practice and theory, this plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Must be taken concurrently with Drama 228C. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: HUM Arch; HUM Art; HUM BU: HUM EN: H

L61 FYP 2151 Ampersand: Theatre Topics Course
Companion course to L61 215.
Credit 3 units. A&S: AMP

L61 FYP 216 Ampersand: The Theatre as a Living Art
Continuation of the Theatre as a Living Art. Topic varies by year, please consult course listings for a description of current offering. Prerequisite: admission to the Theatre as a Living Art Ampersand program.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch; HUM Art; HUM BU: HUM EN: H

L61 FYP 2171 Ampersand: Women in Science
Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. In this year-long course, we will read biographies of famous women scientists and mathematicians, in addition to scholarly articles, to examine women’s involvement in science and mathematics from the 1st century to the present. We will explore the ways in which women have pursued scientific knowledge, look at the cultural factors that affected them, and investigate the impact of scientific theory and social conditions on their opportunities and identities. In addition to reading about women in science, we will hear a variety of women talk about their careers. Faculty from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, medical administration may visit, as well as female scientists who work in industry. This course is restricted to Women in Science participants who must have concurrent enrollment in Introduction to Women, Gender, and Sexuality Studies.
Credit 1.5 units. A&S: AMP A&S IQ: HUM, SC, SD Arch; HUM Art; HUM BU: BA EN: H

L61 FYP 2172 Ampersand: Women in Science: Contemporary Issues
Following the history of women in science that we explored in the fall semester, this class will begin a discussion and analysis of current issues in gender and science. We will look at the feminist critique of science and scientific objectivity before turning to women’s careers in science. Several questions will be central to our inquiry: Do women “do” science differently? Could alternative science and mathematics education help increase women’s representation in fields that continue to be male dominated like physics, engineering, and computer science? How do social expectations of men and women affect career choices and retention? In addition to exploring these issues, we will hear from a number of women scientists. Drawing from both the Danforth and Medical School campuses, our visitors will include faculty members from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, medical administration, among others, who will share their reflections about women and science. This course is restricted to Women in Science Ampersand program participants.
Credit 1.5 units. A&S: AMP A&S IQ: SSC, SC, SD Arch: SSC Art; SSC BU: BA EN: S

L61 FYP 221 Ampersand: Law and Society
This course will be a continuation of the seminar Ampersand: Law and Society. The course will apply knowledge learned in the first semester to analyze current and recent Supreme Court cases. Prerequisites: L61 1261 and admission to the Ampersand: Law and Society course.
Credit 3 units. A&S: AMP A&S IQ: SSC Arch; SSC BU: BA, HUM EN: S

L61 FYP 2341 Ampersand: Italy's Temples of Knowledge: The History and Controversies of Museums
This course will investigate the history of museums in Italy and the political and ethical issues that have developed alongside the institutions themselves to the present day. Our study during the fall semester will unfold chronologically, beginning with such ancient precursors to the modern museum as the Roman House of Pompeii. We will study how the museum in Italy developed from an elite, private space — the Renaissance princely studiolo and curiosity cabinet — for the display to a select audience of individual and family social distinction to a public center for the cultural education of the masses and for the demonstration of state prestige (i.e., the Louvre, the Vatican Museums, and the Fascist Museum of Roman Civilization). We will also visit local art and history museums. The course will culminate at the end of the spring semester with a trip to Italy to tour the sites we have studied throughout the year. This course is restricted to Italy’s Temples of Knowledge Focus program participants.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch; HUM Art; HUM BU: HUM EN: H

L61 FYP 2242 Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration
This course will continue our investigation of the dynamics of migration in the MENA and African countries primarily and re-orient the discussions towards a much-overlooked cause of migration: colonialism. To achieve genuine refugee-/migrant-oriented reform policies, the Global North needs to reconcile with its colonial past. Toward this end, we will highlight how the history of migration is deeply entangled with colonialism. Our readings-based discussions will focus on analyzing how colonial logics continue to shape the dynamics of migration as well as fuel the growing xenophobia and anti-migration rhetoric in the Global North toward intercontinental human mobility. To understand the enduring legacies of colonialism on the contemporary politics of migration, our discussions will argue the premise that colonial histories should be central to migration studies today for there to be real reform in refugee, asylum, and migrant policies. We will explore a wide range of inspiring and challenging perspectives on migration and learn what postcolonial and decolonial scholarships can offer us studying international migration today. We will address these areas through our weekly readings of Migration Studies and Colonialism as a primary source; we will also survey a selection of articles as a secondary source. To supplement the readings, we will watch short documentaries addressing the topic as well as hear from activists, journalists, and specialists in the field. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: AMP A&S IQ: LCD, SSC BU: BA EN: S

