

9-1-1995

## Wellesley College Bulletin [1995-1996]

Wellesley College

Follow this and additional works at: <http://repository.wellesley.edu/catalogs>

---

### Recommended Citation

Wellesley College, "Wellesley College Bulletin [1995-1996]" (1995). *The Wellesley College Catalogs*. Book 95.  
<http://repository.wellesley.edu/catalogs/95>

This Book is brought to you for free and open access by the Archives at Wellesley College Digital Scholarship and Archive. It has been accepted for inclusion in The Wellesley College Catalogs by an authorized administrator of Wellesley College Digital Scholarship and Archive. For more information, please contact [ir@wellesley.edu](mailto:ir@wellesley.edu).

W E L L E S L E Y

An aerial photograph of the Wellesley College campus, showing a large brick tower in the center, surrounded by green lawns and trees. The image is framed by a large green circle. In the foreground, the roof of a building with a brick chimney is visible.

**Wellesley  
College  
Bulletin**

**1995-96  
Catalog Issue**  
Volume 85,  
Number 1  
September 1995

Wellesley College Bulletin

Vol. 85, No. 1 September 1995

Wellesley College Bulletin (USPS 078-360) is published September, October, December, January, February, June, July/August by Wellesley College, Green Hall, Wellesley, MA 02181-8292. Second-class postage paid at Boston, MA. Postmaster: Send address change to Wellesley College Bulletin, Green Hall, Wellesley College, Wellesley, MA 02181-8292.

# **Wellesley College Bulletin**

1995-96 CATALOG ISSUE

Volume 85, Number 1 • September 1995

# Contents

---

Academic Calendar, 1995-96	3	French	146
Inquiries, Visits & Correspondence	4	French Cultural Studies	153
The College	6	Geology	154
The Campus, Facilities and Resources	10	German	156
Student Life	16	German Studies	160
Student Residences and Resources	17	Greek	161
Student Government	21	History	165
Career Center	23	International Relations	177
Admission	28	Italian	179
Admission Plans	30	Italian Culture	181
International & Transfer Students	31	Japanese	182
Continuing Education/ Davis Degree Program	33	Japanese Studies	183
Costs	36	Jewish Studies	185
Fees & Expenses	36	Language Studies	187
Payment Plans	38	Latin	163
Financing Options	39	Latin American Studies	189
Financial Aid	44	Legal Studies	269
Graduate Fellowships	48	Literature in Translation	275
Academic Program	52	Mathematics	191
Curriculum	52	Medieval/Renaissance Studies	194
Additional Academic Programs	56	Music	197
Academic Policies and Procedures	59	Multicultural Issues	270
Special Academic Programs	65	Peace Studies, Individual Major	204
Academic Distinctions	69	Philosophy	205
Courses of Instruction	71	Physical Education/Athletics	210
Africana Studies	72	Physics	212
American Studies	78	Political Science	214
Anthropology	82	Psychobiology	224
Architecture	86	Psychology	225
Art	87	Religion	231
Astronomy	100	Russian	239
Biological Chemistry	103	Russian Area Studies	242
Biological Sciences	103	Sociology	243
Chemistry	110	Spanish	248
Chinese	114	Technology Studies Program	253
Chinese Studies	116	Theatre Studies	254
Classical Civilization	118	Theatre Studies, Individual Major	255
Classical and Near Eastern		Women's Studies	256
Archaeology	120	Writing Program	262
Cognitive Science	121	Faculty	278
Computer Science	122	Board of Trustees	298
Economics	125	Presidents	299
Education	131	Administration	300
English	134	Alumnae Association	307
Experimental	141	National Development and Outreach Council	309
Extradepartmental	142	Index	312
Film & Video	268	Travel Directions	319
First-Year INCIPIT Program	145		

# Academic Calendar 1995-96

---

## Fall Semester

### AUGUST-SEPTEMBER

---

New students arrive	31, Thurs.
Orientation	31, Thurs. through 5, Tues. 2, Sat.
Dorms open for returning students	
Central Check-In	5, Tues.
Convocation	5, Tues.
First day of classes	6, Wed.

### OCTOBER

---

Columbus Day (no classes)	9, Mon.
------------------------------	---------

### NOVEMBER

---

Thanksgiving recess begins (after classes)	22, Wed.
Classes resume	27, Mon.

### DECEMBER

---

Last day of classes	8, Fri.
Reading period begins	9, Sat.
Examinations begin	13, Wed.
Examinations end	19, Tues.
Holiday vacation begins (after examinations)	19, Tues.

### JANUARY

---

Wintersession begins	3, Wed.
Wintersession ends	30, Tues.

## Spring Semester

### JANUARY

---

First day of classes	31, Wed.
----------------------	----------

### FEBRUARY

---

Presidents' Day (no classes)	19, Mon.
---------------------------------	----------

### MARCH

---

Spring vacation begins (after classes)	22, Fri.
---	----------

### APRIL

---

Classes resume	2, Mon.
Patriot's Day (no classes)	15, Mon.

### MAY

---

Classes end	9, Thurs.
Reading period begins	10, Fri.
Examinations begin	15, Wed.
Examinations end	21, Tues.

### JUNE

---

Commencement	3, Mon.
--------------	---------

## Inquiries, Visits & Correspondence

---

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the Board of Admission should make an appointment well in advance. Student guides are available to provide tours for visitors without appointments. Visitors, however, may wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

**President**  
General interests of the College

**Dean of the College**  
Academic policies and programs

**Dean of Students**  
Student life advising; counseling; residence; MIT cross registration; exchange programs; international students; study abroad

**Class Deans**  
Individual students

**Dean of Continuing Education**  
Davis Scholars; Postbaccalaureate students

**Dean of Admission**  
Admission of students/Davis Scholars

**Director of Financial Aid**  
Financial aid; student loans

**Bursar**  
College fees

**Registrar**  
Transcripts of records

**Director, Career Center**  
Graduate school; employment; undergraduate and alumnae career counseling

**Vice President for Finance and Administration**  
Business matters

**Vice President for Resources & Public Affairs**  
Gifts and bequests; external relations

**Executive Director, Alumnae Association**  
Alumnae interests

**Address**  
Wellesley College  
106 Central Street  
Wellesley, Massachusetts 02181-8292  
(617) 283-1000

## **The College**



# The College

---

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at Wellesley can provide the foundation for the widest possible range of ambitions, and the necessary self-confidence to fulfill them. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old or become obsolete.

---

Wellesley is a college for the student who has high personal, intellectual, and career expectations. Beyond this common ground, there is no Wellesley stereotype, since the College is a multicultural community. Students come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Through the Davis Degree Program, women beyond the traditional college age, many married and with children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people is made possible, in large part, by the College's aid-blind admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 120-year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women. The Wellesley College Center for Research on Women, a policy-oriented research institution on campus, was founded in 1974. It has produced much work of national importance about the role of women and men in contemporary society.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. The constant features are the grouping of disciplines into the humanities, the social sciences, and the natural sciences and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this

---

framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change, and quick to incorporate new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. Some departments also offer minors. A multidepartmental first-year student writing course and a multicultural course are degree requirements.

Wellesley students and faculty in all disciplines use the College's academic computing facilities in their courses and research. Faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. Wellesley was one of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major.

In 1995-96 the INCIPIIT Program—INtroduction to Collaboration: Interdisciplinary Problems and Intellectual Tools—for first-year students will introduce students to the liberal arts curriculum through a team-taught course sequence with laboratory.

The Wellesley-MIT Cross Registration allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a large variety of MIT subjects, largely in the social sciences, planning, and management, as well as in courses in computer science, engineering, mathematics, and the sciences. Popular courses have been Issues in Architecture, Financial Management, Cost Accounting, and Field Geology. Wellesley students construct individual majors in such subjects as Urban Planning, Engineering, and Linguistics which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with Brandeis University in nearby Waltham; Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia; and Mills College in Oakland, California.

Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world.

---

Financial aid for study abroad, although limited, is available through several Wellesley funds. For instance, the Slater Fund underwrites the cost of attending European institutions. The Waddell Fund supports study in Africa and the Caribbean. Funding for the study of art, particularly in Italy, comes from the Stecher Fund. Several other funds support study in Asia, Latin America, Australia and New Zealand.

The Wellesley faculty is a true community of scholars. They include scientists, artists, and political and economic analysts who have achieved the highest recognition in their fields. Dedicated to teaching, they bring to the College a vast range of academic and professional interests. A number of faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community, and are available to students long after the end of class.

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of interest. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Excellent academic facilities support learning at Wellesley. Students have access to virtually all the collections on campus through a computerized library system totaling over one million items. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Library Consortium augment the College's own holdings.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories are completely equipped for a wide variety of fields. The Center also includes an extensive complex of greenhouses and a fine observatory.

Students in the arts find excellent facilities in the Jewett Arts Center and the new Davis Museum and Cultural Center.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks to integrate academic and extracurricular life through educational

---

programs. Residence life is administered in several different ways, ranging from professional heads of houses to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of life-long importance. The College encourages self-expression through more than 130 established student organizations, as well as any interest that a student may choose to pursue alone or with a small number of friends. Wellesley also supports those students who investigate religious issues and thought. The Office of Religious Life offers a religious program in many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision making in nearly every area of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on Academic Council, the Board of Admission and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. In addition, they serve on committees that set policy for residential life and govern Schneider Center, the focus for much student activity on campus.

The Wellesley College Government Association was established in 1901 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Davis Scholars and Wellesley off-campus students.

Each student who comes to Wellesley College joins an extended community of alumnae who have preceded her. Some of them have been outstanding scholars and researchers; others have been leaders in politics and social issues; still others have made important contributions to their communities through volunteer work. No matter how they have chosen to make their mark in the world, they have proved that four years at Wellesley College *is* just a beginning.

# The Campus

---

Wellesley College offers physical surroundings that are conducive to the highest degree of academic excellence. To begin, its campus of more than 500 acres borders Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths and fitness trails. In this setting are 65 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower which rises 182 feet.

---

## Facilities & Resources

Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from creative arts media to state-of-the-art equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

### Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

### Science Center

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology. The Center includes up-to-date and well-equipped teaching and research laboratories, extensive computer facilities, as well as modern classrooms and office space. The Science Library contains more than 101,000 volumes, including collections from all of the above departments. Also available under the supervision of the science librarians are group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, on-line science databases, and microfilm facilities.

### Greenhouses

The Margaret C. Ferguson Greenhouses, combined with the 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Gardens, are an outstanding teaching facility and a horticultural resource visited by thousands each year.

The 15 greenhouses contain more than 1,000 different plants. Temperature and humidity in each of the houses are controlled independently, providing a wide range of climates for growing plants from all geographic regions. The permanent collection emphasizes the diversity and adaptation of desert plants, tropical plants, orchids, and ferns and includes large numbers of subtropical, temperate, and aquatic plants. Two of the greenhouses are reserved for propagation and plant growth by classes in horticulture, while two others provide modern botanical research facilities for faculty and students. The original greenhouses, built in 1922, were renovated in the 1980s to conform to modern and energy-efficient greenhouse construction.

<b>Observatory</b>	The Whitin Observatory contains laboratories, classrooms, dark-room, and the Astronomy Library. Its research equipment includes 6-, 12-, and 24-inch telescopes, as well as state-of-the-art electronics and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.
<b>Computer Facilities</b>	The academic computing facilities consist of a VAX cluster, DEC station 5000 workstations, IBM RS6000 workstations (dedicated to computer science instruction and research), Sun workstations (in the Computer Science Graphics Laboratory), and clusters of Apple Macintosh computers (in the Mathematics Graphics Classroom, the Writing Lab, and the Computer Science Classroom), and IBM PS/2 microcomputers. These computers are connected to a campus-wide network which provides access from labs, offices, classrooms, and terminal rooms to the timesharing computers, laser printers, library catalog, and the Internet. Macintosh computers are available in common rooms in most of the dormitories. All dormitory rooms provide telephone and computer access.
<b>Jewett Arts Center and Pendleton West</b>	The Jewett Arts Center consists of the Mary Cooper Jewett Art wing and the Margaret Weyerhaeuser Jewett Music wing. Jewett is linked by bridges to the Davis Museum and Cultural Center, and to Pendleton West. The art wing consists of the Art Department offices, classrooms, studios, photography darkrooms, video and computer facilities, the Art Library and a Student Gallery for exhibiting student work. The music wing contains the Music Library, listening rooms, practice studios, classrooms, and Music Department offices. A collection of musical instruments of various periods is available to students. The Jewett Auditorium, a 320-seat theatre, is used for chamber music performances, theatre events, lectures and symposia. The arts facilities of Pendleton West include studios, a sculpture foundry, a printmaking facility, the choir rehearsal room, and a concert salon.
<b>The Davis Museum and Cultural Center</b>	The new museum and cultural center opened in 1993. The four-floor museum facility offers expanded galleries for temporary exhibitions and for paintings, sculpture and works on paper from the museum's encyclopedic collection. It also houses a print room and study gallery/seminar room. Special exhibitions and programs are presented throughout the year. The museum was founded in 1889 to provide high-quality objects for the study of art. Since that time, the museum's holdings have grown to include almost 5,000 objects that span the 3,000 years of the history of art. To maintain the interrelationships among the arts at Wellesley, the Davis Museum and Cultural Center is adjacent to the Jewett

---

Arts Center and Pendleton West. The facilities are linked by bridges allowing students to move easily from classrooms and studios into libraries and museum galleries. The complex also includes a courtyard, a 170-seat cinema, and a small café.

**Margaret Clapp  
Library**

The College Library's holdings (including Art, Astronomy, Music, and Science Library collections) contain more than 1 million items. Among them are over 700,000 bound volumes, 4,000 periodicals and serials, 300,000 microforms, 16,000 sound recordings, and an important collection of federal and international documents. Inter-library loans through the Boston Library Consortium augment the College's own collections.

In addition, the College Library encompasses other areas of particular interest. The Special Collections include letters, manuscripts, and rare books and the Archives contain materials documenting the history of Wellesley. The Language Laboratory and the Learning and Teaching Center are in the library.

A computerized library system provides on-line information about the College Library's holdings and Wellesley course offerings. Students access the system from computer terminals located in each library, or through the College's Local Area Network and through the Internet.

**Continuing  
Education House**

The CE House is the official home for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students. The offices of the Dean of Continuing Education and her staff, who coordinate the academic and support systems for these students, are located there. The CE House is a place for student meetings, special events and informal get-togethers. Students elect their own House Council President and Council members who plan activities for the CE community. Student advisors serve as peer counselors, providing personal support and information for new students entering each year.

**Child Study  
Center**

The Child Study Center, a preschool and laboratory, serves the College and the neighboring community. It was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages two to five. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center. Research equipment is available at both locations.

**Nannerl  
Overholser  
Keohane Sports  
Center**

Classes for all indoor sports and dance are conducted in the Nannerl Overholser Keohane Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash and racquetball courts; two free weight rooms; two cardiovascular

---

machine rooms; exercise/dance studios; volleyball courts; and an athletic training area. The Field House has a basketball arena, indoor tennis courts and a 200-meter track. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley maintains a nine-hole golf course, 24 tennis courts, hockey, lacrosse, and soccer fields, and a swimming beach.

**Alumnae Hall** The largest auditorium on the campus, seating more than 1,300 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre. Wellesley alumnae gave this building to the College in 1923.

**Chapel** The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services and concerts.

**Schneider College Center** Focal point for extracurricular life at the College is Schneider College Center. It provides lounge areas, a cafeteria, an entertainment stage, meeting rooms, offices for Schneider Board and College Government, facilities for off-campus students (lounge, mailboxes, kitchen, computer), a lounge and kosher kitchen for Hillel, a student-staffed Info Box, the student-managed Café Hoop and Candy Store, *Wellesley News*, *Legenda*, and the Wellesley College radio station, WZLY. It also contains offices for the Chaplaincy, the Community Service Center, Residence, the Schneider Center staff, and Schneider Food Service.

**Harambee House** Harambee House, the cultural and social center for the African-American community at Wellesley, offers diverse programs which are open to the entire College. The programs which highlight the various aspects of African-American culture are presented throughout the academic year. Harambee has a growing library of the history and culture of African and African-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and *Ethos Woman* (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

**Slater International/Multicultural Center** Slater Center is headquarters for international and multicultural students and faculty. The Center serves campus organizations that have an interest in international and multicultural affairs and helps to sponsor seminars and speakers on those topics. Here student



---

members can study, cook, entertain, and get acquainted. The International Student Advisor, whose office is located in the Center, counsels students from abroad and serves as the advisor to Multicultural Council. She also handles immigration matters for students and faculty. In addition, the Center coordinates a peer counseling group of international students to help newcomers make a smooth adjustment to the United States.

- Society Houses** There are four society houses. Each house has kitchen and dining facilities, a living room, and other gathering areas. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; Zeta Alpha House is for students with an interest in literature; and Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.
- Green Hall** The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. Named for Hetty R. Green, the building was erected in 1931.
- Infirmary** Simpson Infirmary consists of an outpatient clinic and hospital which is licensed by the state. It is an institutional member of the American College Health Association.
- President's House** The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. It is frequently the scene of alumnae and trustee gatherings, and for graduating seniors and their parents.
- Wellesley College Club** The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner. Overnight accommodations are available for alumnae and for parents of current and prospective students.
- Center for Research on Women** The Center for Research on Women was established in 1974 by a grant from the Carnegie Corporation. Since then it has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center's policy-oriented studies focus on women's education, employment, and family life. Extensive research is being conducted on gender equity, curriculum change, childcare, the effects of economic and social policies on women of all races and social classes, women in the sciences, and adolescent and child development. *The Women's Review of Books* is published at the Center.

## **Student Life**

## Student Life

---

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations, volunteer programs, and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

---

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. More than twenty multicultural organizations include the Slater International Association; Mezcla, an association of Chicana, Native American, and Latina students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian American students; and the Korean Student Association. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, Ministry to Black Women, Lutheran-Episcopal Fellowship, Campus Crusade for Christ, and Christian Science Organization offer many programs throughout the year.

Students produce a number of publications: *Wellesley News*, the student newspaper published weekly; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *The Galenstone*, a student publication. WZLY, the campus radio station, is operated by an all-student staff.

Students can become involved in the Greater Boston community in a variety of ways. The Career Center Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations. In addition, the Community Service Center coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, Habitat for Humanity, and Rosie's Place, a shelter for homeless women.

Sports are a significant part of life at Wellesley. There are eleven intercollegiate programs, and opportunities for competition in club sports such as softball, sailing, table tennis, skiing, and rugby. Students also pursue physical education just for fun, or to stay fit. Interests range from yoga and fencing to dance and scuba diving. The Nannerl Overholser Keohane Sports Center provides state-of-the-art facilities for competition sports (see page 12 for details.) Lake Waban is used for water sports and Paramecium Pond for ice skating.

The arts have always represented a highly visible part of the Wellesley experience. The College Choir, the Chamber Orchestra, the Prism Jazz Ensemble, Yanvelou—Haitian drum and dance troupe—the Tupelos, the Collegium Musicum, the Chamber Music Society, the Widows, the Ethos Choir, the Carillonners

---

Guild, and the MIT Orchestra are some of the groups which offer experiences for students with musical interests. Those interested in the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society. The Jewett Art Center's new Student Gallery provides opportunities for students to exhibit their work, as well as to organize and curate shows.

Life at Wellesley also includes a number of traditional social events. Junior Show, Parent/Family Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, the center of community activity, includes a coffee house, conference rooms, and a student-run store. Supplementing the facilities and resources of Schneider are Slater Center, which is the frequent setting for international and multicultural events and celebrations, and Harambee House, the social and cultural center of the African-American community at Wellesley. Harambee sponsors lectures, music and dance performances, many in conjunction with other departments in the College. Lectures and cultural programs are presented also by Mezcla, the Korean Student Association, China Club, Japan Club and Hillel, and many other student organizations. The new Davis Museum and Cultural Center with its Collins Cinema and Café is a place to relax with friends, view national and international films, and listen to lectures and live performances.

---

## Student Residences & Resources

Although some students live off campus, most live in one of Wellesley's twenty-one residence halls. For resident and off-campus students alike, the College provides the counseling, religious, and health services necessary to ensure the students' physical and mental well-being.

### Residence Halls

The residence halls are the focus of much campus life. Informal learning at Wellesley takes place in spontaneous discussions and through planned programming in the residence halls. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley fosters a sense of community through active participation in student self-government and program planning. Many opportunities exist for students to assume leadership positions.

The residence experience is also likely to include lectures, group discussions, dinners with faculty members, and social events with students from other colleges. One tradition, Wednesday Tea, is an informal occasion which continues to attract many students.

---

Wellesley has several types of residence halls, each with a distinctive character and structure. Thirteen of the larger residence halls (most housing 120-140 students), are staffed by professional Heads of House. Each Head of House serves as an advisor and counselor to individuals and groups and as a liaison to the College community. The Heads of House, with specialized training in adolescent development and women's issues, supervise a residence staff which includes a Resident Advisor on each floor, a First-Year Student Coordinator, and a House President. The smaller halls (Simpson West, Homestead, French House, Cervantes, Instead, and Cedar Lodge) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8-18 upperclass students living there. Lake House, a residence for approximately 60 juniors and seniors, is a more independent living environment with a faculty member in residence.

Students in the larger residence halls elect a House Council which administers daily living details. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate. These students consult with members of the residence hall on campuswide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policy making. The Residence Office staff works to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single, double, and triple rooms, and some suites. All incoming first-year students are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each large hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities which are open on a five- or seven-day basis. All dining rooms offer vegetarian entrees at lunch and dinner; Pomeroy dining hall serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, pillow, desk, chair, lamp, bookcase, and bureau for each resident student. Students furnish linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute one to two hours a week answering the telephones and doing other miscellaneous jobs scheduled by the student heads of work.

Twenty-one residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Cedar Lodge, Dower, French House, Homestead, Instead, Stone, and Davis are near the

---

Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

**Student  
Parking and  
Transportation**

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for sophomores, juniors and seniors is currently \$70 for each semester or \$125 for the year, and for off-campus students \$50 for the semester or \$90 for the year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 a.m. to 11:50 p.m., Monday-Friday) with subway connections to the Greater Boston area. In addition, an hourly shuttle bus connects Wellesley, Babson College, the Woodland Transit stop, and medical buildings in Wellesley Hills. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students' needs.

**Services for  
Students with  
Disabilities**

Wellesley is committed to providing students with disabilities the support they need to achieve their academic potential and to participate in Wellesley's rich opportunities beyond the classroom.

The Director for Equal Opportunity and Multicultural Programs who is the 504 Coordinator, the Coordinator of Services for Persons with Disabilities, the Director of Programs of the Learning and Teaching Center, the Class Deans, the faculty, the Heads of House, and the Rooming Coordinator work closely with individual students to encourage their intellectual and social development.

**College  
Counseling  
Service**

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates. They may be concerned about large or small personal matters affecting their daily life or their more basic sense of purpose and direction.

Staff members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term individual counseling as well as time-limited group therapy. A variety of preventive outreach programs is also offered, addressing mental health and developmental issues.

Clinical staff members are trained in the disciplines of psychiatry, psychology and social work. Long-term treatment (psychotherapy or psychopharmacology) is not provided, but the counseling staff can refer students to appropriate, private clinical professionals and sliding-scale agencies. There is no fee for any counseling services provided to students by the Stone Center staff. *Professional confidentiality is maintained at all times in accordance with the law.*

Wellesley seeks to respond sensitively to and support the diversity of religious and spiritual traditions represented among community members.

The Office of Religious Life offers a multi-faith approach to nurturing the religious and spiritual life of the College. The Dean of Religious Life coordinates the Religious Life Team which includes a Jewish Chaplain, Muslim Chaplaincy Advisor, Newman Catholic Chaplains, Protestant Chaplain, and advisors to other religious groups including Baha'i, Buddhist, Hindu, Native African, and Unitarian communities. Members of the Religious Life Team are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in the life of one or more of these faith communities, for worship, study, and discussion groups, community service opportunities, or social events.

The Dean of Religious Life officiates at interfaith services held regularly throughout the academic year including weekly multi-faith community worship.

Jewish students will find a varied program including weekly Shabbat services, High Holiday services, and study and discussion groups, many of which are held in the Hillel Lounge located on the third floor of Billings Hall. Kosher meal options are available and Pomeroy Dining Hall serves kosher/vegetarian food at all meals. A kosher kitchen is available for student use in Schneider Center.

Muslim students gather for daily prayers in the Muslim Prayer Room located on the first floor of Houghton Chapel. In addition, Al Muslimat, an organization for Muslim women at Wellesley meets weekly for Qur'anic study and discussion. The Muslim Chaplaincy Advisor also organizes other educational and social activities.

The Roman Catholic community gathers for Mass in Houghton Chapel on Sunday and Monday afternoons and the Newman Catholic Ministry offers a variety of spiritual, educational, and social activities on campus and in the area for members of the community.

The Protestant community has many opportunities for worship, study, discussion, and social gathering offered by groups which represent the full spectrum of Protestant religious tradition and practice. The Protestant Chaplain acts as liaison to all Protestant groups and offers an ecumenical Protestant service on Sunday in Houghton Chapel.

The Office of Religious Life, working with many other departments in the College, seeks to support each community member in her life at Wellesley and to foster a sense of community for the college as a whole.

---

## College Health Service

Simpson Infirmary includes an outpatient clinic and licensed hospital which provide primary medical care to all students. There is no charge for outpatient visits to a nurse, nurse practitioner or doctor. Medical insurance is required to cover charges for laboratory tests, certain examinations and procedures, and inpatient care. A College sponsored insurance plan is available. Students are required by Massachusetts law to enroll in the College Student Health Insurance Plan unless they have equivalent coverage. Because many private insurers and HMOs have strict guidelines regarding inpatient coverage, all students are encouraged to enroll in the College policy to cover infirmary admissions. Consultation with specialists is available both locally and in Boston; financial responsibility rests with the student, her parents, or their health insurers. Besides the usual medical care given by the College Health Service, members of the staff emphasize educational and preventive measures to increase wellness and promote healthful lifestyles. Programs are developed in response to students' needs or requests.

The Health Service collaborates with other college services such as counseling services, residence, and physical education. The confidentiality of the doctor-patient relationship is carefully maintained: medical information is not shared with College authorities or parents without the specific consent of the student, and is disclosed only to meet insurance claims or legal requirements.

---

## Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Student Handbook*, copies of which are available to all students.

## Honor Code

Inherent in Wellesley's system of democratic government, and its accompanying law, is the Honor Code. As the vital foundation of government, the Honor Code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The Honor Code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources, and for the conduct of its members. Each student—degree candidate, exchange student, and postbaccalaureate student—is bound by all the rules.



---

Each student is expected to live up to the Honor Code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The Honor Code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the Honor Code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the Honor Code by any member of the community.

### College Government

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activity funds, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body. Violations of the Honor Code are adjudicated through the student-run Judicial System.

### Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has always been important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

---

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student's permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein, and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Registrar. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

## Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college e-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 15 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

---

## Career Center

The Career Center provides a wide range of information and services to help Wellesley students explore the world of work and make decisions about their future. A staff of experienced professionals can assist students at all levels of career exploration and

---

decision making. Whether you are a first-year student thinking about an internship, or a senior planning for graduate school or work after Wellesley, the staff of the Career Center can assist you through each step of the process. Through panel presentations, company information meetings, workshops and counseling sessions, students are introduced to various professions. The Center also sponsors a wide variety of programs which bring alumnae back to campus to discuss their working lives and graduate school experiences. Opportunities for career exploration are offered through the Shadow Program, volunteer/community service experiences and over 2,000 internship listings. The Center also produces a number of informational publications for students, including *Chronicle*, a monthly newsletter distributed to every student.

Throughout their time at Wellesley, students are encouraged to use the Center for career exploration and planning for graduate study. After graduation, the Career Center remains an ongoing resource to Wellesley alumnae through their career lifetime.

#### Counseling

During the school year, counselors are available daily to answer career-related questions on a drop-in basis. Group counseling sessions and individual appointments are also offered. The Center gives workshops on career and life planning, resume writing, job search, interviewing, networking/information interviewing, and application to graduate and professional schools. Students may also practice their interviewing skills during videotaped mock interviews.

#### Recruiting/Job Search

The Career Center offers a recruiting program in which over 100 companies participate. In addition to campus interviews, over 70 additional companies request student resumes and schedule interviews throughout the spring. All recruiting information, schedules and updates are maintained on the Center's electronic database. In addition, an on-line jobs network lists over 200 openings annually for seniors. *Horizons*, the alumnae job bulletin, is available on request.

#### Graduate Schools

The Career Center provides assistance in applying to graduate and professional schools, including information on graduate school and professional school examinations, advice on completing graduate school applications, and financial aid information.

#### Internships

The Career Center keeps information on a wide variety of internship programs available at the College, in the local community, and throughout the country, during the term, Wintersession, and summer. In addition, the Center maintains an Internship database on the electronic bulletin board which provides listings of existing internships and new ideas for researching possible internship opportunities.

- 
- Summer Stipends** Students interested in community and public service internships may apply through the Career Center for a variety of stipend programs. Designed to encourage direct student involvement in service and to foster the spirit of volunteerism, these awards provide financial support to Wellesley students for an unpaid position or internship with a community or public service organization.
- Scholarships and Fellowships** The Center Library provides information on a wide variety of scholarships, fellowships, and grants for graduate study. In addition, the competitions for a number of undergraduate and graduate fellowships are administered in the Career Center, including most of the Graduate Fellowships offered by Wellesley College.
- Career Library** The Career Center Library has an extensive collection of books, magazines and journals to assist in the career exploration process. In addition, there are listings of alumnae contacts, a collection of videotapes of alumnae career panels, alumnae questionnaires describing graduate programs and places of employment, job listings, and SIGI+, a computerized career guidance system.
- Recommendations** All students are encouraged to build a reference file. For a fee references will be forwarded to schools and employers. The Center furnishes standard recommendation forms acceptable to graduate schools and employers.

---

Summary of Students, 1994-95

	Resident Students	Off- Campus Students	Class Totals	Totals
Candidates for the B.A. Degree				2,233
Seniors	517	15	532	
Juniors	433	9	442	
Sophomores	548	7	555	
First-Year Students	568	1	569	
Davis Scholars (CE students)	34	101	135	
High School	0	9		
International/Twelve College				
Exchange	12	0		
Postbaccalaureate and Special Students	6	28		
<b>Total Registration October 1994</b>				<b>2,288</b>

## Geographic Distribution, 1994-95

### Students from the United States and Outlying Areas

Alabama	10	Louisiana	7	Ohio	35
Alaska	2	Maine	43	Oklahoma	9
Arizona	22	Maryland	45	Oregon	17
Arkansas	9	Massachusetts	441	Pennsylvania	70
California	230	Michigan	25	Puerto Rico	3
Colorado	18	Minnesota	41	Rhode Island	24
Connecticut	94	Mississippi	2	South Carolina	9
Delaware	6	Missouri	17	South Dakota	2
District of Columbia	9	Montana	3	Tennessee	12
Florida	43	Nebraska	2	Texas	53
Georgia	33	Nevada	2	Utah	13
Guam	1	New Hampshire	26	Vermont	13
Hawaii	14	New Jersey	133	Virginia	55
Illinois	53	New Mexico	6	Virgin Islands	4
Indiana	9	New York	320	Washington	53
Iowa	10	North Carolina	15	West Virginia	8
Idaho	7	North Dakota	3	Wisconsin	14
Kansas	5	Northern Mariana		Wyoming	2
Kentucky	7	Islands	1	<b>Total</b>	<b>2,110</b>

### Students from Other Countries

	U.S.			U.S.			U.S.	
	International Students	Citizens Living Abroad		International Students	Citizens Living Abroad		International Students	Citizens Living Abroad
Algeria	1		Germany	2	4	Pakistan	5	1
Argentina	1	1	Ghana	4		Peru	3	
Australia	1		Great Britain	5		Philippines	12	2
Austria	1	1	Greece	3		Poland	2	
Bahrain	1		Haiti	1		Romania	1	
Bangladesh	2		Hong Kong	15	5	Russia	3	
Barbados	2		Iceland	1		Saudi Arabia	2	2
Belgium		2	India	13	1	Singapore	1	1
Brazil	9	1	Indonesia	2		South Africa	5	
Bulgaria	3		Iran	2		Spain		1
Canada	21	7	Israel	3		Sri Lanka	3	
Chile	1		Jamaica	5		Switzerland	1	
China	19		Japan	21	3	Taiwan, R.O.C.	19	6
Colombia	2	3	Kenya		1	Thailand	4	1
Czech Republic	2		Korea	59	2	Trinidad	3	
Dominican Republic	4		Laos	2		Uganda	2	
Ecuador	2		Lebanon	2		United Arab Emirates		1
Egypt	1	1	Malaysia	4		United Kingdom	3	
El Salvador	1		Mexico	4		Vietnam	7	
England	4	5	Morocco		1	Yugoslavia	1	
Fiji Islands	1		Netherlands	2		<b>Total</b>	<b>314</b>	<b>55</b>
Finland	1		New Zealand	1				
France	3	2	Nigeria	1				
Georgia	1		Oman	1				

## **Admission**

# Admission

---

The Board of Admission chooses students who will benefit from the education Wellesley offers and who will be able to meet the standards for graduation. Consideration is given to creativity, high motivation, and strong academic potential.

The Board considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, national origin or sexual orientation. In accordance with its desire to maintain student body diversity, Wellesley College encourages applications from qualified students who represent a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley consists of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board considers a number of factors: high school records; rank in class; standard test scores; letters of recommendation from teachers, guidance counselors or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae. The Board values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is carefully evaluated. The admission decision is never made on the basis of a single factor. Each part of the application, accordingly, contributes to a well-rounded appraisal of a student's strengths and helps predict whether Wellesley would be the right place for her to continue her education.

---

## Criteria for Admission

### General Requirements for First-Year Student Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Nevertheless, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually achieved through four years of study); and experience in at least two laboratory sciences.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

<b>The Application</b>	Application forms may be obtained from the Board of Admission. A nonrefundable fee of \$50 must accompany the formal application. If the fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Dean of Admission with the application for admission.
<b>The Interview</b>	While Wellesley does not require a personal interview as part of the first-year application, the College strongly recommends that applicants arrange for one. An interview is required of transfer applicants and of Accelerating Candidates (see p. 31). If a candidate cannot come to the College for an interview, she should write to the Board of Admission or use the form provided in the application to request the name of an alumna interviewer in the candidate's local area. A high school junior may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 1 to April 1; however, tours will still be given by student guides during this time.
<b>Campus Visit</b>	Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Overnights in the residence halls can also be arranged for high school seniors. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, attendance at classes, and overnights can be arranged before their arrival on campus.
<b>Standard Tests</b>	<p>The College Board Scholastic Assessment Tests (SAT-I: Reasoning Test and three SAT-II: Subject Tests) or the ACT are required of all applicants for admission. One SAT-II Test must be the SAT-II: Writing Test; the other two may be in subjects of the student's choice.</p> <p>Each applicant is responsible for arranging to take the tests and for requesting that the results of all tests are sent to Wellesley College. The College Board and ACT send the publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school.</p> <p>It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some centers. For the ACT, students must register usually four to six weeks prior to the test date. No walk-in registration is available.</p> <p>Either the SAT-I or three SAT-II Tests may be taken on any of the following dates, but it is not possible to take both the SAT-I and the</p>



---

SAT-II Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September, 1996 is December 2, 1995.

The College Board Code Number for Wellesley College is 3957.

Dates of College Board Tests	October 14, 1995 (tentative)	March 23, 1996 (SAT-I only)
	November 4, 1995	May 4, 1996
	December 2, 1995	June 1, 1996
	January 27, 1996	

The ACT Assessment test may be taken on any of the following dates. The latest test date from which scores can be used for admission in September, 1996 is December 9, 1995.

The ACT code number for Wellesley College is 1926.

Dates of ACT Assessment Tests	October 28, 1995	April 13, 1996
	December 9, 1995	June 8, 1996
	February 3, 1996	

---

## Admission Plans

### Regular Decision

A candidate who uses the Regular plan for admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take SAT's or the ACT any time through December of the senior year. Results of tests taken after December arrive too late for consideration by the Board of Admission.

### Early Decision

Students with strong high school records who have selected Wellesley as their first-choice college by the fall of the senior year should consider the Early Decision plan. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application. Once admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish to apply in this framework must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although College Board tests taken through the November 4, 1995 test date or ACT tests taken through the October 28, 1995 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

### Early Evaluation

Candidates whose credentials are complete by January 1, and *who request it* by checking the appropriate box on the application form, will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

---

**Accelerating Candidates**

The College considers applications from candidates who plan to enter college after completing their junior year of high school and who have demonstrated academic strength and personal/social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Accelerating Candidates in their correspondence with the Board of Admission. Accelerating applicants are required to have an interview, preferably at the College. Accelerating Candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures for the Regular Decision Plan.

**Deferred Entrance**

Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

**United States Citizens Living Abroad**

For U.S. citizens living in other countries, the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in school systems abroad follow the same application procedures as international students.

---

**International & Transfer Students**

Through the years Wellesley has sought and benefited from a large body of international students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

**International Students**

All international students from overseas secondary schools or universities outside of the United States apply for admission through the International Student Board of Admission and complete the Application Form for Applicants Currently Studying Abroad. This includes U.S. citizens who have been educated in a school system abroad.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. The application form

---

should be returned with a nonrefundable registration fee of \$50 drawn on a U.S. bank, or a fee waiver request from the secondary school.

Financial aid is available for only a limited number of international applicants. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The College Board entrance examinations and the TOEFL (Test of English as a Foreign Language) are required of all international students in addition to their own national examinations. The TOEFL is not required if English is the candidate's first language. The official SAT-I: Reasoning Test and SAT-II: Subject Tests score reports must be forwarded directly to Wellesley College by the College Board using Wellesley's Code Number 3957 on the College Board registration form. If SAT-I and SAT-II Tests are not administered in an applicant's country, they may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. To obtain the *International Students* information brochure and the application form, please write to the Board of Admission. Letters of inquiry should include the student's country of citizenship, present school, academic level, and the year of planned college entrance.

**International  
Students  
Applying from  
U.S. High  
Schools**

Citizens of other countries who are currently in secondary school in the United States before entering college apply through the regular admission program. International students applying through the regular admission program, who also wish to apply for the limited financial aid funds, are eligible to apply only under the Regular Decision Plan (January 15 deadline).

**Admission  
of Transfer  
Students**

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. The Scholastic Aptitude Test or the SAT-I: Reasoning Test is required of transfer applicants, as well as an interview. Students wishing to transfer into Wellesley should apply by February 10 for entrance in the fall semester, and by November 15 for entrance in the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable registration fee of \$50, or a fee waiver request authorized by a financial aid officer or college dean.

---

The College will accept for transfer credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily, only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours, and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution and writing requirements which must be fulfilled for graduation. These requirements are described on pp. 53-54 of this catalog. Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT.

---

## Continuing Education

Wellesley College offers two programs for students beyond traditional college age. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who wish to work toward the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for men and women who already have a bachelor's degree and seek nondegree coursework. Students enroll in the same courses as the traditional-age undergraduates, and may enroll on a part-time or full-time basis.

### Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years, or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission to Wellesley College. At least 16 of the 32 units required for the B.A. degree must be completed at Wellesley. These students, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for completion of the degree, and students may take just one or two courses a term, or a full course load.

---

The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus, and they carry a full academic course load. Some women live in small dormitories especially reserved for Davis Scholars, while others room in larger dormitories, integrated with students of traditional college age.

The College will accept for transfer credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley, and for which a grade of C or better was earned. Coursework presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission.

#### Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives, or make a career change. The Premedical Study program is a popular choice. A degree is not offered.

#### Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study may be obtained from the Board of Admission. Official transcripts, the completion of an essay and letters of recommendation must be submitted before a candidate is considered for admission. A personal interview is also required. The Board of Admission looks for evidence, such as work and volunteer experience, and especially recent coursework that demonstrates a candidate's intellectual ability and initiative.

All applications should be submitted as early as possible, and must be accompanied by a nonrefundable application fee. Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall of 1996. The deadline for international applicants is January 15. The application deadlines for the postbaccalaureate applicants are December 1 for spring semester admission and March 1 for fall semester admission.

## **Costs, Fees & Expenses**

# Costs

---

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances. The amount and kind of financial aid is determined solely by financial eligibility criteria.

---

## Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately 55% of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment.

The Comprehensive Fee for 1995-96 resident students is \$25,810. There is an additional fee of \$740 for students who purchase Student Health Insurance. The breakdown is as follows:

	Resident Students	Off-Campus Students
Tuition	\$19,240	\$19,240
Room	3,160	N/A
Board	3,040	N/A
Student activity fee	120	120
Facilities fee	<u>250</u>	<u>250</u>
Comprehensive fee	\$25,810	\$19,610
Student Health Insurance	740	740

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a \$400 kitchen usage fee instead of board.

### Student Activity Fee

The student activity fee is administered by the Student College Government. It provides resources from which organizations can plan and implement extracurricular activities.

### Facilities Fee

The facilities fee is a usage charge for the computer facility and the Nannerl Overholser Keohane Sports Center.

### Student Health and Insurance Program

Information about the Wellesley College Health Service and the Student Health Insurance Program is sent with bills for each student in July. All students enrolled at Wellesley College may see a doctor, nurse practitioner or nurse at the Health Service without charge. However, charges are incurred for certain procedures, treatments, and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and *all* inpatient charges in the College Infirmary. The Insurance Program also covers medical care received while a student is away from Wellesley to the extent described in the Insurance Brochure. All eligible stu-

---

dents are enrolled and charged for insurance each semester. The Bursar will cancel the insurance and charge only if 1) a student becomes ineligible or 2) the Bursar receives by August 1 for the following year (or January 1 for spring) a signed waiver card certifying the student's coverage under an equivalent policy. An optional Catastrophe Benefit Program is also available.

Wellesley College does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education and Athletics.

### Special Fees and Expenses

These include, but are not limited to, the following: a fee for each course taken for credit in excess of five in any semester: \$2,405; certain special course fees, e.g., the cost of instrumental and vocal lessons (see p. 202); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently: \$70 for each semester or \$125 for the year; and for off-campus students: \$50 for the semester or \$90 for the year.

All fees, with the exception of tuition, room and board, are subject to change without notice.

### Personal Expenses

In addition to the fees above, a student should count on approximately \$1,200 for books, supplies, and personal expenses. Some students spend more and a few spend less.

### General Deposit

A General Deposit of \$250, paid by each entering student, is not part of the College fee. The deposit is refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees.

### Refund Policy

Refunds will be made for withdrawal or leave of absence prior to the ninth week of the semester. The Comprehensive Fee will be prorated on a calendar week basis; \$250 will be assessed to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the eighth week; however, a student who withdraws during her first semester may receive a refund through the tenth week. *The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.



---

### Continuing Education Fees and Refunds

Tuition for an off-campus Davis Degree Scholar or Postbaccalaureate student is \$2,405 per semester course. Students taking four or five courses a semester pay \$9,620 per semester. A \$15 per course student activity fee with a maximum of \$60 per semester, and a \$32 per course facilities fee with a maximum of \$125 per semester will also be charged.

An off-campus Davis Degree or Postbaccalaureate student who withdraws from a course will receive the following: a full refund for withdrawal from courses during the add/drop period; thereafter, charges will be prorated on a calendar week basis until the eighth week of classes. To cover administrative costs, \$250 will be assessed upon withdrawal or leave of absence. If a student returns to Wellesley from leave, the \$250 will be credited toward charges for the following term. No refunds will be made for withdrawal after the eighth week. However, a student who withdraws during her first semester may receive a refund through the tenth week. *The date of withdrawal shall be the date on which the student notifies the Dean of Continuing Education of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.

