Ampersand Programs

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

Courses


L61 FYP 107 Ampersand: Encountering China: 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: 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 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 obtrusive 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 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 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 108 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 site 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 Dreams: Art, Culture, Performance, and Politics
Rooted in Jeffersonian ideas 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 exhibits, 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 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 120 Amp: Intro 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 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 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
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. During the first semester, students will analyze their own identities and biases as a basis for learning about other identities, cultures, and worldviews. We will then explore the topics of solidarity, charity, agency, and empowerment in order to better understand how we can contribute to ethical and lasting change as global citizens. This work will prepare students for their second-semester community-based learning project in which they partner with a local organization to develop a project together. Contingent on COVID, second semester will also include a Spring Break travel portion.
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. While continuing with our individual self-analyses, we will also explore tangible ways to practice global citizenship and foster solidarity through interactions with the St. Louis community. Students will engage in a community-based learning project in which they partner with a local organization to develop a project together. The Spring Break trip that traditionally supplements this program will tentatively be offered upon the conclusion of the Spring semester, during the first week of summer break. This potential, optional trip would provide more first-hand learning experiences with organizations and communities touched by in the themes of the course.

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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. Prerequisite: admission into The Renaissance Focus program. Credit 3 units. A&S: AMP 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 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-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

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. 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 Abbe Siyeyes’ “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 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 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 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 biotechnology, 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

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 Tradition and IPH students.
Same as L93 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 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 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

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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.

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.

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 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 effect 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 Art: 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 studio 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 & S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L61 FYP 2342 Ampersand: Comparative Refugee Resettlement and Integration

How do people whose lives have been disrupted by trauma — often by war but also other forms of state violence — make a new home? How do differences in political and welfare state development shape the social organization of refugee incorporation? How do governments, civil society organizations, and peers shape these processes? We focus primarily on three major national contexts: the United States, Denmark, and Germany. Why these three states? One of our concerns is to understand how national context and within-country variation — that is, the history, political development, cultures, and contours of the welfare state model — shape the potential for persons fleeing trauma in their country of origin to resettle. This course focuses on asylum-seekers and refugees who make their way to Denmark and Germany, and we use examples from the United States as additional comparative cases. We will examine a range of sources — including scholarly books and articles, supranational and governmental sources, and artistic and journalistic projects devoted to elevating the voices of displaced persons — to gain a broad understanding of the topics at hand. Part of this course includes the opportunity to learn from a local partner school district striving to improve connections to students and families who arrived as refugees. As part of the course work, students will create a project for the school district that responds to district needs. Students in this year-long Ampersand course will also have the opportunity to join an optional study trip to Morocco and Germany. Course is for first-year, non-transfer students only. 

Credit 3 units. A&S: AMP & S IQ: LCD, SSG BU: BA EN: S

L61 FYP 2343 First-Year Seminar: The Nuremberg Trials and International Justice

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 & S IQ: HUM 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 & 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 & S IQ: HUM EN: H

L61 FYP 2443 First-Year Seminar: 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 of 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 Taínos, 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 Willfredo 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 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