L61 FYP 2342 Ampersand: Italy's Temples of Knowledge, Part II
This first-year course has divided its scope over two semesters. In the fall, students study the history of museums; in the spring, students study the ethical, political, cultural, and interpretive issues that surrounded these institutions. Students will also prepare for the spring trip to Italy.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art; HUM BU: BA EN: H
L61 FYP 2351 Ampersand: Moving and Being Moved: Human Movement in Art, Culture, Sport and Health

This course will investigate the significance of movement, individually and collectively, in human experience. Movement can signal a wide variety of states of being—gender, age, ethnicity, mental and physical health—in addition to its stylized expressions as social and concert dance. We will use readings, discussions, lectures and correlated movement work to deepen our understanding of what and how movement communicates. The course will be team-taught by members of the dance faculty and guest instructors. Concurrent registration in a dance or somatics course is recommended but not required. This course is restricted to Moving and Being Moved Focus program participants. Credit 3 units. A&S: AMP & A&S IQ: HUM EN: H

L61 FYP 2352 Ampersand: Moving and Being Moved: Further Explorations

Continuation of Fall Focus program. Students will continue to explore a broad range of topics. At the same time each student will deepen his or her experience of a specific movement discipline by enrolling in one of the many dance or somatics practices courses offered by Washington University. The weekly seminar meetings will focus on connections between dance and other disciplines: for example, lighting and costume design for dance, arts management, movement and Native American culture, dance and literary theory that treats “the body” metaphorically. However, our weekly meeting will also include time periodically for students to share their experience in their chosen movement centered courses. In-class content will continue to be supplemented by field trips and related practical applications. This course is restricted to Moving and Being Moved Focus program participants. Credit 2 units. A&S: AMP & A&S IQ: HUM EN: H

L61 FYP 2443 First-Year Seminar: The Nuremberg Trials and International Justice

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it “usable”; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials—the innovations and critiques around the law and politics of the trials themselves as well as the trials’ legacies for ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only. Same as L22 History 2443 Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS: H

L61 FYP 2601 Ampersand: The Argentine Experience: History, Literature, Culture

How have foreigners viewed Argentina over time? What was the meaning of bloodshed among gauchos? What are the origins of tango? At one point, one-third of Argentina’s population consisted of Afro-descendants—what happened to them? This course helps students find answers to such questions and more. We cover the history of Argentina, from Spanish settlement to the present, focusing on the wars of independence, economic growth and urbanization, immigration, gauchos and popular culture, Juan and Evita Peron, the “Dirty War,” and the transition to democracy and neoliberalism. The course complements an offering on Argentine Culture in the spring semester. It will also provide historical background for a field trip by the students to Buenos Aires, Argentina. It covers the history of one of Latin America’s largest and most important countries, and it gives students the chance to compare processes of cultural, political, and economic development with the United States and other countries in the Americas. Prerequisite: admission to the Focus Argentina program. Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L61 FYP 2602 Ampersand: Buenos Aires and the Construction of Argentine Culture

In this course, we will examine the various expressions of Argentine culture that have given us gauchos, tango, Jorge Luis Borges, and one of the most prolific and honored cinematic traditions of Latin America. In particular, we will explore the ways in which history and culture interact to express the experience of Argentina and Buenos Aires. We will study films, popular music, dance, literature, sport, and theater to gain insight into that experience. This course is part of the Buenos Aires Focus program; it includes a trip to Buenos Aires and is intended to be taken after Focus 2601 Argentina: Past and Present. Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L61 FYP 267 Ampersand: Cuban Transitions: From Colonialism to Communism

This course will examine the Cuban experience from its beginnings as a Spanish colony to its independence. We will emphasize happenings in contemporary Cuba and its relations to other countries. Topics to be studied will include the Tainos, slavery, the preeminence of sugar and tobacco as an economic and cultural force, social structures, race, the “Spanish-American war,” the press, the military, and education. We will screen documentaries, examine the paintings of Wilifredo Lam and the photographs of Walker Evans, and study the contribution of music to the Cuban ethos. We will concentrate on biographies and documentary films of Che Guevara and Fidel Castro. All topics studied will also be put into contemporary contexts. Completion of the course will require three short papers (four to six pages) and an oral report. Credit 3 units. A&S: AMP A&S IQ: SSC Arch: SSC Art: SSC BU: IS

L61 FYP 2671 Ampersand: Stranger Than Paradise: Cuban Experience of the Revolution