Other fees and refunds for resident Davis Degree Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate Study programs are also responsible for paying the General Deposit.

### High School Student Fees and Refunds

High school students taking courses at Wellesley pay \$2,405 per semester course; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the \$250 General Deposit.

---

## Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Payment Plan, a Ten-Month Payment Plan, and a four-year Prepaid Tuition Stabilization Plan. See “Summary of Payment Plans and Financing Options” on pages 42 and 43.

All fees must be paid in accordance with one of these approved payment plans before the student may register or receive credit for courses or obtain grade transcripts. All financial obligations to the College must be met before a diploma may be awarded. Fees for late payment and interest may be charged on delinquent accounts.

It is the student’s responsibility to insure that loans, grants, and other payments are sent to the College by the plan due dates.

---

**Semester Payment Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is paid to the College by August 1 for the fall semester, and by January 1 for the spring semester. This plan is generally used by families who are paying college expenses from savings or who have access to loans at favorable terms such as those described on pages 42 to 43.

**Ten-Month Payment Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is budgeted over five payments. The payments are due on the 25th day of every month, May 25 to September 25 for the fall semester and October 25 to February 25 for the spring semester. A per-semester fee of up to \$125 covers administrative costs.

The Ten-Month Plan was established for families who pay from current family earnings. Families able to deposit money into a savings account or prepayment program, such as the Knight Insured Tuition Payment Plan (ITPP) described below, will have funds available for August 1 and January 1 payment to Wellesley without additional administrative expense. The College cannot extend the payment period of the Ten-Month Plan.

**Prepaid Tuition Stabilization Plan (PTSP)**

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College provided the student pays by June 30 an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

**Payment for Students Receiving Financial Aid, Scholarships or Loans**

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Financial Aid Office and her Student Account Coordinator in the Bursar's Office.

---

**Financing Options**

To finance the Wellesley Payment Plans, several options including savings and loan programs are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Offices of the Bursar and Financial Aid, and are included in brochures mailed each

---

spring. To compare details of the various plans and options see the Summary of Payment Plans and Financing Options. A brief description of each follows.

---

## Savings Plan

### Knight Insured Tuition Payment Plan (ITPP)

The Knight Insured Tuition Payment Plan is not a loan: it is a monthly budgeting and savings program that *pays interest to the participant* while it accumulates money for each semester's payment. In addition to the one-time \$55 fee, a \$2 per month administrative fee also covers life and disability insurance for qualified participants, to protect the student's education.

## Loan Plans

Loan plans are designed for families who prefer to borrow all or a portion of the Comprehensive Fee and repay the loan over a 2- to 15-year period.

### Federal Parent Loan for Undergraduate Students (PLUS)

Under this federally guaranteed loan program, parents may borrow the cost of education less financial aid and other education grants or loans from participating banks. The applicant and student must be permanent U.S. residents or citizens.

Monthly repayment begins immediately after the loan is received; however, repayment of the loan principal and, under certain conditions, interest, may be *deferred* while the borrower is a full-time student or experiencing economic hardship.

### Knight Achiever Loan (KAL)

This plan, offered to all parents and independent students, aids budgeting. It fixes a monthly repayment amount, for the 15-year period beginning with the student's first year, of \$370 for each \$10,000 that will be borrowed annually (\$40,000 total). Other repayment options permit interest only payments while the student is in college of \$88 per month for each \$10,000 borrowed. Life and disability insurance and a home equity option may also be available.

### MassPlan

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides low-interest rate loans and convenient repayment. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states. MassPlan repayment is \$99 per month for 15 years for each \$10,000 borrowed.

### Federal Unsubsidized Stafford Loan

Under this federally guaranteed loan program, a student who has costs of education not met by financial aid and who is *not* eligible (based on Federal rules for determining financial need) to borrow

---

up to Federal maximums under the Federal Subsidized Stafford Loan Program, may borrow the difference between her subsidized Stafford Loan (if any) and the Unsubsidized Stafford program limits.

An independent student or a dependent student whose parent does not qualify for a Federal PLUS may also borrow up to additional Federal maximums if she has costs of education not met by financial aid and she has already borrowed her basic Federal Stafford Loan maximum.

Interest starts to accrue immediately, but repayment may be deferred while the student is enrolled or is experiencing economic hardship.

### **Other Financing**

The loan programs described above were selected by Wellesley College from a variety of available alternatives. In addition, many credit unions, banks, and other financial institutions offer trust, investment, and loan programs. Life insurance policies, pension and other union, employer or employee savings programs may provide loans with specific advantages. Some parents or other relatives or friends may apply for a loan with the understanding that the student will assume responsibility for repayment. Many Wellesley students earn a significant portion of their tuition through summer, winter break, and term-time employment. The staff in the Offices of the Bursar and Financial Aid are available to discuss possible avenues of financing with all students and their families, whether or not the students have been awarded financial aid or scholarships.

## Summary of Payment Plans and Financing Options 1995-1996\*

### Payment Plans

	Eligibility	Annual Maximum	Payments Per Year	Years to Complete Payments
Semester Payment Plan	All families	Comprehensive Fee (\$25,810 for residents)	2	4
Ten-Month Payment Plan**	All families	Comprehensive Fee (\$25,810 for residents)	10	4
Prepaid Tuition Stabilization Plan (PTSP)***	All families	\$76,960 first year only	1 in first year only for tuition; 2 or 10 for other fees	1 4

### Financing Options (not based on eligibility for financial aid)

Knight Insured Tuition Payment Plan (ITPP)	All families	Comprehensive Fee or as desired (no maximum)	8 in 1st year; 12 in years 2-4	4
Federal Parent Loan for Undergraduate Students (PLUS)****	Parents or guardians of students enrolled at least half-time	Total cost of attendance less grants or other loans	12	5 for first loan; 25 with multiple loans
Federal Unsubsidized Stafford Loan****	Students enrolled half-time who are not eligible for the maximum subsidized Stafford Loan	\$2,625 in first year; \$3,500 in sophomore year; \$5,500 in junior and senior year; \$23,000 undergraduate total	12	5-25 years (with consolidation)
MassPlan Family Education Loan	Families of all students enrolled at least half-time	Total cost of attendance less grants and other loans	12	15 for fixed rate loan; 10 for variable rate loan
Knight Achiever Loan (KAL)	All families and self-supporting students	Cost of attendance	12	15

\* Information on these pages pertains to fees, rates, and terms as of 4/30/95. All programs are evaluated yearly. Admitted students and their families received current information on the options in the spring prior to their September enrollment.

\*\* To determine your monthly payment, subtract any anticipated education loans or grants from your Comprehensive Fee to calculate your "Amount Budgeted" for the table to the right.

\*\*\* Applies to tuition only; remaining Comprehensive Fee paid on Semester Payment Plan or Ten-Month Payment Plan each year.

\*\*\*\* Must be U.S. citizen or resident.

Note: Comprehensive Fee includes cost of tuition, room, board plan and facilities and activity fees.

This is a general summary. Specific details and exceptions are available upon request.

Payments Due	Annual Interest Rate	Service Fees	Insurance	Credit Check
August 1 January 2	None	None	None	None
Monthly; May 25-Feb. 25	None	\$50-250**	None	None
Entire \$76,960 June 30, 1995	None	None	None	None
Payments starting May 1	None	\$55 in 1st year and \$2 per month	Required	None; not a loan
Monthly; some deferments available	8.38% variable, 9% maximum	4% of loan amount	Yes	Required
Monthly; some deferments available	7.43% variable, 8.25% maximum	4% of loan amount	Yes	None
Monthly	7.95% fixed rate loan; 8.59% variable Home Equity Option	3.75% of loan amount	Optional	Required
Monthly; interest only option also available	8.5%, then variable after 5/96	\$55	Optional	Required

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
\$15,000-25,810	\$250	\$1,525-2,606	\$15,250-26,060
11,000-14,999	200	1,120-1,520	11,200-15,199
7,000-10,999	150	715-1,115	7,150-11,149
3,000- 6,999	100	310- 710	3,100- 7,099
500- 2,999	50	55- 305	550- 3,049

# Financial Aid

---

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first-year student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard to financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid the student requires. Over 50 percent of all Wellesley students receive financial aid based on need from the College.

---

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, a \$1,200 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid while funds are sufficient. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant. The Financial Aid Committee sets yearly amounts of academic year work and loan.

## Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote no more than ten hours a week to their jobs. For 1995-96, first-year students are expected to earn \$1,800; sophomores, juniors, and seniors \$2,000. The Student Employment Office manages placement and pay rates for on-campus opportunities, both for financial aid students and those not qualifying for aid. It also maintains listings of off-campus opportunities.

Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

<b>Loans</b>	<p>The next portion of a student's financial aid is met through low-interest loans. The 1995-96 amounts are \$3,325 for first-year students, \$3,500 for sophomores, and \$5,050 for juniors and seniors. There are several kinds of loans available with different interest rates and terms of repayment. The suggested loan amount and loan program are specified in the aid offer.</p>
<b>Repayment of Loans from the College</b>	<p>A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Early in the school year, the student is expected to attend a loan entrance interview. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule.</p> <p>In order to be eligible for aid from Wellesley, transfer students cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior education loans.</p>
<b>Grants</b>	<p>The remaining portion of the student need is awarded in grants by the College from its own resources, or from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.</p> <p>Students who are eligible for other grants are required to apply. If the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.</p>
<b>Academic Requirements</b>	<p>Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid is reviewed on a yearly basis. Students must make satisfactory progress toward the degree and maintain a C average. Records are maintained by the Academic Review Board. If a student is permitted to return to the College, the Academic Review Board has judged that she is making adequate progress toward the degree. The Financial Aid Office will take this into account. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.</p> <p>Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student</p>



---

or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight if the Academic Review Board has approved the extension.

**Town Tuition Grants**

Wellesley College offers ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.

**ROTC Scholarships**

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). Students, however, may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.

**Financial Aid for Transfer Students**

Financial aid funds are available to assist a limited number of transfer students. If funds are available, those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at Wellesley. It is possible, however, that she may receive work-study or a student loan.

**Financial Aid for International Students**

A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.

**Financial Aid for Davis Scholars**

Financial aid is offered to students who are in the Elisabeth Kaiser Davis Degree Program. Davis Scholars receive work and loan as the first components of the aid package, with grant meeting remaining need. The cost of education will vary for Davis Scholars living off campus in accordance with the number of courses for which they are enrolled.

**Wellesley Students' Aid Society**

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also serves as a resource for short-term emergency loans and other student services.

<b>Assistance for Families not Eligible for Aid</b>	<p>Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.</p> <p>If those families do not qualify for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a Prepaid Tuition Stabilization Plan. A number of financing options are available. They are described under Costs and Payments Plans.</p>
<b>For Further Information</b>	<p>Detailed information on all the material summarized here is described in Wellesley's brochure <i>Financing Your Education</i>. This brochure is sent to prospective students with the admission application. Each spring updated information is available on the payment and loan programs from the Bursar's Office.</p>
<b>Applying for Financial Aid</b>	<p>Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service, the Free Application for Federal Student Assistance (FAFSA), and signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Additional documents are required if parents are separated/divorced or self-employed.</p> <p>In reviewing resources from parents, the College considers information from both parents even if they are separated or divorced. Students entering Wellesley through the regular Board of Admission are expected to furnish parent information in their initial year and all remaining years. Students entering through the Davis Degree Program who satisfy federal guidelines for self-supporting students are exempt from this requirement.</p>
<b>Application Form</b>	<p>The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, 106 Central Street, Wellesley, MA 02181-8292, by November 1 for Early Decision applicants; January 15 for Regular Decision applicants and fall semester Transfer applicants; and November 15 for spring semester Transfer applicants.</p>
<b>FAFSA/CSS Profile</b>	<p>The FAFSA will be available from high school guidance offices for new students and from Wellesley College for returning students. Registration forms for the CSS Financial Aid Profile will be available from the guidance office for entering students and from Wellesley for returning students.</p>

---

The FAFSA and Profile must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants; and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the CSS Profile by November 15. Early Decision applicants should also file the official versions of the FAFSA and Profile after January 1 and before February 1.

---

## Graduate Fellowships

Wellesley College offers a number of fellowships for graduate study which are open to graduating seniors and graduates of Wellesley. Two of these fellowships are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year.

*Anne Louise Barrett Fellowship* preferably in music, and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Stipend: Up to \$3,000

*Margaret Freeman Bowers Fellowship* for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: Up to \$1,000

*Professor Elizabeth F. Fisher Fellowship* for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: Up to \$1,000

*Sarah C. Garth Fellowship* for graduate study at the Massachusetts Institute of Technology. This fellowship was funded for two years and is not expected to be available for study after the 1995-96 academic year.

*Ruth Ingersoll Goldmark Fellowship* for study in English Literature, English Composition, or the Classics. Stipend: Up to \$1,000

*Horton-Hallowell Fellowship* for study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for equivalent private research. Stipend: Up to \$4,000

*Peggy Howard Fellowship in Economics* to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available. Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, 106 Central Street, Wellesley, MA 02181-8260. Applications and supporting materials should be returned by April 7, 1996.

*Edna V. Moffett Fellowship* for a young alumna, preferably for a first year of graduate study in history. Stipend: Up to \$2,500

---

*Alice Freeman Palmer Fellowship* for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment, and unmarried throughout the whole of her tenure. Stipend: Up to \$4,000

*Vida Dutton Scudder Fellowship* for study in the field of social science, political science, or literature. Stipend: Up to \$2,000

*Harriet A. Shaw Fellowship* for study or research in music, art, or allied subjects, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to \$3,000

*Mary Elvira Stevens Traveling Fellowship* for a full year of travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age in the year of application. Applications may be obtained from the Secretary to the Stevens Fellowship Committee, Alumnae Office, Wellesley College, 106 Central Street, Wellesley, MA 02181-8201, and must be filed before December 15, 1995. Stipend: up to \$20,000

*Sarah Perry Wood Medical Fellowship* for the study of medicine. Nonrenewable. Stipend: Up to \$24,000

*Fanny Bullock Workman Fellowship* for graduate study in any field. Stipend: Up to \$3,000

*Trustee Scholarships* are awarded on a competitive basis to graduating seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance.

Two graduate fellowships are administered by Wellesley College and are not limited to Wellesley students or alumnae. These are open to women graduates of any American institution.

*Mary McEwen Schimke Scholarship*, a supplemental award for the purpose of affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Stipend: Up to \$1,000

*M.A. Cartland Shackford Medical Fellowship* for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to \$3,500

Applications, unless otherwise noted, may be obtained from the Secretary to the Committee on Graduate Fellowships, Career Center, Wellesley College, 106 Central Street, Wellesley, MA 02181-8200. Applications and supporting materials must be postmarked no later than December 15, 1995.



# **The Academic Program**

# The Academic Program

---

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent, and discriminating choice.

---

## The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

### Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work with a C average or better. With some exceptions, described below, each semester course is assigned one unit of credit. Beginning in the fall of 1993, specific courses, designated by their departments and approved by the Committee on Curriculum and Instruction, are assigned 1.25 units of credit. To be eligible for 1.25 units of credit, a course must meet for 300 minutes or more per week and involve, in addition, substantial time spent on course-related work outside scheduled class meetings. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken at Wellesley. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

---

Courses are classified as Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

**Distribution Requirements**

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses (three full units) in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 250/350, Research or Individual Study, or Honors Research, 360/370, do not satisfy this requirement.) Students who enter as first-years must take two of the three units in each academic area at Wellesley. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least one of the three units in each group at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or use their prior units. The three groups of academic disciplines are:

**GROUP A  
Literature,  
Foreign  
Languages, Art,  
and Music**

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies, from courses designated as Group A in Africana Studies, Classical Civilization, and Women's Studies and from those extradepartmental courses which are designated as fulfilling the requirement in Group A.

**GROUP B  
Social Science,  
Religion,  
Philosophy, and  
Education**

In Group B a student must complete one unit from Group B<sup>1</sup>, one unit from Group B<sup>2</sup> and, a third unit from either B<sup>1</sup> or B<sup>2</sup>.

**Group B<sup>1</sup>**

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses designated as B<sup>1</sup> in Africana Studies, Education, Classical Civilization, and Women's Studies.

**Group B<sup>2</sup>**

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses designated as Group B<sup>2</sup> in Africana Studies, Education, and Women's Studies.

**GROUP C  
Science and  
Mathematics**

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology,



---

Mathematics (except Math 103), Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement. Courses which include “with Laboratory” in the title fulfill the Group C laboratory requirement.

**Foreign Language Requirement**

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 610 or better on the College Board Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP) to fulfill the foreign language requirement. (A score of 3 on the AP exam does not give college credit, however.) This requirement can also be met by the completion of two units of language study at the second-year college level or one unit of language study above the second-year college level.

---

Second-Year College Level Courses (beginning in 1992-93)

Chinese:	201 (1-2), 251 (1), 252 (2)
French:	201-202 (1-2) or 203-204 (1-2)
German:	201-202 (1-2) or 211-212 (1-2)
Greek:	201 (1), 202 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), 299(1) (2); Hebrew 201-202 beginning in '95-96
Italian:	201 (1), 202 (2)
Japanese:	201-202 (1-2)
Latin:	201 (1), 202 (2)
Russian:	201-202 (1-2), [215]
Spanish:	201-202 (1-2)

---

Students may earn credit for introductory courses in no more than two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in Arabic should refer to the section on the cooperative program with Brandeis on p. 66. A student whose native language is not English and who has studied that language and its literature through high school will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

**Writing Requirement**

Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Completion of the year-long INCIPIT program also fulfills the Writing Requirement. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writ-

---

ing, either a Writing 125 course or English 200. Students are expected to use acceptable standards of spoken and written English in their college work.

### **Multicultural Requirement**

All students entering Wellesley after the fall of 1990 must complete a course primarily concerned with: (1) the peoples, cultures and societies of Africa, Asia, Middle East, Oceania, or Latin America and the Caribbean; or (2) the peoples, cultures and societies of North America that trace their historical origins to these areas; or (3) Native American peoples, cultures and societies. The course selected must treat the chosen people, culture, or society in either a comprehensive or a comparative way. The course also must, in its treatment of the chosen people, culture, or society, expose the student to its world view or values; explore its contemporary or historical experiences; or compare it with some aspect of another people, culture, or society. In all three cases, one of the principal goals of the course must be to allow the student to see the people, culture or society through its own eyes.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. A list of appropriate courses appears on p. 270. Students who propose to satisfy the requirement with a course not designated as a multicultural course are invited to petition the Committee on Curriculum and Instruction.

### **The Major**

Students may choose from among 31 departmental majors, 16 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, French Cultural Studies, German Studies, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Medieval/Renaissance Studies, Psychobiology and Russian Area Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major. Many departments require more than eight courses, and Directions for Election of the major vary. See departmental listings for specific requirements. While a student must complete one major, she may choose to complete two majors or a major and a minor. No single course may be counted toward two majors or toward both a major and a minor.

Students who are interested in an individual major should submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include Africana Studies and Middle Eastern Studies; of periods, the Middle Ages or the

---

Renaissance; of subjects, Comparative Literature or Environmental Science. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under Courses of Instruction. Structured individual majors in International Relations and Latin American Studies are described there as well.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department, the director of the interdepartmental major, or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction.

### Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect 18 units outside any one department. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken at Wellesley. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described on p. 210 for which no academic credit is given.

---

## Additional Academic Programs

### Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of Individual Study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. Students may do no more than two units of Individual Study in any one department, and those courses may not be used to satisfy distribution requirements. Further conditions for such work are described under the courses numbered 350 (or 250) in departmental listings. For further opportunities for research and individual study see Departmental Honors on p. 69.

### The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Directions for Election of the minor are included in the departmental listings. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar. No student is required to complete a minor.

---

**Preparation for Law School**

The pre-law student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions (a list of courses in legal studies appears on p. 269). These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or in the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

**Preparation for Medical School**

Medical, dental and veterinary medical schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

**Preparation for Engineering**

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See p. 66.

Students interested in engineering should take mathematics and physics at Wellesley in their first year in preparation for MIT

---

courses. Information concerning possible fields, prerequisites and contact persons at MIT is available through the Office of the Class Deans.

### Academic Advising

At Wellesley academic advising for the first-year and sophomore student is provided by the Class Deans. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Advising teams made up of faculty from all three of the distribution areas in the liberal arts curriculum at Wellesley—the humanities, social sciences, and natural sciences—meet with first-year students as a group in the residence halls several times over the academic year, starting during Orientation. The faculty on the advising teams serve as mentors about the liberal arts experience, helping first-year students discuss their academic interests, goals, and experiences during their first year at Wellesley and introducing them to areas of the curriculum about which they may lack knowledge. In addition, each first-year student in the residence hall is paired with a faculty mentor from her team (based on her academic interests when it is possible) to ensure that she has an opportunity to explore her individual interests and concerns about the degree.

The advising of juniors and seniors is shared by the faculty and the Class Deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the A.B. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and detailed examination of the student's overall program.

### The Learning and Teaching Center

The Learning and Teaching Center, located in the Margaret Clapp Library, serves both students and faculty on the Wellesley campus. Through traditional and innovative programs, the Center helps Wellesley's students build on academic strengths, overcome academic difficulties, and develop effective strategies for reading, writing, and thinking. Peer tutoring is provided by Department Tutors and APT Advisors who are also available in the dormitories and community groups to work individually with students on effective study strategies. Faculty participate in programs which allow them to explore different methods of teaching and reflect on and implement innovations. The Center embodies Wellesley's conviction that education is a dynamic interaction between student, teacher, and subject.

---

## Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

### Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their Class Deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Learning and Teaching Center.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

### Academic Review Board

The Academic Review Board is the principal body for overseeing each student's academic progress and for granting exceptions to degree requirements and academic policies. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to legislation. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

### Credit for Advanced Placement Examinations

Students who have taken Advanced Placement Examinations and who make the scores specified by Wellesley College, may receive up to eight units of credit toward the A.B. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP exami-

---

nation to students who have received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. For art history and studio art majors a score of 5 is required for exemption from Art 100. No more than two units will be granted for credit in any one department. AP units may be used toward the distribution requirement within the limitations outlined on p. 53 except that AP science units do not count toward the lab science requirement. Some departments restrict the use of AP toward distribution and the major; consult the department or see Directions for Election under the departmental listings. Note: the taking of a course deemed equivalent to one for which AP credit has been granted will nullify the AP credit.

Wellesley College may grant credit for the International Baccalaureate (Higher Level) and other 13th-year programs outside the U.S. (e.g., A-levels). For more information, contact the Registrar's Office.

**Summer School  
and Transfer  
Course Credit  
after  
Matriculation**

Students who wish to take courses during the summer or while on a leave of absence must get their courses approved for credit toward the Wellesley degree. An approval form, available in the Registrar's Office, must be completed for each course taken outside the 12-College Exchange Program or outside an approved foreign study program. On this form the Registrar's Office will evaluate the course for the amount of credit, and the department chair for course content. Certain academic departments will not approve outside credit from 2-year colleges after a student has matriculated. See departmental Directions for Election. Students are strongly advised to have their courses evaluated and approved prior to enrolling, otherwise credit is not guaranteed. (A course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.) Credit will be granted only for liberal arts courses taken at an accredited institution. Courses must be taken for a letter grade, and credit will be given only for an approved course in which a grade of C or better is earned. Students must request that an official transcript be sent to the Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year coursework and by March 1 for fall semester work.

Approved courses may be used toward the distribution requirement within the limitations outlined on p. 53. Students must earn the equivalent of three full Wellesley units (12 semester hours or 18 quarter-hours) in each distribution group. First-year students must fulfill the writing requirement by completing Writing 125 or the INCIPIT program at Wellesley.

---

**Limitations on the Amount of Outside Credit Used toward the Degree**

Of the 32 units required for the A.B. degree, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight); courses taken at another institution during the summer (no more than four); courses at another institution not taken during the summer (no more than eight); college and university credit earned prior to graduation from secondary school and not included in the units of secondary school work presented for admission (no more than two). All students, including transfer students and Davis Scholars who entered in January 1988 and thereafter, must complete 16 units at Wellesley. There are limits on the number of outside credits that can be used to fulfill the distribution requirement. See p. 53.

**Exemption from Required Studies**

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests or passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

**Grading System**

Wellesley uses the following letter grade system:

Grade A (4.00) is given to students who meet with conspicuous excellence every demand which can fairly be made by the course.

Grade A- (3.67)

Grade B+ (3.33)

Grade B (3.00) is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some of the following: organization, accuracy, originality, understanding, insight.

Grade B- (2.67)

Grade C+ (2.33)

Grade C (2.00) is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade C- (1.67)

Grade D (1.00) is a passing grade. There is no grade of D+ or D-.

Grade F (0.00)



---

Students also have the option of electing courses on a credit/no-credit basis. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/no-credit basis. Credit (R) is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned (NR), the course does not appear on the student's permanent record except that the units are included in the total number of units attempted.

Students may take an unlimited number of courses on a credit/no-credit basis. In order to remain eligible for Academic Distinction at Commencement, however, a student may not exceed certain limits in the number of credit/no-credit courses she takes. Students who begin their degrees as first-year students at Wellesley may take no more than one-quarter of their Wellesley and MIT courses after the first year on a credit/no-credit basis. For students who begin their degrees somewhere other than at Wellesley (that is, for transfer students and Davis Scholars), the number of credit/no-credit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their Class Deans for further clarification.

### Incomplete Work

If work for a course is not completed by the end of a semester, the instructor has the option of assigning a grade on the basis of the work completed or assigning a grade of Incomplete. The deadline for the missing work will be determined by the instructor, but may be no later than the first day of classes of the succeeding semester. Final grades will be preceded by an "I" on the transcript. If the coursework is not completed by the deadline, the instructor may submit a grade for the course, or the Registrar's Office will record a grade of permanent "INC." If a student is unable to complete coursework due to illness or personal emergency she may petition the Academic Review Board through her Class Dean for an excused incomplete. If her petition is granted, the incomplete notation will be removed from the student's record once the work is completed.

### Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses which require audiovisual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

<b>Transcripts and Grade Reports</b>	Official transcripts may be ordered in writing from the Office of the Registrar. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of \$3 for each transcript, and this fee should accompany the request. Transcripts may not be issued if the student has an outstanding bill. Grade reports are mailed to students at the end of each semester.
<b>Registration for Courses</b>	All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it. Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.
<b>Adding or Dropping Courses</b>	Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chair or the major advisor if a student wishes to drop a course which affects the major. If a course is dropped before the beginning of the eighth week of classes, it will not appear on a student's record. Students are advised to consult with their Class Dean when making any changes in their program.
<b>Auditing Courses</b>	A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.
<b>Acceleration</b>	A few students complete all the requirements for the degree in less than the usual eight semesters. After one semester at Wellesley, students who wish to accelerate should consult their Class Deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

---

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

An accelerating student must maintain at least a C average at all times.

**Leave of  
Absence**

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First-year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as non-matriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 15 for the fall semester and by December 1 for the spring semester. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

**Voluntary  
Withdrawal**

Students who plan to withdraw must inform the Class Dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 37). Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

**Required  
Withdrawal**

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

---

**Readmission**

A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

---

**Special Academic Programs**

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

**First-Year  
INCIPIT  
Program**

Introduction to Collaboration: Interdisciplinary Problems and Intellectual Tools. This interdisciplinary program for first-year students in the Class of 1999 is a two-semester sequence of courses, one each semester. The program includes lectures, small discussions, labs, workshops, and field trips aimed to help students grapple with, interpret, and write about a complex and interdependent world.

**First-Year  
Student Summer  
Enrichment  
Program**

An academic program designed to facilitate the transition from secondary school to college is offered to approximately 30 members of the entering class who meet one or more program criteria. The month-long residential program includes noncredit courses in writing, quantitative methods, and study skills and also introduces students to dormitory life and the pleasures of the campus and its environs. The program is cost-free for participants.

**Wintersession**

Wintersession is a four-week period in January when students may choose to remain on campus to pursue internships, noncredit courses or a few courses offered for academic credit. Intensive elementary foreign language courses, such as Chinese, French, German, Italian, and Spanish, are typical offerings. Courses taken for credit during Wintersession are recorded on the transcript as part of the spring semester record, with "Wintersession" added to the title. Students taking Wintersession courses are subject to academic regulations as if they were taking the course during a regular semester.

**Cross-Registration  
Program with the  
Massachusetts  
Institute of  
Technology**

Wellesley is engaged in a program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both.

A Wellesley student interested in electing specific courses at MIT should consult the Exchange Coordinator or her department advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar's Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. First-year students in their first semester may not take courses at MIT. The amount of Wellesley credit is determined by the total number of hours listed for a course in the MIT catalog as follows:

Total MIT Hours	Wellesley Units
<6	no Wellesley credit
6 to 8.99	.50 units
9 to 14.99	1.00 unit
15 to 17.99	1.25 units
18 to 24	2.00 units

### Wellesley Double Degree Program

Wellesley offers a Double Degree Program which enables Wellesley students who are accepted to MIT as Transfer students to earn an A.B. degree from Wellesley and an S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. They are encouraged to consider any of the 23 courses of study offered at MIT but advised that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five-year period; this enables students to integrate their two courses of study more completely.

### Cooperative Programs with Babson College and Brandeis University

Wellesley has established a cooperative program with Babson College. All Babson courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. Many Wellesley cross-registrants take financial accounting or other courses not available at Wellesley.

Wellesley's cooperative program with Brandeis University allows students to register in a limited number of departments at the other institution. Wellesley students are able to take courses at

---

Brandeis in the following areas: Anthropology, Arabic, Biology, Chemistry, Classical and Oriental Studies, Economics, Philosophy, Political Science (Politics), Russian, Spanish, Women's Studies, Psychology and Linguistics, Near Eastern and Judaic Studies, Theatre Arts, and Legal Studies. Students need special permission to register for courses in departments other than those listed here. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. A collaborative program with Brandeis enables Wellesley students to obtain teacher certification in elementary education.

**The Twelve  
College  
Exchange  
Program**

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theatre Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the 12-College Exchange Office for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

**The Wellesley-  
Spelman  
Exchange  
Program**

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to students in their junior or senior year. Students apply through the Twelve College Exchange Office.

**The Wellesley-  
Mills Exchange  
Program**

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Office of the Exchange Coordinator.

**Study Abroad**

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and

---

faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of International Studies.

The Office of International Studies helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply for places at both Cambridge University and at Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, Germany. The College also shares governance of programs in Spain, Japan, and Italy. In addition, the College participates in exchange programs with Japan, the former Soviet Union, and the United Kingdom.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

## Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of International Studies. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year.

Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

Applications for the Waddell and Stecher Scholarships require the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through the Special Events Office.

In addition, there are several funds to support students doing short-term internships, volunteer work, or work in the ministry. These funds, excluding transportation, may be used overseas.

---

### Washington Summer Internship Program

The College sponsors a summer public service internship program in Washington, D.C. The internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.

The Washington program offers an opportunity for 16-18 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the State Department, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Museum of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club.

For further information, contact the Department of Political Science.

---

## Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

### Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the major field.

### Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. Students with



---

an honors average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.90 or higher average are Durant Scholars summa cum laude. For purposes of establishing honors, grade point averages are truncated to two decimal places. Students whose records contain more than three incompletes within the last twenty-four units or who have taken more than a stipulated number of credit/no-credit courses (see p. 62) shall not be eligible for these Commencement honors.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

## Honors Awarded 1995

In the Class of 1995, students who achieved the highest academic standing were named Durant Scholars. Seventeen of those were graduated summa cum laude and 117 were graduated magna cum laude. An additional 246 students won recognition as Wellesley College Scholars—cum laude for high academic achievement.

# Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. A semester course which carries 1.25 units of credit ordinarily includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and “admission units.” Admission units refer to the secondary school credits acquired in various precollege courses.

Students with disabilities who need disability-related classroom or testing accommodations should meet with Barbara Boger, Coordinator, the Learning and Teaching Center. Koko Nishino, Coordinator, Services for Persons with Disabilities, will arrange accommodations for students with physical disability needs.

## Legend

Units of Credit	Unless stated otherwise, a course is equal to one unit of credit
(1)	Offered in first semester
(2)	Offered in second semester
(1)(2)	Offered in both semesters
(1-2)	Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily
[ ]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill the distribution requirement in Group A
(B <sup>1</sup> )	Courses may be elected to fulfill the distribution requirement in Group B <sup>1</sup>
(B <sup>2</sup> )	Courses may be elected to fulfill the distribution requirement in Group B <sup>2</sup>
(B <sup>1</sup> or B <sup>2</sup> )	Courses may be elected to fulfill the distribution requirement in Group B <sup>1</sup> or B <sup>2</sup>
(C)	Courses may be elected to fulfill in part the distribution requirement in Group C. Courses which fulfill the Group C laboratory requirement so indicate in the course title.
*	Courses with an asterisk require permission of the instructor
(MR)	Courses satisfy the Multicultural Requirement
A	Absent on leave
A <sup>1</sup>	Absent on leave during the first semester
A <sup>2</sup>	Absent on leave during the second semester

# Africana Studies

Professor: *Martin, Cudjoe, Rollins (Chair)*

Assistant Professor: *Burbridge, Obeng*

---

## 105 (1) (B<sup>2</sup>) (MR) Introduction to the Black Experience

This course serves as the introductory offering in Africana Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. *Open to all students.*

*Mr. Martin*

---

## 150 (2) (MR) First-Year Student Sophomore Colloquia

The colloquia have no prerequisites, although some are open only to first-year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted. Topic for 1995-96: The Internationalization of Black Power.

*Mr. Martin*

---

## 200 (1) (B<sup>1</sup>) (MR) Africans in Antiquity

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. *Open to all students.*

*Mr. Martin*

---

## 201 (1) (A) (MR) The African-American Literary Tradition

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience. *Open to all students.*

*Mr. Cudjoe*

---

---

## 202 (2) (B<sup>1</sup>) (MR) Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to all students.*

*Mr. Menkiti*

---

## 203 (1) (B<sup>2</sup>) (MR) Introduction to African-American Sociology

This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. This is the same course as Sociology 203. Students may register for either Africana Studies 203 or Sociology 203. Credit will be given in the department in which the student is registered. *Prerequisite: Sociology 102 or permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Rollins*

---

## 204 (2) (B<sup>2</sup>) (MR) Third World Urbanization

This course is an historical and comparative examination of urban development in Africa, the Middle East, Latin America and Asia. Beginning with the origins of cities in Mesopotamia, North-eastern Africa, India, China and Central America, the course then focuses on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. This is the same course as Sociology 204. Students may register for either Africana Studies 204 or Sociology 204. Credit will be given in the department in which the student is registered. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Rollins*

---

---

**205 (2) (B<sup>2</sup>) (MR) The Politics of Race Domination in South Africa**

The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. South Africa also examined within the wider context of the region and world system. *Open to all students. Not offered in 1995-96.*

*The Staff*

---

**206 (2) (B<sup>1</sup>) (MR) Introduction to African-American History, 1500-Present**

An introductory survey of the political, social, economic and cultural development of Afro-Americans from their African origins to the present. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Martin*

---

**207 (2) (B<sup>2</sup>) (MR) Images of Africana People through the Cinema**

An investigation of the social, political and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Caribbean. Attention will be given to aspects of people's lives during the colonial and postcolonial era in such films as "Sugar Cane Alley," "God's Bits of Wood," and "Corridor of Freedom." *Open to all students.*

*The Staff*

---

**208 (2) (B<sup>2</sup>) (MR) Women in the Civil Rights Movement**

An examination of the role of women in the "classical" Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religiosity, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Open to all students except those who have taken 311.*

*Ms. Rollins*

---

**210 (2) (A) (MR) Folk and Ritual Music of the Caribbean**

An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retentions and basic issues in the study of African retentions in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetics and ethos of the peoples of African descent living in the Caribbean. *Open to all students.*

*Mr. Fleurant*

---

**211 (1) (A) (MR) Introduction to African Literature**

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi Wa Thiongo, Camara Laye, Wole Soyinka, Mirama Ba, Nawal El Saadawi and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. *Open to all students. Not offered in 1995-96.*

*Mr. Cudjoe*

---

**212 (2) (A) (MR) Black Women Writers**

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic. *Open to all students.*

*Mr. Cudjoe*

---

**213 (2) (B<sup>2</sup>) (MR) Economy and Society in Africa**

This introductory course is concerned with human beings and the social systems by which they organize their activities to satisfy their needs (e.g., food, shelter, clothing) and non-material wants (e.g., education, knowledge, and spiritual fulfillment). This course considers perspectives

on the interaction of economic and other variables in African societies. *Open to all students. Not offered in 1995-96.*

*Ms. Burbridge*

---

**214 (1) (B<sup>2</sup>) (MR) The Supreme Court and Racial Equality**

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans. *Open to sophomores, juniors, and seniors without prerequisite and to first-year students by permission of the instructor. Not offered 1995-96.*

*The Staff*

---

**215 (1) (B<sup>2</sup>) (MR) Introduction to Afro-American Politics**

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation. *Open to all students. Not offered in 1995-96.*

*The Staff*

---

**216 (1) (B<sup>1</sup>) (MR) History of the West Indies**

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems. *Open to all students. Not offered 1995-96. Offered in 1996-97.*

*Mr. Martin*

---

**217 (2) (B<sup>2</sup>) (MR) The Black Family**

An overview of the African-American family in economic, sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definitions, societal and community definitions among African-American women, men and children within the context of their families.

Exploration of changing sex roles among African-American women and men will be discussed also.

*Ms. Burbridge*

---

**218 (2) (B<sup>2</sup>) (MR) Domestic Service in Cross-Cultural Perspective**

A sociological examination of the occupation of domestic service in a number of locations in the world, including North America, Latin America, the Caribbean, Africa, the Middle East and Asia. Patterns that are common to the occupation regardless of location as well as aspects that are regionally distinct will be identified. Throughout the course, the relationship between the institution of domestic service and systems of stratification (class, race/ethnicity and gender) will be explored. *Open to all students. Not offered in 1995-96.*

*Ms. Rollins*

---

**219 (1) (B<sup>2</sup>) (MR) Economic Issues in the African-American Community**

This course provides a historical overview of the economic issues that have faced the African-American community and that continue to do so. It will examine different employment trends for African-American men and women, and for African Americans from different educational and socioeconomic backgrounds. It will also cover minority business development, home and property ownership, and access to and accumulation of capital. Various public policy initiatives that have influenced economic outcomes will also be examined.

*Ms. Burbridge*

---

**220 (B<sup>2</sup>) History of African-American Economic Thought**

Since W.E.B. DuBois, black scholars have grappled with the economic issues facing the African-American community. This course examines the ways in which different African-American scholars have explored economic issues and the debates that have ensued: from Booker T. Washington and W.E.B. DuBois to more recent controversies spawned by black neo-conservatives. The class will explore different traditions in African-American economic thought as well as discuss economic scholars whose ideas have been underappreciated or forgotten. *Not offered in 1995-96.*

*Ms. Burbridge*

---

**221 (2) (B<sup>2</sup>) (MR) Public Policy and Afro-American Interests**

Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a discipline also addressed. Class simulates the intricate procedures of setting policy in several areas.

*Ms. Burbridge*

---

**222 (1) (B<sup>1</sup>) (MR) Images of Blacks and Women in American Cinema**

A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted. *Open to all students.*

*Mr. Obeng*

---

**223 (1) (B<sup>2</sup>) (MR) African Development Since 1940**

Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from Ghana, Ivory Coast, Kenya, Tanzania, Zambia, and Libya. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, sectoral performance and regional integration. *Not offered in 1995-96.*

*Ms. Burbridge*

---

**225 (1) (B<sup>2</sup>) (MR) Introduction to Black Psychology**

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research. *Open to all students. Not offered in 1995-96.*

*The Staff*

---

**229 (2) (B<sup>1</sup> or B<sup>2</sup>) (MR) Color, Race and Class in Latin American Development**

An examination of the identifiable African and Native American populations in Cuba, Nicaragua, and Brazil. This course addresses historical and contemporary roles of these populations in

the socio-economic transformation of their societies and their involvement in the political process. The course also examines the degree to which shades of difference within racial groups, as well as differences between races, influence social stratification in socialist and capitalist societies. Self-help strategies designed by African and Native American people and their responses to specific state policies will also be examined. *Not offered in 1995-96.*

*The Staff*

---

**230 (1) (B<sup>2</sup>) (MR) The Black Woman in America**

Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. There will be readings from essays, novels, sociological studies, psychological studies, historical works, poetry and fiction about the lives of Black women. *Open to all students.*

*Ms. Burbridge*

---

**234 (1) (A) (MR) Introduction to West Indian Literature**

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others. *Open to all students.*

*Mr. Cudjoe*

---

**245 (2) (B<sup>2</sup>) (MR) Caribbean and African Comparative Politics**

Examination of the similarities and differences found in the political economies of Africa and the Caribbean. Emphasis on their entry into the world system and the development of commodity production, classes and patterns of trade. Structure of government and participation in regional organizations are also covered. Case studies include Zimbabwe, Ethiopia, Namibia, Ghana, Jamaica, Cuba and Grenada. *Open to all students. Not offered in 1995-96.*

*The Staff*

---

**251 (1) (B<sup>1</sup>) (MR) Religion in Africa—An Introduction**

A comparative study of religion in Africa through the discipline of Anthropology of Religion. Examines individual and social experience of religion in different African societies, focusing

on how Africans draw on their dance and music, drum language, myths, and rituals to articulate and elaborate on the cosmos, life and death, and also to define and organize their lives. Special attention will be given to the socio-cultural and historical factors which have fostered religions change, particularly the emergence of religions such as Islam and Christianity. *Not offered in 1995-96.*

*The Staff*

---

**266 (2) (A) (MR) Black Drama**

This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others. *Open to all students. Not offered in 1995-96.*

*The Staff*

---

**304 (2) (B<sup>1</sup>) (MR) Comparative Historical Redress in Modern Society**

This course examines state response to contemporary social problems associated with conflict and injustice rooted in history. Using comparative policy case studies from India, Australia, Nigeria, France and Sudan, students will generate theories, construct sets of policy guidelines and categorize conditions influencing the success or failure of historical redress in modern society. Students then will apply their models and theories to vexing policy choices made by the United States government, including 1) affirmative action as a specific form of historical redress relevant to racial and gender discrimination, 2) monetary reparation as redress to internment during World War II and 3) land redistribution as an attempt to redress land usurpation and genocide. *Not offered in 1995-96.*

*The Staff*

---

**305 (1) (B<sup>2</sup>) (MR) African American Feminism**

This course is a survey of African American feminist thought from the early 19th century to the present. Through an examination of the writings of African American women from Maria Stewart, Frances Ellen Harper and Anna Julia Cooper to Audre Lorde, Bell Hooks and Angela Davis, the course will explore African American femi-

nist ideas on women's work, family, the relationship between feminism and black nationalism, and the African American conceptualization of womanhood. *Prerequisite: 230 or Women's Studies 120 or by permission of the instructor.*

*Ms. Rollins*

---

**306 (2) (B<sup>2</sup>) (MR) Urban Development and The Underclass: Comparative Case Studies**

Throughout the African diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with a special focus on the most disadvantaged in cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa. *Prerequisite: one 200-level Group B unit or by permission of the instructor.*

*Ms. Burbridge*

---

**310 (1) (A) (MR) Seminar. Black Literature**

Blackness and the American Literary Imagination. An examination of the manner in which blackness has been represented in the American (and Caribbean) literary imagination. Authors examined include Melville, C.L.R. James, Wilson Harris, Toni Morrison, Maryse Conde and Harriet Beecher Stowe. *Prerequisite: permission of the instructor for first-year students.*

*Mr. Cudjoe*

---

**315 (2) (B<sup>2</sup>) (MR) Seminar. The Psychology of Race Relations**

Examination of the psychology of prejudice and racism as they exist in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition as well as to understand the theoretical complexity of its nature. 225 is strongly recommended.

*The Staff*

---

**318 (2) (B<sup>2</sup>) (MR) Seminar. Women and the African Quest for Modernization and Liberation**

Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect

women. Exploration of women's participation in political movements and ways to improve the status of women. *Not offered in 1995-96.*

*The Staff*

---

**319 (2) (B<sup>1</sup>) (MR) Pan-Africanism**

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of African-American churches in African nationalism, the Pan-African Congresses of W.E.B. DuBois, the Garvey Movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent. *Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required. Not offered in 1995-96.*

*Mr. Martin*

---

**335 (2) (A) (MR) Women Writers of the English-Speaking Caribbean**

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects. *Prerequisite: same as 319. Not open to students who have taken 235. Not offered in 1995-96.*

*Mr. Cudjoe*

---

**340 (2) (B<sup>1</sup>) (MR) Seminar. Topics in African-American History**

Topics for 1995-96: Booker T. Washington, Marcus Garvey and W.E.B. DuBois. *Open to juniors and seniors with a strong background in Africana Studies and by permission of the instructor to sophomores.*

*Mr. Martin*

---

**350 (1) (2) Research or Individual Study 1 or 2**  
Open by permission to juniors and seniors.

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

## Cross-Listed Courses

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Africana Studies departmental offerings.

**Art 211 (1) (A) (MR)**  
African Art

**Art 241 (1) (A) (MR)**  
Egyptian Art

**Art 262 (2) (A) (MR)**  
Introduction to African-American Art

**Art 362 (2) (A) (MR)**  
Seminar. African Images Across the Atlantic

**Art 392 (2) (A)**  
American Folk Art. *Not offered in 1995-96.*

**History 263 (2) (B<sup>1</sup>)**  
South Africa in Historical Perspective.

**History 264 (1) (B<sup>1</sup>) (MR)**  
History of Precolonial Africa. *Not offered in 1995-96. Offered in 1996-97.*

**History 265 (2) (B<sup>1</sup>) (MR)**  
History of Modern Africa. *Not offered in 1995-96. Offered in 1996-97.*

**History 266 (2) (B<sup>1</sup>)**  
The Struggle over North Africa, 1800-Present. *Not offered in 1995-96. Offered in 1996-97.*

**History 342 (1) (B<sup>1</sup>)**  
Seminar. Women, Work and the Family in African History.

**Political Science 209 (1) (B<sup>2</sup>)**  
African Politics.

**Psychology 225 (1) (B<sup>2</sup>)**  
Introduction to Black Psychology. *Not offered in 1995-96.*

**Sociology 203 (1) (B<sup>2</sup>)**  
Introduction to African American Sociology. *Not offered in 1995-96.*



---

## Directions for Election

The requirements for the major are consistent with the concept of Africana Studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, economics, or literature.

A major in Africana Studies requires eight (8) courses. It is suggested that two courses be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Africana Studies, 105 is strongly recommended of all majors. Courses taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Africana Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

A minor in Africana Studies consists of five (5) courses. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

---

## American Studies

### AN INTERDEPARTMENTAL MAJOR

Director: O'Gorman (Art)<sup>1</sup>; Putnam (Philosophy)<sup>2</sup>

---

The American Studies major seeks to understand the American experience through a flexible yet integrated program of study.

*For students who have declared the major by June 1, 1991, the requirements for the major are as follows:* eight courses are required for a minimum major, including two Grade III level courses. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. Majors must also complete American Studies 317 or 318, the required integrative seminar; it is recommended that majors elect this course in their junior or senior year.

*For students declaring the major after June 1, 1991 and before June 1, 1993, and for all students of the class of 1994, the requirements for the major are as follows:* nine courses are required for a minimum major, including two Grade III level courses plus American Studies 317 or 318, the required integrative seminar. At least two of these nine courses must be taken in group A, and at least two must be taken in group B. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. It is recommended that majors elect the integrative seminar in their junior or senior year. Students without a good grounding in American history are urged to consider taking History 203 and/or 204.

*For students declaring the major after June 1, 1993, the requirements are the same as those stated in the previous paragraph, with the additional requirement that the program for the major must include American Studies 101: Introduction to American Studies.*

Within this structure students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major.

---

#### 101 (1) (A) Introduction to American Studies

A broad investigation into the American character, designed to acquaint students briefly with

consequential primary and secondary texts. The course will be organized under thematic rubrics: for example, America as a “city on a hill,” the commercial ideal, the frontier, the melting pot, and Disneyland. We will read numerous short selections by authors from de Tocqueville, Jefferson, and Emerson to Raymond Chandler, Jack Kerouac, and E.L. Doctorow. We will also read one or two novels (such as *My Antonia* and *The Great Gatsby*) and view one or two films (such as *Shane* and *Risky Business*). *Open to all students. Required of American Studies majors.*

Mr. Cooper (English)

---

**317 (1) (A) Seminar. Advanced Topics in American Studies**

Topic for 1995-96: Envisioning America: Nineteenth-Century Landscape Painting. When Frederic Church placed his great painting, *Heart of the Andes*, on public exhibition in New York City in 1859, people stood in line for hours to view it. Mark Twain went to see it three times. How are we to account for the tremendous popularity not only of this work but of all landscape paintings in the United States in the mid-nineteenth century? This semester will consider this question as we investigate the relationship between landscape painting and many of the most important aspects of mid-century American society: the quest for self-definition, the political upheavals of the Jacksonian era, religious revivalism, the popular interest in the natural sciences, the rise of tourism, and the economic development of the American land. The course will include readings from a wide variety of primary sources, from biographies to travel guides, as well as field trips to local museums and at least one trip to Upstate New York, the stomping ground of the Hudson River painters. *Open to all students. Preference given to American Studies Majors.*

Ms. Bedell (Art)

---

**318 (2) (A) Seminar. Advanced Topics in American Studies**

Topic for 1995-96: Blackness in the American Literary Imagination. Novelists such as Toni Morrison (*Playing in the Dark*) and Ralph Ellison (*Shadow and Act*) have argued that both the experiences and language of African-Americans have shaped American literature. Ellison notes that “American culture is of a whole, for that which is essentially ‘American’ in it springs from the synthesis of our diverse elements of cultural style.” Morrison rejects the prevailing wisdom that “canonical American literature is free, uninformed, and unshaped by the four-hundred-year-

old presence of, first Africans and then African-Americans in the United States.” In the past little attention had been paid to how the African-American presence—what I call blackness—has shaped American canonical literature. This seminar will examine how blackness is represented in the American (and Caribbean) literary imagination, and the way it has shaped some of the seminal texts of American literature. Implicitly, the course will also examine the obverse of the question: “what parts do the invention and development of whiteness play in the construction of what is loosely described as ‘American’ [literature],” as Morrison calls it. Works to be studied include “Benito Cereno,” *Uncle Tom’s Cabin*, *Huckleberry Finn*, *Intruder in the Dust*, *Myal*, and *Invisible Man*. *Open to all students. Priority given to American Studies majors.*

Mr. Cudjoe (Africana Studies)

---

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of director. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

The following is a list of courses available that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic (e.g., law) studied in more than one department, she should consult the Director.

**Africana Studies 150 (2) (MR)**

First-Year Student Sophomore Colloquia

**Africana Studies 201 (1) (A) (MR)**

The African-American Literary Tradition

**Africana Studies 203 (1) (B<sup>2</sup>) (MR)**

Introduction to African-American Sociology. *Not offered in 1995-96.*

**Africana Studies 206 (2) (B<sup>1</sup>) (MR)**

Introduction to African-American History, 1500-Present. *Not offered in 1995-96.*

**Africana Studies 208 (2) (B<sup>2</sup>) (MR)**

Women in the Civil Rights Movement

**Africana Studies 212 (2) (A) (MR)**

Black Women Writers

**Africana Studies 214 (1) (B<sup>2</sup>) (MR)**

The Supreme Court and Racial Equality. *Not offered in 1995-96.*

- Africana Studies 215 (1) (B<sup>2</sup>) (MR)**  
Introduction to Afro-American Politics. *Not offered in 1995-96.*
- Africana Studies 217 (2) (B<sup>2</sup>) (MR)**  
The Black Family
- Africana Studies 221 (2) (B<sup>2</sup>) (MR)**  
Public Policy and Afro-American Interests
- Africana Studies 222 (1) (B<sup>1</sup>) (MR)**  
Images of Blacks and Women in American Cinema
- Africana Studies 225 (1) (B<sup>2</sup>) (MR)**  
Introduction to Black Psychology. *Not offered in 1995-96.*
- Africana Studies 230 (1) (B<sup>2</sup>) (MR)**  
The Black Woman in America.
- Africana Studies 266 (2) (A) (MR)**  
Black Drama. *Not offered in 1995-96.*
- Africana Studies 305 (1) (B<sup>2</sup>) (MR)**  
African American Feminism
- Africana Studies 310 (1) (A) (MR)**  
Seminar. Black Literature.  
Topic for 1995-96: Blackness and the American Literary Imagination
- Africana Studies 315 (2) (B<sup>2</sup>) (MR)**  
Seminar. The Psychology of Race Relations
- Africana Studies 335 (2) (A) (MR)**  
Women Writers of the English-Speaking Caribbean. *Not offered in 1995-96.*
- Africana Studies 340 (2) (B<sup>1</sup>) (MR)**  
Seminar. Topics in African-American History.  
Topic for 1995-96: Booker T. Washington, Marcus Garvey and W.E.B. DuBois.
- Anthropology 210 (2) (B<sup>2</sup>) (MR)**  
Racism and Ethnic Conflict in the United States and the Third World. *Not offered in 1995-96.*
- Anthropology 212 (B<sup>2</sup>) (MR)**  
The Anthropology of Law and Justice. *Not offered in 1995-96.*
- Anthropology 234 (2) (B<sup>2</sup>) (MR)**  
Urban Poverty
- Anthropology 342 (B<sup>2</sup>)**  
Seminar. Native American Ethnology. *Not offered in 1995-96.*
- Art 231 (1) (A)**  
Architects and Buildings of 19th-Century North America
- Art 232 (2) (A)**  
American Painting from Colonial Times to World War II. *Not offered in 1995-96.*
- Art 260 (2) (A) (MR)**  
North American Indian Art
- Art 262 (2) (A) (MR)**  
Introduction to African-American Art
- Art 320 (1) (A)**  
Seminar. The Architecture of Frank Furness and H.H. Richardson
- Art 338 (2) (A) (MR)**  
Seminar in Latin American Art. Topic for 1995-96: Mural Painting in Mexico and the United States
- Art 340 (2) (A)**  
Topics in American Art. *Not offered in 1995-96.*
- Art 362 (2) (A) (MR)**  
Seminar. African Images Across the Atlantic
- Economics 204 (2) (B<sup>2</sup>)**  
U.S. Economic History
- Economics 234 (1) (B<sup>2</sup>)**  
Government Policy: Its Effect on the Marketplace
- Economics 243 (2) (B<sup>2</sup>)**  
Race and Gender in U.S. Economic History. *Not offered in 1995-96.*
- Education 212 (1) (B<sup>1</sup>)**  
History of American Education
- Education 214 (2) (B<sup>1</sup> or B<sup>2</sup>)**  
Youth, Culture and Student Activism in Twentieth-Century America. *Not offered in 1995-96.*
- Education 216 (2) (B<sup>2</sup>)**  
Education, Society, and Social Policy
- Education 312 (1) (B<sup>1</sup>)**  
Seminar. History of Child Rearing and the Family
- English 261 (1) (A)**  
The Beginnings of American Literature
- English 262 (2) (A)**  
The American Renaissance
- English 266 (1) (2) (A)**  
Early Modern American Literature
- English 267 (1) (2) (A)**  
Late Modern and Contemporary American Literature
- English 363 (1) (A)**  
Advanced Studies in American Literature
- English 364 (1) (2) (A) (MR)**  
Race and Ethnicity in American Literature

- Extrdepartmental 232 (2) (A)  
New Literatures: Lesbian and Gay Fiction in America
- History 203 (1) (B<sup>1</sup>)  
History of the United States, 1607-1877
- History 204 (2) (B<sup>1</sup>)  
History of the United States, 1877-1968
- History 250 (1) (B<sup>1</sup>)  
Race and Ethnicity in Early America
- History 251 (B<sup>1</sup>)  
Nationhood and Nationalism: America, 1750-1850. *Not offered in 1995-96.*
- History 257 (2) (B<sup>1</sup>)  
History of Women and Gender
- History 258 (2) (B<sup>1</sup>)  
Freedom and Dissent in American History
- History 291 (B<sup>1</sup>)  
1968: The Pivotal Year. *Not offered in 1995-96.*
- History 292 (2) (B<sup>1</sup>)  
Sectionalism, The Civil War, and Reconstruction
- History 293 (B<sup>1</sup>)  
American Intellectual and Cultural History. *Not offered in 1995-96.*
- History 294 (B<sup>1</sup>)  
Immigration in America. *Not offered in 1995-96.*
- History 340 (2) (B<sup>1</sup>)  
Seminar. Interdisciplinary History. Topic for 1995-96: Invention and Revision: The American Revolution.
- History 345 (1) (B<sup>1</sup>)  
Seminar. The American South. Topic for 1995-96: Southern Women's History.
- History 346 (2) (B<sup>1</sup> (MR))  
China and America. The Evolution of a Troubled Relationship
- History 351 (2) (B<sup>1</sup>)  
Seminar. Asian Settlement in North America, 1840 to the Present
- History 354 (B<sup>1</sup>)  
Seminar. Family History. *Not offered in 1995-96.*
- Music 225/335 (2) (A) (MR)  
Topics in Ethnomusicology: Africa and the Caribbean. *Not offered in 1995-96.*
- Philosophy 222 (2) (B<sup>1</sup>)  
American Philosophy
- Political Science 200 (1) (2) (B<sup>2</sup>)  
American Politics
- Political Science 210 (B<sup>2</sup>)  
Political Participation and Influence. *Not offered in 1995-96.*
- Political Science 212 (2) (B<sup>2</sup>)  
Urban Politics
- Political Science 215 (1) (2) (B<sup>2</sup>)  
Courts, Law, and Politics
- Political Science 311 (1) (B<sup>2</sup>)  
The Supreme Court in American Politics
- Political Science 313 (2) (B<sup>2</sup>)  
American Presidential Politics
- Political Science 314 (1) (B<sup>2</sup>)  
Congress and the Legislative Process
- Political Science 316 (B<sup>2</sup>)  
Mass Media in American Democracy. *Not offered in 1995-96.*
- Political Science 317 (B<sup>2</sup>)  
The Politics of Health Care. *Not offered in 1995-96.*
- Political Science 318 (1) (B<sup>2</sup>)  
Seminar. Conservatism and Liberalism in Contemporary American Politics
- Political Science 320 (2) (B<sup>2</sup>)  
Seminar. Inequality and the Law
- Political Science 321 (1) (B<sup>2</sup>)  
The United States in World Politics
- Political Science 333 (1) (B<sup>2</sup>)  
Seminar. Ethics and Politics
- Political Science 334 (B<sup>2</sup>)  
Seminar. Presidential-Congressional Relations. *Not offered in 1995-96.*
- Political Science 335 (B<sup>2</sup>)  
Seminar. The First Amendment. *Not offered in 1995-96.*
- Political Science 336 (B<sup>2</sup>)  
Seminar. Women, the Family, and the State. *Not offered in 1995-96.*
- Political Science 340 (2) (B<sup>2</sup>)  
American Political Thought
- Religion 218 (1) (B<sup>1</sup>)  
Religion in America
- Religion 220 (B<sup>1</sup>)  
Religious Themes in American Fiction. *Not offered in 1995-96.*
- Religion 221 (B<sup>1</sup>)  
Catholic Studies. *Not offered in 1995-96.*
- Religion 318 (B<sup>1</sup>)  
Seminar. Religion in the American Revolution. *Not offered in 1995-96.*

Sociology 103 (2) (B<sup>2</sup>)  
Social Problems: An Introduction to Sociology

Sociology 203 (B<sup>2</sup>)  
Introduction to Afro-American Sociology. *Not offered in 1995-96.*

Sociology 207 (B<sup>2</sup>)  
Criminology. *Not offered in 1995-96.*

Sociology 209 (1) (B<sup>2</sup>)  
Social Inequality: Class, Race, and Gender

Sociology 215 (2) (B<sup>2</sup>)  
Sociology of Popular Culture

Sociology 216 (1) (B<sup>2</sup>)  
Sociology of Mass Media and Communications

Sociology 228 (B<sup>2</sup>)  
Sociology of the Workplace. *Not offered in 1995-96.*

Sociology 311 (2) (B<sup>2</sup>)  
Seminar. Family and Gender Studies

Sociology 324 (2) (B<sup>2</sup>)  
Seminar. Social Change

Sociology 338 (2) (B<sup>2</sup>)  
Seminar. Topics in Deviance, Law and Social Control

Spanish 255 (2) (A) (MR)  
Chicano Literature. *Not offered in 1995-96.*

Spanish 305 (2) (A) (MR)  
Hispanic Literature of the United States. *Not offered in 1995-96.*

Women's Studies 222 (1)(2) (B<sup>1</sup>) (MR)  
Women in Contemporary Society

Women's Studies 248 (2) (A) (MR)  
Asian American Women Writers

Women's Studies 250 (A or B<sup>1</sup>) (MR)  
Asian Women in America. *Not offered in 1995-96.*

Women's Studies 305 (1) (B<sup>1</sup>) (MR)  
Seminar. Topics in Gender, Ethnicity and Race.  
Topic for 1995-96: Representations of Women of Color in the U.S.

Women's Studies 316 (B<sup>1</sup>)  
Seminar. History and Politics of Sexuality in the United States. *Not offered in 1995-96.*

Women's Studies 320 (2) (B<sup>1</sup>) (MR)  
American Health Care History in Gender, Race and Class Perspective

Women's Studies 330 (B<sup>1</sup>) (MR)  
Seminar. Twentieth-Century Feminist Movements in the First and Third World. *Not offered in 1995-96.*

## Anthropology

Professor: *Kohl (Chair), Merry, Shimony*  
Associate Professor: *Bamberger*

---

### 104 (1) (2) (B<sup>2</sup>) (MR) Introduction to Anthropology

This course introduces students to fundamental concepts in the analysis of human behavior and social life, beginning with a discussion of human evolution and the emergence of the family. Through a comparative study of tribal and peasant societies, variations in kinship, politics, economics, and religion are explored. Attention is also given to the cultural changes of these societies in the contemporary world. *Open to all students.*

*Mrs. Shimony, Staff*

---

### 106 (1) (B<sup>2</sup>) Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Field trips to neighboring archaeological sites will be planned. *Open to all students.*

*Mr. Kohl*

---

### 200 (B<sup>2</sup>) Current Issues in Anthropology

An examination of current controversial issues in anthropology. Topics covered will include Sociology, Race and Intelligence, Anthropological Interpretations of Malthus, the Culture of Poverty, and Neo-Colonialism. *Open to sophomores, juniors, and seniors without prerequisite, and to first-year students with previous anthropological experience, and by permission of the instructor. Not offered in 1995-96.*

---

### 204 (B<sup>2</sup>) Physical Anthropology

The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens*. *Open to all students. Not offered in 1995-96.*

---

**210 (B<sup>2</sup>) (MR) Racism and Ethnic Conflict in the United States and the Third World**

A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations. *Prerequisite: 104, or one unit in Sociology, Africana Studies, Political Science, or Economics, or by permission of the instructor. Not offered in 1995-96.*

---

**212 (B<sup>2</sup>) (MR) The Anthropology of Law and Justice**

Cross-cultural examination of modes of resolving conflict, processes of social control, and mechanisms for constructing laws in the U.S. and non-industrial societies. The course will focus on war, peace, and conflict. It will examine the nature of law, legal and non-legal dispute resolution, and the imposition of law in colonial and post-colonial situations. Topics include legal change and development, the role of the court in American communities, and court reform efforts such as the American dispute resolution movement. *Prerequisite: 104, or one unit in Political Science or Sociology, or by permission of the instructor. Not offered in 1995-96.*

---

**234 (2) (B<sup>2</sup>) (MR) Urban Poverty**

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology. *Prerequisite: 104 or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite. Mrs. Shimony*

---

**236 (2) (B<sup>2</sup>) Witchcraft, Magic and Ritual: Theory and Practice**

An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Brazil, Africa and Mexico) and West European societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A fieldwork component will be an option, permitting the student an

opportunity to observe and analyze a ritual event. *Prerequisite: 104 or by permission of the instructor.*

*Ms. Bamberger*

---

**242 (B<sup>2</sup>) The Rise of Civilization**

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. *Open to all students. Not offered in 1995-96.*

---

**244 (B<sup>2</sup>) (MR) Societies and Cultures of the Middle East**

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective. *Prerequisite: 104, or one unit in Political Science, Economics, Sociology, or History. Not offered in 1995-96.*

---

**245 (B<sup>2</sup>) (MR) Popular Cultures in Latin America**

This course presents the beliefs and customary practices, such as popular forms of music, drama, dance, oral/written literature and mass media in Latin America and analyzes how race, class, ethnicity, gender, and the State influence and have an impact on the production of popular culture. The course focuses particularly on the popular cultures of Venezuela and the Caribbean basin. *Not offered in 1995-96.*

---

**247 (1) (B<sup>2</sup>) (MR) Societies and Cultures of Eurasia**

A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly-gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan over the enclave of Nagorno-Karabagh). *Prerequisite: same as 244.*

*Mr. Kohl*

---

**249 (1) (B<sup>2</sup>) (MR) Traditional Societies of Post-Conquest South America**

This study of the social structure and culture of tribal peoples, agrarian communities, and peasants in cities focuses on the effects of colonialism: slavery, ethnocide, and the destruction of the rain forest in lowland South America (Brazil, Colombia, Venezuela, Ecuador, Peru). *Prerequisite: 104 or 100-level Anthropology, Sociology, Spanish or Political Science course.*

*Ms. Bamberger*

---

**256 (B<sup>2</sup>) Archaeological Theory and Data Analysis**

An evaluation of current trends in archaeological method and theory. The concept of prehistory from the 19th century to the present, and the development of schools and national traditions of archaeological research, such as the New Archaeology and today's Post-Processual Archaeology. Research on the analysis of archaeological materials through modern data-processing techniques, including computer graphics applications for analyzing and presenting archaeological data. *Prerequisite: 104 or 106 or permission of the instructor. Not offered in 1995-96.*

---

**257 (B<sup>2</sup>) (MR) Prehistory of North America**

This course surveys the archaeological record and other sources for reconstructing the prehistory and early history of Native Americans from the Arctic to Mexico. It will detail separate evolutionary developments ranging from hunting and gathering adaptations in the northern part of the continent to the highly complex and differentiated Aztec and Mayan civilizations of Mesoamerica and present the variable responses of Native American cultures to the European invasion that began with Columbus. The material remains of the early Europeans (i.e., early historic or colonial archaeology) also will be examined. *Prerequisite: 104 or 106 or by permission of the instructor. Not offered in 1995-96.*

---

**269 (1) (B<sup>2</sup>) (MR) The Anthropology of Gender Roles, Marriage and the Family**

An examination of the variations in gender roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways

kinship and family life organize society in non-Western cultures. *Open to all students.*

*Ms. Merry*

---

**276 (B<sup>2</sup>) Recent Approaches to Ethnography**

This course introduces current issues in ethnographic method and theory, including laboratory exercises in ethnographic field research, and considers recent debates in ethnographic writing and representation (e.g., deconstruction, reflexivity, literary theory, and Michael Taussig's call for a meditative-redemptive anthropology). *Not offered in 1995-96.*

---

**301 (2) (B<sup>2</sup>) Anthropological Theory**

Historical landmarks of anthropological thought. Examination of current evolutionary, functional, and symbolic theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology. *Prerequisite: 104 and one Grade II unit, or by permission of the instructor.*

*Ms. Bamberger*

---

**308 (1) and/or (2) (B<sup>2</sup>) Seminar for Materials Research in Archaeology and Ethnology**

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts. *Open by permission of the instructor.*

*Ms. Lechtman (at MIT)*

---

**319 (1) (B<sup>2</sup>) (MR) Nationalism, Politics, and the Use of the Remote Past**

This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the exaggerated contributions and abilities of specific peoples. The course begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. Particular reconstructions of national origins will be studied in depth, such as the Afrocentric model for the beginnings of the Western cultural tradition. The course will attempt to develop criteria for distinguishing

credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous. *Prerequisite: one Grade II unit in Group B.*

Mr. Kohl

---

**342 (B<sup>2</sup>) (MR) Seminar: Native American Ethnology**

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art. *Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor. Not offered in 1995-96.*

---

**346 (1) (B<sup>2</sup>) (MR) Colonialism, Development and Nationalism: The Nation State and Traditional Societies**

Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered. *Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.*

Ms. Merry

---

**350 (1) (2) Research or Individual Study 1 or 2**  
*Open by permission to juniors and seniors.*

---

**360 (1) (2) Senior Thesis Research 1 or 2**  
By permission of department. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**  
*Prerequisite: 360*

## Cross-Listed Courses

---

*For Credit*

---

Art 260 (2) (A)

North American Indian Art

---

Language Studies 114 (1) (B<sup>2</sup>)

Introduction to Linguistics

---

Peace Studies 259 (1) (B<sup>2</sup>) (MR)

Peace and Conflict Resolution

---

## Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. We recommend statistics in the sociology department. Students may also elect the statistics course offered by economics or psychology, or calculus or statistics in the mathematics department, depending on the particular need and interest of the student.

Students who wish a minor in Anthropology must take five courses: 104 or 106, two 200-level courses, and two 300-level courses. Students are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.



# Architecture

## AN INTERDEPARTMENTAL MAJOR

Directors: *Dorrien, Fergusson<sup>1</sup>, Friedman<sup>2</sup>*

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take Art 100-101 (100, before 1994-95), and Art 105. In addition, four courses above the Grade I level and two Grade III courses must be taken in the Department of Art. At least three of these Art courses (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

---

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of director. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## History of Art

Art 100 (1) (A)

Introduction to the History of Art: Ancient and Medieval

Art 101 (2) (A)

Introduction to the History of Art: Renaissance to the Present

Art 203 (2) (A)

Cathedrals and Castles of the High Middle Ages. *Not offered in 1995-96.*

Art 228 (2) (A)

Nineteenth- and Twentieth-Century Architecture

Art 229 (1) (A)

Renaissance and Baroque Architecture. *Not offered in 1995-96. Offered in 1996-97.*

Art 231 (1) (A)

Architects and Buildings of Nineteenth-Century North America

Art 233 (1) (A)

Domestic Architecture and Daily Life. *Not offered in 1995-96. Offered in 1996-97.*

Art 235 (2) (A)

Landscape and Garden Architecture

Art 309 (2) (A)

Seminar. Problems in Architectural History

Art 320 (1) (A)

Seminar. American Architecture

Art 334 (2) (A)

Seminar. Issues in Ancient Art and Archaeology. *Not offered in 1995-96.*

Art 335 (1) (A)

Problems in Modern Art

## Studio Art

Art 105 (1) (2) (A)

Drawing I

Art 207 (1) (A)

Sculpture I

Art 209 (1) (2) (A)

Basic Two-Dimensional Design

Art 213 (2) (A)

Basic Three-Dimensional Design

Art 217 (2) (A)

Life Drawing

Art 307 (2) (A)

Sculpture II

Art 314 (2) (A)

Advanced Drawing

Art 317 (1) (A)

Seminar. Problems in the Visual Arts

## MIT

### 4.101 (1) (2)

Introduction to Architectural Design I

### 4.104 (2)

Introduction to Architectural Design II

### 4.125 (1)

Architectural Design: Level I (2 Wellesley units)

*Prerequisite:* 4.101 and 4.104

### 4.126 (2)

Architectural Design: Level I (2 Wellesley units)

*Prerequisite:* 4.125

### 4.401 (1)

Introduction to Building Technology

## Mathematics

### Mathematics 115 (1) (2) (C)

Calculus I

### Mathematics 116 (1) (2) (C)

Calculus II

### Mathematics 205 (1) (2) (C)

Intermediate Calculus

## Physics

### Physics 104 (1) (C)

Basic Concepts in Physics I with Laboratory

### Physics 107 (1) (2) (C)

Introductory Physics I with Laboratory

## Art

Professor: *Armstrong, Carroll (Chair), Clapp<sup>A</sup>, Fergusson<sup>A2</sup>, Friedman<sup>A1</sup>, Harvey<sup>A1</sup>, Marvin, O'Gorman<sup>A2</sup>, Rayen, Wallace*

Visiting Professor: *Freed*

Associate Professor: *Berman, Dorrien, Higonnet, Spatz-Rabinowitz<sup>A1</sup>*

Assistant Professor: *Bedell, Black<sup>A</sup>, McGibbon, Mekuria, Okediji, Ribner, Shepp*

Instructor: *Leuchak, Oles, Schick*

Lecturer: *DeLorme, Rhodes, Taylor, Huber*

Applied Arts instructor: *Andruchow, Garbarino*

---

The Department of Art offers majors in the History of Art, Architecture, Studio Art, and Art History and Studio Combined, and minors in the History of Art and Studio Art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or the summer.

Students with disabilities who will be taking art courses and who need disability-related classroom or testing accommodations are encouraged to meet with the department chair to make arrangements.

## History of Art

---

### 100 (1) (A) Introduction to the History of Art: Ancient and Medieval Art

A foundation course in the history of art, part 1. The course introduces students to the ancient and medieval art and architecture of Western Europe, Africa, Asia, and the Islamic world. Two lectures and one conference section per week. Conferences normally meet in the Davis Museum and stress direct observation of art and selected studio problems. *Open to all students. Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both Art 100 and 101 in their first or second year at Wellesley. Art 100 and 101 can be elected separately, but students are advised to elect Art 100 before Art 101.*

*The Staff*

---

### 101 (2) (A) Introduction to the History of Art: Renaissance to the Present

A foundation course in the history of art, part 2. The course concentrates on art and architecture in Europe and North and Central America from the Renaissance period to the present; some consideration of post-medieval Islamic and African

art. Two lectures and one conference section per week. Conferences normally meet in the Davis Museum and stress direct observation of art and selected studio problems. *Open to all students. Required course for all Art History, Architecture, and Studio Art majors, who should plan to elect Art 100 and 101 in their first or second year at Wellesley. Art 100 and 101 can be elected separately, but students are advised to elect Art 100 before Art 101.*

*The Staff*

---

100/Writing 125 05, 06 (1) (A) Introduction to the History of Art: Ancient and Medieval Art/Writing 125

A foundation course in the history of art, part 1. The course introduces students to the ancient and medieval art and architecture of Western Europe, Africa, Asia, and the Islamic world. Students in this section of Art 100 will attend the same twice-weekly lectures and weekly conferences as the other Art 100 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *Open to all first-year students. This course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

*Mr. Rhodes, Ms. Bedell*

---

101/Writing 125 03 (2) (A) Introduction to the History of Art: Renaissance to the Present/Writing 125

A foundation course in the history of art, part 2. The course concentrates on art and architecture in Europe and North and Central America from the Renaissance period to the present; some consideration is given to post-medieval Islamic and African art. Students in this section of Art 101 will attend the same twice-weekly lectures and weekly conferences as the other Art 101 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *Open to all first-year students. This course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

*Ms. Bedell*

---

202 (1) (A) Medieval Representational Arts

Course concentration on artistic, historical, cult, and cultural approaches to the representational arts in Medieval Europe, focusing on a limited selection of major monuments, i.e., San Vitale, The Book of Kells, Vézelay, Chartres Cathedral. The principal media of the Medieval artist—mosaic, manuscript painting, sculpture, stained glass—will be studied from original objects in local museums. *Open to all students.*

*Mr. Fergusson*

---

203 (2) (A) Cathedrals and Castles of the High Middle Ages

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences. *Open to all students. Not offered in 1995-96.*

*Mr. Fergusson*

---

211 (1) (A) (MR) African Art

A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on: ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, and the Metropolitan Museum, and the Museum of African Art in New York. *Open to all students.*

*Mr. Okediji*

---

219 (1) (A) Nineteenth-Century Art

A lecture course on the history of the visual arts in the nineteenth century. The course begins with the French Revolution and ends with late Impressionism. The cultural context of art's creation, exhibition, and influence is emphasized, along with relationships among the arts. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Higonnet*

---

220 (1) (A) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona,

Velasquez. *Open to sophomores who have taken 100 and 101, and to juniors and seniors without prerequisite.*

Mr. Wallace

---

**221 (2) (A) Seventeenth-Century Art in Northern Europe**

Dutch and Flemish painting of the seventeenth century, with emphasis on Rubens, Hals, Rembrandt, and Vermeer. *Prerequisite: Art 101 or permission of instructor. Not offered in 1995-96. Offered in 1996-97.*

Ms. Carroll

---

**223 (2) (A) The Decorative Arts**

*Not offered in 1995-96.*

---

**224 (2) (A) Modern Art to 1945**

A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as Cubism, Expressionism, Dada, and Surrealism) as well as alternate practices. Painting, sculpture, photography, cinema and the functional arts will be discussed, and critical issues including the art market, feminism, multiculturalism, and national identity will be examined. *Open to all students. Art 100-101 strongly recommended. Not offered in 1995-96.*

Ms. Berman

---

**225 (2) (A) Modern Art Since 1945**

A survey of art since World War II, examining painting, sculpture, photography, performance, computer imaging, video, film, conceptual practices, and the mass media. The course is international in scope. Critical issues to be examined include the art market, multiculturalism, the politics of identity, feminism, and artistic freedom and censorship. *Open to all students. Art 100-101 strongly recommended.*

Ms. Berman

---

**226 (2) (A) History of Photography**

A survey of photography from the 1830s to the present including considerations of technical developments, genres, aesthetic debates, and critical issues. Discussions will focus on such issues as censorship, propaganda, and mass media as well as the works of major figures such as Cameron, Stieglitz, and Cindy Sherman. *Open to all students. Art 100-101, 108, or 165 strongly recommended.*

Ms. Berman

---

**228 (2) (A) Nineteenth- and Twentieth-Century Architecture**

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present. *Open to all students.*

Ms. Friedman

---

**229 (1) (A) Renaissance and Baroque Architecture**

A survey of building in Italy, Spain, France, and England from 1400 to 1800 with special emphasis on Italy. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Friedman

---

**231 (1) (A) Architects and Buildings of Nineteenth-Century North America**

Lectures and readings on the development of the architecture of the United States from Thomas Jefferson to Frank Lloyd Wright. In addition to personalities and styles, the course will focus on the history of the profession, of architectural graphics, of mechanical and structural technologies, of the rise of cities and the sprawl of suburbs. *Prerequisite: 100 (2) before 1994-95, or 101, or by permission of the instructor.*

Mr. O'Gorman

---

**232 (2) (A) American Painting from Colonial Times to World War II**

A survey of painting and sculpture in the North American colonies and the United States to the middle of the twentieth century. Lectures will discuss the work of major figures such as J. S. Copley, G. Stuart, C.W. Peale, T. Cole, T. Eakins, W. Homer, M. Cassatt, A. Saint-Gaudens, J. Sloan, and S. Davis as well as topics ranging from portraiture and still life to genre, landscape, and history painting. Exams and a short paper. *Prerequisite: 100 (2) before 1994-95, or 101, or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

Mr. O'Gorman

---

**233 (1) (A) Domestic Architecture and Daily Life**

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Friedman

---

**234 (1) (A) Topics in Nineteenth-Century Art**

Topic for 1995-96: "Impressionism." A lecture course on the avant-garde French painting movement called Impressionism. Initiated as a group movement by six men and two women—Caillebotte, Degas, Monet, Pissarro, Sisley, Renoir, Cassatt, and Morisot—Impressionism participated with its forms, content, and practices in the advent of our modern culture. The course will therefore examine the biographies of the Impressionists and the evolution of their artistic work in the context of nineteenth-century urbanism, individualism, class conflict, and gender relations, as well as the more specific history of art institutions. *Open to all students.*

*Ms. Higomet*

---

**235 (2) (A) Landscape and Garden Architecture**

An examination of the major formal and ideological developments in landscape and garden architecture from the Middle Ages to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens in the Spring. *Open to all students.*

*Mr. Rhodes*

---

**238 (2) (A) (MR) Art, Ideology, and Power. Mexican Art from the Maya to the Present**

A history of Mexican visual culture focusing on how art serves both to establish communal identity and to promote the power and ideology of specific groups. The course will consider major monuments ranging from royal Maya reliefs and early colonial monasteries to academic painting and 20th century murals. *101 is strongly recommended.*

*Mr. Oles*

---

**241 (1) (A) (MR) Egyptian Art**

A survey of Egyptian and Nubian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of the art in its cultural context. Several class meetings in the Egyptian and Nubian galleries at the Museum of Fine Arts, Boston. *Open to all students.*

*Ms. Freed*

---

**242 (2) (A) Greek Art**

Greek art from the Dark Ages to the death of Cleopatra. The course is a historical survey of the arts of Greece in this period, but special attention is paid to sculpture. The influence of classical

form on later Western art is also considered. *Prerequisite: 100 (1), or a course in Greek or Classical Civilization, or permission of the instructor. Not offered in 1995-96.*

*Ms. Marvin*

---

**243 (2) (A) Roman Art**

A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting; the function of art in Roman society; the nature of Roman taste; and the influence of Roman art on later Western art. *Prerequisite: 100 (1), or a course in Latin or Classical Civilization, or permission of the instructor.*

*Ms. Marvin*

---

**246 (2) (A) (MR) The Arts of Greater India**

A history of the plastic arts of the Buddhist and Hindu religions in India, Nepal, Tibet, and Indonesia. Sculpture and painting will be treated where possible in their original architectural settings. Special attention will be given to the religious symbolism of the images and buildings. The survey will extend to the formation of Mughal painting and architecture and the development of painting in the native Indian schools of Pahari and the Deccan. Study of and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students. Not offered in 1995-96.*

*Mrs. Clapp*

---

**247 (1) (A) (MR) Islamic Art and Culture**

Topic for 1995-96: Ottoman Art and Architecture in the Context of East and West. Occupying a crucial geographical position between Europe and the Orient, the Ottomans viewed themselves as heirs to the Roman empire, and their artistic production displays a singular synthesis of their predecessors and contemporaries. The course surveys the architecture, painting and decorative arts of this great Islamic empire. Parallels with the art of the Safavids of Iran and the Mughals of India, as well as European representations of the East are also considered. *Open to all students.*

*Ms. Schick*

---

**248 (1) (A) (MR) Arts of China**

An introduction to the arts of Early China focusing on two key moments in the history of Chinese art: 1) the revolutionary change in artistic production from decorated bronzes and jades to "realistic" pictorial art in the Han dynasty (206 B.C.E.-220 C.E.); and 2) the transmission of

Buddhist art from its sources in India and Central Asia across the Silk Route into China, and the ways in which it is adapted to pre-existing Chinese traditions. Field trips to outstanding collections of Chinese art in area museums. *Open to all students.*

*Ms. Huber*

---

**249 (2) (A) (MR) Arts of Japan**

The sculptural and pictorial arts of Japan, from the Buddhist period to the eighteenth-century woodblock print. The course will concentrate on Japan's early ties with India and China, the subsequent development of a native Japanese style in the narrative handscroll, the art of the great screen painters, and the emergence of the print tradition. Study of and visits to the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mrs. Clapp*

---

**250 (2) (A) The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy**

The course will emphasize the magnificent decoration of French and Italian books in the later Middle Ages and Renaissance periods. Topics will include the construction of manuscripts; kinds of religious and non-religious books that were illuminated; styles of manuscript decoration; royal, aristocratic and religious patrons of manuscripts; and the impact of printing on the art of book decoration. Original medieval manuscripts and early printed books in the Wellesley College Library will be studied, and a session demonstrating how books are printed is planned. *Open to all students without prerequisite. Art 100 strongly recommended.*

*Ms. Armstrong*

---

**251 (1) (A) Italian Renaissance Painting, Sculpture and Manuscript Illumination, 1400-1520**

Topics include: the formation of the Early Renaissance style in the paintings of Masaccio and sculptures of Donatello and Ghiberti; the spread of the Renaissance outside of Florence by Piero della Francesca, Andrea Mantegna and Giovanni Bellini; issues of patronage, especially by the Medici in Florence and the Papacy in Rome; book illumination in the Renaissance; the development of the High Renaissance style by Leonardo, Raphael, Michelangelo, Titian. *Open to first-years and sophomores who have taken*

*Art 100 or 101 or one other 200-level course in Art History, and to juniors and seniors without prerequisite.*

*Ms. Armstrong*

---

**260 (2) (A) North American Indian Art**

A survey of North American Indian art, artifacts, and building from the earliest Paleoindian arrivals to the present. Emphasis will be placed on the Indian cultures of New England and New York State, the Mississippi and Ohio River valleys, the American Southwest, and the Pacific Northwest Coast. The works studied will include spear and arrow points, tools, weapons, shelters, clothing, masks, pottery, weaving, ornament, metal work, jewelry, painting, sculpture, and architecture. *Open to all students.*

*Mr. Wallace*

---

**262 (2) (A) (MR) Introduction to African-American Art**

An historical survey of outstanding artists, paying special attention to issues of style, group affiliation, and ideological expressions. Differences and interrelationships between African American and European American art will be explored. 101 is strongly recommended.

*Mr. Okediji*

---

**304 (1) (A) Seminar. Italian Renaissance Sculpture**

Consideration of major Italian Renaissance sculptors including Donatello, Ghiberti, Luca della Robbia, Michelangelo, Cellini, Giovanni Bologna. Examination of stylistic trends, religious and mythological subjects, and issues of patronage. *Open to students who have taken Art 251 or 220; or to juniors and seniors who have already completed two units in art history at the 200 or 300 level; or by permission of the instructor. File application in department. Not offered in 1995-96.*

*Ms. Armstrong*

---

**305 (1) (A) Seminar. The Graphic Arts**

A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch and Picasso. Careful study of original prints in the Wellesley College collections, and field trips to public and private collections. Laboratory required. *Open to sophomores, juniors and seniors who have*

had at least one 200-level art course involving the history of painting. Permission of instructor required. File application in department.

Mr. Wallace

---

### 309 (2) (A) Seminar. Problems in Architectural History

Topic for 1995-96: "The Fifties." This seminar will examine the architecture, decorative arts and social history of the 1950s in the U.S. and Europe. Particular emphasis on technology, family structure, and women's status as these influence housing design. Permission of instructor required. File application in department.

Ms. Friedman

---

### 311 (2) (A) Northern European Painting and Printmaking

Painting and printmaking in Northern Europe from the late fourteenth through the sixteenth centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Bruegel the Elder. Prerequisite: Art 100, 101 or any 200-level course in Medieval or Renaissance Art.

Ms. Carroll

---

### 312 (2) (A) Seminar. Topics in Nineteenth-Century Art

Topic for 1995-96: "Collection." One of the most basic human impulses is to collect. But to collect what, how, where, and why? This seminar will study collection as a psychological impulse, a historical phenomenon, and a set of institutional practices. Special attention will be paid to the institution of the museum and to the collecting of art, but other kinds of accumulation and exhibition will also be explored. Class assignments will, of course, include some collecting. Permission of the instructor required. File application in the department.

Ms. Higonnet

---

### 320 (1) (A) Seminar. American Architecture

Topic for 1995-96: Memory vs. Machine. The Architectures of H. H. Richardson and Frank Furness. In the years following the Civil War American architects sought to create a national style by merging forms borrowed primarily from England and France with new structural materials and systems developed since the Industrial Revolution. The works of Richardson of Boston and Furness of Philadelphia both exemplify and stand apart from this effort. And they are dramatically different one from the other. This seminar will examine the regional roots of the diverse

work of these two outstanding post-Civil War architects, especially by studying their contrasting patronage by the "Philadelphia Gentleman" and the "Proper Bostonian." A long weekend field trip to Philadelphia will be scheduled. Students are strongly urged to read before the beginning of the semester James F. O'Gorman, *The Architecture of Frank Furness, 1973*, and O'Gorman, H. H. Richardson: *Architectural forms for an American Society, 1987*. Permission of the instructor required. File application in the department.

Mr. O'Gorman

---

### 323 (2) (A) Seminar. Decorative Arts

Topic for 1995-96: The Age of Marie-Antoinette. This course will discuss the complex history of a pivotal period in French and indeed, world history, focussing upon the personality and taste of an Austrian archduchess who became Queen of France. It begins with her arrival in 1770 at the end of Louis XV's reign, and traces the development of her taste over the next twenty years. The artists and artisans who created her gardens, pavilions, and interiors responded to her sure and exquisite taste with masterpieces of refinement that marked an apogée of the French art of living. We shall discuss the history, personalities, patronage, gardens, pavilions, interiors and their superb furnishings and appointments, porcelain, silver, fêtes, and fashion. There will be field trips to New York and the Museum of Fine Arts. Students of Art 223 will be given preference, but the course is open to all students.

Ms. DeLorme

---

### 330 (1) (A) Seminar. Renaissance Art in Venice and in Northern Italy

Topic for 1995-96: Images of Women in Venetian and North Italian Renaissance Art. The various ways in which women were represented in paintings by the great artists Mantegna, Bellini, Carpaccio, Giorgione, Titian, Tintoretto, and Veronese will be considered. Topics include: visual evidence for attitudes toward women; portraits of noblewomen and of courtesans; religious heroines; the nude female body in mythological paintings; and costume, jewelry and hairstyles. Prerequisite: any 200- or 300-level course in Medieval, Renaissance or Baroque art, history, or literature, and by permission of the instructor. File application in department.

Ms. Armstrong

---

**331 (1) (A) Seminar. The Art of Northern Europe**

Topic for 1995-96: Rembrandt. In the 17th century Rembrandt was heralded as "the foremost heretic in painting," both for his innovative working methods as painter, draughtsman and printmaker, and for his inventive reinterpretations of traditional pictorial subjects (portraits, the nude, landscapes, as well as religious and mythological imagery). This seminar will examine various aspects of Rembrandt's creative achievement through class discussions, research assignments, and field trips to local museums and collections. *Prerequisite: Art 101 or any 200-level course in the department, or by permission of the instructor. File application in department.*

*Ms. Carroll*

---

**332 (2) (A) Seminar. Medieval Art**

Topic for 1995-96: Medieval Art of the Pilgrimage Roads. The seminar leads us through the physical and devotional landscape of Medieval Europe along the major routes of pilgrimage to Canterbury, Santiago da Compostella, Rome, and Jerusalem. Beginning with an understanding of the cult of relics and the development of sacred shrines in the early Middle Ages, we will frame our examination of specific sites—their architecture, sculpture and liturgical arts—within the social and psychological context of journeys. Our central concern will be to identify ways that these arts give visual form to popular piety, institutional agendas and artistic creativity in the eleventh and twelfth centuries. Designated seminar for Medieval/Renaissance Studies majors. *Prerequisite: 100, 202 or 203. Permission of instructor required. File application in department.*

*Ms. Leuchak*

---

**333 (2) (A) Seminar. The High Baroque in Rome**

*Not offered in 1995-96.*

*Mr. Wallace*

---

**334 (2) (A) Seminar. Issues in Ancient Art and Archaeology**

*Not offered in 1995-96.*

*Ms. Marvin*

---

**335 (1) (A) Seminar. Problems in Modern Art**

Topic for 1995-96: The Bauhaus. An examination of the German Bauhaus school of architecture and design from its birth at the end of World

War I until its demise under National Socialism. The seminar will consider architecture, painting, photography, functional design, film, dance, topography and music at the Bauhaus as well as the school's continuing international legacy in art and architecture. *Limited to Juniors and Seniors with at least one 200-level course in art, architecture, or German or by permission of the instructor. File application in department.*

*Ms. Bertran*

---

**336 (2) (A) Seminar. Museum Issues**

An investigation of the history and structure of museums, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society. Issues of conservation, exhibition, acquisition, publication, and education will be examined. Visits to museums, galleries, and private collections in the area. *Limited enrollment. Open by permission of the instructor to junior and senior art majors. File application in department.*

*Ms. Taylor*

---

**337 (2) (A) (MR) Seminar. Topics in Chinese Painting**

*Not offered in 1995-96. Offered in 1996-97.*

*Mrs. Clapp*

---

**338 (2) (A) (MR) Seminar in Latin American Art**

Topic for 1995-96: Mural Painting in Mexico and the United States: 1920-1940. Close analysis of muralism in post-revolutionary Mexico and New Deal America, with attention to the interrelationships between these two movements. Topics to be addressed include: the differing uses of allegory, history, and nationalism; the recuperation of traditional culture, and the roles of artist, patron and public. Field trips to murals in the New England area. *101 and 224 are strongly recommended. Permission of the instructor is required. File application in department.*

*Mr. Oles*

---

**340 (2) (A) Seminar. Topics in American Art**

*Not offered in 1995-96.*

*Mr. O'Gorman*

---

**345 (1) (A) Seminar. Historical Approaches to Art for the Major**

Survey of the major art-historical approaches and their philosophical bases, including connoisseurship, iconography, theories of the evolution



of art, psychoanalysis, the psychology of perception, issues of gender and ethnicity, and theories of art criticism. Critical discussion and writing will be stressed. Recommended to all art majors. Limited to juniors and seniors who have taken one 200-level unit in the department. *Open by permission of the instructor. File application in department.*

Ms. Higomet

---

**350 (1) (2) Research or Individual Study 1 or 2**

*Open to qualified students by permission of the instructor and the department chair.*

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of the department. See p. 69, Departmental Honors.

---

**362 (2) (A) (MR) Seminar. African Images Across the Atlantic**

A semiological exploration of images by selected contemporary artists of African descent in Brazil, Cuba, Haiti, the United States, the United Kingdom, and Africa. The seminar will focus on the implications of linkages between the works of these artists in terms of postmodern and postcolonial theory. Trips to African and African American collections in Boston and New York. 101, 211, or 225 strongly recommended. *Permission of the instructor required. File application in department.*

Mr. Okediji

---

**364 (2) (A) Women Filmmakers: Resisting/Deflecting/Subverting the Gaze**

A survey of the evolution of feminist film theory. This course will explore the positioning of women in classical Hollywood films, review the development of independent women's cinema; and consider the impact of feminism and feminist film theory on women filmmakers in particular and the film industry in general. Readings will include works by Teresa de Lauretis, Mary Ann Doane, Christine Gledhill, Bell Hooks, E. Ann Kaplan, Annette Kuhn, Laura Mulvey, Constance Penley, Kaja Silverman, and others. Includes weekly screening and analysis of films. *Prerequisite: 224, or 225, or 226, or WOST 120, 122; or by permission of the instructor. File application in the department.*

Ms. Mekuria

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

## **Boston Museum of Fine Arts Seminars**

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts to students in Boston area colleges and universities. These are held in the Museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only. Call the instructor for information about the day and time of classes and application procedures as the class size is limited.*

---

**384 (1) (A) Greek Painted Pottery**

This seminar will utilize the Museum's world-renowned collection of decorated Greek pottery to examine in depth the development of vase-painting styles from the Neolithic period through the fourth century B.C. While the emphasis will be on Athenian black-figure and red-figure pottery of the Archaic and Classical periods, traditions of other Greek regions and eras will be discussed. In addition to such topics as subject matter, iconography, and the identification of artists, issues of technique, function, and the role of pottery production in ancient Greek society and economy will be explored. *Limited to 15 students. An introductory course in Classical or Greek art is recommended. Admission to Museum Seminars is by permission of the instructor.*

Ms. Pamela J. Russell, *Research Associate, Department of Classical Art (369-3259)*

---

**387 (2) (A) The Egyptian Department and Its Excavations**

This course introduces the archaeology of Egypt and the Sudan through study of the excavations of the Harvard University-Museum of Fine Arts expeditions, which began in 1905. The Egyptian sites excavated by the Museum will be reviewed chronologically, including the Predynastic cemeteries of MESAED and NAGA EL-HAI, the great Old Kingdom pyramid complexes at Giza, the Middle Kingdom tombs at Deir el-Bersheh, and Coptic period sites at NAGA ED-DEIR and Deir el-Ballas. Nubian material from the A-Group to the Post-Meroitic period will also be covered. Discussion will include the development of Egyptian archaeology and how excavations may be reinterpreted in the light of modern science. *Limited to 15 students. Some study of ancient history*

or archaeology recommended. Admission to Museum Seminars is by permission of the instructor.

Mr. Peter Lacovara, Assistant Curator, Department of Ancient Egyptian, Nubian, and Near Eastern Art (329-3326)

---

### 388 (2) (A) Houdon and French Portraiture at the End of the Eighteenth Century

There are nine busts by, or attributed to Jean-Antoine Houdon in the collection of the Museum of Fine Arts. Using these sculptures, this seminar will study Houdon's portrait style, his techniques, and the practices of his workshop. The role Houdon played in the development of portraiture in France at the end of the eighteenth century will be explored, with focus on the identity and social position of his sitters, his relationship to royal patronage, and his relationship to other portrait sculptors and painters of the period. The effects of the political changes in France on his art will also be discussed. *Limited to 12 students. Admission to Museum Seminars is by permission of the instructors.*

Ms. Anne L. Poulet, Mr. Russell B. and Andrée Beauchamp Stearns, Curator of European Decorative Arts and Sculpture (369-3335)

---

### 394 (1) (A) The Preservation and Scientific Examination of Works of Art

The technical examination and preservation of works of art will be explored through lectures, demonstrations, and readings concentrating on the Museum's collections. The course will focus on the work of art as the source of information about the materials and techniques of artists and craftsmen, how these materials can interact with their environment, and what measures may be taken to preserve them. Analytical instrumentation currently used for research and authentication is discussed throughout the course. *Limited to 12 students. Restricted to seniors and graduate students. Early registration is recommended. Admission to Museum Seminars is by permission of the instructors.*

Ms. Margaret Leveque, Mr. Richard Newman, and other members of the Museum's conservation facilities (369-3467)

## Cross-Listed Courses

---

*For Credit*

---

### Anthropology 308 (1) and/or (2) (B<sup>2</sup>)

Seminar for Materials Research in Archaeology and Ethnology

---

## Directions for Election

### History of Art

An Art major concentrating in History of Art must elect:

A. Art 100 (1) and (2) (after 1993-94, Art 100 and 101). Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the Department Chair.

B. One of the following courses in Studio Art: 105, 108, 204, 209, 213.

C. A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements.

For distribution, a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. Among the three areas elected, one must be either before 1400 A.D. or outside the tradition of Western European art. Normally, Art 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement. Consult the department chair for exceptions to this practice.

If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the major.

Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, Medieval art or Asian art. Students interested in such a plan should consult the department as early as possible.

Art 345 is strongly recommended for those considering graduate study in History of Art.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese. These languages are particularly important for students considering graduate school.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100, 103, and 201. They should also consult the Catalog carefully for other courses in history as well as in the literature, religion, philosophy, and music of the times and places whose art particularly interests them.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

A History of Art minor (6 units) consists of:

(A) Art 100 (1) and (2)(after 1993-94, Art 100 and 101); and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. Some examples are: Asian art, 19th/20th century art, and architectural history. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken at Wellesley College.

The attention of students is called to the interdepartmental majors in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

## Studio Art

Studio courses meet twice a week for double periods. Enrollments are limited.

---

### 105 (1) (2) (A) Drawing I

Introductory drawing with emphasis on the development of skill in seeing and the control of line, value and composition. A variety of techniques and media will be used. Preference given to non-seniors. *Open to seniors by permission of the instructor only.*

*The Staff*

---

### 108 (1) (2) (A) Photography I

Photography as a means of visual communication. Emphasis on learning basic black-and-white technique of camera and darkroom operation and on critical analysis of photographs. Problems dealing with technical, design and aesthetic issues of image-making. Preference given to non-seniors, Art Department majors and minors. *Permission of instructor required. File application in department.*

*Mr. Shepp*

---

### 165 (1) (A) Introduction to Film and Video Production

Introduction to the basic principles of film/video production. Starting with an idea, the course will progress through the entire production process: research, treatment, budget, script, location, interviewing, filming, editing, narration, post-production, and exhibition/distribution. Basic technical uses of equipment will be covered, such as 8 or 16 mm film camera, video camera, sound and lighting equipment, editing equipment, the difference between film and video productions, and film to video transfer techniques. Group projects will be developed and students will rotate through various roles as technicians, writers, and producers/directors. Critique of students' work will take place throughout the process, culminating with screenings of the finished productions. *Open without prerequisite but permission of the instructor required. File application in department.*

*Ms. Mekuria*

---

### 204 (2) (A) Painting Techniques

A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, encaustic, Venetian oil technique, acrylic and pastel, with emphasis on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll. *Preference given to Art Department majors and minors. Permission of instructor required. File application in department.*

*Ms. Spatz-Rabinowitz*

---

### 207 (1) (A) Sculpture I

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Work from the figure, with

direct visual observation of the model, will be emphasized. Studio fee. *Prerequisite: 105 or 213 or permission of the instructor.*

Mr. Dorrien

---

### 208 (1) (A) Photography II

Strong emphasis on development of personal photographic vision. Exposure to use of various camera formats and lighting equipment. Exploration of film developing processes and printing techniques. Weekly critiques of students' work. Preference given to Art Department majors and minors. *Prerequisite: 108 or permission of instructor.*

Mr. Shepp

---

### 209 (1) (2) (A) Basic Two-Dimensional Design

A series of design problems intended to develop a keen sense of visual organization. Introduction to the basic visual elements (i.e. line, shape, value, color) and principles of composition. Directed problems emphasize the development of formal skills as a means of achieving more effective visual communication and personal expression. Assigned work introduces a range of media while exploring various historical and contemporary approaches to 2-D visual structure. *Open to all students. Preference given to Art Dept. majors and minors.*

Ms. Ribner (1), Mr. Okediji (2)

---

### 210 (2) (A) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue. *Open to all students.*

Mr. Rayen

---

### 212 (1) (A) Introductory Printmaking

An exploration of the major concepts and traditional methods of printmaking, including relief, lithography, intaglio, and monotype processes. Emphasis put towards the personal development of ideas and creative problem solving skills through the use of printmaking tools and techniques. Class activities include considerable hands-on investigation, in-progress discussion and collaborative interaction. Each student participates in a print exchange portfolio, in addition to completing individual assignments utilizing the major printmaking media. Studio Fee. *Prerequisite: 105 or 209.*

Ms. McGibbon

---

### 213 (2) (A) Basic Three-Dimensional Design

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project. *Open to all students.*

Mr. Dorrien

---

### 214 (2) (A) Electronic Imaging

Students will be introduced to the basic skills required to use the computer as an art-making tool, and will examine the impact of the computer on art and artists. Traditional art media (photography, drawing, collage, and printmaking) will be used as a foundation and as reference points. There will also be the opportunity to mix traditional and electronic media in final projects. Studio fee of \$35. Preference will be given to Studio Art majors and minors. *Prerequisite: 105 or 108 or 209 or 210. Permission of instructor required. File application in department.*

Ms. Ribner

---

### 217 (2) (A) Life Drawing

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-classwork drawings as well as homework assignments. Dry and wet media and drawing on several scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure. *Not open to students who have taken 316. Prerequisite: 105.*

Ms. Harvey

---

### 218 (1) (2) (A) Introductory Painting

A study of basic forms in plastic relationships, emphasizing direct observation in a variety of media. *Prerequisite: 105 or 209 or permission of the instructor.*

Mr. Rayen (1), Ms. Harvey (2)

---

### 265 (1) (A) Intermediate Video Production: The World of the Documentary Producer

This intermediate course on documentary video production is designed for students who want to concentrate on actually producing documentaries. Each student will choose a topic, and research and write a treatment script. Then a group of four students will each select a topic and will produce a short video documentary. We will

screen a wide range of documentaries, from the didactic to the experimental/abstract, analyze the structure, format, and style of the works and critique their use of the medium and their effectiveness in conveying intended messages. *Prerequisite: 165 and permission of the instructor.*

Ms. Mekuria

---

### 307 (2) (A) Sculpture II

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. Studio fee. *Prerequisite: 207 or permission of the instructor.*

Mr. Dorrien

---

### 308 (2) (A) Photography III

Continued exploration of issues generated by student work. Strong emphasis on theoretical readings, gallery visits, guest artists, group discussion and historical research. Continued research of photographic techniques to solve visual problems that arise from the work presented. *Prerequisite: 108, 208, and either 105 or 209, or permission of instructor.*

Mr. Shepp

---

### 314 (2) (A) Advanced Drawing

Further exploration of drawing techniques, materials, and concepts including form, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery. Not open to students who have taken 206. *Prerequisite: 105 and either 217, 218 or 209, or permission of the instructor.*

Ms. Spatz-Rabinowitz

---

### 315 (1) (A) Problems in Advanced Painting

Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles that observation and memory play in the development of individual concepts. *315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.*

Mr. Okediji

---

### 317 (1) (A) Seminar. Problems in the Visual Arts

This course is designed for students to explore and develop the relationships between image making and one's personal set of skills, strengths, interests, obsessions and memories. Each student

identifies for herself the significance of working in harmony with her personal goals while continuing to evolve skills in a variety of media. Group discussions of assigned reading and other weekly projects will be required. Highly recommended for students anticipating an independent study project or careers in art. *Prerequisite: either 207, 217, 218, 315, 318, 321, or permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

Ms. Harvey

---

### 321 (2) (A) Advanced Painting

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media. *315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.*

Mr. Rayen

---

### 322 (2) (A) Advanced Printmaking

Designed for students interested in strengthening their knowledge of traditional print processes while expanding their visual and conceptual approaches to image making. Experimentation with interdisciplinary uses of the printed image, including handmade books, installed works and collaborative exchanges. Readings and discussions consider issues of photomechanical reproduction, and the role of multiplicity and seriality in contemporary art. Some projects may incorporate photo stencils and digital imagery in combination with more autographic working methods. Each student will be expected to develop an individual body of work utilizing one or more of the printmaking media. *Studio fee. Prerequisite: 212 or by permission of the instructor.*

Ms. McGibbon

---

### 350 (1) (2) Research or Individual Study

Open to qualified students by permission of the instructor and the department chair.

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

### 365 (2) (A) Advanced Video Production: The Narrative Form

An intensive course on advanced camera, lighting and sound techniques for dramatic productions; fictional story and character development; screenplay writing, directing, and advanced editing. *Prerequisite: Art 265. Strongly recommended 224, 225 and 364. Permission of the instructor required.*

Ms. Mekuria

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

### Applied Arts Program (I)(2)

In addition to the regular Studio curriculum, a separately funded program makes it possible to offer two courses each year in such fields as metal casting and enameling, ceramics, woodworking, papermaking and book arts. *Workshops are non credit and are open to all students without prerequisite.*

Topic for 1995-96: (1) In the Age of Steel. Steel Forging and Fabrication. Learn about the fascinating techniques of working steel. Gain exposure to fluid designs of metal. Experience working with your hands. See how steel has been used throughout the ages. *Open to all students. Permission of the instructor required. Hours and day to be determined. Sign up in the Art Department.*

Mr. Andruchow

Topic for 1995-96: (2) Woodworking. Hand, then power tools are taught, leading to independent functional projects in wood. Includes woodworking, wood joinery, carving, and theory. *Open to all students. Permission of the instructor required. Hours and day to be determined. Sign up in the Art Department.*

Ms. Garbarino

---

### Library Seminar: Books Arts (1)

Students will learn to set type by hand, print on antique hand presses, try paper marbling, paste papers, and simple binding techniques. First hour of every class is a lecture on printing history, illustrated with books from Special Collections. After completion of a class project, students will design and print a project of their choice. Non-credit course; can potentially be elected for 350 credit with permission of the instructors and the Director of Studio Art. *Open to all students. Limited enrollment. For more information, call Special Collections, #2129.*

Ms. Rogers and Ms. Hatch

---

---

## Directions for Election

### Studio Art

A student intending to concentrate in Studio Art is encouraged to establish a solid visual foundation within her first two years, beginning with 105, followed by 209, 213, and 217 whenever possible. Similarly, she should begin a foundation in the history of art by electing Art 100 and 101 early in her college career (unless exempted with a grade of 5 on the advanced placement examination). To fulfill a major in Studio Art, a student must have completed: 100, 101, 105, 209, 213; a minimum of two other studio courses at the 200 level, and at least two studio courses at the 300 level. Those taking 108 (photo) or 165 (film) should consult departmental advisors regarding credit towards the major. The Studio Art minor consists of: 105, one unit of either 209, 210, or 213, plus four additional units in studio art, one of which is at the 300 level (350s are excluded).

Students planning to pursue graduate or professional work in the studio arts are strongly encouraged to consider 224, 225, or 219 to become better grounded in the issues central to twentieth century art. Seniors who have met the academic criteria and have demonstrated an ability to work well independently, may apply to do a thesis project for honors, which culminates in a spring exhibition. Those hoping to do thesis work should consider taking 317 or other advanced level work prior to the senior year. In addition to coursework, Studio Art majors are expected to actively participate in art department and museum events, and to contribute 6 hours per semester towards running of the Student Gallery.

Throughout the four-year program, Studio Art majors are encouraged to balance carefully their study of art with courses in other disciplines. Since eighteen credits must be taken outside of the department (studio and art history combined), art majors should look to complementary offerings in other departments that may broaden the study of visual culture. Seemingly unrelated disciplines may offer unique perspectives on the creative process. At every stage, students are encouraged to discuss the breadth of their course selections with art department faculty.

---

## Directions for Election

### The Combined Major in Art History and Studio Art

A student may elect a combined Art History/Studio Art major by taking:

Art 100 (1) and (2) (after 1993-94, Art 100 and 101) Introductory Survey

1 semester of Art 105 Introductory Drawing

1 semester of Art 209 Two-Dimensional Design

1 semester of Art 213 Three-Dimensional Design

1 semester of Ancient, or Medieval, or non-Western Art History

2 additional semesters of Grade II Art History

2 semesters of Grade III Art History

2 additional semesters of Grade II Studio Art

2 semesters of Grade III Studio Art

14 courses

Because a Wellesley degree requires that a student take at least eighteen units outside any one department, the Combined Major in Art will require early planning, preferably in the first year. Interested students are advised to consult with their Class Deans as well as with the Art Department Chair.

**Teacher Certification.** Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.

---

## Astronomy

Professor: *Bauer, French*

Associate Professor: *Benson (Chair), Little-Marenin*

Laboratory Instructor: *Hawkins*

---

### 101wL (1) (2) (C) Introduction to Stars, Galaxies, and Cosmology with Laboratory

A survey of stars, galaxies, and cosmology. The life stories of stars will be examined, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. We also will study galaxies which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, modern theories of the origin and ultimate fate of the universe will be explored, as well as the possibility of extraterrestrial communication. Two periods of lecture and discussion weekly; laboratory one evening per week at the Observatory. This is a complementary course to 105/106, which is taught at the same level. Both courses are taught in each semester, and students who elect to take both may do so in either order. *Not open to students who have taken 102, [103], 110 or [111].*

*The Staff*

---

### 102 (1) (2) (C) Introduction to Stars, Galaxies, and Cosmology

Identical to 101 except that it will not include the laboratory. Some observing and additional written work are required. *Not open to students who have taken 101, [103], 110 or [111].*

*The Staff*

---

### 105wL (1) (2) (C) Introduction to the Solar System with Laboratory

A survey of the solar system: the sun, planets and their satellites, comets, meteors and asteroids. Topics include a survey of ancient views of the cosmos, archaeoastronomy, and the development of modern views of the motions of the planets. Spacecraft exploration of the solar system has transformed our understanding of planets and their attendant moons. These recent observations will be used to examine the origin and evolution of the sun and solar system. The earth will be examined from a planetary perspective to elucidate ozone depletion, global warming, and extinction of the dinosaurs. Two periods of lecture and discussion weekly; laboratory one evening per week at the Observatory. This is a

complementary course to 101/102, which is taught at the same level. Both courses are taught in each semester, and students who elect to take both may do so in either order. *Not open to students who have taken [103], 106, 110, or [111].*

*The Staff*

---

**106 (1) (2) (C) Introduction to the Solar System**

Identical to 105 except that it will not include the laboratory. Some observing and additional written work are required. *Not open to students who have taken [103], 105, 110 or [111].*

*The Staff*

---

**110wL (1) (C) Fundamentals of Astronomy with Laboratory**

A survey of astronomy from the solar system through stars and galaxies to cosmology, with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in the other 100-level courses. Two periods of lecture and discussion weekly. Laboratory one evening per week. Recommended for students intending to choose one of the sciences or mathematics as a major. This course will receive 1.25 credits. *Not open to students who have already taken 101, 102, [103], 105, 106 or [111].*

*Mr. French*

---

**206wL (1) (C) Basic Astronomical Techniques with Laboratory**

This course covers aspects of observational astronomy including astrophotography, coordinate systems, the magnitude system, image processing and photometry, and applications of statistical analysis. Students will learn to use the automated 24" telescope with modern CCD electronic camera. Computers will be used for data acquisition and analysis. The laboratory for this course will consist of projects which require unscheduled observations. *Prerequisite: one semester of astronomy at the 100 level, and familiarity with trigonometric functions and logarithms.*

*Ms. Benson*

---

**207wL (2) (C) Basic Astronomical Techniques II with Laboratory**

This course is a continuation of 206. It will include spectroscopy, classification of stellar spectra, measurement of radial velocities, and astrometry. The semester's work includes inde-

pendent projects at the telescope. The laboratory work for this course will consist of projects which require unscheduled use of the telescopes. *Prerequisite: 206.*

*Ms. Little-Marenin*

---

**210 (1) (C) Astrophysics I**

The application of physical principles to astronomy, including celestial mechanics, electromagnetic processes in space, stellar structure and evolution and spectral line formation. *Prerequisite: one semester of Astronomy at the 100 level, and Physics 108 taken previously or concurrently, or by permission of the instructor.*

*Mr. French*

---

**304 (2) (C) Stellar Atmospheres and Interiors**

The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. Stellar structure and energy generation in stellar interiors. Stellar evolution. *Prerequisite: 210 and Mathematics 205 or Extradepartmental 216. Physics 202 or [204] is recommended.*

*Ms. Bauer*

---

**307 (2) (C) Planetary Astronomy**

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the Earth's climate. Recent observations from the ground and from spacecraft will be reviewed. *Prerequisite: 210 and Physics 108; permission of the instructor for interested students majoring in geology or physics. Not offered in 1995-96. Offered in 1996-97.*

*Mr. French*

---

**310 (2) (C) Astrophysics II**

This course is a continuation of 210. It covers the application of physical principles to the interstellar medium, kinematics and dynamics of stars and stellar systems, galactic structure, formation and evolution of galaxies, special and general relativity, and cosmological models. *Prerequisite: 210 and Physics 108.*

*Mr. French*



---

### 349 (1) (C) Selected Topics

Topics in previous years have included variable stars, galaxies, stars of special interest, and cosmic evolution. *Open by permission of the instructor. Not offered in 1995-96.*

---

### 350 (1) (2) (C) Research or Individual Study 1 or 2

By permission of department.

---

### 360 (1) (2) (C) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

### 370 (1) (2) (C) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Courses

---

*For Credit*

---

### Mathematics 205 (1) (2) (C)

Intermediate Calculus

---

### Physics 202 (1) (C)

Modern Physics with Laboratory

---

## Directions for Election

The following courses form the minimum major: Any one course at the 100 level; 206, 207, 210, 310; Mathematics 205 or Extradepartmental 216; Physics 202 or [204]; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110. Physics 219 is strongly recommended. In planning a major program, students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics and mathematics is required for graduate study in Astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. Completion of the physics major is encouraged. The student is also urged to acquire a reading knowledge of French, Russian, German, or Spanish.

A minor in astrophysics (5 units) consists of: (A) 1 unit at the 100 level and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 101 or 102 and 105 or 106 and (B) 206 and 207 and (C) 350.

See description of Whittin Observatory and its equipment.

# Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Allen*

---

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (Chemistry 228 and 328), the area of concentration must include the following units of Chemistry (114 and 115 or 120, 211 and 232 [or 231]); Biology (110, 219 and 220, at least one unit of 313, 314 with laboratory, 316 or 317, and one additional Grade III unit, excluding 350, 360 or 370); Physics (104 or 107); and Mathematics (116, 116Z, 120 or equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry. Note that Physical Chemistry for the Life Sciences with Laboratory will be taught only second semester.

A recommended sequence of required courses would be: Year I, Chemistry 114 and Math or Physics; Chemistry 115 and Biology 110. Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics. Year III, Chemistry 228 and Math; Chemistry 328 and 232. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible. Exemption of Biology 110 means a more advanced Biology course must be taken. Please note the possibility of taking Biology 110 and Chemistry 115 together as BISC 110Z and Chem 115Z in Semester II of 1995-96.

---

350 (1) (2) Research or Individual Study 1 or 2

*Open by permission to juniors and seniors.*

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite: 360.*

# Biological Sciences

Professor: *Widmayer, Allen, Coyne, Webb, Harris, Smith*

Associate Professor: *Cameron, Blazar (Chair), Beltz, Peterman, Giffin*

Assistant Professor: *Moore, Rodenhouse, Berger-Sweeney, Quattrochi, Jones, Frisardi, Königer*

Laboratory Instructor: *Hacopian, Lenihan, Paul, Soltzberg, Thomas, Leavitt, Helluy*

---

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

---

## 106 (1) (C) Evolution

Historic and current ideas on the evidence for, and causes of, evolution; introduction to Mendelian and molecular genetics. Case studies include origin of life, endosymbiosis, human evolution, and the preservation of genetic diversity. Meets the Group C distribution requirement as a non-laboratory unit, but does not count toward the minimum major in Biological Sciences. *Open to all students. Not offered in 1995-96.*

*Ms. Giffin*

---

## 107 (1) (C) Biotechnology

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. However, no prior knowledge of Biology is expected, as all necessary background information will be discussed. Two lectures weekly. This course fulfills group C distribution but does not meet laboratory science requirement. Not to be counted toward the minimum major in Biological Sciences.

*Mr. Smith*

---

## 108 (2) (C) Horticultural Science with Laboratory

Fundamentals of plant biology with special emphasis on cultivation, propagation and breeding, the effects of environmental and chemical factors on growth, and the methods of control of pests and diseases. Laboratory involves extensive work in the Greenhouses, as well as in the Alexandra Botanic Gardens and Hunnewell Arboretum. Not to be counted toward the minimum

major in Biological Sciences. *Open to all students except those who have taken 111.*

*Ms. Jones, Ms. Soltzberg*

---

### 109 (1) (C) Human Biology with Laboratory

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a weekly laboratory or data analysis session. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study. Does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

*Mrs. Coyne*

---

### 110 (1) (2) (C) Introductory Cell Biology with Laboratory

Introduction to eukaryotic and prokaryotic cell structure, chemistry and function. Topics include: cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics. Students should not take 110 and 111 simultaneously. 1.25 units of credit. *Open to all students.*

*Staff*

---

### 110Z (2) (C) Introductory Cell Biology with Laboratory

One section of 110 will be taught in conjunction with Chemistry 115Z. Students must enroll in both Chemistry 115Z and Biology 110Z simultaneously. Classes will be taught in back-to-back sessions and the material will be integrated. See Chemistry 115 and Biological Sciences 110 for course descriptions. 1.25 units of credit. *Corequisite Chemistry 115Z.*

*Mrs. Allen*

---

### 111 (1) (2) (C) Introductory Organismal Biology with Laboratory

Introduction to central questions, concepts and methods of experimental analysis in selected areas of organismal biology. Topics include: development, evolution, ecological systems, and plant and animal structure and physiology. Students should not take 110 and 111 simultaneously. 1.25 units of credit. *Open to all students.*

*Staff*

---

### 201 (1) (C) Ecology with Laboratory

Introduction to the scientific study of interactions between organisms and their environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local biological habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips. 1.25 units of credit. *Prerequisite: 111 or by permission of the instructor.*

*Mr. Rodenhouse, Ms. Thomas*

---

### 203 (1) (C) Comparative Physiology and Anatomy of Vertebrates with Laboratory

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course will cover topics in thermoregulatory, osmoregulatory, cardiovascular, respiratory, digestive, muscle and ecological physiology. The laboratories will incorporate the study of preserved materials and physiological experiments. 1.25 units of credit. *Prerequisite: 109 or 111, or by permission of the instructor.*

*Mr. Cameron, Ms. Giffin, Ms. Helluy*

---

### 206 (1) (C) Histology I: Microscopic Anatomy of Mammals with Laboratory

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques. 1.25 units of credit. *Prerequisite: 110.*

*Mr. Smith, Mr. Hacopian*

---

### 207 (2) (C) The Biology of Plants: "From Photons to Food" with Laboratory

An introduction to the plant kingdom with an emphasis on aspects of biology unique to plants. Topics will include plant diversity and evolution, reproduction and development, the control of growth, photosynthesis, structure and physiology of transport systems, interactions of plants with other organisms and the environment, and applications of genetic engineering to the study and improvement of plants. Laboratory sessions will focus on experimental approaches to the study of plants. 1.25 units of credit. *Prerequisite: 110 and 111.*

*Ms. Peterman, Ms. Leniban*

---

### 209 (2) (C) Microbiology with Laboratory

Introduction to the microbial world, with emphasis on bacteria and viruses, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease, pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms. 1.25 units of credit. *Prerequisite: 110 and one unit of college chemistry.*

*Mrs. Allen, Mrs. Leavitt and Staff*

---

### 210 (1) (C) Marine Biology with Laboratory

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the open ocean photic zone, deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat. 1.25 units of credit. *Prerequisite: 111 or permission of the instructor.*

*Ms. Moore*

---

### 213 (1) (C) The Biology of Brain and Behavior with Laboratory

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. In the first half of the semester, basic neuroanatomy, neurochemistry and neurophysiology are covered. In the second half of the semester, brain mechanisms involved in behaviors such as sensation, language, addiction, memory and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry and the neurophysiology of behavior. 1.25 units of credit. *Prerequisite: 111 (or 109 with permission of instructor).*

*Ms. Berger-Sweeney, Ms. Paul, Ms. Helluy*

---

### 216 (2) (C) Mechanisms of Animal Development with Laboratory: From Moths to Mice to Men

This course will explore animal morphogenesis beginning with the process of fertilization, and consider how so many cell types arise from a single cell. The mechanisms that determine cell fate as the multicellular embryo differentiates will be discussed. Topics will include: pattern forma-

tion, cell migrations, hormonal interactions, sex determination, cell polarity and cytoskeletal mechanisms, regeneration, and developmental errors and malformations. Laboratories will focus on experimental approaches to development. 1.25 units of credit. *Prerequisite: 110 or by permission of the instructor.*

*Ms. Beltz, Ms. Helluy*

---

### 217 (1) (C) Field Botany with Laboratory

Introduction to the New England flora in an ecological context: what, where and how many. First, we will cover the basics of plant taxonomy, with emphasis on locally important plant families. Then we will investigate the processes and interactions that determine which plants live where, and why species are abundant or rare. Topics will include life history strategies, competition, herbivory, pollination, seed dispersal, and plant conservation. Trips to local habitats to identify plants and experiments in plant ecology will comprise the labs. The collections of the Margaret C. Ferguson Greenhouses and the Hunnewell Arboretum will be used extensively in lecture and labs. 1.25 units of credit. *Prerequisite: 111.*

*Ms. Jones*

---

### 219 (1) (C) Molecular Genetics with Laboratory

The course will be devoted to an understanding of the molecular and biochemical basis of genetics and the interactions between cells that provide the basis for tissue and organismal development. Topics will include: organization of the eukaryotic genome, gene structure and function, differential gene expression, cellular and tissue differentiation including aspects of both animal and plant development, and genetics of pattern formation. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology and developmental biology. 1.25 units of credit. *Prerequisite: 110 and one unit of college chemistry.*

*Mr. Webb, Ms. Peterman, Ms. Widmayer, Mrs. Lenihan*

---

### 220 (2) (C) Cellular Physiology with Laboratory

This course will focus on structure/function relationships in eukaryotic cells, molecular recognition and the biochemical basis for the immune response. Topics will include: bioenergetics; enzyme structure, kinetics and purification; membrane and membrane bound organelle structure and function; membrane transport; cell signaling; cell growth and maintenance; immune

recognition and response. 1.25 units of credit. *Prerequisite: 110 and one unit of college chemistry. Not open to first-year students.*

*Mrs. Harris, Mrs. Blazar, Ms. Leavitt, Mrs. Lenihan*

---

### 302 (2) (C) Animal Physiology with Laboratory

The physiology of organ systems in animals, with some emphasis on humans. The course will focus on recent findings in cardiovascular, endocrine, sensory, neural and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research. 1.25 units of credit. *Prerequisite: 110 and 203 or 213 or 216 or 220.*

*Mrs. Coyne*

---

### 304 (2) (C) Histology II: Human Microscopic Anatomy and Pathology with Laboratory

Analysis of structure-function relationships of human systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for microscopy, as well as hands-on experience at the transmission electron microscope. 1.25 units of credit. *Prerequisite: 206.*

*Mr. Smith*

---

### 305 (2) (C) Seminar. Evolution

Topic for 1995-96: "A Brief History of Life" Major events in the history of life. Origin of life from non-life, evolution of replicatory molecules, origin of eukaryotic cellular structure, diversification of organic kingdoms and animal phyla, development of strategies for life in terrestrial environments. *Prerequisites: all 200-level distribution requirements in Biological Sciences or by permission of the instructor.*

*Ms. Giffin*

---

### 306 (1) (C) Principles of Neural Development with Laboratory

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems. 1.25 units of credit. *Prerequisite: 213 or 216, or by permission of the instructor.*

*Mrs. Beltz, Ms. Paul*

---

### 307 (2) (C) Advanced Topics in Ecology with Laboratory

Topic for 1995-96: Conservation Biology. This course addresses the preservation and maintenance of biological communities, species, or populations undergoing a reduction of space or numbers. Lectures and discussions focus on selected topics in conservation biology including population viability, species extinctions and invasions, habitat fragmentation, ecosystem restoration and environmental policies. Course format includes lectures and critical discussion of current research papers. 1.25 units of credit. *Prerequisite: 201 or by permission of the instructor.*

*Mr. Rodenhouse*

---

### 308 (Wintersession) (C) Tropical Ecology with Laboratory

Ecology of rainforest animals and plants, coral reefs, and mangrove forests are examined during a 24-day course taught in Belize and Costa Rica. The first half of the course is based on an island bordering the world's second longest barrier reef; living and laboratory facilities for the second half are in intact lowland rainforest. Course work is carried out primarily out-of-doors, and includes introduction to flora and fauna, lectures, and field tests of student-generated hypotheses. *Prerequisites: 201 or 210 and permission of the instructors. Not offered in 1995-96.*

*Staff*

---

### 312 (1) (C) Seminar. Endocrinology

This course investigates endocrine tissues at several levels of organization. The introductory section covers signal transduction in response to hormones at the cellular level. The second section covers neuroendocrinology (the pituitary gland and its control by the brain) while the final section focuses on selected areas of endocrinology in which several systems (endocrine and nonendocrine) interrelate to control body function, such as reproduction; salt/water metabolism and blood pressure; calcium/phosphate metabolism and bone physiology; growth and development; carbohydrate, protein and lipid metabolism. *Prerequisite: 220 (109 or 203 recommended).*

*Mrs. Coyne*

---

### 313 (1) (C) Microbial Physiology and Biochemistry with Laboratory

The study of the chemical activities (cellular growth and its physiological basis, metabolic

patterns, biochemical and molecular genetics, and the relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be approached. 1.25 units of credit. *Prerequisite: 219 or 209 and Chem. 211, or by permission of the instructor.*

Mrs. Allen

---

### 314 (1) (C) Immunology with Laboratory

This course will study the immune system of mammals with an emphasis on humans. Student participation and use of original literature will be emphasized. Topics will include the generation of the immune response, T and B cell antigen receptors, cellular interactions underlying immune reactions, cytokines and their regulatory effects and tolerance. Host response to infectious agents, transplantation and tumors as well as malfunctions of the immune system, including allergy, autoimmunity and immunopathology. The laboratory will involve experiments to induce immunity in animals with subsequent evaluation of humoral and cell mediated immune responses. 1.25 units of credit. *Prerequisite: 220 or by permission of the instructor.*

Mrs. Blazar, Mrs. Leavitt

---

### 315 (2) (C) The Neurobiology of Learning and Memory with Laboratory

This course is designed to provide an overview of the current research regarding the neural substrates of learning and memory. During the first half of the semester, we will focus on mammalian animal models and human amnesia cases and investigations of the neuroanatomical regions and neurotransmitter systems thought to be responsible for memory formation. During the second half of the semester, we will review the physiological and biochemical changes in the brain that accompany, and perhaps account for, learning and memory. In the accompanying laboratory, we will examine the effects of brain lesions on the behavior, electrophysiology and neurochemistry of the rat. *Prerequisite: 213 or 302 or 306, or by permission of the instructor.*

Ms. Berger-Sweeney, Ms. Paul

---

### 316 (2) (C) Molecular Biology with Laboratory

The practical applications of recombinant DNA techniques to the study of the control and organization of genes at the molecular level. The

course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology). 1.25 units of credit. *Prerequisite: 219 and permission of the instructor.*

Mr. Webb

---

### 317 (2) (C) Advanced Cellular Biology of Eukaryotes, with Laboratory

The Cell Biology and Biochemistry of Eukaryotic Cells. An in-depth analysis of structure to function relationships in eukaryotic cells. Topics to be discussed include the cytoskeleton, membrane bound organelles, protein transport and processing, the biochemistry of photosynthesis, muscle contraction and vision. Student participation and use of original literature will be emphasized. The laboratory involves student designed independent research projects in plant biochemistry that generally involve some of the following techniques: electrophoresis, electron microscopy, chlorophyll fluorescence analysis, column chromatography, Western blotting and enzymatic assays. 1.25 units of credit. *Prerequisite: 220 and Chemistry 211.*

Mr. Harris

---

### 330 (2) (C) Seminar

Topic for 1995-96: Physiological Ecology of Plants and Animals. The focus of this course will be how plants and animals adapt morphologically and physiologically to environmental extremes. Topics to include: survival in the desert, light stress in the rain forest, coping with salt stress and living at high altitudes. The responses will be considered on both a cellular and whole organismal level. The course will emphasize student participation, and will make extensive use of the original literature. *Prerequisite: 203 or 207, or by permission of the instructor.*

Ms. Königer

---

### 331 (2) (C) Seminar

Topic for 1995-96: Human-Accelerated Environmental Change. Human population growth, resource consumption and pollution are demonstrably causing environmental change at regional, continental, and global scales. This course will focus on the causes and consequences of these broad changes for organisms, populations and biotic communities. Topics addressed will include global climate change, ozone depletion in the stratosphere, land-use changes

(including fragmentation of landscapes from urbanization and deforestation), pollution of the biosphere, invasions of exotic species (e.g. zebra mussel, gypsy moth), and widespread loss of biotic diversity at the gene, species, and ecosystem levels. *Prerequisite: 201 or 210.*

*Ms. Moore*

---

### 332 (2) (C) Advanced Topics in Psychobiology

Topic for 1995-96: Neuronal Form and Function: Problem-Solving in Neuroscience. The brain is a complex 3-dimensional network of many different cell types and spatial arrangements which generate a variety of functional outputs. The focus of this seminar is interdisciplinary and emphasizes problem-solving within an hypothesis testing paradigm to demonstrate how neuronal architecture may provide dynamic structural models and insight which critically specify and assess mechanisms of physiologic and behavioral state activity. This seminar seeks to integrate and reinforce basic neuroscience knowledge and problem-solving skills within the context of neuronal form and function. Our strategy is novel in the way it will nurture student-directed teaching to address cytologic and macroscopic integrative concepts beyond the level of the individual neuron. In this way, students will be able to explore creatively the impact of recent scientific advances upon the morphologic and physiologic theories through an emphasis on problem-solving skills that relate neuroscience principles to the practical complexity of neuronal population dynamics. *Prerequisite: 213 or by permission of the instructor.*

*Mr. Quattrochi*

---

### 333 (1) Seminar

Topic for 1995-96: Evolution from Within: The Transposons. In the early 1940s studies of inheritance patterns in corn led Barbara McClintock to postulate the existence of movable genetic elements that permit genes to migrate from one location to another. These transposable elements ("transposons") move with considerable frequency and their behavior has the potential for causing rapid and dramatic genetic alterations, now believed to be a major contributing factor to evolutionary change. We will study these unique genetic elements, their structures, the mechanisms involved in transposition, the evolutionary consequences of their mobility, and how they have been recruited and exploited for use in molecular biology. *Prerequisite: 219 or by permission of the instructor.*

*Ms. Frisardi*

---

### 350 (1) (2) (C) Research or Individual Study

Open by permission of instructor, ordinarily to students who have taken at least 4 units in biology.

---

### 360 (1) (2) (C) Senior Thesis Research

By permission of the department. See p. 69, Departmental Honors.

---

### 370 (1) (2) (C) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Courses

---

### *Attention Called*

---

#### Chemistry 228 (1) (C)

Biochemistry I: Structure and Function of Macromolecules with Laboratory

---

#### Chemistry 328 (2) (C)

Biochemistry II: Chemical Aspects of Metabolism with Laboratory

---

#### Extrdepartmental 124 (2)

Marine Mammals: Biology and Conservation

---

#### Extrdepartmental 203 (2) (B<sup>1</sup> or B<sup>2</sup>)

Ethical and Social Issues in Genetics

---

#### Geology 305 (1) (C)

Paleontology with Laboratory

---

#### Physics 103 (1) (C)

Physics of Whales and Porpoises. *Not offered in 1995-96.*

---

#### Physics 222 (2) (C)

Medical Physics. *Not offered in 1995-96.*

---

## Directions for Election

A major in Biological Sciences includes eight biology courses, at least 6 of which must be taken at Wellesley, plus 2 units of college chemistry. BISC 110 and 111 or their equivalent are required for the major. In addition, four 200 level courses are required, and must include at least one course from each of the following three groups: (206, 219, 220—Cell Biology); (203, 207, 213, 216—Systems Biology); (201, 209, 210—Community Biology). At least two 300 level courses are also required for the major. One of these units, exclusive of 350, 360 or 370 work, must include laboratory.

Additional chemistry beyond the two required units is strongly recommended or required for certain 300 level courses. Chemistry courses 228, 328 and Biological Sciences 350, 360 and 370 do not count toward the minimum major.

Courses 106, 107, 108 and 109, which do not count toward the minimum major in Biological Sciences, do fulfill the College Group C distribution requirements; 108 and 109 as a laboratory science; 106 and 107 as non-laboratory science courses. Independent summer study also will not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or cellular/molecular mechanisms. A broad training in the various aspects of biology is recommended.

A minor in Biological Sciences (5 units) consists of: (A) two 100 level units and (B) two 200 level units and (C) one 300 level unit, excluding 350. Students planning a minor should consult the Chair.

Students interested in an interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Mrs. Allen, the Director of the Biological Chemistry program.

Students interested in an interdepartmental major in Psychobiology are referred to the section of the Catalog where the program is described. They should consult with Ms. Koff or Ms. Berger-Sweeney, the Co-Directors of the Psychobiology Program.

Students interested in an individual major in Environmental Sciences should consult Ms. Moore or Mr. Rodenhouse.

First-year students with Advanced Placement credit or with 110 or 111 exemptions and wishing to enter upper level courses are advised to consult the Chair or the instructor in the course in which they wish to enroll. Units given to a student for Advanced Placement in Biology do not count toward the minimum major at Wellesley, but do allow the student to omit BISC 111 from her program. AP credit in Biology does not fulfill the Group C distribution requirement for a laboratory science course. In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. Once the student has enrolled at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to

obtain credit for biology courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements. Premedical students are referred to the requirements given in the Academic Program section.



# Chemistry

Professor: *Loehlin, Hicks (Chair), Kolodny, Coleman, Hearn, Merritt<sup>A</sup>*

Associate Professor: *Haines, Stanley<sup>A</sup>, Wolfson*

Assistant Professor: *Arumainayagan, Reisberg, Verschoor, Sprengnether, Dube, Miwa, Caliguri*

Laboratory Instructor: *Mami, Turnbull, Doe, Varco-Shea, Hall, Shawcross, Ebersole*

---

Unless otherwise noted, all courses meet for two periods of lecture, one 50-minute discussion period and one three-and-one-half hour laboratory appointment weekly. Chemistry 101, 227, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 114, 115 or 120 according to their previous preparation and entrance examination scores. Students wishing to enter Chem 211 based on an Advanced Placement score must present a laboratory notebook or other evidence of prior laboratory work to the Department Chair.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 114 followed by Chemistry 115. Chemistry 120 replaces 114 and 115 for some students with more than one year of high school chemistry.

---

## 101 (1) (C) Contemporary Problems in Chemistry

Topic for 1995-96: The Chemistry of Photography. The purpose of this course is to give a general account of the theory of the photographic process, based on fundamental chemical and physical concepts. Topics to be considered will include: preparation of the light sensitive layer of silver salts, the photochemical reaction caused by the action of light on this layer and the chemistry of transforming the light impression into a visible image. The composition and reactions of reducing agents and the effects of pH, temperature and time on the developing process will be studied. The course will examine technological refinements in photography and how they influenced the works of some photographers. *Open to all students except those who have taken any Grade I Chemistry course.*

*Mr. Caliguri*

---

## 102 (1) (C) Contemporary Problems in Chemistry with Laboratory

Topic for 1995-96: The Chemistry of Photography. The purpose of this course is to give a general account of the theory of the photographic process, based on fundamental chemical and physical concepts. Topics to be considered will include: preparation of the light sensitive layer of silver salts, the photochemical reaction caused by the action of light on this layer and the chemistry of transforming the light impression into a visible image. The composition and reactions of reducing agents and the effects of pH, temperature and time on the developing process will be studied. The course will examine technological refinements in photography and how they influenced the works of some photographers. *Open to all students except those who have taken any Grade I Chemistry course.*

*Mr. Caliguri*

---

## 114 (1) (2) (C) Introductory Chemistry I with Laboratory

Review of stoichiometry, atomic and molecular structure, chemical bonding, energetics, transition-metal complexes and states of matter. Chemistry 114 is designed for students who have had one year of high school chemistry and mathematics equivalent to two years of algebra. Students who do not meet these prerequisites and wish to take 114 should consult the Department Chair. A special third class meeting may be scheduled for those students and others whose preparation appears weak. 1.25 units of credit.

*The Staff*

---

## 115 (1) (2) (C) Introductory Chemistry II with Laboratory

Properties of solutions, chemical equilibrium, kinetics, acids and bases, thermodynamics and electrochemistry. 1.25 units of credit. *Prerequisite: 114.*

*The Staff*

---

## 115Z (2) (C) Introductory Chemistry II with Laboratory

One section of 115 will be taught in conjunction with Biological Sciences 110. Students must enroll in both Chemistry 115Z and Biological Sciences 110Z simultaneously. Classes will be taught in back-to-back sessions and the material integrated. See Chemistry 115 and Biological Sciences 110 for course descriptions. 1.25 units of credit. *Prerequisite: 114. Corequisite: 110Z.*

*Ms. Wolfson*

---

**120 (1) (C) Intensive Introductory Chemistry with Laboratory**

A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, and energetics, acids and bases, transition-metal complexes, equilibrium and kinetics, thermodynamics and electrochemistry. Three periods of lecture, one 50-minute discussion and one three-and-one-half-hour laboratory meeting weekly. 1.25 units of credit. *Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.*

Mr. Coleman

---

**211 (1) (2) (C) Organic Chemistry I with Laboratory**

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers. 1.25 units of credit. *Prerequisite: 115 or 120 or by permission of the department.*

The Staff

---

**227 (2) (C) Introduction to Biochemistry**

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three periods of lecture per week. *Prerequisite: 211. This course cannot be counted toward a minimum major in Chemistry.*

Mr. Reisberg

---

**228 (1) (C) Biochemistry I: Structure and Function of Macromolecules with Laboratory**

A study of the chemistry of nucleic acids and proteins with emphasis on structure-function relations and methodology; an introduction to enzyme kinetics and mechanisms. 1.25 units of credit. *Prerequisite: Biological Sciences 220 and Chemistry 211, or Chemistry 211 and 313.*

Ms. Wolfson

---

**231 (1) (C) Physical Chemistry I with Laboratory**

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. 1.25 units of credit. *Prerequisites: 115 or 120, or by permission of the department, and Mathematics 116, 116Z, or 120 and Physics 107.*

Mr. Loebelin

---

**232 (2) (C) Physical Chemistry for the Life Sciences with Laboratory**

With emphasis on applications to biochemistry, chemical thermodynamics, properties of gases and solutions and chemical kinetics. *Prerequisites: 115 or 120, or by permission of the department, and Mathematics 116, 116Z, or 120 and Physics 104 or 107.*

Ms. Sprengnether

---

**241 (2) (C) Inorganic Chemistry with Laboratory**

Structure of atoms, periodic properties, group theory, bonding models for inorganic systems, chemistry of ionic compounds, non-metals, transition metal complexes, organometallic and bio-inorganic chemistry. 1.25 units of credit. *Prerequisite: 313.*

Mr. Coleman

---

**261 (1) (C) Analytical Chemistry with Laboratory**

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. 1.25 units of credit. *Prerequisite: 115 or by permission of the instructor.*

---

**306 (1) (C) Seminar. Periodic Tables and Chemical Periodicity**

Many of the tools that chemists use to codify chemical structures and reactivity are based on a number of principles that are lumped together under the term periodicity. This course will examine the fundamental chemical and physical properties underlying the ideas of periodicity, the development of periodic tables, and the uses and limitations of concepts of periodicity. *Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.*

Mr. Coleman

---

**313 (1) (2) (C) Organic Chemistry II with Laboratory**

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. 1.25 units of credit. *Prerequisite: 211.*

The Staff

---

**319 (2) (C) Selected Topics in Organic Chemistry**

Case Studies in Bioorganic Chemistry. This seminar will focus on three areas of current research at the interface of organic and biological chemistry: catalytic antibodies, enediyne antitumor antibiotics, and the anticancer drug taxol. Experimental aspects of research, including organic synthesis, spectroscopy, reaction kinetics, and determination of reaction mechanisms will be emphasized. *Prerequisite:* 313.

*Ms. Miwa*

---

**328 (2) (C) Biochemistry II: Chemical Aspects of Metabolism with Laboratory**

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids. 1.25 units of credit. *Prerequisite:* 228.

*Ms. Hicks*

---

**329 (2) (C) Selected Topics in Biochemistry**

*Not offered in 1995-96.*

---

**333 (2) (C) Physical Chemistry II with Laboratory**

Quantum chemistry and spectroscopy; structure of solids. 1.25 units of credit. *Prerequisites:* 231, Physics 108 and Mathematics 205.

*Mr. Arumanayagam*

---

**339 (2) (C) Selected Topics in Physical Chemistry**

*Not offered in 1995-96.*

---

**349 (1) (C) Selected Topics in Inorganic Chemistry**

*Not offered in 1995-96.*

---

**350 (1) (2) Research or Individual Study**

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

---

**360 (1) (2) Senior Thesis Research**

By permission of department. See p. 69, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

---

---

**363 (2) (C) Instrumental Analysis with Laboratory**

Instrumental analysis with emphasis on data acquisition and manipulation. Electrochemical, spectroscopic and separation techniques for quantitative analysis. The laboratory will focus on the analysis of materials of environmental and/or biological importance. 1.25 units of credit. *Prerequisite:* 261 or by permission of the department. *Not offered in 1995-96. Offered in 1996-97.*

*Ms. Merritt*

---

**370 (1) (2) Senior Thesis**

*Prerequisite:* 360.

---

## Directions for Election

Any student who plans to take chemistry beyond 115 or 120 should consult one or more members of the Chemistry Department faculty. The Department Handbook, available at the department office, Science Center 147, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: Chemistry 114 and 115, or 120; 211, 231, 313, and 333; two of the three courses 228, 241 or 261; either (option 1) two additional units of chemistry at the Grade II or Grade III level, at least one of which must include laboratory or (option 2) one additional unit of chemistry at the Grade II or Grade III level and a Grade II unit of Physics with laboratory (excluding 219). Independent study courses (350, 360 and 370) may be counted as one of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. In addition, Mathematics 205 and Physics 108 are required. The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged. (Students who present physics for admission are encouraged to elect Physics 107 instead of 104. Students who begin mathematics at 115 or 116 are encouraged to enroll in the experimental calculus course 116Z.)

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses. Extrade-

partmental 261 (Mathematics for the Physical Sciences) is particularly appropriate for students with interest in physical or inorganic chemistry.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where that major is described. They should also consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of one or more computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 114/115 option) consists of: Chemistry 114/115 or 120; 211 and 231 or 232; a choice of 228, 241 or 261; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for Chemistry 231 or 232 must also be satisfied. Normally no more than 1 unit in Chemistry from another institution may be counted toward the minor.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

#### Teacher Certification

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Education Department.

#### Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports following successful completion of the exemption exam. For non-majors, AP credit in Chemistry does not fulfill the Group C distribution requirement for a laboratory science course.

#### Credit for Courses Taken At Other Institutions

In order to obtain Wellesley credit for any chemistry course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. Level 3 credit will not be approved for the second semester of organic chemistry taken at any

other institution. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

#### Withdrawal From Courses With Laboratory

Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.

# Chinese

Professor: *Ma (Chair)*

Associate Professor: *Lam*

Assistant Professor: *Mou, Trumbull<sup>A</sup>*

Instructor: *Kafalas*

Lecturer: *Yao*

Language Instructor: *Zong*

Teaching Assistant: *Buzzell*

---

## 101-102 (1-2) (A) Beginning Chinese

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Four 70-minute periods plus one 30-minute small group, to be arranged, for 1.25 credits. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to students with no background or no previous Chinese language training. Corequisite: 102.*

*Mrs. Ma*

---

## 103-104 (1-2) (A) Advanced Beginning Chinese

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Four 70-minute periods plus one 30-minute small group, to be arranged, for 1.25 credits. No credit will be given for this course unless both semesters are completed satisfactorily. Section a: Open to students who can speak some Chinese: Mandarin or other Chinese dialect.

Section b: Open to students who have some knowledge about reading and writing Chinese characters.

*Mrs. Yao, Ms. Zong and Ms. Mou*

---

## 106 (1) (A) (MR) Traditional Chinese Literature

Literature of the imperial era, focusing first on philosophical and aesthetic trends and then on the historical development of Chinese poetry, drama and fiction. Selected readings from *The Book of Songs; The Songs of the South*, medieval poetry, Yuan Dynasty drama and novels *Outlaws of the Marsh* and *Story of the Stone*. *Course taught in English and open to all students.*

*Mr. Kafalas*

---

## 107 (2) (A) (MR) Modern Chinese Literature

Literature of the twentieth century from Taiwan, Hong Kong, and the People's Republic of China,

studying the issues of literary revolution, the reception of foreign literary trends and the search for and redefinition of cultural roots. This course strives to place works in their social, historical and political contexts, while aiming at the same time to highlight individual contributions made by outstanding authors. *Course taught in English. Open to all students. Not offered in 1996-97.*

*Mr. Kafalas*

---

## 201-202 (1-2) (A) Intermediate Chinese

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. Section(a) will meet for four 70-minute periods plus one 30 minute small group to be arranged and students receive 1.25 units of credit provided they complete both semesters satisfactorily. *Prerequisite: 101-102(a) or by permission of the instructor.*

*Mrs. Lam*

---

## 203-204 (1-2) (A) Advanced Intermediate Chinese

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. Sections will meet for four 70-minute periods plus one 30 minute small group. Students must take both semesters to receive 1.25 credit for each semester. *Prerequisite: 101-102 (b or c) or by permission of the instructor.*

*Ms.Zong and Mr. Kafalas*

---

## 213 (A) (MR) Diverse Cultures of China

A study of the cultural issues relating to China's minority people: the Mongols, the Manchus, the Tibetans, the Hui, and the ethnic groups living in Xinjiang and Southwest China. Lectures and films are organized to examine their life in the past and the present situation. This study emphasizes the formation or erosion of cultural identity and the interaction between the minorities and the Han Chinese throughout history. *Course taught in English. Open to all students. Not offered in 1995-96.*

---

## 243 (A) (MR) Chinese Cinema

Contemporary film from Hong Kong, Taiwan and the People's Republic of China. This course investigates the history of the Chinese film indus-

try; the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the "Third World"); cinematic constructions of Chinese gender, family, nationhood and individuality; and applications of contemporary Western film theory. *Course taught in English. (Students who in previous years have elected Chinese 141 may not take this course). Not offered in 1995-96.*

---

#### 244 (A) (MR) Chinese American Culture

A comparative approach to Chinese American literature and film, probing the questions of how Chinese American authors resist mainstream American trends in the arts and how they draw cultural power from the "Old Country," China. *Course taught in English. (Students who in previous years have elected Chinese 143 may not take this course). Not offered in 1995-96.*

---

#### 301 (1) (A) Advanced Chinese I

Advanced training in all the language skills, with focus on reading and discussing essays from contemporary (1949-present) Taiwan and the People's Republic of China. 301 and its companion 302 (2) constitute the third year of the program toward a major in Chinese. Three 70-minute periods. *Prerequisite: 201-202 or by permission of the instructor.*

Mrs. Ma

---

#### 302 (2) (A) Advanced Chinese II

Advanced language skills are further developed through contact with diverse writings in modern Chinese, focusing on the early modern era (1919-1949). 301 and 302 constitute the third year of the Chinese language program toward a major in Chinese. Three 70-minute periods. *Prerequisite: 301 or permission of the instructor.*

Mr. Kafalas

---

#### 306 (1) (A) Advanced Reading in 20th-Century Culture

A course designed for higher level students who wish to refine their proficiency in Chinese. A wide-ranging introduction to texts written by contemporary scholars and writers. Three 70-minute periods. *Prerequisite: 203-204 (a or b), 302 or by permission of the instructor.*

Mrs. Lam

---

#### 307 (2) (A) Advanced Readings in Contemporary Issues

A selection of texts ranging from the May Fourth Period to 1949, the eve of the founding of Peo-

ple's Republic of China. Three 70-minute periods. *Prerequisite: 306 or by permission of instructor.*

Mrs. Lam

---

#### 310 (A) Introduction to Classical Chinese

Basic grammar and vocabulary of classical Chinese, explored through readings selected from canonical sources in literature, philosophy and history. Special attention will be paid to grammatical differences between classical and modern Chinese. Conducted in Mandarin. Three 70-minute periods. *Prerequisite: Levels and sections above 202 or by permission of the instructor. Not offered in 1995-96.*

---

#### 316 (2) (A) 20th-Century Literature

Reading and discussion of modern Chinese literature. Readings will include selections from novels, short stories and poetry as well as critical essays. Three 70-minute periods. *Prerequisite: 302, 306, 307, 310, or by permission of the instructor.*

Ms. Mou

---

#### 330 (2) (A) (MR) Women in Chinese Literature

This course surveys over three thousand years of Chinese literature, examining how certain notions and paradigms about Chinese womanhood are developed, molded, adopted, and perpetuated by both male and female writers. Topics will include the chaste woman tradition, gender ventriloquism (particularly male versifying from a female point of view), the lyrics of Li Qingzhao, and other popular images of women in traditional fiction and drama. Two 70-minute periods. A background in feminist literary theory and/or women's writing is helpful but not required. Taught in English. *Open to students who have taken 106 or 107 (previously 105, 241 or 242), or by permission of the instructor.*

Ms. Mou

---

#### 340 (1) (A) (MR) Topics in Chinese Literature

A course of variable content focusing on particular issues or themes (Chinese love poetry; Chinese poets in exile [classical and modern]; Elizabethan drama and Yuan drama). Topics for 1996-97 TBA. Course taught in English. *Open to students who have taken Chinese 106 or 107. (previously 105, 241, or 242), or by permission of instructor.*

Ms. Mou

---

350 (1) (2) Research or Individual Study 1 or 2  
*Open by permission to qualified students.*

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## Directions for Election

Students who are interested in a Chinese major have two options to consider: 1. Chinese language and literature; or 2. Chinese Studies with Chinese language proficiency. Although only two years of Chinese language are required for language proficiency, extensive language training and ability to read literature in Chinese are strongly recommended. Students should consult the chair of the department and the advisor early in the college career.

The major requirements for Chinese language and literature may be met by completing two years of basic Chinese courses, and additional units as follows: students in 201-202 must take 301-302 (2 units), and two units from 306, 307, 310 and 316; students in 203-204 (a or b) must take 306 and 307, 310, and 316. All majors must also take a literature course taught in English, either 106 or 107 (241 or 242 before 1994-95) and another course from among Chinese 213, 243, (141 before 1994-95), 244, 330 and 340. Students are encouraged to take History 275, 276 and/or Political Science 208 for further background in Chinese culture.

Course 350 offers an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. Students taking 350 are required to use original Chinese source material.

Requirements for a minor in Chinese language and literature may be met by completing a minimum of 5 units, including the required courses and at least three of the following: Chinese 306, 307, 310, 316; and two courses on Chinese literature or culture taught in English: either Chinese 106 or 107, and at least one more course from among 213, 243, 244, 330 and 340 are required. Students are encouraged to take History 275, 276 or Political Science 208 for further background in Chinese culture.

The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of 3 units may be transferred toward the major. Students wishing to transfer credit should be advised that a minimum of 6 units of course work in the Chinese Department must be completed. Transfer students from other institutions are required to take a placement test administered by the Chinese Department. It is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

Students planning to study abroad must obtain prior consent for their program of study from the Registrar's Office and the Chinese Department chair. Upon returning to Wellesley, students must take a Chinese Department placement test and obtain final approval for transfer of credits from the Department faculty.

## Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cohen, Ma*

---

The major in Chinese Studies is designed for students whose interests are in areas other than language or literature. It requires at least two years of Chinese language training and a minimum of four units from among the courses listed below, at least two of which must be from outside the Chinese Department and at least two of which must be at the 300 level.

---

350 (1) (2) Research or Individual Study 1 or 2  
*Open by permission to juniors and seniors.*

360 (1) (2) Senior Thesis Research 1 or 2  
By permission of director. See p. 69, Departmental Honors.

370 (1) (2) Senior Thesis  
*Prerequisite: 360*

Art 248 (1) (A) (MR)  
Chinese Painting

Art 337 (2) (A) (MR)  
Seminar. Art Traditions Shared by China and Japan

Chinese 106 (1) (A) (MR)  
Traditional Chinese Literature (In English)

Chinese 107 (2) (A) (MR)  
Modern Chinese Literature (In English)

- Chinese 213 (2) (A) (MR)**  
Diverse Cultures of China (In English)
- Chinese 243 (A) (MR)**  
Chinese Cinema (In English). *Not offered in 1995-96.*
- Chinese 244 (A) (MR)**  
Chinese American Culture (In English). *Not offered in 1995-96.*
- Chinese 316 (2) (A)**  
20th-Century Literature
- Chinese 330 (A) (MR)**  
Women in Chinese Literature (In English)
- Chinese 340 (1) (A) (MR)**  
Topics in Chinese Literature (In English)
- Economics 239 (2) (B<sup>2</sup>) (MR)**  
The Political Economy of East Asian Development
- History 275 (1) (B<sup>1</sup>) (MR)**  
Imperial China
- History 276 (2) (B<sup>1</sup>) (MR)**  
China in Revolution
- History 346 (2) (B<sup>1</sup>) (MR)**  
Seminar. China and America: The Evolution of a Troubled Relationship
- History 347 (B<sup>1</sup>) (MR)**  
The Cultural Revolution in China. *Not offered in 1995-96.*
- History 352 (1) (B<sup>1</sup>)**  
Seminar. Tiananmen as History
- Political Science 208 (B<sup>2</sup>) (MR)**  
Politics of East Asia. *Not offered in 1995-96.*
- Political Science 239 (2) (B<sup>2</sup>) (MR)**  
Political Economy of East Asian Development
- Political Science 306 (1) (B<sup>2</sup>)**  
Seminar. Revolutions in the Modern World
- Political Science 328 (1) (B<sup>2</sup>)**  
After the Cold War
- Religion 108 (1) (B<sup>1</sup>) (MR)**  
Introduction to Asian Religions
- Religion 108M (B<sup>1</sup>) (MR)**  
Introduction to Asian Religions. *Not offered in 1995-96.*
- Religion 253 (2) (B<sup>1</sup>) (MR)**  
Buddhist Thought and Practice
- Religion 254 (B<sup>1</sup>) (MR)**  
Chinese Thought and Religion. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 353 (B<sup>1</sup>) (MR)**  
Seminar. Zen Buddhism. *Not offered in 1995-96. Next offered in 1997-98.*
- Religion 356 (B<sup>1</sup>) (MR)**  
Seminar. Ideal Society in Asian Religions. *Not offered in 1995-96. Offered in 1996-97.*
- Women's Studies 248 (1) (A) (MR)**  
Asian American Women Writers
- Women's Studies 250 (B<sup>1</sup>) (MR)**  
Asian Women in America



# Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: *Starr*

---

The Interdepartmental Program in Classical Civilization offers students the opportunity to explore the ancient world through an integrated, cohesive group of courses worked out by the student and her advisor. Individual programs are tailored to meet students' specific interests, such as Classical Literature, Ancient Theater, Material Culture and Archaeology, Ancient Philosophy and Political Theory, Ancient Religion, and the Classical Tradition. A brochure listing suggested courses for these and other options is available in the Departments of Greek and Latin. All students majoring in Classical Civilization must take four units in one of the ancient languages and two units (not necessarily in the languages) at the 300 level. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world. Interested students are encouraged to consult the Director of the Classical Civilization Program early in order to choose an advisor and plan the best program of study.

---

## 104 (1) (A) Classical Mythology

The religious origins of myth; its treatment in ancient literature; its role as perhaps the most influential legacy of Greek and Roman civilizations. The narrative patterns of ancient myths that continue to determine how male and female lives are described and portrayed in modern literature. Reading from ancient sources in English translation. *Open to all students.*

*Mrs. Lefkowitz*

---

## 105 (2) (A) Greek and Latin Literature in Translation

A survey of the greatest works of the poets, dramatists, historians, philosophers, and biographers of Greece and Rome. Readings in translation from the ten centuries spanning Homeric Greece and Imperial Rome.

*Mr. Colaizzi*

---

## Classical Civilization 120/Writing 125 03 (1) (A) The Trojan War

Heroes and heroines at Troy; Greek victory and Trojan defeat; the homecoming of the heroes. Selected readings in translation from Homer's *Iliad* and *Odyssey*, *The Homeric Hymn to Aphrodite*, and Vergil's *Aeneid*. Recent critical essays

on the epics. Emphasis on development of writing skills. Course fulfills first-year writing requirement, and also counts as unit for Group A distribution requirement and Classical Civilization major. Three meetings. *Open only to first-year students.*

*Miss Geffcken*

---

## Classical Civilization 121/Writing 125 04 (2) (A) Law and Society in Classical Greece

The development of a complex and subtle legal code in ancient Athens; the provisions of the law and its effects on society; the relationship between the law and actual behavior, focusing on the law of persons (legal status, the family, marriage, slavery) and business law (contracts). Methods of persuading a jury then and the audiences for your writing now. Readings in translation from real speeches delivered in Greek courtrooms; exercises focusing on reasoning, argumentation, persuasion; recreating legal situations and simulating courtroom presentations. *Open only to first-year students.*

*Mr. Starr*

---

## 210/310 (2) (A) Greek Drama in Translation

Reading in English translation, of tragedies by Aeschylus, Sophocles, and Euripides. Focus on the plays in their social, ritual, and political contexts; special attention to issues of performance; comparison with contemporary drama and film. *Prerequisite: 210 open to all students; 310 by permission of the instructor.*

*Ms. Dougherty*

---

## 215 (2) (A) Women's Life in Greece and Rome

Were the ancient Greeks and Romans misogynists? Did their attitudes set the pattern for discrimination against women in modern European literature and life? Does modern feminist theory help or hinder the investigation of these questions? Reading from ancient historical, religious, medical, and legal documents in English translation. *Open to all students.*

*Mrs. Lefkowitz*

---

## 236/336 (1) (B<sup>1</sup>) Greek and Roman Religion

The founders of Western Civilization were not monotheists. Rather, from 1750 BC until AD 500 the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2000 years?

What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? This course may be taken as either 236 or, with additional assignments, 336. *Prerequisite:* 236, *open to all students*; 336, *by permission of the instructor.*

Mr. Rogers

---

**241 (2) (B<sup>1</sup>) Medicine and Science**

A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures. *Open to all students. Not offered in 1995-96 or 1996-97.*

Mr. Rogers

---

**243 (2) (B<sup>1</sup>) Roman Law**

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity. *Open to all students. Not offered in 1995-96 or 1996-97. Next offered in 1997-98.*

Mr. Starr

---

**335 (1) (B<sup>1</sup>) The Politics of the Past**

Study of Ancient Greece and Rome as reinvented by later societies. Examples include: the American Constitution and the Roman Republic; Athenian Democracy and 19th-century liberalism; Greek sexual life and Victorian homosexuality; the current Black Athena controversy. Politics, art, literature, scholarship and private life will be considered. *Prerequisite: one unit of Classical Civilization, Greek, Latin, or ancient History.*

Ms. Marvin

---

**350 (1) (2) Research or Individual Study 1 or 2**

Open to seniors by permission.

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 69, Departmental Honors.

---

**370 (1) or (2) Senior Thesis**

*Prerequisite:* 360.

## Cross-Listed Courses

---

### *For Credit*

---

**Anthropology 242 (B<sup>2</sup>)**

The Rise of Civilization. *Not offered in 1995-96.*

**Art 100 (1) (A)**

Introduction to the History of Art: Ancient and Medieval Art

**Art 101 (2) (A)**

Introduction to the History of Art: Renaissance to the Present

**Art 100/Writing 125 05, 06 (1) (A)**

Introduction to the History of Art: Ancient and Medieval Art/Writing 125

**Art 101/Writing 125 03 (2) (A)**

Introduction to the History of Art: Renaissance to the Present/Writing 125

**Art 241 (1) (A) (MR)**

Egyptian Art

**Art 242 (2) (A)**

Greek Art. *Not offered in 1995-96.*

**Art 243 (2) (A)**

Roman Art

**Art 334 (2) (A)**

Seminar. Issues in Ancient Art and Archaeology. *Not offered in 1995-96.*

**Art 382 (2) (A)**

Introduction to Ancient Egyptian Art and Iconography. *Not offered in 1995-96.*

**Art 387 (2) (A)**

The Egyptian Department and Its Excavations

**Extrdepartmental 200 (1) (A)**

Classic Western Texts in Contemporary Perspective. *Not offered in 1995-96.*

**History 100 (1) (B<sup>1</sup>)**

Introduction to Western Civilization

**History 229/329 (2) (B<sup>1</sup>)**

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1995-96.*

**History 230 (1) (B<sup>1</sup>)**

Greek History from the Bronze Age to the Death of Philip II of Macedon

**History 231 (2) (B<sup>1</sup>)**

History of Rome

**History 232 (2) (B<sup>1</sup>)**

The Making of the Middle Ages, 500-1200

Italian 263 (2) (A)  
Dante (in English)

Philosophy 201 (1) (B<sup>1</sup>)  
Ancient Greek Philosophy

Philosophy 310 (2) (B<sup>1</sup>)  
Seminar in Ancient Philosophy. *Not offered in 1995-96.*

Philosophy 312 (2) (B<sup>1</sup>)  
Aristotle

Political Science 240 (1) (B<sup>2</sup>)  
Classical and Medieval Political Theory

Religion 104 (1) (2) (B<sup>1</sup>)  
Introduction to the Hebrew Bible/Old Testament

Religion 105 (1) (B<sup>1</sup>)  
Introduction to the New Testament

Religion 202 (B<sup>1</sup>)  
Archaeology and the Bible. *Not offered in 1995-96.*

Religion 204 (B<sup>1</sup>) (MR)  
Law, Social Order and Religious Practice in the Hebrew Bible/Old Testament. *Not offered in 1995-96.*

Religion 206 (B<sup>1</sup>)  
Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament. *Not offered in 1995-96.*

Religion 211 (B<sup>1</sup>)  
Jesus of Nazareth. *Not offered in 1995-96.*

Religion 212 (1) (B<sup>1</sup>)  
Paul: The Controversies of an Apostle. *Not offered in 1995-96.*

Religion 243 (1) (B<sup>1</sup>)  
Women in the Biblical World. *Not offered in 1995-96.*

Religion 298 (2) (A)  
New Testament Greek. *Not offered in 1995-96.*

Religion 342 (B<sup>1</sup>)  
Seminar. Rabbis, Romans, and Archaeology. *Not offered in 1995-96.*

# Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

---

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language (attention is called to the Brandeis exchange program) and take Anthropology 242 which details the emergence of early urban societies in the Near East, Religion 203 which traces their later history, and Egyptian Art (Art 241).

Students should plan for at least one summer of excavation and/or travel.

---

350 (1) (2) Research or Individual Study 1 or 2  
*Open by permission to juniors and seniors.*

---

360 (1) (2) Senior Research Thesis 1 or 2  
By permission of Directors. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis  
*Prerequisite: 360.*

# Cognitive Science

## AN INTERDEPARTMENTAL MAJOR

Director: *Lucas*

---

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy).

---

Students majoring in cognitive science must take three of the following four courses, although it is strongly recommended that four courses be taken. In choosing courses students should be aware of prerequisites for core and concentration courses. A minimum of ten courses is required for the major.

Students are urged to consult the MIT Catalogue for additional offerings in the major.

**Computer Science 111 (1) (2) (C)**  
Introduction to Computer Science

**Language Studies 114 (1) (B<sup>2</sup>)**  
Introduction to Linguistics

**Psychology 101 (1) (2)(B<sup>2</sup>)**  
Introduction to Psychology

**Philosophy 215 (1) (B<sup>1</sup>)**  
Philosophy of Mind

In addition, students must take the following three courses:

**Computer Science 230 (1) (2) (C)**  
Data Structures

**Psychology 217 (2) (B<sup>2</sup>)**  
Cognition

**Psychology 330 (2) (B<sup>2</sup>)**  
Topics in Cognitive Science  
Topic for 1995-96: Consciousness

The student must also design a concentration for the major that involves a minimum of four courses, one of which must be at the 300 level. Independent studies (350) and honors projects (360 and 370) can count toward this requirement. In designing concentrations, students may also choose from the following list of electives:

**350 (1) (2) Research or Individual Study 1 or 2**  
*Open by permission to juniors and seniors.*

**360 (1) (2) Senior Thesis Research 1 or 2**  
By permission of director. See p. 69, Departmental Honors.

**370 (1) (2) Senior Thesis**  
*Prerequisite: 360.*

**Biological Sciences 213 (1) (C)**  
Biology of Brain and Behavior

**Biological Sciences 315 (2) (C)**  
Neurobiology

**Computer Science 231 (1) (C)**  
Fundamental Algorithms

**Computer Science 232 (1) (C)**  
Artificial Intelligence

**Computer Science 235 (2) (C)**  
Languages and Automata

**Computer Science 249 (C)**  
Topics in Computer Science. *Not offered in 1995-96.*

**Computer Science 305 (2) (C)**  
Theory of Algorithms

**Computer Science 310 (1) (C)**  
Mathematical Foundations of Computer Science. *Not offered in 1995-96. Offered in 1996-97.*

**Computer Science 331 (1) (C)**  
Parallel Machines and Their Algorithms. *Not offered in 1995-96. Offered in 1996-97.*

**Computer Science 333 (2) (C)**  
Computer Models of Natural Language. *Not offered in 1995-96.*

**Computer Science 349 (1) (C)**  
Topics in Computer Science. Topic for 1995: Visual Processing by Computer and Biological Vision Systems.

**Japanese 252 (2) (A)**  
Topics in Japanese Linguistics

**Language Studies 114 (1) (B<sup>2</sup>)**  
Introduction to Linguistics

**Language Studies 240 (2) (B<sup>2</sup>)**  
Phonetics and Phonology

**Language Studies 244 (B<sup>2</sup>)**  
Language: Form and Meaning. *Not offered in 1995-96.*

**Language Studies 312 (B<sup>2</sup>)**  
Bilingualism: An Exploration of Language, Mind and Culture. *Not offered in 1995-96.*

**Language Studies 322 (B<sup>2</sup>)**  
Child Language Acquisition. *Not offered in 1995-96.*

Philosophy 207 (B<sup>1</sup>)

Philosophy of Language. *Not offered in 1995-96. Offered in 1996-97.*

Philosophy 215 (1) (2) (B<sup>1</sup>)

Philosophy of Mind

Philosophy 216 (1) (2) (B<sup>1</sup>)

Logic

Philosophy 256 (B<sup>1</sup>)

Topics in Logic. *Not offered 1995-96.*

Philosophy 345 (2) (B<sup>1</sup>)

Seminar: Advanced Topics in Philosophy of Psychology and Social Science. Topic for 1995-96: Minds, Brains, and Computers.

Psychology 205 (1) (2) (B<sup>2</sup>)

Statistics

Psychology 214R (1) (B<sup>2</sup>)

Research Methods in Cognitive Psychology

Psychology 215 (2) (B<sup>2</sup>)

Memory

Psychology 216 (1) (B<sup>2</sup>)

Psychology of Language

Psychology 217 (2) (B<sup>2</sup>)

Cognition

Psychology 218 (2) (B<sup>2</sup>)

Sensation and Perception. *Not offered in 1995-96. Offered in 1996-97.*

Psychology 219 (1) (B<sup>2</sup>)

Physiological Psychology

Psychology 316 (1) (B<sup>2</sup>)

Seminar. Psycholinguistics

Psychology 318 (2) (B<sup>2</sup>)

Seminar. Brain and Behavior

Psychology 319 (2) (B<sup>2</sup>)

Seminar. Neuropsychology

Psychology 330 (2) (B<sup>2</sup>)

Topics in Cognitive Science. Topic for 1995-96: Consciousness

Psychology 335 (B<sup>2</sup>)

Seminar. Memory in Natural Contexts. *Not offered in 1995-96.*

## Computer Science

Associate Professor: *Hildreth (Chair), Shull<sup>IA1</sup>*

Assistant Professor: *Metaxas<sup>A</sup>, Turbak*

Instructor: *Yanco, Stephan*

Lecturer: *Lonske*

Laboratory Instructor: *Herbst*

---

### 110 (1) (2) (C) Computers and Programming

A broad introduction to computer science. Topics include: computer logic and organization, program translation, models of computation, decidability, and the impact of computers on society. Students learn the science and art of programming by building a Macintosh application using HyperCard. *Open to all students. No prior background with computers or mathematics is expected. Students considering additional computer science courses should take 111, not 110.*

*Ms. Lonske, Ms. Yanco, Staff*

---

### 111 (1) (2) (C) Introduction to Computer Science

Introduction to problem-solving through computer programming. Introduces the fundamentals of programming in PASCAL, a high-level language that is widely used in computer science education and practice. Through assignments, students develop interactive programs to create graphics, play games, maintain records, analyze data and perform numerical computations. Students can elect to complete an extended programming project of their own design. *Open to all students. Required for students who wish to major in computer science or elect more advanced courses in the field.*

*Ms. Hildreth, Ms. Stephan, Staff*

---

### 230 (1) (2) (C) Data Structures

An introduction to the theory and applications of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, queues, list structures, hashing, and trees; algorithms for searching and sorting, and methods for determining their efficiency. *Prerequisite: 111 or by permission of the instructor.*

*Mr. Turbak*

---

### 231 (1) (C) Fundamental Algorithms

An introduction to the design and implementation of fundamental algorithms. Divide-and-conquer, greedy, dynamic programming and

backtracking algorithms are covered. Topics include: sorting and searching, graph algorithms, NP-completeness, and parallel programming. *Prerequisite: 230.*

Mr. Turbak

---

### 232 (1) (C) Artificial Intelligence

An introduction to Artificial Intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, and expert systems. To attain a realistic and concrete understanding of these problems, Common-Lisp, an AI language, will be taught and used to implement the algorithms of the course. *Prerequisite: 230 or by permission of the instructor.*

Ms. Yanco

---

### 235 (2) (C) Languages and Automata

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, push-down automata and Turing machines. *Prerequisite: 230, Mathematics 225 or Mathematics 305 (may be concurrent registration).*

Mr. Shull

---

### 240 (1) (C) Introduction to Machine Organization with Laboratory

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. The course includes one three-hour laboratory appointment weekly. 1.25 units of credit. *Prerequisite: 230.*

Ms. Stephan

---

### 249 (C) Topics in Computer Science

*Prerequisite 230, or by permission of instructor. Not offered in 1995-96.*

---

### 251 (2) (C) Theory of Programming Languages

An introduction to the theory of the design and implementation of contemporary programming languages. Topics include the study of programming language syntax, comparison of different types of language processors, study of language representations, and comparison of different language styles, including procedural, functional,

object oriented, and logic programming languages. *Prerequisite: 230.*

Mr. Turbak

---

### 301 (1) (C) Compiler Design

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Prerequisite: 235; 240. Alternate year course. Not offered in 1995-96. Offered in 1996-97.*

---

### 305 (2) (C) Theory of Algorithms

A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Prerequisite: 231, Mathematics 225 or Mathematics 305. Alternate year course. Offered in 1995-96. Not offered in 1996-97.*

Mr. Shull

---

### 307 (1) (C) Introduction to Computer Graphics

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations, raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading and color models. Students learn how to design graphics displays using a state-of-the-art computer graphics software package. *Prerequisite: 230. Alternate year course. Offered in 1995-96. Not offered in 1996-97.*

Ms. Hildreth

---

### 310 (1) (C) Mathematical Foundations of Computer Science

A survey of topics in the mathematical theory of computation. Topics include: Turing machines (including nondeterministic and universal machines), recursive function theory, Church's thesis, the halting problem and propositional calculus. *Prerequisite: 235, Mathematics 225 or Mathematics 305. Alternate year course. Offered in 1996-97. Not offered in 1995-96.*

---

### 331 (1) (C) Parallel Machines and Their Algorithms

This course is a broad introduction to parallelism that studies problem solving using a large number of cooperating processing elements. It is divided into four parts. First, it introduces the need for parallel computation and describes some of the fundamental algorithmic techniques. The second part surveys some of the most popular interconnection networks employed in today's parallel computers. In the third part, several parallel algorithms are being designed and implemented on a computer containing 1,000 processors. A short project composes the last part. *Prerequisite: 231 or by permission of the instructor. Alternate year course. Not offered in 1995-96. Offered in 1996-97.*

---

### 333 (2) (C) Computer Models of Natural Language

Central to the field of Artificial Intelligence is a new approach to the study of ordinary languages like English. We will examine how computer models shed light on the nature of language and communication. Topics include: syntax and parsing; semantics and knowledge representation; semantic analysis; reasoning and language comprehension and production; pragmatics and computer models of discourse. *Prerequisite: 230 or by permission of the instructor. Alternate year course. Not offered in 1995-96.*

---

### 340 (2) (C) Computer Architecture with Laboratory

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multiprocessor systems and new technologies. The course includes one three-hour digital laboratory appointment weekly. 1.25 units of credit. *Prerequisite: 240. Alternate year course. Offered in 1996-97. Not offered in 1995-96.*

---

### 341 (2) (C) Operating Systems

An examination of the software systems which manage computer hardware. Topics include processes, interprocess communication, process coordination, deadlock, memory management, swapping, paging, virtual memory, input/output management, file systems, protection, security, networks, distributed systems, multiprocessors, and massively parallel machines. *Prerequisite:*

*240 or by permission of the instructor. Alternate year course. Offered in 1995-96. Not offered in 1996-97.*

*Ms. Stephan*

---

### 349 (1) (C) Topics in Computer Science

Topic for 1995: Visual Processing by computer and biological vision systems. An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Assignments will use computer vision software written in Common Lisp or Pascal. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Prerequisite: 230, 232 or by permission of instructor.*

*Ms. Hildreth*

---

### 350 (1) (2) Research or Individual Study 1 or 2

*Open by permission to juniors and seniors.*

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of the department. See p. 69, Departmental Honors.

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Courses

---

### Attention Called

---

### Physics 219 (1) (C)

Modern Electronics Laboratory. *Offered in 1995-96. Not offered in 1996-97.*

---

## Directions for Election

Students majoring in computer science must complete 230, 231, 235, 240, two Grade III courses other than 350 or 370, and at least two additional computer science courses. At most one unit of Grade I work (excluding 110) may be counted as part of the required eight courses. Computer-related courses at MIT used to meet the eight-course requirement must be approved in advance by the department on an individual basis. In addition, all majors in computer science will be expected to complete (1) either Mathematics 225 or Mathematics 305, and (2) at least one additional course in mathematics at the Grade II or

Grade III level. Students are encouraged to complete the Grade II level requirements as early in the major as possible.

The computer science minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, at least two units from 231, 235, or 240, and at least one Grade III level computer science course. This sequence is consistent with course work leading to a cognitive science major. Cognitive science majors may wish to consider a minor in computer science.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect one or more of Computer Science 305, 310 or Mathematics 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of Computer Science 301, 340, 350/360 or appropriate courses at MIT.

## Economics

Professor: *Case, Goldman, Lindauer, Matthaei, Morrison, Witte*<sup>A2</sup>

Visiting Professor: *Bird*

Associate Professor: *Andrews, Joyce (Chair)*

Visiting Associate Professor: *Yamane*

Assistant Professor: *Blomberg, Chang*<sup>A</sup>,  
*Hansen, Kauffman, Levine, Skeath*<sup>A1</sup>,  
*Velenchik*

---

### 101 (1) (2) (B<sup>2</sup>) Survey of Modern Economics—Microeconomics

### 102 (1) (2) (B<sup>2</sup>) Survey of Modern Economics—Macroeconomics

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, Microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include imposition of price floors and ceilings, income distribution, competition and its regulation, and the performance of particular markets. 102, Macroeconomics, is an analysis of the aggregate dimensions of the economy: national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include business cycles, government policies, economic growth, and international trade and investment. *Open to all students.*

*The Staff*

---

### 201 (1) (2) (B<sup>2</sup>) Microeconomic Analysis

Intermediate microeconomic theory: analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology. Prerequisites: 101, 102 and Math 115.

*Mr. Case, Mr. Levine, Mr. Morrison, Ms. Skeath*

---

### 202 (1) (2) (B<sup>2</sup>) Macroeconomic Analysis

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth. Analysis of policies to control inflation and unemployment. Prerequisites: 101, 102 and Math 115.

*Mr. Andrews, Mr. Blomberg, Mr. Joyce*



---

**204 (2) (B<sup>2</sup>) U.S. Economic History**

Traces the structure and development of the U.S. economy from Colonial times to World War II; highlights historical episodes including the start of the nation, economics of slavery, the westward movement, economic consequences of the Civil War, and causes of the Great Depression. Specific topics include agriculture, trade, technology, finance and labor. Emphasis on relating U.S. historical experience to current economic problems. *Prerequisite: 101.*

*Mr. Kauffman*

---

**210 (1) (B<sup>2</sup>) Financial Markets**

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, international lending. *Prerequisites: 101 and 102.*

*Mr. Joyce*

---

**211 (1) (2) (B<sup>2</sup>) Statistics and Econometrics**

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer. *Prerequisites: 101 and 102, or for students who have completed one course and are taking the other, or with instructor's permission in certain cases.*

*Ms. Hansen, Mr. Yamane*

---

**214 (1) (2) (B<sup>2</sup>) International Economics**

An introduction to international economics in theory and practice. Topics to be covered include the gains from trade, commercial policy, foreign exchange markets, balance of payments analysis, international capital flows, and international financial institutions. *Prerequisites: 101 and 102.*

*Ms. Velenchik, TBA*

---

**220 (1) (B<sup>2</sup>) (MR) Development Economics**

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, rural development, foreign aid, and international trade strategies. *Prerequisites: 101 and 102.*

*Mr. Lindauer*

---

**222 (1) (B<sup>2</sup>) Strategy, Conflict and Cooperation**

Should United Airlines match the cheap fares offered by America West on their common routes? Would it make sense to sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? In business, politics, and everyday life, the effects of your decisions often depend on how others react to them. This course will introduce some basic concepts and insights from the theory of games (backward induction, prisoners' dilemmas, brinkmanship, coordinating moves, pre-commitment) that can be used to understand any such situation in which strategic decisions are made. The emphasis of the course material will be on applications rather than on formal theory. Extensive use will be made of in-class experiments, examples, and cases drawn from business, economics, politics, movies and current events. *Prerequisite: 101. Not offered in 1995-96. Offered in 1996-97.*

---

**225 (2) (B<sup>2</sup>) Urban Economics**

Analysis of the location decisions of households and firms. Topics include: real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, and homelessness. Alternative public policy responses to urban problems. The course requires several projects requiring field work. *Prerequisite: 101.*

*Mr. Case*

---

**228 (B<sup>2</sup>) Environmental and Resource Economics**

An investigation of the economic aspects of resource and environmental issues. Includes discussion of renewable and non-renewable resources, waste management and recycling, global climate and pollution. Emphasis on using economic analysis to understand how and why resource use over time under unregulated market forces might differ from socially desirable use. Provides case studies and policy analysis. *Prerequisites: 101 and 102. Not offered in 1995-96.*

---

**229 (1) (B<sup>2</sup>) Women in the Labor Market**

Analysis of the differences in the labor market experiences of men and women. Three major questions will be addressed: (1) Why do women earn less than men? (2) Why are men and women employed in different types of jobs? (3) What is comparable worth and what effects would it

have on the labor market if introduced? *Prerequisites: 101 and 211 (Sociology 202 or a statistics course in another department can substitute for 211 upon permission of instructor).*

*Mr. Levine*

---

### 230 (2) (B<sup>2</sup>) Contemporary Economic Issues

A course applying introductory micro- and/or macroeconomic analysis to problems of current policy interest.

---

### Health Economics (2) (B<sup>2</sup>)

An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care; health insurance markets; cost controlling insurance plans (HMOs, PPOs, IPAs); government health care programs (Medicare and Medicaid); variations in medical practice; medical malpractice; competition versus regulation; and national health care reform. *Prerequisite: 101.*

*Ms. Hansen*

---

### 234 (1) (B<sup>2</sup>) Government Policy: Its Effect on the Marketplace

The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets. *Prerequisite: 101.*

*Mr. Andrews*

---

### 239, 240 (B<sup>2</sup>) Analysis of Foreign Economies

An economic study of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure, and economic problems.

---

### 239 (2) (B<sup>2</sup>) (MR) The Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning vs. the market; the political issues to be considered include ideology, authoritarianism, democratiza-

tion and the role of the state. The course emphasizes the lessons for economic growth, social equality and political change provided by the East Asian experience. This is the same course as Political Science 239. Students may register for either Economics 239 or Political Science 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Economics 239C). *Prerequisite: Economics 101 or 102 or by permission of the instructors.*

*Mr. Lindauer*

---

### 240 (2) (B<sup>2</sup>) Topic A: The Russian Economy

A look at the economy of prerevolutionary Russia, New Economic Program, Collectivization, and Five Year Plans. Why has central planning been counterproductive; why did Gorbachev's remedies not solve the problem? What are Yeltsin's chances of success? What does this experiment tell us about economic theory and why is the transition to the market so difficult? *Prerequisites: 101 and 102.*

*Mr. Goldman*

---

### 243 (2) (B<sup>2</sup>) (MR) Race and Gender in U.S. Economic History

Study of conservative, liberal and radical economic theories of gender and race inequality. Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Historical topics include Native American economies before and after the European invasion, the economics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, and the segmentation of labor markets by gender and race-ethnicity. *Prerequisite: 101. Not offered in 1995-96.*

---

### 249 (1) (B<sup>2</sup>) Seminar. Marxist and Post-Marxist Economics

Study of Marx's analysis and critique of capitalism, and of his vision of socialism. Exploration of contemporary post-Marxist or "radical" economics, including Marxist-feminist, anti-racist, and ecological economics. Study of radical economists' analyses of the collapse of communism in the Soviet Union and Eastern Europe, and of their current proposals for economic restructuring, including market and participatory socialism. *Prerequisite: 101 or 102, or by permission of the instructor.*

*Ms. Matthaei*

---

**301 (1) (B<sup>2</sup>) Comparative Economic Systems**

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S., China, and Russia. *Prerequisite: 201 or 202.*

*Mr. Goldman*

---

**305 (2) (B<sup>2</sup>) Industrial Organization**

A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, regulation, and antitrust policy attempts to improve industrial performance. *Prerequisites: 201 (required) and 211 (recommended).*

*Ms. Skeath*

---

**310 (1) (B<sup>2</sup>) Public Finance**

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs. *Prerequisite: 201.*

*Mr. Case*

---

**313 (B<sup>2</sup>) International Macroeconomics**

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates. *Prerequisite: 202. Not offered in 1995-96.*

---

**314 (B<sup>2</sup>) International Trade Theory**

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include: the role of scale economies, the political economy of protectionism and strategic trade policy. *Prerequisite: 201. Not offered in 1995-96. Offered in 1996-97.*

---

---

**315 (2) (B<sup>2</sup>) History of Economic Thought**

Study of the history of economic theory over the last 250 years, through reading of the original texts. Focus on the development and interaction of two opposed views of the market economy—Classical/Marxian and Neo-classical. Analysis of the topics of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom, sexual and racial inequality, and the environment. Student debates on selected issues and search for a middle ground. *Prerequisite: 201 or 202.*

*Ms. Matthaei*

---

**316 (B<sup>2</sup>) Modern Economic History**

Economic development and structural change from the Great Depression to the present. Economic policy in war and peace. International cooperation and division. Economic crises and economic theory. *Prerequisite: 202. Not offered in 1995-96.*

---

**317 (1) (B<sup>2</sup>) Economic Modeling and Econometrics**

Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem solving and the application of techniques to actual data. Computers will be utilized. *Prerequisites: 211, and either 201 or 202, and one other economics course.*

*Ms. Witte*

---

**320 (B<sup>2</sup>) Seminar. Economic Development**

International and macroeconomic issues of the less developed countries. Topics covered include: theories of growth and development through import substitution and export promotion; the foreign exchange constraint, foreign investment and the debt problem; inflation, short-term stabilization policies and income distribution. *Prerequisite: 201 or 202. Not offered in 1995-96*

---

**325 (1) (B<sup>2</sup>) Law and Economics**

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will

address the strengths and limitations of the economic approach to law. *Prerequisite: 201.*

Ms. Witte

---

### 329 (2) (B<sup>2</sup>) Labor Economics

Inquiry into the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Specific topics include an analysis of the wage gap between men and women, the effects of immigration on the U.S. labor market, the effects of labor unions. Recent applied economic research on these and other topics will be introduced. *Prerequisites: 201 and 211.*

Mr. Levine

---

### 330 (B<sup>2</sup>) Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology.

#### Topic A: Finance Theory and Applications

An introduction to the theory and practice of financial economics, using the techniques of modern finance to solve real-world problems. Topics include principles of valuation, fixed income securities, equity securities, the capital asset pricing model, capital budgeting, market efficiency, the term structure of interest rates, and option pricing. *Prerequisites: 201 and 211. Not offered in 1995-96.*

#### Topic B (2): The Wealth of Nations

An introduction to economic growth. The study of economic growth and policies to promote long term growth in market economies. Two central questions: (1) How have economists conceived of the process of economic growth? and (2) How are the visions of economists translated into actual policy making? We will take a guided tour through various theories, as well as study the role of institutional structure and state policy in shaping the economic growth of the U.S., Japan, Brazil, and some Western European countries. *Prerequisites: 201 and 202.*

Mr. Andrews

---

### 331 (1) (B<sup>2</sup>) Seminar. Monetary Theory and Policy

The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an

open economy, and current procedures in the U.S. and other nations. *Prerequisites: 202 and 211.*

Mr. Blomberg

---

### 340 (B<sup>2</sup>) Advanced Analysis of Foreign Economies

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure and economic problems.

#### Topic A (2): Seminar. The European Union

History and analysis of economic integration within the European Union. Topics include trade, factor flows, regional variation, monetary unification, deepening, widening, and external policy. *Prerequisites: 201, 202, and 211.*

Mr. Morrison

---

#### Topic B (1): Seminar. The Economies of Africa

This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include: the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization. *Prerequisites: 201 and 211.*

Ms. Velenchik

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Course

---

### *Attention Called*

---

#### Africana Studies 219 (1) (B<sup>2</sup>) (MR)

Economic Issues in the African American Community

---

## Directions for Election

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions within a structured analytical framework.

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit. Any student who plans to take economics after 101 and 102 should consult a department advisor.

The economics major consists of a minimum of eight courses and must include 101, 102, 201, 202, 211 and two Grade III courses (beginning with the class of 1998, ordinarily not counting 350). The department encourages students to do more than two Grade III courses and requires majors to take more than half their Grade III economics units at Wellesley. Beginning with the class of 1998, units given to a student for Advanced Placement in Micro- or Macroeconomics do not count toward the minimum major.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is central to the discipline and literature of mainstream economics. We therefore require Math 115 or its equivalent for all 201 and 202 sections, and thus for the major in economics. We encourage students to consult a departmental advisor about whether more mathematics courses might be desirable.

The department offers majors two programs for pursuing departmental honors. Under Program I, students complete two semesters of independent research (Economics 360 and 370) culminating in an honors thesis. Under Program II, a student would complete one semester of independent research (Economics 350) related to previous Grade III level coursework and would submit to an examination in economics that includes the topic covered in her research project. All honors candidates are expected to participate in the Economics Research Seminar.

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, etc. The minor consists of: 101, 102 and 211, plus 2 additional 200 level units, excluding 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts, especially history, sociology, and political science.

### *Credit for Courses taken at other Institutions:*

In order to obtain Wellesley credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's Transfer Credit Advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken abroad will not normally be transferred at the Grade III level. Further, Economics 201, 202 and 211 should ordinarily be taken at Wellesley. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's Transfer Credit Advisor.

# Education

Professor: *Brenzel*<sup>A</sup>

Associate Professor: *Beatty* (Chair)

Assistant Professor: *Hawes*

Instructor: *Whitescarver*

Associate in Education: *Akeson, Avots, Balicki, Beevers, DeLetis, Fiorillo, Glass, Hayes, McCowan, Morris, Nutting, Simms-Tyson, Spicer*

---

## 102/ Writing 125 04 (1) (B<sup>1</sup>) Education in Philosophical Perspective

Reflective and analytical inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and schooling society. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. Open to all first-year students, this course both satisfies the Writing 125 requirement and counts as a unit for the Group B distribution requirement and the Education minor. Includes a third session each week.

*Mr. Hawes*

---

## 102 (2) (B<sup>1</sup>) Education in Philosophical Perspective

Reflective and analytical inquiry into ideas and problems of: learning and teaching, educational aims and values, curriculum and schooling society. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students.*

*Mr. Hawes*

---

## 212 (1) (B<sup>1</sup>) History of American Education

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of educational institutions, their role in socializing and stratifying the young, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining its frequently conflicting policies and purposes, especially in the late nineteenth and twentieth centuries. *Open to sophomores, juniors and seniors.*

*Mr. Whitescarver*

---

## 214 (2) (B<sup>1</sup> or B<sup>2</sup>) Youth, Culture, and Student Activism in Twentieth-Century America

Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups. *Open to all students. Not offered in 1995-96 or in 1996-97.*

*Ms. Brenzel*

---

## 216 (2) (B<sup>2</sup>) Education, Society, and Social Policy

An examination and analysis of educational policies in a social context. The justification, formulation, implementation, and evaluation of these policies will be studied with emphasis on issues such as inequality; desegregation; tracking; school choice; and bilingual, special, and pre-school education. Relevant field placement may be arranged as part of this course for students wishing to fulfill requirements for teacher certification. *Open to all students. Not offered in 1996-97.*

*Ms. Beatty*

---

## 220 (1) (2) (B<sup>2</sup>) Observation and Fieldwork

Observation and fieldwork in educational settings. This course may serve to complete the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required. *Open only to students who plan to student teach and by permission of the instructor. Prerequisite: 300. Mandatory credit/noncredit.*

*Mr. Hawes*

---

## 300 (1) (B<sup>2</sup>) Educational Theory, Curriculum, Instruction, and Evaluation,

An intensive exploration of educational theories, teaching methods, and classroom practice. This course focuses on the relation of school curriculum to intellectual development, and learning, as well as on curriculum development, instruction, testing, and evaluation. Special additional laboratory periods for teaching presentations will be scheduled. An accompanying field placement is

required for teacher certification. *By permission only. Students must apply for admission by April 1st. Required for teacher certification. Prerequisite: 102, 212, 216, Psychology 248, or MIT 11.124.*

Mr. Hawes

---

### 302 (2) (B<sup>2</sup>) Seminar. Methods and Materials of Teaching

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. *Open only to students doing student teaching. Required for teacher certification. Prerequisite: 300 and by permission of the department.*

Ms. Beatty, Mr. Hawes

---

### 303 (2) (B<sup>2</sup>) Practicum—Curriculum and Supervised Teaching

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week. *Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken. Corequisite: 302.*

Ms. Beatty, Mr. Hawes, and Staff

---

### 304 (1) (2) (B<sup>2</sup>) Curriculum and Instruction in Elementary Education

A semester-length seminar taught by a team of experienced teachers. This course focuses on instructional methods and curriculum materials used in elementary school classrooms, especially on the teaching of mathematics, reading, literature, science, and social studies. *By permission only. Begins in the fall but should be registered for during the spring semester only, simultaneously with student teaching. Required for elementary teacher certification. Prerequisite: 300.*

Ms. Beatty, Balicki, Fiorillo, Glass, Morris, Nutting, Simms-Tyson, and Mr. Spicer

---

### 306 (2) (B<sup>1</sup> or B<sup>2</sup>) Seminar. Women, Education, and Work

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical, sociological, and public policy point of view. We will study the relationships between societal

institutions and the intersections among women's lives, the family, education, and work. *Not offered in 1995-96.*

---

### 308 (1) (B<sup>2</sup>) Seminar. Foreign Language Methodology

A course in the pedagogical methods of foreign languages intended to apply to any foreign language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of foreign-language teaching. *By permission of instructor. Not offered in 1995-96.*

Ms. Renjilian-Burgy

---

### 312 (1) (B<sup>1</sup>) Seminar. History of Child Rearing and the Family

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds. *Open to juniors and seniors without prerequisite.*

Ms. Beatty

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

---

## Cross-Listed Courses

---

### For Credit

---

Psychology 207 (1) (2)(B<sup>2</sup>)  
Developmental Psychology

---

Psychology 208 (B<sup>2</sup>)  
Adolescence

---

Psychology 248 (1) (B<sup>2</sup>)  
Psychology of Teaching, Learning, and Motivation

---

## Directions for Election

With the exception of Education 300, 302, 303, and 304 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Stu-

dents who wish to be certified as high school (grades 9-12) or elementary (grades 1-6) teachers should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Generally, the program requires students to take specific courses within their teaching fields (or, for elementary education, in psychology and education, including a course on the teaching of reading at Brandeis University), and five or six courses (two of which are the student teaching practicum and accompanying seminar, Education 303 and 302).

Required:

Education 102 or 212 or 216 or Psychology 248 or MIT 11.124; 300, 302 and 303; Psychology 207 or 208 or MIT 9.85; and, for Elementary Education only, Education 304 Curriculum and Instruction in Elementary Education and Education 107A Teaching of Elementary Reading (offered at Brandeis University).

In addition, teacher certification requires 75 hours of field work prior to student teaching. The department has arranged field experiences that students may take in conjunction with three groups of courses: Education 102 or 212 or 216; Psychology 207 or 208 or MIT 9.85; Education 300 and Brandeis Education 107A. Students enrolled in Education 303 Practicum may register for Education 220, but are not required to do so. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department as early as possible.

Students with a major in a field other than the ones specified for a particular teacher certification program, may apply to have a program of study deemed appropriate by the College for the particular field of certification consistent with the state's definition of a "Bachelor's Degree of Arts and Sciences." To do so, please consult the Department as soon as possible, and well before applying to Education 300.

Certification in Massachusetts is recognized by many other states.

A minor for students seeking teacher certification (5 or 6 units) consists of: (A) 102 or 212 or 216 or Psychology 248 or MIT 11.124; (B) Psychology 207 or 208 or MIT 9.85 with permission of the department, and (C) 300, 302, and 303. For students seeking elementary certification Education 304 and Brandeis Education 107A are also required. A minor for students in educational studies consists of five courses chosen from: 102, 212, 214, 216, 306, and 312. Psychology 207, 208, or 248 may be substituted for one of these courses, and at least one 300 level course must be included.

For admission to ED300, ED302, ED303, and ED304, students must apply and be formally admitted to the teacher certification program. Applications are available in the Education Department.



# English

Professor: *Finkelppearl, Bidart, Sabin, Cain, Harman*<sup>A1</sup>, *Peltason, Rosenwald* (Chair)

Associate Professor: *Tyler*<sup>A2</sup>, *Lynch, Shtetley, Meyer*

Assistant Professor: *Sides*<sup>A2</sup>, *Brogan*<sup>A1</sup>, *Cezair-Thompson, Mikalachki, Cooper, Hickey, Noggle, Ko, Lee*

---

## 112 (1) (A) Introduction to Shakespeare

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. *Open to all students. Especially recommended to nonmajors.*

*Mr. Finkelppearl*

---

## 113 (2) (A) Studies in Fiction

A reading of some of the greatest novels of English, American, and world literature. Taught primarily in lecture, this course will not be writing-intensive. Designed especially for first-year students and non-majors.

*Mr. Peltason*

---

## 114 (1) (A) (MR) Race, Class, and Gender in Literature

A reading of diverse literary texts from English, American, and world literature, with special attention to themes of race, class, and gender. *Open to all students. Especially recommended to nonmajors.*

*Ms. Lee*

---

## 120 (1) (2) (A) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of poems. In 1995-96 four sections of Writing 125 also satisfy the English 120 requirement. For a description of these sections, see The Writing Program in this catalog. *Open to all students, but primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.*

*The Staff*

---

## 125 (1) (2)

This course satisfies the college-wide writing requirement. In 1995-96 four sections of Writing 125 also satisfy the English 120 requirement. For a description of these and of other sections taught by members of the English Department, see The Writing Program in this catalog. Students inter-

ested in participating as tutors or tutees in a special tutorial section of 125 should see Ms. Wood or their class dean.

---

## 200 (1) (2) (A) Intermediate Expository Writing

Topic for Fall: Self and Community. The course will consider aspects of the relations between the self and community. Readings will include *Antigone, The Age of Innocence, Woman Warrior*, as well as shorter essays on the subject. May be elected by transfer and Davis Scholars to satisfy the writing requirement.

*Mr. Ko*

Topic for Spring: Writing and Contemporary British Film. This course will improve students' writing in a variety of genres as we focus our attention on a few films by British directors since 1960—films often thought too “arty” or “intellectual” by Hollywood standards. Written assignments will include analyses of cinematic rhetoric, a comparison of two directors' styles, a research paper on one director, a film review, and a portion of a screenplay. Directors studied will probably include Joseph Losey, Richard Lester, Nicholas Roeg, Lindsay Anderson, Ken Russell, Stanley Kubrick, Peter Greenaway, and Stephen Frears. May be elected by transfer and Davis Scholars to satisfy the writing requirement.

*Mr. Cooper*

---

## 202 (1) (A) Poetry

The writing of short lyrics and the study of the art and craft of poetry. *Open to all students; enrollment limited to 18.*

*Mr. Bidart*

---

## 203 (1) (2) (A) Short Narrative

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Open to all students; enrollment limited to 18. Mandatory credit/noncredit.*

*Ms. Sides, Ms. Cezair-Thompson, Mr. Schwartz*

---

## 204 (1) (A) The Art of Screenwriting

The theory and practice of writing for film with special focus on a) original screenplays and b) screen adaptations of literary works. A creative writing course for those interested in film, drama, and fiction writing. Work includes writing scripts, watching and analyzing films, and a comparative study of literary works and their film adaptations e.g., Joyce/Huston's “The Dead,”

Hardy/Polanski's "Tess." *Open to all students; enrollment limited to 18. Mandatory credit/non credit.*

Ms. Cezair-Thompson

---

### 211 (2) (A) Medieval Literature

A survey of medieval literature in several genres, from the Old English heroic monster-poem, *Beowulf*, to the late medieval morality play, *Everyman*. We will read lyric and narrative poetry, romance, drama, fabliaux, and dream allegory. Texts will be drawn from both English and continental sources. No previous experience with medieval poetry required or expected. *Open to all students.*

Ms. Lynch

---

### 213 (1) (A) Chaucer

An introduction to Chaucer's poetry, to Middle English, and to medieval culture through readings in *The Canterbury Tales* and selected shorter poems. *Open to all students.*

Ms. Lynch

---

### 216-217 (1-2) (A) English Survey

A two-semester examination of British literature from the middle ages to the 20th century. Emphasis on discussion, development of critical skills, and a sense of historical periods and influences. *One unit of credit may be given for Semester I (216), but students registering for Semester II (217) should have taken Semester I. Students who take both semesters of the English Survey satisfy the English 120 requirement. Not offered in 1995-96.*

---

### 222 (2) (A) Renaissance Literature

A survey of sixteenth-century literature with an emphasis on poetry. In addition to lyric poems spanning the century, a non-Shakespearean play and epic poems by Spenser (Book 3 of *The Faerie Queene*) and Marlowe, the course will include early prose fiction about continental travel and London's criminal underworld. *Open to all students.*

Ms. Mikalachki

---

### 223 (1) (A) Shakespeare Part I: The Elizabethan Period

Plays written between 1591 and 1603, for example: *Richard II*, *Henry IV*, *A Midsummer Night's Dream*, *Twelfth Night*, *Julius Caesar*, *Hamlet*, *Troilus and Cressida*. *Prerequisite: 120.*

Mr. Finkelppearl, Mr. Ko

---

### 224 (2) (A) Shakespeare Part II: The Jacobean Period

Plays written between 1603 and 1611, for example: *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *The Winter's Tale*, *The Tempest*. *Prerequisite: 120.*

Mr. Finkelppearl, Mr. Ko

---

### 225 (A) Seventeenth-Century Literature

Major themes and structures in the poetry and prose of Bacon, Jonson, Donne, Herbert, Browne, Bunyan, Marvell. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

---

### 227 (1) (A) Milton

A study of Milton's English poetry and selected prose with emphasis on the aesthetic, social and religious questions that shaped his work. *Open to all students.*

Ms. Mikalachki

---

### 234 (2) (A) Eighteenth-Century Literature

A study of some great characteristic poetry and prose from the period between 1660 and 1789, with emphasis on the relation between creating social order and subverting it. Authors to be studied may include Locke, Congreve, Dryden, Pope, Swift, Johnson, Burney, and Blake. *Open to all students.*

Mr. Noggle

---

### 241 (1) (A) Romantic Poetry

Study of a selection of poems, and some prose, by the chief Romantic poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. *Open to all students.*

Ms. Hickey

---

### 245 (2) (A) Victorian Literature

Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. *Open to all students.*

Mr. Peltason

---

### 251 (1) (A) Modern Poetry

The modernist revolution in twentieth-century poetry, emphasizing its achievements and deep divisions. Poets to be studied include Yeats, Eliot, Pound, Frost, Stevens, Williams and Moore. *Open to all students.*

Mr. Bidart

---

**255 (A) Modern British Literature**

A survey of 20th-century British literature of all genres, focusing especially on later material. Writers to be studied may include Shaw, Orwell, Auden, Thomas, Beckett, Hughes, Spark, Amis, Stoppard, Larkin, Heaney, Carter, Winterson. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

---

**261 (1) (A) The Beginnings of American Literature**

A study of how American literature came into being, focusing on the period from the 1770s to the 1830s, and examining literary texts in their social, historical, and intellectual contexts. Authors likely to be included: Jefferson, Franklin, Paine, Equiano (slave narrative), Wheatley, women novelists and essayists (e.g., Rowson, Sedgwick, Child, Fuller), Cooper, Poe, Emerson, Hawthorne (short stories), Douglass. *Open to all students.*

*Mr. Cain*

---

**262 (2) (A) The American Renaissance**

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Stowe, Jacobs. *Open to all students.*

*Ms. Meyer*

---

**266 (1) (2) (A) Early Modern American Literature**

Study of major American writers from the Civil War to the Great Depression. Authors to be studied may include: James, Twain, Crane, Chopin, Dreiser, Wharton, Frost, Hughes, Cather, Hemingway, Fitzgerald, Faulkner, Hurston. *Open to all students.*

*Mr. Peltason, Mr. Cain*

---

**267 (1) (2) (A) Late Modern and Contemporary American Literature**

American poetry and prose from World War II to the present. Among the writers likely to be studied are Mailer, Morrison, Baldwin, Pynchon, Styron, Lowell, Bellow, Bishop, Nabokov, Ellison, Alice Walker, and others. *Open to all students.*

*Mr. Tyler, Mr. Shetley*

---

**271 (2) (A) The Rise of the Novel**

The 18th-century English novel. Writers likely to be studied include: Defoe, Richardson, Fielding, Sterne, Jane Austen. *Open to all students.*

*Ms. Lee*

---

**272 (1) (2) (A) The Victorian Novel**

Writers likely to be studied include Mary Shelley, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, Wilkie Collins, George Gissing, Thomas Hardy, Henry James. *Open to all students.*

*Ms. Meyer, Ms. Harman*

---

**273 (1) (2) (A) The Modern British Novel**

Writers likely to be studied include E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, Beckett, Doris Lessing. *Open to all students.*

*Ms. Cezair-Thompson, Mrs. Sabin*

---

**282 (2) (A) Introduction to Literary Theory**

An introduction to literary theory through applications. We'll read several important works (probably including *Hamlet*, *Wuthering Heights*, and selected poems by Pope and Frost), along with a range of critical essays on them, to learn how current literary theories have been applied to texts, and how critics engage in dialogue over contested interpretations. *Open to all students.*

*Mr. Shetley*

---

**301 (1) (A) Advanced Writing/Fiction**

Techniques of fiction writing together with practice in critical evaluation of student work. *Prerequisite: permission of the instructor.*

*Ms. Sides*

---

**302 (2) (A) Advanced Writing/Poetry**

Intensive practice in the writing of poetry. *Prerequisite: 202 or permission of the instructor.*

*Mr. Bidart*

---

**315 (1) (A) Advanced Studies in Medieval Literature**

Topic for 1995-96: Orientalism in Medieval Literature. Study of the representation of the "East"—Asia, Arabia, Africa—in medieval literature, both English and continental. Treatment of romance, epic, travel literature, and mixed genres. *Prerequisite: same as for 320.*

*Ms. Lynch*

---

### 320 (A) Literary Cross Currents

Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students. Not offered in 1995-96.

---

### 324 (1) (A) Advanced Studies in Shakespeare

Topic for 1995-96: Shakespeare and National History. The core reading will be Shakespeare's medieval English histories, along with *Lear*, *Cymbeline* and *Macbeth*. We'll read these plays with important new-historicist criticism to examine how the old histories have shaped the new historicism, and how the new historicism shapes English history. *Prerequisite: same as for 320.*

Ms. Mikalachki

---

### 325 (A) Advanced Studies in Sixteenth- and Seventeenth-Century Literature

*Prerequisite: same as for 320. Not offered in 1995-96.*

---

### 335 (2) (A) Advanced Studies in Restoration and Eighteenth-Century Literature

Topic for 1995-96: The Restoration and Its Drama. A survey of major English plays of the late 1600s and the 1700s, the witty, bawdy sexual farces of the Restoration era; the domestic dramas of the early 18th-century; the comedies of Goldsmith and Sheridan. *Prerequisite: same as for 320.*

Mr. Finkelppearl

---

### 345 (2) (A) Advanced Studies in Nineteenth-Century Literature

Topic for 1995-96: Romantic Collaborations. An examination of Romantic poetry (and some prose) with particular emphasis on the vexed relations of influence, collaboration, love, friendship, aversion, and rejection that went into forming what we now think of as a literary "movement." Principle readings in William Wordsworth, Dorothy Wordsworth, Coleridge, Charles and Mary Lamb, Mary Shelley, Percy Bysshe Shelley, Byron, and Keats. *Prerequisite: same as for 320.*

Ms. Hickey

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the depart-

ment are ordinarily a prerequisite. Students of at least B+ standing in the work of the department shall have first consideration.

---

### 355 (2) (A) Advanced Studies in Twentieth-Century Literature

Topic for 1995-96: Outside England: James Joyce to Nadine Gordimer. Major writers of the twentieth century from English-speaking regions such as Africa, Australia, Canada, the Caribbean, India, Ireland. Issues of place/displacement, subjectivity, duality, regionalism, marginality. Six writers to be chosen from among the following: James Joyce, Jean Rhys, Samuel Beckett, Patrick White, Doris Lessing, V.S. Naipaul, Salman Rushdie, Ben Okri, Derek Walcott, Michael Ondaatje, Alice Munroe, Bessie Head, Nadine Gordimer. *Prerequisite: same as for 320.*

Ms. Cezair-Thompson

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of the Chair. See p. 69, Departmental Honors.

---

### 363 (1) (A) Advanced Studies in American Literature

Topic for 1995-96: "The Scribbling Women": Study of competing attitudes toward the theory and practice of fiction in mid-nineteenth century America, looking at novels in the context of social history and modern (especially feminist) criticism. Authors likely to be included: Hawthorne, Melville, Stowe, Warner, Alcott. *Prerequisite: same as for 320.*

Mr. Cain

---

### 364 (1) (2) (A) (MR) Race and Ethnicity in American Literature

Topic for Fall: The Jew in Early Twentieth-Century American Literature. A study of a selection of novels from this period in which Jewish characters—often negatively or ambiguously represented—figure significantly. Writers likely to be considered include: Henry James, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, Willa Cather, Abraham Cahan, Anzia Yezierska, Michael Gold, Ludwig Lewisohn. *Prerequisite: same as for 320.*

Ms. Meyer

Topic for Spring: Ghosts and Cultural Identity in American Literature. This course examines contemporary American stories of cultural haunting. Ghosts offer a rich metaphor for the complexities of historical reconstruction and cultural transmission in works ranging from Louise Erdrich's

account of Native American assimilation and resistance, *Tracks*, to Toni Morrison's retelling of slave experience in *Beloved*. Other readings include works by William Faulkner, Paule Marshall, Maxine Hong Kingston, August Wilson, and William Kennedy. *Prerequisite: same as for 320. This course has been designated a seminar for 1995-96. Enrollment is limited to 15.*

Ms. Brogan

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

### 382 (1) (A) Criticism

This course will survey various major theoretical approaches to literary study, including New Criticism, recent trends in psychoanalysis and in Marxism, deconstruction, the new historicism, ordinary-language criticism, particular feminist approaches, and gender theory: readings will include works by Wimsatt, Lacan, Derrida, de Man, Foucault, Jameson, Cavell, Irigaray, and Judith Butler, among others. Special attention will be paid to the ways that various approaches respond to and understand each other, or fail to do so. *Prerequisite: same as for 320.*

Mr. Noggle

---

### 383 (2) (A) Women in Literature, Culture, and Society

Topic for 1995-96: The Problem of Reading Asian-American Literature: Genre vs. Gender. An examination of how and why literary genres are transformed by Asian-American writers, female and male. Particular attention to be given to the question of how gender issues affect and inflect the meaning and relevance of the reinvented epic, satire, and elegy. The course will move toward the larger question of sociological vs. formalist and literary-historical approaches to Asian-American literature. Writers to include novelists Julie Shigekuni, Karen Yamashita, Carlos Bulosan, Maxine Hong Kingston, poets Cathy Song, Li-Young Lee, Agha Shahid Ali, and others. *Prerequisite: same as for 320.*

Ms. Lee

---

### 384 (A) (MR) Literature and Empire

*Prerequisite: same as for 320. Not offered in 1995-96. Offered in 1996-97.*

---

### 385 (1) (A) Advanced Studies in a Genre

Topic for 1995-96: "Apostolary" Narratives. Each text in this course is narrated by a someone who, like Nick Carraway in *The Great Gatsby*,

presents himself as a minor character in the story of a more interesting protagonist—as the protagonist's apostle, in effect. We will examine the rhetorical advantages of such a narratorial stance, as well as discover what such texts can tell us about epistemology, the erotics of discipleship, and the theory of narrative. Authors may include: Boswell, Carlyle, Poe, James, Conrad, Ford, Stein, Cather, Nabokov, Toni Morrison, and, of course, Fitzgerald. *Prerequisite: same as for 320. This course has been designated a seminar for 1995-96. Enrollment is limited to 15.*

Mr. Cooper

---

### 387 (2) (A) Authors

Topic for 1995-96: James Joyce. Close reading of *Ulysses*, after preliminary engagement with *Dubliners* and *A Portrait of the Artist As a Young Man*. Aided by supplementary biographical and critical readings, attention will be paid to the complex effects of Joyce's Irishness on his relation to modern English literature and language. *Prerequisite: same as for 320.*

Mrs. Sabin

---

## Cross-Listed Courses

---

*For Credit*

---

### Africana Studies 150 b

Black Autobiography. *Not offered in 1995-96.*

---

### Africana Studies 150 e

The Harlem Renaissance. *Not offered in 1995-96.*

---

### Africana Studies 201 (1) (A) (MR)

The Afro-American Literary Tradition

---

### Africana Studies 211 (MR)

Introduction to African Literature. *Not offered in 1995-96.*

---

### Africana Studies 212 (2) (MR)

Black Women Writers

---

### Africana Studies 234 (1) (MR)

Introduction to West Indian Literature

---

### Africana Studies 266 (MR)

Black Drama. *Not offered in 1995-96.*

---

**Africana Studies 310 (1) (MR)**

Seminar. Black Literature

---

**Africana Studies 335 (MR)**

Women Writers of the English-Speaking Caribbean. *Not offered in 1995-96.*

---

**American Studies 101 (1)**

Introduction to American Studies

---

**American Studies 317 (1)**

Seminar. Advanced Topics in American Studies

---

**Classical Civilization 104 (1)**

Classical Mythology

*(credit may be given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later; see Directions for Election)*

---

**Classical Civilization 105 (2)**

Greek and Latin Literature in Translation

*(credit may be given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later; see Directions for Election)*

---

**Classical Civilization 210/310 (2)**

Greek Drama in Translation

*(see Directions for Election: credit may be given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later; this course does not count toward the 300-level literature requirement in English)*

---

**Extrdepartmental 200**

Classic Western Texts in Contemporary Perspective

*(credit may be given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later; see Directions for Election). Not offered in 1995-96.*

---

**Extrdepartmental 231 (1)**

Interpretation and Judgment of Films

---

---

**Extrdepartmental 232 (2)**

New Literatures: Lesbian and Gay Writing in America

---

**Italian 263 (1)**

Dante (in English)

*(credit may be given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later; see Directions for Election)*

---

**Medieval/Renaissance Studies 247 (2)**

Arthurian Legends

---

**Russian 286 (1) (A)**

Vladimir Nabokov

---

**Women's Studies 248 (2)**

Asian American Women Writers

*(credit may be given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later; see Directions for Election)*

---

**Women's Studies 305 (1)**

Seminar. Topics in Gender, Ethnicity and Race. Topic for 1995-96: Representations of Women of Color in the U.S.

*(credit may be given toward the major, but not toward the 300-level literature requirement)*

---

## Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. Critical Interpretation (English 120) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in these skills. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be

Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit toward the major for AP courses taken in high school. First-year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first-year students in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

For the class of '96 and subsequent classes, and for Davis Scholars entering the college in September 1992 or later, the English major consists of a minimum of ten courses, eight of which must be in literature. At least seven courses must be above Grade I, and of these at least two must be Grade III literature courses. *At least six of the courses for the major must be taken in the Department, including the two required Grade III courses.*

Neither Writing 125 nor English 200 may be counted toward the major—except that courses designated 125/120 do satisfy the English 120 requirement as well as the Writing 125 requirement and will count as a unit toward the fulfillment of the major. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III courses for the major.

All students majoring in English must take Critical Interpretation (English 120), at least one course in Shakespeare (Grade II), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800.

*Cross-listed courses may not be used to satisfy any of the above distribution requirements. English 112, English 223 and English 224 do not satisfy the pre-1800 distribution requirement.* The two required Grade III courses must be in literature. Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of 5 units: (A) 120 and (B) at least 1 unit on literature written before 1900

and (C) at least one Grade III unit, excluding 350 and (D) at least 4 units, including the Grade III course, taken in the Department; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above Grade I) and must apply to the Chair for admission to the program. A detailed description of the department's application procedure is available from the department secretary.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is open to all students who want to improve their skills in writing expository essays. Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. English 200 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer students and Davis Scholars. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing, and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages. They should also consult with the department's Gradu-

ate School Advisor, and with their departmental advisor, about courses that are appropriate for those considering graduate work in English.

*Teacher Certification:* Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Department of Education.

## Experimental

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. An experimental program in Technology Studies is described on p. 253. In addition, for 1995-96 the following experimental courses will be offered:

---

### 151 (1) (MR) The Asian-American Experience

An interdisciplinary introduction to the study of Asian Americans, the fastest growing ethnic group in North America. Critical examination of different stages of their experience from the “coolie labor” and “yellow peril” to the “model minority” and struggles for identity; roots of Asian stereotypes; myth and reality of Asian women; prejudice against, among and by Asians; and Asian contribution to a more pluralistic, tolerant and just American society. Participation of many guest lecturers both from within the Wellesley faculty and beyond. Readings, films, lectures and discussions. *Open to all students.*

*Mr. Kodera (Religion)*

---

### 231 (1) Antifascisms: Europe in the Aftermath of Fascism

This interdisciplinary course examines how three post-war European societies—France, Germany and Italy—responded to the national disgrace of having had a collaborationist, Nazi-Fascist or Fascist past. Drawing on material from a range of disciplines—literature, history, film as well as the political and cultural debate of the post war period—the course will also focus on the following questions: the origins and history of Europe’s Fascist and Nazi-Fascist regimes; Resistance to Fascism; European antisemitism; Jewish memory and writing; War Trials; Europe after Fascism; Fascism and antifascism fifty years on. *Open to all students.*

*Ms. Datta (French), Mr. Nolden (German), Mr. Ward (Italian)*

---

### 233 (2) From Modernism to Post-Modernism: Spain and Germany, 1890-1990

An exploration of central patterns of cultural and political influence, alliance, and exchange. The course focuses on Spain and Germany’s difficult passage to a modern secular state and culture. Topics include: Spanish anarchism and German Marxism, the turn-of-the century influence of German philosophy (Schopenhauer and



Nietzsche) on the Spanish “1898 generation,” the Spanish Civil War, Franco and Hitler and their regimes, architectural modernism (Sert and Gropius), the literary resistance to “normalcy” after 1945 (Böll and Delibes), the student movement in 1968, contemporary post-modern cinema (Faßbinder and Almodóvar). Some knowledge of the German and/or Spanish language is recommended. *Open to qualified first-year students with permission of instructors and to all others without prerequisite.*

*Mr. Bou (Spanish) and Mr. Knudsen (History)*

---

### 310 (2) Seminar. Gender, Schooling, and Research in the Lives of Children

Issues of gender and equity will be examined within the context of schooling and children’s development. Students (in small groups or through individual field investigations) will explore the differing ways girls experience schooling; consider the ways different educational and social environments might affect children’s lives; and review the possibilities for restructuring schools. Topics include single sex v. coed classes; tracking v. self-selection; First Amendment expression v. sexual harassment; and standardized testing v. individualized approaches to assessment. Site visits will be arranged to area schools. Individual seminar reports. *Prerequisite: Psychology 248 or 303, or by permission of the instructors.*

*Ms. Bailey and Ms. Stein (Center for Research on Women)*

---

### Biological Sciences 110Z (2) (C) and Chemistry 115Z (2) (C) Introductory Cell Biology with Laboratory and Introductory Chemistry II with Laboratory

A mini-cluster consisting of BISC 110 and CHEM 115 will be taught in back-to-back sessions with integrated material. Students must enroll in both BISC 110Z and CHEM 115Z simultaneously. See Biological Sciences and Chemistry sections for course descriptions.

## Extrdepartmental

The following section includes several separate courses of interest to students in various disciplines.

---

### 103 (2) (B<sup>1</sup> or B<sup>2</sup>) Introduction to Reproductive Issues

This course explores reproduction in contemporary U.S. society, attending to psychological, social, ethical, and policy implications of pregnancy, childbirth, and parenthood. Reproductive health, technology, and practices are considered in light of the significance of children in different eras and cultures, and of national and international policies concerning children, families, and the status of women. *Open to all students.*

*Ms. Asch*

---

### 121 (1) Into the Ocean World

This course explores how oceans influence the development of human society and how man’s exploitation of marine resources can result in ecological and economic crises. Through current and historical examples principles of marine ecology, environmental policy and human economics are introduced. Lectures are combined with field trips to museums and Nantucket Island to illustrate the link between ecological and economic health. Offered by the Massachusetts Bay Marine Studies Consortium. Does not satisfy any distribution requirement. *No prerequisites. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

---

### 123 (1) Water: Planning for the Future

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater protection and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme. Offered by the Massachusetts Bay Marine Studies Consortium. Does not satisfy any distribution requirement. *No prerequisites. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

---

### 124 (2) Introduction to Marine Mammals

This interdisciplinary course explores the biology and natural history of marine mammals. Marine mammals’ adaptations to their environments are used to illustrate general concepts of marine ecology. Conservation issues, past and

present, are also discussed. Led by faculty from the New England Aquarium, students are given a comprehensive introduction to these unusual, enigmatic animals. A weekend field trip on Massachusetts Bay is required. Offered by the Massachusetts Bay Marine Studies Consortium. Does not satisfy any distribution requirement. No prerequisites. *Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

---

#### 126 (2) The Maritime History of New England

This course surveys New England's maritime history from the earliest Native American fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments. Activities include field trips to museums and marine archeological sites. Offered by the Massachusetts Bay Marine Studies Consortium. Does not satisfy any distribution requirement. No prerequisites. *Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

---

#### 128 (2) Special Problems in Coastal Science and Policy

This course will focus on outstanding issues in coastal environmental affairs. Coastal problems are considered through an approach that integrates scientific, legal, economic, management and technical aspects. Offered by the Massachusetts Bay Marine Studies Consortium. Does not satisfy any distribution requirement. No prerequisites. *Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

---

#### 200 (A) Classic Western Texts in Contemporary Perspective

A study of some of the most important literary texts in the western tradition, from ancient Greece to the end of the Middle Ages. Among the texts: *The Tale of Gilgamesh*, Homer's *Odyssey*, the poems of Sappho, one or two plays by Sophocles, Aristophanes' *Lysistrata*, Plato's *Republic*, Vergil's *Aeneid*, Augustine's *Confessions*, poems by Arnaut Daniel and Walther von der Vogelweide, Dante's *Inferno*, and Christine de Pisan's *The Book of the City of Ladies*. Discussion aimed at understanding these texts on their own terms and also at asking whether and how they can still matter to us; special attention to all the means by which later artists make these texts new, among them translation, theatricalization, and rewriting. *Open to all students. Not offered in 1995-96.*

*Mr. Rosenwald*

---

#### 202 (2) (B<sup>2</sup>) Multi-Disciplinary Approaches to Abortion

Why is abortion an emotionally charged, intellectually troubling, and nationally divisive issue? There is more to the topic of abortion than the conflict between "pro-choice" and "pro-life" positions. We can achieve better understanding of the problem by examining the biological and medical aspects of abortion as well as its religious, social, psychological, and philosophical implications. The class will explore a range of views on such topics as prenatal screening, abortion as a method of sex selection, the moral and legal significance of fathers' claims, and the possible impact of medical and technological advances on the need for abortion. *Prerequisite: open to sophomores, juniors, and seniors who have taken one introductory course in a social science, biology, philosophy, or women's studies. Not offered in 1995-96.*

---

#### 203 (2) (B<sup>1</sup> or B<sup>2</sup>) Ethical and Social Issues in Genetics

New genetic technologies confront us with complex questions: Should we use prenatal tests to select children's characteristics? Should genetic information be private and confidential? How should knowledge of the genetic origins of certain conditions affect health policy? If some personality and behavioral characteristics have genetic components, should this change our views about personal responsibility? *Prerequisite: 103 or 202, one course in Biology, Philosophy, Sociology, Women's Studies, or by permission of the instructor.*

*Ms. Asch*

---

#### 216 (2) (C) Mathematics for the Physical Sciences

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques. *Prerequisite: Mathematics 205 and Physics 104 or 107.*

*Mr. Quivers*

---

#### 223 (2) (B) Gender in Science

An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some

prominent women scientists. Consideration will be given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science. *Not offered in 1995-96.*

*Ms. Chaplin*

---

**231 (1) (A) Interpretation and Judgment of Films**

An introduction to viewing, interpreting, and writing about film. Masterworks of international cinema in the sound era will be screened, with films chosen both for artistic excellence and to illustrate the expressive possibilities of the medium. Directors studied include Welles, Hawks, Altman, Godard, Varda, Antonioni, Imamura, Ray. *Open to all students.*

*Mr. Shtetley*

---

**232 (2) (A) New Literatures: Lesbian and Gay Writing in America**

Fiction, autobiography, and poetry by lesbian and gay writers primarily from the post-Liberation period, including Dorothy Allison, Judy Grahn, Audre Lorde, Joan Nestle, Robert Ferro, Andrew Holleran, David Leavitt, and Edmund White. Special attention will be given to the aesthetic and political issues raised by redefinitions of sexual identity. *Open to all students.*

*Mr. Cooper*

---

**299 Propaganda and Persuasion in the Twentieth Century**

A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national cultural institutions, and social movements. Cases to be examined include Nazi Germany, the Soviet Union, the former Yugoslavia, museums, the debate over "political correctness," contemporary expressions of anti-Semitism, the animal rights movement, the anti-gun-control lobby. Students will use computer technologies to analyze visual and textual media. Enrollment limited to 40 students. *Preference given to juniors and seniors. Not offered in 1995-96.*

*Ms. Berman, Mr. Cushman*

---

**330 (2)(A) Seminar. Comparative Literature**

Topic for 1995-96: Literature and Medicine. Drawing on texts from different languages, this course will investigate literature's obsession with medicine. Literary representations of doctors, hospitals, illness, insanity, AIDS, death and grief, and the redemptive power of art. Texts will range from Sophocles to Freud with emphasis on nineteenth and twentieth century works. Attention will be given to the links between medical diagnosis and literary interpretation. *Prerequisite: one Grade II level course in literature and by permission of the instructor.*

*Ms. Respaut*

# First-Year INCIPIT Program (1-2)

## Self/Nation/World: Interdisciplinary Perspectives

Director: *Kolodny*

Co-Directors: *Dougherty and Vega*

---

Faculty for 1995-96:

Mr. Brody, Music; Mr. Cheek, Psychology; Mr. Coleman, Chemistry; Mr. Cudjoe, African Studies; Ms. Dougherty, Greek and Latin; Ms. Giffin, Biology; Mr. Krieger, Political Science; Ms. Merry, Anthropology; Mr. Murphy, Political Science; Mr. Rodenhouse, Biology; Ms. Tien, History; Mr. Vega, Spanish; Ms. Wood, Writing Program.

---

INCIPIT (in-kip-it): INtroduction to Collaboration: Interdisciplinary Problems and Intellectual Tools

INCIPIT is a team-taught course that introduces students to the liberal arts curriculum. Drawing upon faculty from the sciences, the humanities, and the social sciences, the two-course sequence explores the changing terrain of the self, the nation, and the world from a range of disciplinary and interdisciplinary perspectives. Designed as a shared intellectual experience for up to 90 entering students, INCIPIT sets out to help students grapple with, interpret, and write about a complex and interdependent world.

Framed by lectures that introduce and reexamine the course sequence, INCIPIT focuses on four themes that reflect the expertise and interests of the INCIPIT faculty:

### Semester I

#### Theme 1) Identities and Distinctiveness

How does the science of genetics identify and classify individuals and groups in the human and natural worlds? To what extent are identities a product of social interaction—race, class, gender, sexuality, ethnicity? What does the genre of autobiography, both literary and visual, tell us about self-representation? What are the distinctive stylistic markers of musical expression?

#### Theme 2) Development and the Question of Progress

What are the principles of the theory of evolution and how have they influenced our notions of

development and progress—scientific, social, and creative? How do we talk about the reciprocal relationship between the individual artist, inventor, or scientist and the larger community? How do societies (ancient and modern, Western and non-Western) use myths to help them frame questions of progress and decline? For whom did the technological innovations of the Industrial Revolution spell progress? What are the aesthetic characteristics of the poetry of this period?

### Semester II

#### Theme 3) Nationalism, Racism and Colonialism

What is the nation-state and what historical, political, and cultural forces combine to determine its borders? How do racial and ethnic identities coincide and conflict with national and political identities? What role do scientific endeavors such as the Manhattan project play in constructing notions of national identity? What is the relationship between literary or artistic production and colonial expansion? How do we reconcile biological and social definitions of race? How has colonialism contributed to racism?

#### Theme 4) Global Limits

What are the different ways in which maps and ethnographies help explore and describe the limits of the earth? How do the laws of thermodynamics and quantum mechanics address questions of global limits and environmental transformations? What is the impact of shifting populations upon the global distribution of resources? How do the themes of travel and crossing boundaries work in novels of cross-cultural contact and assimilation? How do the visual arts represent competing voices and identities?

A primary goal of INCIPIT is to integrate writing and oral communication firmly within a student's academic program. Frequent writing assignments will give students the opportunity to respond to the issues raised in class as well as to learn how different disciplines write. What counts as a point in a given discipline? What counts as evidence and how is it interpreted and presented? How is an argument constructed? What language is appropriate? The Director of the Writing Program will conduct workshops throughout the year, as well as supervise student writing tutors.

The weekly schedule will include two seventy-minute classes (a combination of lectures and small group discussions led by faculty teams), as well as a two and one-half hour lab/workshop (e.g., experimental science lab, writing workshop, creative project, simulation). Participants will be housed in the Bates, Freeman, McAfee dormitory complex in order to encourage intellectual

exchange outside of the classroom. Participation is limited to ninety students, to be admitted in order of application.

Satisfactory completion of the two-semester sequence will fulfill the college writing requirement. Please see the INCIPIT brochure for more detailed information about this program.

The program is funded in part by a grant from the National Endowment for the Humanities, the Fund for the Improvement of Post Secondary Education, and the National Science Foundation as part of an initiative to promote collaboration between the sciences, the humanities, and the social sciences.

## French

Professor: *Mistacco, Gillain, Lydgate<sup>A</sup>, Respaüt, Levitt (Chair)*

Visiting Professor: *Léoni*

Associate Professor: *Raffy<sup>A</sup>*

Assistant Professor: *Masson, Murdoch, Datta, Elmarsafy, Rogers, Petterson*

Instructor: *Crouzières*

Lecturer: *Egron-Sparrow*

---

All courses are conducted in French. Oral expression and composition are stressed.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to live at the *Maison française* and to spend their junior year in France on the Wellesley-in-Aix program or another approved program. See p. 67.

---

### 101-102 (1-2) (A) Beginning French

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to students who do not present French for admission or by permission.*

*Mr. Elmarsafy, Ms. Rogers, Mr. Petterson, Ms. Crouzières*

---

### 201 (1) (A) Intermediate French

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series *French in Action*. Regular video and audio assignments in the language laboratory. Additional reading and writing assignments along with further development of conversational skills. Three periods. *No credit will be given for this course unless both semesters (201-202) are completed satisfactorily. Prerequisite: 102 or by permission. CEEB score of 460 or an equivalent Departmental Placement score.*

*Ms. Datta, Mr. Murdoch, Ms. Egron-Sparrow*

---

**202 (1) (2) (A) Intermediate French**

Speaking, reading and writing skills developed through discussion of plays, short stories, poems, newspaper articles, movies and television programs. *Prerequisite:* 201 or 102 by permission. *CEEB score of 510 or an equivalent Departmental Placement score. Students who take 202 first semester must take 204 to get credit for the course.*

Ms. Masson, Ms. Datta, Mr. Murdoch, Mr. Elmarsafy, Ms. Crouzières

---

**203-204 (1-2) (A) The Language and Culture of Modern France**

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite:* 202 (1) for 204 or *CEEB score of 560 or an equivalent Departmental Placement score. Not open to students who have taken [141-142].*

Ms. Mistacco, Mr. Petterson

---

**206 (1) (2) (A) Intermediate Spoken French**

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. *Prerequisite:* 202 or 204 or by acceleration from 203, a *CEEB score of 610 or an equivalent Departmental Placement score.*

Ms. Respaut, Ms. Egron-Sparrow

---

**207 (2) (A) French Society Today**

Issues and attitudes in today's France. Class discussion of periodicals, newspapers and other representative texts. Oral reports, short papers, outside reading. *Prerequisite:* 202 or 204 or by acceleration from 203, a *CEEB score of 610 or an equivalent Departmental Placement score. Not open to students who have taken [205].*

Ms. Datta

---

**208 (2) (A) Women and the Literary Tradition**

An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing. *Prerequisite:* 202 or 204 or by

acceleration from 203, a *CEEB score of 610 or an equivalent Departmental Placement score. Not open to students who have taken [200].*

Ms. Mistacco

---

**209 (1) (A) French Literature and Culture Through the Centuries I: From the Renaissance to the Seventeenth Century**

A survey of the major trends in French literature and culture from the Renaissance to French Classicism. Readings from a representative cross-section of genres and writers, 1450-1700, with frequent reference to the surrounding cultural context. *Prerequisite:* 202 by permission of the instructor or 204 or by acceleration from 203, a *CEEB score of 610 or an equivalent Departmental Placement score.*

Mr. Elmarsafy

---

**210 (A) French Literature and Culture Through the Centuries**

From the Enlightenment to Existentialism. A study of the major authors of the French Canon from the Eighteenth to the Twentieth Centuries. Reading from Voltaire, Montesquieu, Diderot, Balzac, Flaubert, Gide and Camus. *Prerequisite:* 202 or 204 or by acceleration from 203, a *CEEB score of 610 or an equivalent Departmental Placement score. Not offered in 1995-96. Offered in 1996-97.*

---

**211 (1) (2) (A) Studies in Language I**

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas. *Prerequisite:* At least one unit of 204, 206, 207, 208, 209, or 210, a *CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not open to students who have taken [222]*

Ms. Masson, Mr. Murdoch, Ms. Crouzières

---

**212 (2) (A) Studies in Language II**

Skills in literary analysis and appreciation are developed through the close study of short stories, poems, and plays. Techniques of expression in French essay writing, including practice in composition and vocabulary consolidation, are emphasized. *Prerequisite:* At least one unit of 204, 206, 207, 208, 209, or 210, a *CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not open to students who have taken [223].*

Ms. Léoni

---

---

**213 (1) (A) From Myth to the Absurd: French Drama in the Twentieth Century**

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.*

Ms. Masson

---

**214 (2) (A) Masterpieces of the XIX Century Novel**

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, and Zola. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.*

Ms. Rogers

---

**215 (A) Baudelaire, Verlaine, Rimbaud**

Close study of a body of poetry which ranks among the most influential in Western literature, and which initiates modern poetics. Baudelaire: romanticism and the modern; Verlaine: free verse and the liberation of poetic form; Rimbaud: the visionary and the surreal. Analysis of texts and their historical context, through a variety of theoretical approaches. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1995-96.*

Ms. Respaut

---

**216 (A) French Short Stories**

This course will study a wide range of short texts from the rough and comic Fabliaux of the Middle Ages to the most modern Michel Tournier and Pierrette Fleutiaux's deconstruction of fairy tales, through a literary and cultural perspective. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1995-96.*

Ms. Raffy

---

**217 (A) Books of the Self**

Texts from the Middle Ages to the present that seek to represent the reality of the self in the space of a book. Confessional and autobiographical works by Augustine, Abelard, Montaigne, Camus, Annie Ernaux, Roland Barthes, Maryse Condé. Problems of writing: credibility, perspective, the role of style. Dangers and illusions of the mirror-image. Dominant discourse and the marginalization of minority voices. The role of the reader as accomplice, witness, judge, confessor. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1995-96.*

Mr. Lydgate

---

**218 (A) (MR) Voices and Perspectives from the Francophone World**

A comprehensive survey of themes and issues from a variety of post-independence Francophone cultures in the Caribbean and West Africa, examining the differences of gender and voice at work in postcolonialism. Particular emphasis is placed on understanding the historical forces at work in literary definitions of Francophone identity. The importance of resistance as a literary and cultural strategy will be stressed. Authors include Bâ, Sembène, Oyono, and Schwarz-Bart; films studied include *La Rue Cases-nègres* and *Chocolat*. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1995-96.*

Mr. Murdoch

---

**219 (1) (A) Love/Death**

This course investigates the connection between fiction and poetry and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the themes of love and death are related to story structure, narration, and the dynamics of reading. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Permission of the instructor is required. Not offered in 1996-97.*

Ms. Respaut

---

**220 (A) Myth and Memory in Modern France: From the French Revolution to May 1968**

How do the French view their past and what myths have they created to inscribe that past into national memory? In this course, we will examine modern French history and culture from the perspective of "les lieux de mémoire," that is, symbolic events, institutions, people, and places that have shaped French national identity. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1995-96.*

Ms. Datta

---

**226 (1) (2) Advanced Spoken French**

Practice in oral expression to improve fluency and pronunciation with special attention to grammatical structures, idiomatic vocabulary and phonetics. Contemporary French culture will be analyzed through various media. In addition to periodicals, cartoons, songs, videotaped news broadcasts and advertisements, extensive use will be made of recent French films without subtitles. *Not recommended for students who have studied in France. Prerequisite: One Grade 11 unit except 206, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.*

Ms. Gillain

---

**230 (A) Paris: City of Light**

A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1995-96. Offered in 1996-97.*

Ms. Raffy

---

**240 (1) (A) Images of Women in French Film**

A survey of films by major French directors that focus on a central female character. The course will study psychological, sociological and stylistic aspects of the representation of women in cinema and their changing images from the Thirties to the present. Women's roles within the family and society will be analyzed, as will status of film stars as mythic creations of an idealized

woman. The films chosen for study will illustrate the history of French cinema over sixty years. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1996-97.*

Ms. Gillain

---

**259 (2) (A) Selected Topics**

*Topic a:* Literature and the Supernatural. The goals of this course are to study the origins and popularity of French literature about the supernatural from the end of the thirteenth century to the twentieth century, to explore the specific narrative structure and themes of supernatural tales, and to understand what gives birth to images of the supernatural in figures such as the devil and the vampire. *Prerequisite: 204, or by permission of the instructor, a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.*

Ms. Masson

*Topic b:* French Poetry through the Centuries. The voices, forms and innovations of French poets, women and men, from the troubadours and Marie de France to Rimbaud, Apollinaire and Breton. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.*

Mr. Petterson

*Topic c:* Versailles and the Age of Louis XIV. Versailles will be used as a focal point for the study of the aesthetic and literary trends prevalent in seventeenth-century France, as well as the social and historical trends that accompanied them. Works from a wide range of genres (including films, plays and memoirs) will be chosen to examine the state of the arts in France under the Sun King. *Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not offered in 1995-96.*

Mr. Elmarsafy

---

**301 (A) Forms, Reforms and Revolutions: The Middle Ages and Renaissance**

Literary beginnings in the French Renaissance. The discovery and recovery of ancient culture and the waning of the Middle Ages: humanism, mysticism, the example of Italy, the advent of printed books, religious reform and counter-reform, individualism, skepticism. Effects of these forces on major Renaissance writers and on



the new forms of expression their works reflect. Rabelais and the emergence of the novel. Montaigne and the origins of autobiography. Ronsard's reorientation of the love lyric. Louise Labé and Marguerite de Navarre: women in search of a language and a voice. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96.*

Mr. Lydgate

---

**303 (1) (A) Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Molière, Racine**

This course will survey the development of classical theater in France as exemplified by the works of Corneille, Molière and Racine. Texts will be read in the context of the political, social and literary histories of the seventeenth century. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1996-97.*

Mr. Elmarsafy

---

**304 (A) Male and Female Perspectives in the Eighteenth-Century Novel**

Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Mme Claudine de Tencin, Françoise de Graffigny, Marie Jeanne Riccoboni, Rousseau, Diderot, Laclous, Isabelle de Charrière. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96.*

Ms. Mistacco

---

**305 (A) Advanced Studies in the Nineteenth Century**

Artistic and Political Revolutions from 1789 to 1851: The Rise and Fall of Romanticism. This course focuses on the revolutionary spirit that upset the social, artistic, political, and poetical worlds in France during the Romantic era. Slides and texts help us explore the relationships between the politic and the poetic, ideology and artistic creation, different artistic media, and literary genres. We also examine the source and nature of the romantic spirit, and its rebellion against Classicism as we follow the development of the Mal du siècle. Paintings by David, Géricault, Delacroix, works by Chateaubriand, Lamartine, Hugo, Musset, de Staël, Vigny, and

Stendhal. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96. Offered in 1996-97.*

Ms. Rogers

---

**306 (A) Literature and Ideology in the Twentieth Century**

Ideological purpose and literary form in selected works of Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1994-96.*

Staff

---

**307 (A) French Poetry in the Twentieth Century**

The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96.*

---

**308 (1) (A) Advanced Studies in Language I**

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages. *Prerequisite: Two Grade II units. Open to Juniors and Seniors only, or by permission of the instructor.*

Ms. Rogers

---

**314 (2) (A) Cinema**

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical. *Prerequisite: Two Grade II units. Not offered in 1996-97.*

Ms. Gillam

---

**316 (A) Duras**

Duras: A study of Marguerite Duras's literary and film production centering on her poetics of the Other and her practice of *écriture féminine*. Figures of alterity ranging from social outcasts, mad-women, and criminals to that incarnation par excellence of otherness, woman, will be examined in connection with Duras' subversion of sexual, familial, social, literary and cinematic conventions. Analysis of representative novels, films, short stories and plays. Readings from interviews,

autobiographical texts, and articles. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96.*

Ms. Mistacco

---

### 318 (A) Modern Fiction

The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and developments in the arts and film. Authors include André Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96. Offered in 1996-97.*

Ms. Mistacco

---

### 319 (1) (A) Women, Language, and Literary Expression

*Topic a:* Difference: Fiction by 20th-Century Women Writers in France. Challenges to the institution of literature, to patriarchal thinking and male discourse in texts by Beauvoir, Colette, Cardinal, Chawaf, Duras, Wittig, and Djébar. The creative possibilities and risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and post-colonial contexts. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Ms. Mistacco

*Topic b:* Subversion and Creativity: 20th-Century Women Writers in France. Selected texts by Bouraoui, Colette, Beauvoir, Duras, Leduc, Chawaf and Wittig, with emphasis on the transformations in thinking about women in recent decades and the correspondingly explosive forms of writing by women in their search for a new language. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96. Offered in 1996-97.*

Ms. Respaut

---

### 321 (2) (A) Seminar

*Topic a:* Modernité and the Twentieth Century. How the notion of modernity has revolutionized French visual arts, literature and music in the 20th Century. We will explore a series of avant-garde movements from Apollinaire to contemporary novelists, poets and playwrights. Special attention will be paid to the crisis of representa-

tion leading to the end of realism. Readings from Breton, Char, Proust, Céline, Simon, Sarraute, Ionesco. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Ms. Léoni

*Topic b:* Proust: Metaphors of Artistic Creation. A close reading of representative section of Proust's *La Recherche du temps perdu*. Focusing on three central characters (a writer, a musician and a painter), we examine and question the way artistic media are confronted and fused thematically and aesthetically in *A La Recherche*. Other issues to be discussed include: the aesthetic experiences and quests of the hero and narrator, the initiation of the reader through reflexive reading, and narratology and reader-response applied to the Proustian text. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96.*

Ms. Rogers

---

### 327 (2) (A) The Feminine in Nineteenth-Century Texts

A feminist perspective on women in fictional and non-fictional prose. Works by Balzac, Barbey d'Aureville, Maupassant, Michelet, and Sand. *Prerequisite: Two Grade II units, including one in literature (213 or above). Permission of the instructor is required. Not offered in 1996-97.*

Ms. Respaut

---

### 329 (A) Colette/Duras: "A Pleasure Unto Death"

Two prolific authors whose works embrace the span of women's writing in the twentieth century, and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography. *Prerequisite: Two Grade II units, including one in literature (213 or above). Not offered in 1995-96.*

Ms. Respaut

---

### 330 (1) (A) (MR) French and Francophone Studies

*Questions of Identity in Post-Colonial Writing.* An introduction to some of the Third World literatures of French expression: West Africa, North Africa, and the Caribbean. A study of the attempt to define the essence of the Francophone experience and identity through literary discourse. *Pre-*

*requisite: Two Grade II units, including one in literature (213 or above). Satisfies the multicultural requirement. Not offered in 1996-97.*

*Mr. Murdoch*

---

### 349 (A) Studies in Culture and Criticism

*Topic a:* La Belle Epoque: Politics, Society and Culture in France: 1880-1914. During the era which subsequently became known as "la Belle Epoque," the French experienced changes of enormous magnitude: the invention of the automobile and the airplane, the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the flowering of the arts—witness the emergence of Paris as the capital of the European avant-garde. In this interdisciplinary course, which draws on literary texts and historical documents, as well as on films, posters, and songs, we will examine French society, politics, and culture during the era which ushered France into the modern age. *Prerequisite: Two Grade II units, including one in literature 213 or above). Not offered in 1995-96. Offered in 1996-97.*

*Ms. Datta*

*Topic b:* French Cultural Identities. An exploration of French cultural identity in the context of European unification and the multimedia revolution. Study of social change and the transmission of culture through education materials, family life, popular myths and culture. Comparative approach using novels, films, newspapers, and television. *Prerequisite: Two Grade II units above 206. Not offered in 1995-96.*

*Ms. Raffy*

*Topic c:* The Dreyfus Affair. An interdisciplinary course which places the Dreyfus Affair within the context of French history and culture. We examine the social and political effects of the Affair, including its role as a catalyst for the collective involvement of intellectuals in the national arena. The course also studies the rich and varied representations of the Affair in literature, the graphic and plastic arts, and film. *Prerequisite: Two Grade II units above 206. Not offered in 1995-96.*

*Ms. Datta*

---

### 350 (1) (2) (A) Research or Individual Study 1 or 2

*Prerequisite: Two Grade II units above 206.*

---

### 360 (1) (2) (A) Senior Thesis Research 1 or 2

By permission of Department. See p. 69, Departmental Honors.

---

### 370 (1) (2) (A) Senior Thesis

*Prerequisite: 360.*

---

## Directions for Election

*Grade I:* Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chair of the Department during the second semester of their first year.

*Grade II:* Course 203-204 may not be taken by students who have taken both 101-102 and 201-202. A student may not count toward the major both 201-202 and 203-204; or both 206 and 226.

*Acceleration:* Students who achieve a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 202 or 203. Students who receive a grade of A or A- in 201 may, on the recommendation of their instructor, accelerate to 204. Students who receive a grade of A or A- in 202 (1) or 203 may, on the recommendation of their instructor, accelerate to courses 206 through 210. Students who accelerate from 201, 202 (1), or 203 receive one unit of credit for 201, 202, or 203 and satisfy Wellesley's foreign language requirement upon successful completion of their second semester's work at Grade II.

Students who complete 202 or 203 during the first semester of their sophomore year and who wish to prepare for study abroad in France their junior year may take French 211 or 212 along with another 200-level course (204-210) as a corequisite during the second semester.

*Majors:* Majors are required to complete the following courses or their equivalents: either 211 [222] or 212 [223] and 308. The goals of a coherent program are: (a) Oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture). Students planning to major in French should consult with Michèle Respaut.

*Graduate Studies:* Students planning graduate work in French or comparative literature should write a 370 honors thesis and study a second modern language and Latin.

*Teacher Certification:* Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the French consultant, Michèle Respaut, and the Chair of the Department of Education.

*Teaching Assistant Program in a French "Lycée":* Each year the Department selects at least two French majors interested in the teaching profession to teach in a French high school.

## French Cultural Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Datta*

---

Wellesley also offers an interdepartmental major in French Cultural Studies which combines courses from the Department of French with those in Art, Political Science, History, Music, or any other department offering courses on France or francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

For the major in French Cultural Studies, at least four units in French above the Grade I level are required. One of those units must be French 207; at least one unit at the Grade III (advanced) level is required, and at least one of the following courses must be elected: 211 [222], 212 [223], or 308. As for all majors at Wellesley, two courses are required at the Grade III level.

---

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of director. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite:* 360.

Students will also take a minimum of two units in related departments from among the following:

Art 202 (1) (A)

Medieval Representational Arts

Art 203 (A)

Cathedrals and Castles of the High Middle Ages.  
*Not offered in 1995-96.*

Art 219 (A)

Nineteenth-Century Art. *Not offered in 1995-96.*

Art 223 (2) (A)

The Decorative Arts. *Not offered in 1995-96*

Art 226 (2) (A)

History of Photography

Art 234 (1) (A)

Topics in Nineteenth-Century Art: Impressionism

Art 312 (2) (A)  
Seminar. Topics in Nineteenth-Century Art:  
"Collection"

Art 323 (2) (A)  
Seminar. Decorative Arts

Experimental 231 (1)  
Antifascisms: Europe in the Aftermath of Fascism

Extrdepartmental 330 (2) (A)  
Seminar. Comparative Literature. Topic for  
1995-96: Literature and Medicine

History 218 (1) (B<sup>1</sup>)  
Jews in the Modern World, 1815-Present

History 236 (1) (B<sup>1</sup>)  
The Emergence of Modern European Culture:  
The Seventeenth and Eighteenth Centuries

History 237 (B<sup>1</sup>)  
Modern European Culture: The Nineteenth and  
Twentieth Centuries. *Not offered in 1995-96.*

History 244 (B<sup>1</sup>)  
History of Modern France, 1789-1981. *Not  
offered in 1995-96. Offered in 1996-97.*

History 328 (B<sup>1</sup>)  
Anti-Semitism in Historical Perspective. *Not  
offered in 1995-96. Offered in 1996-97.*

History 338 (1) (B<sup>1</sup>)  
Seminar. European Resistance Movements in  
World War II

History 361 (B<sup>1</sup>)  
Seminar. Crisis and Renovation: Comparative  
Themes in the History of France and Britain since  
1945. *Not offered in 1995-96.*

For these courses, students are expected to write their main paper(s) on a French topic. In addition, and in consultation with the director, research and individual study (350) may be approved, as may such courses as: Art 224 (Modern Art); Art 228 (19th- and 20th-Century Architecture); Art 250 (From Giotto to the Art of the Courts: Italy and France 1300-1420); Art 332 (Seminar. The Thirteenth-Century King as Patron); History 237 (Modern European Culture: the 19th and 20th Centuries); Philosophy 200 (Modern Sources of Contemporary Philosophy); Philosophy 223 (Phenomenology and Existentialism); Political Science 205 (Politics of Western Europe).

*Teacher Certification:* Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the French consultant, Michèle Respaut, and the Chair of the Department of Education.

## Geology

Professor: *Andrews (Chair), Thompson*

Associate Professor: *Besancon*

Instructor: *Northrup*

Laboratory Instructor: *Nadakavukaren*

---

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

---

### 100 (1) (C) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory. *Open to all students.*

*Mr. Andrews*

---

### 102 (1) (2) (C) The Dynamic Earth with Laboratory

Introduction to geologic processes ranging from microscopic growth of mineral crystals to regional erosion and deposition by water, wind and ice to volcanism and earthquakes associated with global plate motions. Interactions between these dynamic systems and such human activities as mining, farming and development. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps. *Open to all students.*

*The Staff*

---

### 200 (2) (C) The Earth and Life through Time with Laboratory

The geologic history of North America and the evolution of life as revealed in the fossil record. Includes discussion of ancient environments, tectonic evolution of mountain ranges, origin and extinction of life forms. Laboratory and field trip. *Prerequisite:* 102 or by permission of the instructor.

*Mr. Andrews*

---

### 202 (1) (C) Mineralogy with Laboratory

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory. *Prerequisite:* 102 or by permission of the instructor.

*Mr. Besancon*

---

### 204 (1) (C) Catastrophes and Extinctions

An examination of mass extinctions in the history of life. Topics covered will include: evolution and the fossil record, gradual change and catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. *Prerequisite: 102 or by permission of the instructor. Normally offered in alternate years. Not offered in 1995-96. Offered in 1996-97.*

Mr. Andrews

---

### 206 (1) (C) Structural Geology with Laboratory

Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor. Normally offered in alternate years. Offered in 1995-96. Not offered in 1996-97.*

Mr. Northrup

---

### 211 (2) (C) Geology and Human Affairs

This course will focus on interactions between people and their physical environment. Geological component to emphasize soils, coastal and glacial processes and deposits, surface and groundwater flows, fractures and faults in bedrock as fluid conduits. Human impacts will be examined in terms of adverse effects on geological systems and in terms of protective environmental regulation and remediation. Case studies will highlight recent and ongoing projects in New England relating to hazardous waste management, water supply protection, wastewater disposal and the Boston Harbor Cleanup. No laboratory. *Prerequisite: 102 or by permission of the instructor. Normally offered in alternate years. Not offered in 1995-96. Offered in 1996-97.*

Ms. Thompson

---

### 304 (2) (C) Stratigraphy and Sedimentation with Laboratory

Formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Prerequisite: 202. Normally offered in alternate years. Offered in 1995-96. Not offered in 1996-97.*

Ms. Thompson

---

### 305 (1) (C) Paleontology with Laboratory

The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Prerequisite: 200 or by permission of the instructor. Normally offered in alternate years. Offered in 1995-96. Not offered in 1996-97.*

Mr. Andrews

---

### 309 (2) (C) Petrology with Laboratory

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Prerequisite: 202. Normally offered in alternate years. Not offered in 1995-96. Offered in 1996-97.*

Mr. Besancon

---

### 311 (2) (C) Hydrogeology

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle in order to understand sources of water for human use. Quantity and quality of water and the limitations they impose are considered. *Prerequisite: 102 and permission of the instructor. Normally offered in alternate years. Offered in 1995-96. Not offered in 1996-97.*

Mr. Besancon

---

### 314 (1) (C) North America: A Tale of Two Seacoasts

The evolution of North America in terms of plate tectonic processes presently operating on the "passive" Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. *Prerequisite: 200 or by permission of the instructor. Normally offered in alternate years. Not offered in 1995-96. Offered in 1996-97.*

Ms. Thompson

---

349 (2) (C) Seminar. Selected Topics in Geology  
Topics and prerequisite to be determined.

Normally offered in alternate years. Not offered  
in 1995-96. Offered in 1996-97.

The Staff

---

350 (1) (2) Research or Individual Study  
1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Depart-  
mental Honors.

---

370 (1) (2) Senior Thesis

Prerequisite: 360.

---

## Directions for Election

In addition to eight units in geology, normally to  
include 200, 202, 206, 304, and 309, the mini-  
mum major requires four units from other labo-  
ratory sciences, mathematics, or computer sci-  
ence. All four units may not be taken in the same  
department. A student planning graduate work  
should note that most graduate geology depart-  
ments normally require two units each of chem-  
istry, physics, and mathematics. Biology often  
may be substituted if the student is interested in  
paleontology.

The department recommends that students  
majoring in geology take a geology field course,  
either 12.051 and 12.052 offered in alternate  
years by MIT or a summer geology field course  
offered by another college.

A minor in geology (5 units) consists of: (A) 102  
and (B) 2 units in one of the four following areas  
of concentration: I. (Paleobiology) 200, 204, 305  
or II. (Structural Geology) 206, 314 or III. (Petrol-  
ogy) 202, 304, and 309 or IV. (Environmental  
Geology) 211, 311 and (C) 2 additional 200 or  
300 level units.

## German

Professor: *Ward, Hansen (Chair)*

Associate Professor: *Kruse*

Assistant Professor: *Leventhal, Nolden*

Director of Wellesley-in-Konstanz Program:  
*Ursula Dreher*

---

Because the language of instruction above the  
100 level is almost exclusively German, students  
have constant practice in hearing, speaking, and  
writing the language.

The department reserves the right to place a new  
student in the course for which she seems best  
prepared, regardless of background and number  
of units she offers for admission.

Qualified students are encouraged to spend the  
junior year in Germany on the Wellesley-in-  
Konstanz program or an approved non-  
Wellesley program.

---

### 101-102 (1-2) (A) Beginning German

An introduction to contemporary German with  
emphasis on communicative fluency. Extensive  
practice in all four skills: listening, speaking,  
reading and writing. Regular use of language lab.  
Video and computer assignments. Topics from  
contemporary culture in German-speaking coun-  
tries. Four periods. No credit will be given for  
this course unless both semesters are completed  
satisfactorily.

*Ms. Leventhal (101-102), Ms. Ward (101), Mr.  
Nolden (102)*

---

### German 120/ Writing 125 (2) (A) Views of Berlin

From the brilliant cultural metropolis of the  
1920s to the current "post-wall" period, the city  
of Berlin will provide the vantage point for a  
survey of seven decades of German history and  
culture. We will study films, literary texts, politi-  
cal language and art in order to gain a better  
understanding of the "German Question" and  
the special status of Berlin within it. Written  
work will include a research assignment tailored  
to individual interests. *Open to all first-year stu-  
dents, this course satisfies the Writing 125  
requirement and counts as a unit for the German  
Studies major. Includes an extra session each  
week. Not offered in 1995-96.*

---

**German 121/Writing 125 07 (1) (A) Turn-of-the-Century Vienna: The Birth of Modernism**

The brilliant culture of *fin de siècle* Vienna reveals the early concerns of the 20th century. While the 600-year old Hapsburg monarchy represents stable continuity in Austria, a nervous sense of finality pervades the period. Nostalgia clashes with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reach breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Arnold Schönberg, Gustav Mahler and Richard Strauss in music; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Robert Musil in literature; Theodor Herzl in the area of social thought. The course will study representative texts and works to explore this phenomenon. *Open to all first-year students. The course satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the German studies major. Includes a third session each week.*

Mr. Hansen

---

**201-202 (1-2) (A) Intermediate German**

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive practice in composition. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: one to two admission units and placement exam, or German 101-102.*

Ms. Ward, Ms. Leventhal

---

**220 (2) (A) Advanced Conversation**

Designed for students who wish to refine their oral proficiency. Systematic introduction to various types of spoken discourse using materials from broadcast and print media (TV, radio plays, newspapers and magazines). Contemporary issues in German-speaking countries will be the focus of class discussions. *Prerequisite: 201-202 or [211-212] placement exam or permission of the instructor.*

Mr. Hansen

---

**231 (1) (A) Advanced Studies in Language and Culture**

Development of communicative skills necessary to negotiate complex meaning in reading, speaking and writing. We will study texts and visual

materials central to contemporary culture in Germany, Austria and Switzerland. Intensive grammar review. Introduction to journalistic style, political rhetoric and academic prose as compared to "Alltagssprache." Designed for students with four semesters of language training or equivalent. Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency. *Prerequisite: 201-202 or [211-212] or placement examination.*

Mr. Hansen

---

**260 (2) (A) Critical Interpretation: Epochs, Genres and Methods**

An introduction to the study of German literature. Designed to develop skills in critical interpretation through close readings of texts that represent the main literary genres: epic, dramatic and lyric. The survey of lyric poetry will provide a chronological overview of the most important epochs of German literature. We will explore a variety of critical methods. Three periods. *Required for the majors in German Language and Literature and in German Studies. Prerequisite: 231 [200] or by permission of the department. Not open to students who have taken [205].*

Mr. Hansen, Mr. Kruse, and Ms. Ward

---

**273 (1) (A) Berlin in the Twenties**

The capital of Berlin during the Weimar Republic as the center of German cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avant-garde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture. *Prerequisite: 231 or by permission of the instructor. Not offered in 1995-96.*

---

**274 (1) (A) Postwar German Culture**

A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German. *Prerequisite: 260 or by permission of the instructor.*

Mr. Nolden

---

**275 (2) (A) Kafka and Mann (in English)**

The course will explore a selection of major works by two literary giants of the twentieth century, Franz Kafka (1883-1924) and Thomas



Mann (1875-1955). Texts will include one novel and several short works by each. Lectures, discussions in English. Reading and writing in English or German. Students who wish to receive credit toward the major in German Language and Literature or German Studies should inform the instructors. *Open to all students.*

*Mr. Kruse and Mr. Hansen*

---

277 (1) (A) Romanticism

The impact of Romantic thought on literature and society from the late eighteenth through the mid-nineteenth century. Emphasis on lyric poetry and short prose forms including fairytales, novellas, fragments, letters. Attention to the special role of women in the German Romantic movement and their impact on both literary and social forms. Themes to be considered: discovery of the unconscious, fantasy, androgyny, "Geselligkeit." *Prerequisite: 260 or permission of the instructor. Not offered in 1995-96.*

---

280 (2) (A) German Cult Texts

Critical analysis of works that were read with fascination and obsession by major audiences will help us understand important trends and movements in social and cultural history. Our study of the mass appeal of "Kultbücher" will begin with Goethe's *Werther* (1774) and end with Christa Wolf's *Kassandra* (1983). Works by Nietzsche, Rilke, Hesse, Ende, among others. Primary focus on the 20th century. *Prerequisite: 260 or permission of the instructor. Not offered in 1995-96.*

---

282 (2) (A) Shaping of a Nation

The historical construction of German national identity from the eighteenth century to the present. Objects of inquiry: the competing notions of *Kultur* and *Staatsnation*; structure and role of national myths; the "German question"; the "other" Germany; processes of unification. Literary texts, political essays and documents, architecture, film. *Prerequisite: 260 or permission of the instructor.*

*Mr. Nolden*

---

285 (1) (A) German Cinema (in English)

Survey of German cinema from the silent era through the golden age of the late 1920s to the end of World War II. Films by F.W. Murnau, Fritz Lang and Leni Riefenstahl among others. We will consider new readings of classic films like *The Cabinet of Dr. Caligari*, *Metropolis*, and *The*

*Blue Angel*. Special emphasis on the portrayal of women and theories of the female spectator. *Open to all students. Not offered in 1995-96.*

---

287 (1) (A) German Short Prose (*Märchen* and *Novelle*)

A survey of short prose masterpieces from the 19th through the 20th centuries. Texts chosen demonstrate the aesthetic and social concerns of representative writers from major literary-historical periods (Romanticism, Realism, Naturalism, Turn-of-the-Century, Expressionism, post-War). Emphasis on the development of the *Novelle* genre and techniques of literary interpretation. *Prerequisite: 260 or permission of the instructor. Not offered in 1995-96.*

---

325 (1) (A) Goethe

Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works. *Prerequisite: 260 and one other Grade II unit above 260 or permission of the instructor.*

*Mr. Nolden*

---

329 (1) (A) Eighteenth-Century Literature and Culture: Of Fathers, Daughters and Sons

Reading literary and essayistic texts by major authors of the Enlightenment and Classicism, we will examine why the institution of the middle-class family was of such fundamental concern to the eighteenth century. Tracing the social and gender structure of the family as expressed in literature (short prose, drama), marriage manuals, social thought and psychology, the course offers a general introduction to the eighteenth century. *Prerequisite: 260 and one other Grade II unit above 260 or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

---

349 (2) (A) Seminar. Christa Wolf

Christa Wolf's important contribution to contemporary German letters as both a writer and reader. We will trace the development of her ideas about literature and politics, the past and future, war and peace in novels, stories and essays. We will read major novels from *Christa T.* to *Was bleibt?* with special attention to the controversial reception of her work in the former GDR, the FRG, among American feminists, and since the *Wende*. *Prerequisite: one Grade III unit or permission of the instructor.*

*Ms. Ward*

---

350 (1) (2) Research or Individual Study,  
1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite:* 360.

---

## Cross-listed Courses

---

*Attention called*

---

Experimental 231 (1)

Antifascisms: Europe in the Aftermath of Fascism

---

Experimental 233 (2)

From Modernism to Post-Modernism: Spain and Germany, 1890-1990

---

## Directions for Election

The department offers both a major in Language and Literature and a minor in German. German 101-102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer. 202 or [212] may be counted toward the major in Language and Literature but not 220. Majors in Language and Literature are required to take 231, 260 at least one Grade II level literature course chosen from those above 260, either 325 or 329 (offered in alternate years) and at least one seminar (349).

The minor in German requires a minimum of five units above 101-102. For those beginning German at Wellesley a normal sequence would be six units, 201-202 or [211-212], 231, 220 and two upper-level courses conducted in German. For those beginning with 231 the minor can consist of five units. Students should consult the department chair about the best sequence of courses.

To provide a broader intellectual context courses in art, history, music, philosophy and other languages and literatures are recommended as supplements to the major and minor. The comparative literature seminar, Extradepartmental 330, and Classic Western Texts in Contemporary Perspective, Extradepartmental 200, are highly recommended.

The department offers two plans for the Honors Program. Plan A (See Senior Thesis Research, 360 and 370) provides the opportunity for original work in Language and Literature or German Studies, culminating in the writing of a thesis with an oral defense. Plan B, honors by examination, is open to candidates in Language and Literature only. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

# German Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Hansen*

The major in German Studies is designed to provide the student with knowledge and understanding of the culture of Germany, Austria and Switzerland by acquiring proficiency in the German language and through the study of the literature, history, philosophy, music and art of these countries.

German Studies is an interdisciplinary major that offers students an alternative to the major in German Language and Literature. A student may construct her program individually from various courses devoted to some aspect of German culture offered by several departments. Students choose two major advisors, one from German and one from an allied field in another department. Programs must be approved by the German Department.

A minimum of 4 units not counting intermediate level language courses must be taken in the German Department. Of these 231 and 260 are required. Only one course from those taught by the department may be in English, e.g., German 120 or 121/Writing 125, 275 or 285. Berlin in the Twenties (273), Postwar German Culture (274), and Shaping of a Nation (282) or a seminar (349) are highly recommended. 220 normally does not count and a 350 may not be substituted for the fourth unit. To give the major a historical base, one course in German history is required, whether or not that is the allied field. The major must include at least two Grade III units.

Electives may include additional courses in the German Department offered in German or English, any courses from the following or a 350. It is strongly recommended that two courses be drawn from a single allied field.

---

350 (1) (2) Research or Individual Study 1 or 2  
Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite:* 360.

---

Art 224 (A)

Modern Art to 1945. Not offered in 1995-96.

---

Art 225 (2) (A)

Modern Art since 1945

---

Art 311 (2)(A)

Northern European Painting and Printmaking

---

Art 335 (1) (A)

Seminar. Problems in Modern Art.  
Topic for 1995-96: The Bauhaus.

---

Experimental 231 (1)

Antifascisms: Europe in the Aftermath of Fascism

---

Experimental 233 (2)

From Modernism to Post-Modernism: Spain and Germany, 1890-1990

---

History 201 (2) (B<sup>1</sup>)

Modern European History

---

History 217 (B<sup>1</sup>)

The Making of European Jewry, 1085-1815. *Not offered 1995-96.*

---

History 218 (1) (B<sup>1</sup>)

Jews in the Modern World, 1815-Present

---

History 236 (1) (B<sup>1</sup>)

The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

---

History 237 (B<sup>1</sup>)

Modern European Culture: The Nineteenth and Twentieth Centuries. *Not offered in 1995-96.*

---

History 240 (1) (B<sup>1</sup>)

The World at War: 1937-1945

---

History 245 (B<sup>1</sup>)

Germany in the Twentieth Century. *Not offered in 1995-96.*

---

History 334 (1) (B<sup>1</sup>)

Seminar. European Cultural History

---

History 338 (2) (B<sup>1</sup>)

Seminar. European Resistance Movements in World War II

---

**History 367 (1) (B<sup>1</sup>)**

Seminar. Jewish Ethnicity and Citizenship

---

**Philosophy 223 (2) (B<sup>1</sup>)**

Phenomenology and Existentialism

---

**Philosophy 300 (B<sup>1</sup>)**

Seminar in Modern Philosophy. *Not offered in 1995-96.*

---

**Political Science 205 (1) (B<sup>2</sup>)**

Politics of Western Europe

---

**Political Science 241 (2) (B<sup>2</sup>)**

Modern Political Theory. *With permission of department.*

---

**Political Science 301 (2) (B<sup>2</sup>)**

Seminar. Transitions to Democracy. *With permission of department.*

---

**Political Science 303 (2) (B<sup>2</sup>)**

The Political Economy of the Welfare State. *With permission of department.*

---

**Political Science 342 (1) (B<sup>2</sup>)**

Marxist Political Theory

---

**Religion 245 (B<sup>1</sup>) (MR)**

The Holocaust. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

---

**Writing 125/ German 120 (2) (A)**

Views of Berlin. *Not offered in 1995-96. Offered in 1996-97.*

---

**Writing 125 07/ German 121 (1) (A)**

Turn-of-the-Century Vienna: The Birth of Modernism

---

## Greek and Latin

Professor: *Lefkowitz, Geffcken, Marvin, Starr (Chair)*

Associate Professor: *Rogers, Dougherty*

Assistant Professor: *Colaizzi*

---

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See p. 164, Directions for Election.

---

### Greek

---

**101 (1) (A) Beginning Greek I**

An introduction to Ancient Greek language. Four periods. *Open to students who do not present Greek for admission.*

*Ms. Dougherty*

---

**102 (2) (A) Beginning Greek II**

Further development of language skills and reading from Greek authors. Three periods. *Prerequisite: 101 or equivalent.*

*Mrs. Lefkowitz*

---

**201 (1) (A) Plato**

Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods. *Prerequisite: 101 and 102, or two admission units in Greek, or by permission of the instructor.*

*Mr. Colaizzi*

---

**202 (2) (A) Homer**

Study of selected books in Greek from Homer's *Iliad* or *Odyssey*, with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. Three periods. *Prerequisite: 201.*

*Ms. Marvin*

---

---

**345 (2) (A) Herodotus**

Herodotus' attempt to discover the reasons for the ancient hostility between Greece and Asia; his use of truth, fiction, anecdote, and legend in the construction of his narrative. Selected readings in Greek from the *Histories*. *Prerequisite: 201 or 202.*

*Ms. Marvin and Mr. Rogers*

---

**346 (1) (A) Archaic Lyric Poetry**

The individual and society in the age after Homer. Readings from Archilochus, Sappho, Bacchylides, Pindar and other lyric and elegiac poets. *Prerequisite: 202.*

*Mrs. Lefkowitz*

---

**347 (1) (A) Euripides**

Was the most popular of all Greek dramatists an atheist or pietist, a reformer or an advocate for traditional values? Reading of one play in Greek and others in translation. *Prerequisite: 202. Not offered in 1995-96.*

*The Staff*

---

**348 (2) (A) Athenian Orators**

Fourth-century Athenian politics and society as represented in speeches delivered in the law courts. Readings from the works of Lysias, Demosthenes, and their contemporaries. *Prerequisite: 202. Not offered in 1995-96.*

*The Staff*

---

**350 (1) (2) Research or Individual Study 1 or 2**

Open to seniors by permission.

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

---

## Cross-Listed Courses

---

*For Credit*

---

**Religion 298 (2) (A)**

New Testament Greek. *Not offered in 1995-96.*

---

## Cross-Listed Courses

---

*Attention Called*

---

**Classical Civilization 104 (1) (A)**

Classical Mythology

---

**Classical Civilization 105 (2) (A)**

Greek and Latin Literature in Translation

---

**Classical Civilization 120/ Writing 125C (1) (A)**

The Trojan War

---

**Classical Civilization 121/Writing 125C (2) (A)**

Law and Society in Classical Greece

---

**Classical Civilization 210/310 (2) (A)**

Greek Drama in Translation

---

**Classical Civilization 215 (2) (A)**

Women's Life in Greece and Rome

---

**Classical Civilization 236/336 (1) (B<sup>1</sup>)**

Greek and Roman Religion

---

**Classical Civilization 241 (B<sup>1</sup>)**

Medicine and Science. *Not offered in 1995-96.*

---

**Classical Civilization 243 (2) (B<sup>1</sup>)**

Roman Law. *Not offered in 1995-96.*

---

**Classical Civilization 335 (1) (B<sup>1</sup>)**

The Politics of the Past

---

**Extrdepartmental 200 (1) (A)**

Classic Western Texts in Contemporary Perspective. *Not offered in 1995-96.*

---

**History 229/329 (2) (B<sup>1</sup>)**

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1995-96.*

---

**History 230 (1) (B<sup>1</sup>)**

Greek History from the Bronze Age to the Death of Philip II of Macedon

---

**History 231 (2) (B<sup>1</sup>)**

History of Rome

---

## Latin

---

### 101 (1) (A) Beginning Latin I

Introduction to the Latin language; development of Latin reading skills. Four periods. *Open to students who do not present Latin for admission, or by permission of the instructor.*

Mr. Starr

---

### 102 (2) (A) Beginning Latin II

Further development of Latin reading and language skills. Four periods. *Prerequisite: 101.*

Mr. Rogers

---

### 201 (1) (A) Intermediate Latin I: Introduction to Vergil's *Aeneid*

An introduction to the poetry of Vergil. Readings from the *Aeneid* in Latin and in translation; Vergil's meter and poetic technique; selections of Vergilian scholarship and criticism. Three periods. *Prerequisite: 102, or three admission units in Latin not including Vergil.*

Mr. Starr

---

### 202 (2) (A) Intermediate Latin II: Myth and Novel: Ovid and Petronius

Self-paced grammar review. Ovid's mythological epic, the *Metamorphoses*; his versions of famous myths; his view of love and presentation of women; different techniques of literary analysis. Petronius' satirical novel, the *Satyricon*; the city of Rome under the emperor Nero; reading in translation from other ancient novels. Three periods. *Prerequisite: 201, or three admission units in Latin.*

Miss Geffcken

---

### 251 (1) (A) Roman Drama

The popular, mass-audience comedy of Plautus; its Greek models and its context in Republican Rome. The high tragedy of Seneca; his re-creation of Greek tragedy in Imperial Rome. Readings in Latin from a comedy of Plautus and a tragedy of Seneca; other plays in translation. Three periods. *Prerequisite: 201, 202, or four admission units in Latin or three including Vergil, or by permission of the instructor.*

Miss Geffcken

---

### 252 (2) (A) Roman Poetry

Selected readings in Latin from principal authors such as Lucretius, Catullus, Vergil, Horace, Propertius, Tibullus, and Ovid. Three periods.

*Prerequisite: four admission units in Latin or three including Vergil or 201 or 202 or 251 or by permission of the instructor.*

Mr. Colaizzi

---

### 279/301 (1) (A) Selected Topics

Topic for 1995-96: Lucretius. Readings from Lucretius' poem *De Rerum Natura* in Latin and in translation. Lucretius' poetic techniques and his interpretation of Epicurus' philosophy; Epicureanism in Hellenistic Greece and Republican Rome. This course may be taken either as 279 or, with additional assignments, 301. *Prerequisite: 251 or 252 or 279 with different topic or AP Latin score of 5 in the Latin Lyric examination or by permission of the instructor.*

Mr. Colaizzi

---

### 302 (2) (A) Vergil's *Aeneid*

Intensive study of the *Aeneid* and Vergil's creation of a distinctly Roman, Augustan epic; his use of earlier works, such as Homer's *Iliad* and *Odyssey*, Apollonius' *The Voyage of the Argo*, and the Roman poet Ennius' *Annals*; his reflection on the reign of Augustus, the first Roman emperor. *Prerequisite: 279 or by permission of the instructor.*

Miss Geffcken

---

### 310 (2) (A) Livy's Early Rome

Livy's vision of early Rome, his use of legend and myth; his historical judgment, and literary techniques. Comparative readings from Propertius and Ovid. Recent development in the archaeology of early Rome. *Prerequisite: 279. Not offered in 1995-96.*

Miss Geffcken

---

### 346 (2) (A) Horace

Augustan satire and lyric: Horace. Horace's creative use of Roman satirical and Greek lyric traditions. His relation to the Emperor Augustus, and to contemporary poets such as Vergil and the elegists. Readings from Horace's *Epodes*, *Satires*, and *Odes*. *Prerequisite: 279. Not offered in 1995-96.*

350 (1) (2) Research or Individual Study 1 or 2  
Open to seniors by permission.

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite:* 360.

---

## Cross-Listed Courses

---

### *Attention Called*

---

Classical Civilization 104 (1) (A)

Classical Mythology

---

Classical Civilization 105 (2) (A)

Greek and Latin Literature in Translation

---

Classical Civilization 120/Writing 125C (1) (A)

The Trojan War

---

Classical Civilization 121/Writing 121C (2) (A)

Law and Society in Classical Greece

---

Classical Civilization 210/310 (2) (A)

Greek Drama in Translation

---

Classical Civilization 215 (2) (A)

Women's Life in Greece and Rome

---

Classical Civilization 236/336 (1) (B<sup>1</sup>)

Greek and Roman Religion

---

Classical Civilization 241 (2) (B<sup>1</sup>)

Medicine and Science. *Not offered in 1995-96.*

---

Classical Civilization 243 (2) (B<sup>1</sup>)

Roman Law. *Not offered in 1995-96.*

---

Classical Civilization 335 (1) (B<sup>1</sup>)

The Politics of the Past

---

Extradepartmental 200 (1) (A)

Classic Western Texts in Contemporary Perspective. *Not offered in 1995-96.*

---

History 229/329 (2) (B<sup>1</sup>)

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1995-96.*

---

History 230 (1) (B<sup>1</sup>)

Greek History from the Bronze Age to the Death of Philip II of Macedon

---

History 231 (2) (B<sup>1</sup>)

History of Rome

---

## Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin or Classical Civilization except History 100, 229/329, 230, 231 or Classical Civilization that fulfill the requirement in Group B<sup>1</sup>.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete three units of Grade III work. 302, offered in alternate years, is strongly recommended.

Latin students who offer an AP Latin score of 5 in the Latin Literature examination should normally elect 279; an AP score of 5 or 4 in the Vergil examination usually leads to 251. A student with a score of 4 in AP Latin Literature examination should consult the Chair regarding placement.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 120 where the program is described.

Students who wish to major in Classical Civilization can plan with the department an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. For details on the Classical Civilization major, see p. 118.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 360 and 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program

for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult Miss Geffcken or Mr. Starr in the Departments of Greek and Latin, and the Chair of the Department of Education.

## Hebrew

See Hebrew 101-102 and 201-202 in Religion.

---

## History

Professor: *Auerbach*<sup>A1</sup>, *Cohen*, *Knudsen*, *Malino*, *Park*<sup>A1</sup>, *Tumarkin* (Chair)

Associate Professor: *Kapteijns*, *Rogers*, *Shennan*<sup>A2</sup>

Assistant Professor: *Feske*, *Matsusaka*, *Moore*, *Tien*, *Varon*

---

### 100 (1) (B<sup>1</sup>) Introduction to Western Civilization

Presenting the sweep of history from Egypt of the pyramids to the Spanish Empire of the sixteenth century, we will study the unique features of ancient Judaism, Greek civilization, the Roman Empire, and will explore such developments as the Christianization of Europe, the Renaissance, and the Protestant Reformation. At the same time we will examine how each succeeding civilization remembers the past—how the Greeks remembered Egypt, how the Romans remembered the Greeks, how medieval and modern Europeans looked back to Rome. We will journey from the Stonehenge to the Sistine Chapel, reading some of the most influential books of the Western traditions. *Open to all students.*

*Mr. Moore*

---

### 103 (1) (B<sup>1</sup>) (MR) History in Global Perspective: Cultures in Contact and Conflict

An introduction to the study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme is the contact and conflict *within* and *between* cultures. Taught by entire department in lectures and panels, and in conference sections. Students must register for two lectures and one conference. *Open to all students.*

*The Staff, Ms. Kapteijns, Ms. Varon, sections*

---

### 201 (2) (B<sup>1</sup>) Modern European History

An introduction to the great transformations in European history since 1600. Themes include: the rise and decline of European empires from Charles V to Gorbachev; industrialization and the decline of rural Europe; political dissent and social revolution; changing views of God, man, woman, happiness, sex and death.

*Mr. Knudsen*



---

203 (1) (B<sup>1</sup>) History of the United States, 1607-1877

A survey of the social, cultural, and institutional dimensions of American history from the colonial period through the Civil War and Reconstruction. Special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, reform. *Open to all students, except those who have taken 102.*

Ms. Tien

---

204 (2) (B<sup>1</sup>) History of the United States, 1877-1968

The emergence of an urban industrial society; tension between traditional values and social change; development of the welfare state; issues of war and peace; the boundaries of conservative reaction, liberal reform and radical protest, from the 1880s to the 1960s. *Open to sophomores, juniors and seniors.*

Mr. Auerbach

---

205 (1) (B<sup>1</sup>) History of Britain from the American Revolution to the Present

Survey of Britain from its "take-off" as the first industrial nation to its eventual decline. Course will employ novels, biographies and other materials to look at such topics as the social consequences of industrialization; the emergence of a distinctive "Victorian" culture; religion; classical liberalism; the economic and strategic foundations of British power; the coming of the welfare state; the two World Wars; the end of the Empire; and the rise of Thatcher. *Open to all students.*

Mr. Feske

---

206 (B<sup>1</sup>) Introduction to Latin American Civilization

*Open to all students. Not offered in 1995-96.*

---

217 (B<sup>1</sup>) The Making of European Jewry, 1085-1815

A study of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Malino

---

218 (1) (B<sup>1</sup>) Jews in the Modern World, 1815-Present

A study of the demographic, cultural and socio-economic transformation of the Jewish communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel. *Open to all students.*

Ms. Malino

---

219 (2) (B<sup>1</sup>) (MR) The Jews of Spain and the Lands of Islam

The history of the Jews in the Arab, Persian and Ottoman lands from the early centuries of Islam to the modern era. Topics include the emergence of "Oriental" Jewry; the intellectual flowering of the Jews of Muslim Spain; the repercussions of their diaspora and the widening gap between the Jews of Europe and their co-religionists in North Africa, India, and the Middle East. *Open to all students.*

Ms. Malino

---

229/329 (B<sup>1</sup>) Alexander the Great: Psychopath or Philosopher King?

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. This course may be taken as either 229 or, with additional assignments, as 329. *Open to all students. Not offered in 1995-96.*

Mr. Rogers

---

230 (1) (B<sup>1</sup>) Greek History from the Bronze Age to the Death of Philip II of Macedon

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis. *Open to all students.*

Mr. Rogers

---

**231 (2) (B<sup>1</sup>) History of Rome**

Rome's cultural development from its origins as a small city state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire. *Open to all students.*

*Mr. Rogers*

---

**232 (B<sup>1</sup>) The Making of the Middle Ages, 500-1200**

A survey of the transformations around the Mediterranean which mark the passage from Late Antiquity to the Middle Ages. A unified Classical world disintegrates: western, Byzantine and Islamic societies define themselves in relation to the Roman imperial past, and to each other. Comparative work on subjects such as gender roles, rhetoric and asceticism. Readings from primary texts in translation, study of manuscript illumination and architecture. *Open to all students. Not offered in 1995-96.*

---

**233 (2) (B<sup>1</sup>) Renaissance Italy**

Italian history and culture from 1330 to 1630. The new urban society of late medieval Italy as a background to Renaissance art, literature, and philosophy. Topics include republicanism and civic humanism, female experience and images of women, patronage, popular and courtly culture, and conflicts over religious authority. *Open to qualified first-year students (see Directions for Election) and to all others without Prerequisite.*

*Ms. Park*

---

**234 (2) (B<sup>1</sup>) The Later Middle Ages, 1200-1500**

An exploration of the later middle ages, from the Magna Carta and the Third Crusade to the broadening of Europe's horizons by Spanish and Portuguese adventurers and missionaries. Topics include: the rise of the state and its conflicts with the Church; medieval scholarly life; religious movements; the lives of extraordinary figures, such as St. Francis and Joan of Arc. The course will provide an especially close look at medieval Spain, Germany, and Italy. Readings will range from royal and ecclesiastical documents to the ribald humor of Boccaccio. *Open to all students.*

*Mr. Moore*

---

---

**235 (B<sup>1</sup>) Utopia: Culture and Community in Medieval and Renaissance Europe**

An introduction to the cultural and intellectual history of medieval and Renaissance Europe, viewed through contemporary writing on ideal or alternative communities. Themes include the conflict of monastic and civil ideals, the role of gender, the revival of classical antiquity, European attitudes toward non-European cultures, and the impact of the Scientific Revolution. *Prerequisite: same as for 233. Not offered in 1995-96.*

*Ms. Park*

---

**236 (1) (B<sup>1</sup>) The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries**

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Authors read include: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe. *Prerequisite: same as for 233.*

*Mr. Knudsen*

---

**237 (B<sup>1</sup>) Modern European Culture: The Nineteenth and Twentieth Centuries**

A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Authors read include: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Weil. *Prerequisite: same as for 233. Not offered in 1995-96.*

*Mr. Knudsen*

---

**238 (B<sup>1</sup>) Invasion and Integration: British History, 400-1300**

The British Isles: a beleaguered Roman imperial province in the fifth century; in the thirteenth, the theatre of operations of one of the most powerful monarchies in the West. The transactions between successive invaders and inhabitants, Christian ascetics and pagan warriors; the fabulous wealth of England. Readings from primary texts in translation, discussion of visual and archaeological evidence. *Open to all students. Not offered in 1995-96.*

---

---

239 (2) (B<sup>1</sup>) From Empire to Empire: British History 1200-1600

Tracing the history of the British Islands from the Angevin Empire to the British Empire, this course will follow the transformation of British society by major disruptions such as the Black Death and the Hundred Years War; and by institutional developments such as the rise of parliament and the Dissolution of the Monasteries; and concepts of royalty from King John to Elizabeth I. We will study daily life through the window of vernacular literature—ballads of Robin Hood, tales of King Arthur and Chaucer—and social ideals through contemporary letters, chronicles and plays. The structure of British society is revealed auspiciously in the history of law. *Open to all students.*

Mr. Moore

---

240 (1) (B<sup>1</sup>) The World At War: 1937-1945

A comparative perspective on the political, social, cultural and military history of World War II, with equal attention to the Asian and European arenas of conflict. Themes to be discussed include: diplomacy and war from the invasions of China (1937) and Poland (1939) to the nuclear attacks on Hiroshima and Nagasaki; the experiences of occupation, resistance, genocide and liberation; mobilization and social change on the “home fronts”; the role of science and technology; the leadership of Churchill, Stalin, Roosevelt, Chiang, Hitler, Konoe, and Tojo; evolving postwar memories of the war. Two lectures and one discussion section per week.

Mr. Shennan, Mr. Matsusaka

---

244 (B<sup>1</sup>) History of Modern France, 1789-1981

Exploration of major themes in the social and political history of France since 1789. Topics include: the French Revolution and the revolutionary tradition; industrialization and urbanization in the 19th century; culture and lifestyles during the *fin-de-siècle*; social and economic impact of the world wars; resisters and collaborators in World War II; modernization and decolonization since 1945. *Prerequisite: same as for 233. Not offered in 1995-96. Offered in 1996-97.*

Mr. Shennan

---

245 (B<sup>1</sup>) Germany in the Twentieth Century

An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the post World War II

Federal, German Democratic, Austrian republics and treats Central Europe since unification. *Prerequisite: same as for 233. Not offered in 1995-96.*

Mr. Knudsen

---

246 (1) (B<sup>1</sup>) Medieval and Imperial Russia

A thousand-year-long trip through the turbulent waters of Russian history, from the Viking incursions of the ninth century, to the Mongol invasion, the reigns of legendary rulers such as Ivan the Terrible, Peter the Great and Catherine the Great, until the mid-nineteenth century, when the Russian Empire is seen as the world's most powerful state. Special emphasis on Russian art and literature. *Open to all students.*

Ms. Tumarkin

---

247 (B<sup>1</sup>) Modern Russia and the Soviet Union

An exploration of Russia in turmoil, beginning in the mid-nineteenth century, with the empire heading through reform to revolution, and then on to the grand—and brutal—socialist experiment of Lenin, Stalin, Khrushchev and Brezhnev, ending with the Gorbachev debacle and the collapse of the Soviet Union. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Tumarkin

---

250 (1) (B<sup>1</sup>) Race and Ethnicity in Early America

An examination of the emergence of a multi-racial, multi-ethnic society in British North America, from 1607 to 1776. Discussion of voluntary and involuntary migration, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, cultural adaptation, and the development of “American” culture. *Open to all students.*

Ms. Tien

---

251 (B<sup>1</sup>) Nationhood and Nationalism: America 1750-1850

An exploration of national identity in the early republic. Examination of how separate colonies with distinct interests came together as one nation; discussion of the definitions and limits of nationhood. Emphasis on unifying and divisive factors in the construction of the nation: colonial religion, the Enlightenment, the War for Independence, republicanism, Washington and Jefferson, the market revolution, slavery, reform. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Tien

---

257 (2) (B<sup>1</sup>) History of Women and Gender in America

The history of American women, from the colonial period to the 1960s, with a focus on women's involvement in politics and on the changing nature of women's work. Topics include colonization and the Revolution; the construction of the private and public "spheres"; slavery and antislavery; immigration and ethnicity; women and war; the battle for suffrage; women's health and sexuality; and civil rights and feminism. *Open to all students.*

*Ms. Varon*

---

258 (2) (B<sup>1</sup>) Freedom and Dissent in American History

An exploration of ideas of freedom and patterns of political dissent since the founding of the nation. Special attention to the expanding and contracting constitutional boundaries of free expression. Among the issues to be examined: radical dissent; wartime censorship; forms of symbolic expression; campus hate speech and racial vilification; individual rights and state power. Open to sophomores, juniors and seniors.

*Mr. Auerbach*

---

259 (1) (B<sup>1</sup>) U.S. Foreign Policy in the Twentieth Century

Introduction to the external affairs of the United States as it moved from the periphery to center-stage in international relations. Topics include Wilson and the vision of a New World Order; diplomacy; the A-bomb; the doctrine of containment; Vietnam; Kissinger, Carter, and detente; and the end of the Cold War. *Open to all students.*

*Mr. Feske*

---

263 (2) (B<sup>1</sup>) (MR) South Africa in Historical Perspective

An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652-1885), and in the industrial era (1885-present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family; the diverse expressions of African resistance, and the processes which are creating a new, post-apartheid South Africa. Short stories, films and poetry are among the sources used. *Open to all students.*

*Ms. Kapteijns*

---

264 (B<sup>1</sup>) (MR) The History of Precolonial Africa

The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and women, nobles and commoners, and free-born and slaves in precolonial Africa. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Kapteijns*

---

265 (B<sup>1</sup>) (MR) History of Modern Africa

Many of Africa's current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the "Cinderellas" or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Kapteijns*

---

266 (B<sup>1</sup>) (MR) The Struggle Over North Africa, 1800-Present

Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauritania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about post-colonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa. *Open by permission of the instructor. Not offered in 1995-96.*

*Ms. Kapteijns*

---

268 (2) (B<sup>1</sup>) The Origins of Japanese Big Business: A Comparative Perspective

This course examines in comparative perspective the early history of the *zaibatsu*, the institutional ancestors of such present-day enterprise groups as Mitsui, Mitsubishi, Sumitomo and Nissan. It explores the Japanese case with reference to American and European patterns in the development of large-scale business institutions. While business history is an essential element of this course, we will also consider the social and political ramifications of the growth of corporate institutions in the early twentieth century. Topics covered include the "late developer" thesis, Alfred Chandler's model of the evolution of American business institutions, government-business relations, and the rise of popular antipathy toward big business. *Prerequisite: same as for 233.*

Mr. Matsusaka

---

269 (B<sup>1</sup>) (MR) Japan's Foreign Relations, 1853-1973

The history of Japan's international relations, from initial encounter with American "gunboat diplomacy" (1853) to "oil shock" of 1973. Principal themes: tension between policies of international cooperation and the autonomous pursuit of national interest, economic interest as a determinant of foreign policy, relationship between diplomacy and national defense. Special emphasis on relations between the United States and Japan. *Prerequisite: same as for 233. Not offered in 1995-96.*

Mr. Matsusaka

---

270 (B<sup>1</sup>) (MR) Japan Before 1840

A survey of Japanese history from earliest time to the middle of the nineteenth century. This course explores the origins of the Japanese people, the early state, introduction of Chinese culture and politics, the emergence of "classical" Japanese civilization of the Heian; warrior society and culture, the evolution of medieval institutions, and the nature of Japanese feudalism; the rise of endemic warfare and its contribution to economic growth, urbanization, political centralization; institutions of Tokugawa era and emerging trends of internal change before the Opium War. Insofar as possible, it attempts to offer an even-handed treatment of political, economic, social and cultural developments. *Open to all students. Not offered in 1995-96.*

Mr. Matsusaka

---

271 (1) (B<sup>1</sup>) (MR) Modern Japan 1840-1980

A survey of Japanese history from late Tokugawa to industrial recovery and national rehabilitation after the Second World War. This course offers a broad chronological coverage of events and trends, while emphasizing the nation-building process of the Meiji era, the rise of Japan as an imperial power in East Asia, the emergence of competing national visions in the troubled 1920s, the creation of new order in the 1930s, and finally, war and reconstruction. It explores thematically three general questions: What accounts for Japan's remarkable economic achievements throughout its modern history? How do we explain the ultimately catastrophic impulses to expansion and war? In what ways are these two developments related? *Open to all students.*

Mr. Matsusaka

---

273 (B<sup>1</sup>) (MR) The Past as Present in Latin America

*Prerequisite: same as for 233. Not offered in 1995-96.*

---

275 (1) (B<sup>1</sup>) (MR) Imperial China

After a survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive breakdown of Chinese society and polity in the 19th century. *Open to all students.*

Mr. Cohen

---

276 (2) (B<sup>1</sup>) (MR) China in Revolution

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang Kai-shek and the Guomindang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments since; Tiananmen; future prospects and problems. *Open to all students.*

Mr. Cohen

---

284 (2) (B<sup>1</sup>) (MR) The Middle East in Modern History

Themes in the political, socio-economic, and intellectual history of the modern Middle East (Turkey, Lebanon, Israel, Egypt, Saudi Arabia and Iran) from 1918 to the present. The formation of the modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used. *Open to all students.*

Ms. Kapteijns

---

286 (B<sup>1</sup>) (MR) Islamic Society in Historical Perspective

Introduction to the rich mosaic of Islamic society from the time of the Prophet to the First World War. Through the study of a wide variety of "building blocks" of Islamic society—from nomadic camp to metropole, from extended family to state bureaucracy, and from Islamic courts of law to Sufi brotherhoods—students will gain insight into some major themes of the political, religious, and socio-economic history of the Islamic world from the rise of Islam to the establishment of colonial rule. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Kapteijns

---

291 (B<sup>1</sup>) 1968: The Pivotal Year

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism and domestic reform. Exploration of how, and why, it happened. Consideration of current political and intellectual trends—from President Clinton to political correctness—that reflect the continuing impact of the 1960s on American public life. Open by permission of the instructor to students with a background in twentieth century American history. *Not open to students who have taken 311. Not offered in 1995-96. Offered in 1996-97.*

Mr. Auerbach

---

292 (2) (B<sup>1</sup>) Sectionalism, The Civil War and Reconstruction

An examination of the political and social history of America from 1850 to 1877, with an emphasis on the rise of the "free labor" and "states' rights" ideologies; the changing nature and aims of war; developments on the homefront; and the transition from slavery to freedom. Sources include diaries, letters and reminiscences by soldiers and noncombatants, and fiction and film depicting the Civil War era. *Open to all students.*

Ms. Varon

---

293 (B<sup>1</sup>) American Intellectual and Cultural History

An overview of American intellectual and cultural history from the Revolution to World War I. Authors to be read include Benjamin Franklin, Ralph Waldo Emerson, Frederick Douglass, Elizabeth Cady Stanton and William James. Our central purpose is to explore how definitions of "culture"—and the relationship between intellectuals and culture—have changed over time. *Prerequisite: same as for 233. Not offered in 1995-96.*

Ms. Varon

---

294 (B<sup>1</sup>) Immigration in America

An examination of immigration and immigrants in the United States, from the colonial era to the 1950s. Topics include: early migrations; the "great migrations" of the nineteenth century; settlement patterns and immigrant enclaves; the immigrant family; theories of assimilation, cultural retention, and ethnic awareness; political debates regarding immigrants (bilingual education, citizenship, naturalization, and "official languages"). *Open to sophomores, juniors, and seniors. Prerequisite: one or more of the following: History 102, 203, 204 or an AP 4 or 5. Not offered in 1995-96. Offered in 1996-97.*

Ms. Tien

---

295 (2) (B<sup>1</sup>) Strategy and Diplomacy of the Great Powers since 1789

Development of the Great Power system from the French Revolution to the post-Cold War era. Topics include the Napoleonic Wars; the Vienna System and the balance-of-power; the growing interdependence of economic and military might; imperialism; the German Question; the rise of extra-European powers (U.S. and Japan); the two World Wars; nuclear diplomacy; the rise and

decline of the post-1945 “bipolar” system; and the end of the Cold War. *Open to all students.*

Mr. Feske

---

### 301 (2) (B<sup>1</sup>) Women of Russia: A Portrait Gallery

An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, partisans, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, great works of literature, and the visual arts. Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.

Ms. Tumarkin

---

### 326 (B<sup>1</sup>) Seminar. American Jewish History

The development of American Jewish life and institutions, from European immigration to the present. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social and political implications of Jewish minority status in the United States. The impact of Israel on the consciousness of American Jews will be considered. *Prerequisite: Open to juniors and seniors and to sophomores by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

Mr. Auerbach

---

### 327 (2) (B<sup>1</sup>) (MR) Zionism and Irish Nationalism: A Comparative Perspective

Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts. *Prerequisite: Same as for 326.*

Ms. Malino

---

### 328 (B<sup>1</sup>) Anti-Semitism in Historical Perspective

Historical antecedents and sources of modern anti-Semitism. Topics include pre-Christian anti-Semitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political anti-Semitism. Jewish responses to anti-Semitic

policies and events as well as developments during and after World War II. *Prerequisite: same as for 326. Not offered in 1995-96. Offered in 1996-97.*

Ms. Malino

---

### 330 (1) (B<sup>1</sup>) Seminar. Medieval Europe Topic for 1995-96: Hermits, Pilgrims and Scholars: Dark-Age Britain and Ireland, 500-750

This seminar will examine scholarly communities in the early Middle Ages, especially in Ireland and Britain. The saints of England and Ireland crossed Europe spreading Christianity and founding monasteries. In a world forested and largely without roads, books and letters were exchanged. This course focuses on the lives and writings of the saints (St. Patrick, Columban, Bede, and others), the creation of libraries, the production of books, and the spread of knowledge from Britain to the continent. *Prerequisite: open to juniors and seniors; and also sophomores with a background in the history of Europe before 1600. Preference given to Medieval/Renaissance Studies Majors.*

Mr. Moore

---

### 333 (B<sup>1</sup>) Seminar. Renaissance Florence

Study of the social, political, and economic crises that served as the background and impetus to the intellectual and artistic flowering of the Florentine Renaissance. Examination of the structure of Florentine society, and in particular of the life and mentality of the patrician families whose patronage and protection fueled the “golden age” of Florentine culture. *Prerequisite: 233 or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

Ms. Park

---

### 334 (1) (B<sup>1</sup>) Seminar. European Cultural History

Topic for 1995-96: The Romantic Era in Germany. German culture and society from the Napoleonic Wars to the revolutions of 1848, focusing on Berlin, Vienna, and Weimar. Exploration of changes in art, literature, music philosophy, and politics in their social context. Figures and groups to be studied include: in literature, Heinrich von Kleist, Rahel Vernhagen, Johann Goethe, E.T.A. Hoffmann, and Heinrich Heine; in music, Beethoven and Schubert; in architecture, Karl Schinkel; in art, Caspar David Friedrich and the Nazarenes; and, in politics,

Hegel and the young Hegelians (Feuerbach and Marx). *Prerequisite: same as for 326.*

Mr. Knudsen

---

**335 (2) (B<sup>1</sup>) Seminar. Crime and Punishment in Victorian Britain**

Evolution of popular attitudes and public policy toward crime, criminals, punishment, and rehabilitation in Britain from 1790 to 1914. Readings from contemporary accounts and secondary materials, supplemented with fiction from Dickens, Galsworthy, Arthur Morrison, and R.L. Stevenson, with other contemporary accounts and secondary materials in order to trace the gradual transformation from a morally-based to an administratively-oriented approach to the problem of crime and punishment. *Open to juniors and seniors, and to sophomores by permission of instructor.*

Mr. Feske

---

**337 (2) (B<sup>1</sup>) Seminar. Origins of the First World War**

What caused the Armageddon of 1914? This seminar will explore post-1871 diplomatic and strategic rivalries; intellectual and cultural ferment; domestic social and political instability; imperialism; nationalism; and military technology, all of which culminated in the crisis of 1914. *Open to juniors and seniors, and to sophomores by permission of instructor.*

Mr. Feske

---

**338 (1) (B<sup>1</sup>) Seminar. European Resistance Movements in World War II**

Comparative examination of resistance to Nazi Germany in nations of western and eastern Europe, based on clandestine press, memoirs and diaries, fictional recreations and a rich scholarly literature. Questions to be addressed include: what constituted resistance? why did individuals choose to resist? what did organized resistance movements achieve? what was the role of particular groups such as women, communists, and Jews? Emphasis will be on identifying and understanding national or regional variations. *Prerequisite: same as for 326.*

Mr. Shennan

---

**340 (2) (B<sup>1</sup>) Seminar. Interdisciplinary History**

Topic for 1995-96: Invention and Revision: The American Revolution. An interdisciplinary exploration of the Revolution, examining how and why Americans have created, claimed, possessed, revised, repudiated, and discarded certain events

according to their sense of tradition. Topics include: the "classic" revolution; Revolutionary heroes (Crispus Attucks, Molly Pitcher, Paul Revere); the cult of George Washington; mythology and the Revolution; the establishment of societies such as the Seventy-Six Association, the National Monument Society, and the Daughters of the American Revolution; poetry and iconography of the Revolution; theater; historical romances. Emphasis on primary materials; newspaper accounts, memoirs, testimonials, poetry, portraits, plays, novels. *Prerequisite: Open to sophomores, juniors, and seniors by permission of the instructor.*

Ms. Tien

---

**341 (B<sup>1</sup>) Seminar. The Nature and Meanings of History**

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psychohistory, Marxism. *Prerequisite: same as for 326. Not offered in 1995-96.*

Mr. Knudsen

---

**342 (1) (B<sup>1</sup>) (MR) Seminar. Women, Work and the Family in African History**

Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs. *Prerequisite: by permission of the instructor.*

Ms. Kapteijns

---

**343 (B<sup>1</sup>) Seminar. History of Israel**

An exploration of the historical formation and development of Jewish statehood, from Biblical promise to modern reality. Consideration of Jewish settlement in the land of Israel; the nature of the Zionist revolution; the evolution of a modern state within the boundaries of an ancient homeland; relations with Arabs; and continuing efforts to define the nature and purpose of a Jewish national home. *Same as for 326. Not offered in 1995-96.*

Mr. Auerbach



---

344 (B<sup>1</sup>) (MR) Seminar. Japanese History

*Prerequisite:* Same as for 326. Not offered in 1995-96.

Mr. Matsusaka

---

345 (1) (B<sup>1</sup>) Seminar. The American South

Topic for 1995-96: Southern Women's History. A survey of the field of Southern women's history from 1800 to World War II, with emphasis on the "Old South" (1830 to 1861). We will not only delve into the extensive primary and secondary source material on female slaves and slaveowners but also engage recently published works on the experiences of Native Americans, antebellum free blacks and poor whites, Hispanic women in Texas and Florida, and immigrant communities/ethnic minorities elsewhere in the region. Topics include: family life in the South; the impact of the Civil War on Southern women; the development of feminism and anti-feminism in the region; and the persistent gulf between popular images of the South and the realities of Southern women's lives. *Open to juniors and seniors by permission of the instructor.*

Ms. Varon

---

346 (2) (B<sup>1</sup>) (MR) China and America: The Evolution of a Troubled Relationship

The persistent theme of misunderstanding and conflict in relations between China and the U.S. as countries and Chinese and Americans as people will be explored through such topics as: the treatment of Chinese in 19th-century California, the Open Door policy and U.S. exclusion laws, the depiction of Chinese in American film and literature, China and the U.S. as allies in World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the fallout from Tiananmen. Enrollment limited to 20. *Prerequisite:* same as for 326.

Mr. Cohen

---

347 (B<sup>1</sup>) (MR) The Cultural Revolution in China

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other major historical

events. Enrollment limited to 20. *Prerequisite:* same as for 326. Not offered in 1995-96. Offered in 1996-97.

Mr. Cohen

---

348 (2) (B<sup>1</sup>) Seminar. History of Medicine

Topic for 1995-96: The Female Body in Medieval and Early Modern Europe. An exploration of medical constructions of the female body in the context of medieval and Early Modern society and culture. Topics will include: fertility and generation, illness and health, food and fasting, pain and pleasure, and the power to harm and heal. *Prerequisite:* Open to juniors and seniors who have taken either 232, 233, 330, or 333 and at least one other course in medieval or Renaissance history or culture.

Ms. Park

---

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

351 (2) (B<sup>1</sup>) (MR) Seminar. Asian Settlement in North America, 1840 to the Present

A comparative and thematic examination of the history of Asian immigrants and their descendants in the United States and Canada. Topics include: 1) causes of migration from Asia to North America, Europe, Africa and South America; 2) formation of "pioneer" communities and subsequent immigration patterns in North America; 3) assimilation, adaptation, the invention of ethnic identities, "official ethnicization" linked to public policy; 4) citizenship and civil rights, including issues of property rights, immigration law, wartime internment of Japanese Americans. Comparative analysis touches upon European immigration to North America, Asian settlement in Europe, South America and Africa, the experience of African Americans. *Prerequisite:* some background in U.S. history, or Asian history and culture. Open to juniors and seniors and to sophomores by permission of the instructor.

Mr. