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 Biotech Explorers Pathway; Democracy and Myth in Ancient Greece; Encountering China; Examining America; Global Citizenship Program; History, Memory & Representation of the Holocaust; Literary Culture of Modern Ireland; Law and Society; Medicine and Society (http://bulletin.wustl.edu/undergrad/artsci/medicineandsociety/); Mind, Brain, Behavior; Pathfinder Fellows in Environmental Leadership; Phage Hunters; (Re)Imaging the Urban; Safe Asylum: Refugee Politics and Pathways; Text and Traditions; The Hallmarks of Cancer and Patient Care; The History and Culture of the Venetian Republic; Theater as a Living Art; and Women in Science. Enrollment in each Ampersand Program has limited seating 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)

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

Stan Braude (http://artsci.wustl.edu/faculty-staff/Stanbraude/)
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)

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

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

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

Robert Henke (http://artsci.wustl.edu/faculty-staff/robert-henke/)
Professor
PhD, University of California, Berkeley
(Performing Arts)

Joseph Jez (http://artsci.wustl.edu/faculty-staff/joseph-jez/)
Professor of Biology
PhD, University of Pennsylvania
(Biology)

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

Jeffery 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/)
Professor
PhD, Duke University
(International and Area Studies)
Ampersand Programs are special multi-semester seminar programs open to first-year students. There is no major 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.
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, 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 memory, 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 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 re-interpretation. The course will stress how individual experience, especially lose, 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 108 Ampersand: Constantinople, Queen of Cities: Part I
Constantinople, the capital of the Byzantine Empire (330 to 1453), was among the greatest marvels of the medieval world. Renowned for its wealth and sophistication, the city was one of the largest urban centers in the premodern era and the model that cultures both east and west sought to surpass. In this course, we explore the evidence behind this reputation, studying the architectural, social, and artistic history of the Queen of Cities. Although renamed Istanbul when conquered in 1453 by the Ottomans, its fame did not fade, and some of its most impressive 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
L61 FYP 117 Ampersand: Global Population on the Move: Refugees, Resettlement, Education, and Advocacy
Today, the number of displaced people is at 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 pivotal historical readings that lead us to an understanding of the modern refugee. In addition to contextualizing the significance of such terms as “refugee,” “asylum,” “sanctuary,” “non-refoulement,” and “forced displacement,” our discussions will also allow us to engage with the broader meanings of concepts that include hospitality, identity, belonging, and citizenship. With this foundation, we move to the role that language plays with regard to resettlement in society and the educational system by examining work done through the United Nations Educational, Scientific and Cultural Organization and more. We concentrate on the current state of refugees in St. Louis and in different Central American countries. The course fosters critical thinking across academic disciplines and includes invited guest lectures by local practitioners and other Washington University scholars. The course also requires community outreach with local community integration services. This course is restricted to first-year students in the Global Citizenship Program.
Credit 3 units. A&S: AMP A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

L61 FYP 120A Amp: Introduction to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives
A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there will be an emphasis on applying these findings to important problems, such as Alzheimer's disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: admission to the Hewlett Program in the Study of the Mind-Brain.
Credit 3 units. A&S: AMP A&S IQ: 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 megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.
Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

L61 FYP 122 Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis
Go exploring in and around St. Louis. You'll learn about the St. Louis backyard, and your “home” for the next four years. Through field trips, readings, and discussion, you'll see firsthand what challenges face the environment and the people who live here. You will learn how to examine multiple perspectives, how to think critically and how to approach problems from an interdisciplinary and holistic approach. You’ll also learn why it is important to know a community at the local level if you’re going to affect change on any level-state, national, or international. In addition to weekly readings and discussion, this class includes several field trips.
Credit 3 units. A&S: 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: MBP/PNP 120. Credit 3 units. A&S: AMP A&S IQ: NSM 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: NSM 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.
The Renaissance was one of the most dynamic and influential periods in the history of Western Europe. It is replete with achievements, ultimately reflecting upon its legacy today. The fall term will examine geography and political entities; wars and political realignments; forms of government and their rulers; social life; manufacturing, trade and economics; the humanist 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: admission into The Renaissance Focus program. Credit 3 units. A&S: FYS 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), architecture (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 governmental, social, religious and economic foundations of the republic together with its artistic and architectural expressions up to 1520. The spring term will trace the height of Venice’s prosperity and artistic achievements through the painting of Titian, Tintoretto and Veronese, the architecture of Sansovino and Palladio, and the music of Monteverdi and Vivaldi, followed by the city’s gradual decline to the tourist mecca and playground for the wealthy of Europe it became towards the end of its existence as an independent state. Credit 3 units. A&S: AMP

L61 FYP 1704 Ampersand: The Republic of Venice II
This course will continue the study of Venetian history and culture, from the mid-sixteenth 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 Mannerist 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

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 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 workshop will foster critical thinking and push students to explore the significance of cultural and social identities in a globalized society. In addition to the assigned course content, students will also examine their own mutual interests, build relationships and develop valuable skill sets as they collaborate together to plan an event of global concern for the campus 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 FYP1503 workshop. Content fosters critical thinking and pushes students to explore themes from their faculty-led course, such as cultural and social identity, migration, resettlement, and advocacy. Students plan a campus event addressing an international topic of interest from their course. Interactions with local organizations and professionals, as well as an optional trip over Spring Break, provide further opportunities for hands-on learning of 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 seventeenth 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, 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, even the founding of New York City. This course surveys the history of the seventeenth-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 I
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 entities; wars and political realignments; forms of government and their rulers; social life; manufacturing, trade and economics; the humanist 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.
L61 FYP 181P Ampersand: Pathfinder: Environmental Seminar
A survey of pressing environmental issues, both local and global, as well as an introduction to the breadth of environmental work occurring on campus. Credit/no credit only.
Credit 1 unit. A&S: AMP

L61 FYP 1910 Ampersand: Phage Hunters
A research-based laboratory class for first years. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing over winter break, and are annotated in the spring in Bio 192. Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prereqs: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level; permission of the instructor. One hour lecture, one hour discussion, and 3 hrs lab per week. Course is for first-year students in the Phage Hunters Program only.
Credit 3 units. A&S: 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 Abbe Sieyes’ “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

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 and 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 BU: HUM BU: IS

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 other 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; the 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. Preference given to Text and Traditon and IPH students. Same as L93 IPH 203C
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD 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 2081 Ampersand: Global Culture and the Individual: Intercultural Skills for the 21st Century
During the spring semester, we continue to find ways to practically apply the skills and knowledge gained during the fall semester. The course will be built around projects proposed by students at the end of the fall semester. By the end of the academic year, students will have gained a greater understanding of how they relate to and affect one another within their own immediate environment, their community, their culture, and beyond. The companion course for this seminar continues to be a two-semester language sequence at the student's level of proficiency as determined by a placement test. 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: HUM EN: H

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: HUM EN: H

L61 FYP 215 Ampersand: 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 students in the Theatre as a Living Art Program only. Credit 3 units. A&S: AMP 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

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 19th 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 & 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 Hilltop 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 & 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 & S IQ: SSC Art: SSC BU: BA, HUM 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 & 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 cultural practices. 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 somatic 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 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 Eva 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

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 and Henry James, Charles Dickens and Dostoevsky, Tennyson and Keats, Kipling and Isaac Babel. Credit 3 units. A&S: AMP A&S IQ: HUM Art: HUM

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 BU: SCI