The word “Cuba” strikes a resonant chord with many of us: a mix of curiosity, anxiety and hope shaped by many years of controversy and stereotyping on the one hand and myth-making on the other. Whether students want to develop an understanding of Cuban literature on and off the island or to learn about the music and dance history that led up to the Buena Vista Social Club phenomenon, this is a seminar worth exploring. Organized chronologically and thematically as a companion course to Cuba: From Colonialism to Communism, this course will cover a comprehensive range of topics related to contemporary Cuba. Faculty with ample first-hand knowledge of Cuba and invited speakers will encourage wide-ranging discussions about the interplay of such issues as the politics of race and sexuality, repression and exile, and censorship and dissent. African cultural heritage and syncretic religious practices will be presented as both a source of pride for Cubans and a symbol of their unique Caribbean experience. By examining a variety of ideological perspectives in prose fiction, poetry, political speeches, artwork, musical forms, personal testimonies, and film, this seminar will allow students to exchange perceptions across various disciplines, question myths, and erase the distance between theory and context-based critical practice. Prerequisite: Successful completion of the first-semester course Cuba: From Colonialism to Communism. Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

Washington University in St. Louis
L61 FYP 287 Focus: Writers as Readers Seminar
Participants in this seminar examine how writing serves as a creative response to reading. Just as modern students are students of literature, so, too, were writers in the past students of their literary heritage and of their contemporary literary moment. We will examine how writers — both poets and novelists — responded to, elaborated on, rebelled against, and paid homage to their predecessors. Among the writers we will consider are Jane Austen, Henry James, Charles Dickens, Dostoevsky, Tennyson, Keats, Kipling, and Isaac Babel.
Credit 3 units. A&S: AMP A&S IQ: HUM Art: HUM

L61 FYP 2201 Ampersand: Urban Crisis and Renewal
This course will explore the profound changes American cities faced in the wake of World War II and into the 21st century. As the postwar economy deindustrialized, manufacturing moved away from the northeast and Midwest, and the suburbs grew. Formerly prosperous urban centers fell into decline, and remaining residents suffered the consequences. In an analysis of the economic, cultural, and spatial transformations of this period, we will engage with the subjects of race, inequality, and civic and corporate attempts to recover urban space with urban renewal programs. We will also spend a significant amount of time engaging the subjects of popular culture and imagination through the reformulation of what it means to be “urban” in the postindustrial period and how the suburbs exist in the greater metropolitan areas of American cities. In addition to selected readings, films, literature, and primary sources will drive seminar-style class discussions.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L61 FYP 3001 Ampersand: Research in Mind, Brain, Behavior
An introduction to research for Mind, Brain, and Behavior students. Students work under the supervision of a mentor. Prerequisite: admission to the Mind, Brain and Behavior Program, and permission of the mentor.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 119 Ampersand: Shakespeare’s Globe: All the World’s a Stage
Why more than 400 years later do we continue to read the works of William Shakespeare? Why do we continue to stage his plays, identify with his characters, and communicate our thoughts in his language? Why do his poems and plays retain their vibrancy and immediacy, even today? This course invites students to answer these questions by inhabiting Shakespeare’s language from the inside and out-breathing in the words of his characters with creative and careful study, while moving out to fully engage the text in performance. Reading plays, watching films, listening to monologues, voicing dialogue, physically enacting fight scenes, and even navigating plots with joysticks, students will develop deep appreciation for the writer who is the original GOAT—the greatest of all time. In this two-semester course, we will read and study Shakespeare’s plays in their historical context, learning about the original practices used in performance at both the Elizabethan and Jacobean court theatres as well as the public theatres on the South Bank of the Thames. We will also consider them as adaptable playscripts that have been rewritten over the past 400 years, reinterpreted at different times by different actors in different cultures the world over. Students will contribute to this performance repertoire with their own 21st-century interpretations, striving the stage of the reconstructed Globe Theatre in a capstone experience that concludes the course with a summer trip to London. If all the world’s a stage, come be a player in it!
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM EN: H

L61 FYP 1100 Ampersand: Examining America: American Landscapes: Identity, Power, Place and Meaning
Does the “American Dream,” rooted in Jeffersonian ideals of “life, liberty, and the pursuit of happiness,” still hold sway in the American imagination, or have we moved on from its tantalizing promises? To answer this question, this Ampersand course investigates how perceptions, representations, and meanings of the American Dream manifest—or struggle to be realized—in the contemporary United States. As the American Dream relies deeply on the interaction between American culture and performance, we turn to case studies of the arts-theatre, literature, film, and painting—as lenses for understanding the complexities of nation and identity inherent to the American Dream. Utilizing an intimate seminar format to foreground our close reading and discussion of these multimodal texts, this Ampersand course emphasizes both critical thinking and writing. We also consider (and visit) a variety of exciting local theatrical performances and art exhibits, both on and off-campus. In synthesizing our interdisciplinary approach to the American Dream—or is it American Dreams?—the course culminates with a creative project with opportunities for performance during the final week of classes. This course is restricted to first-year students only.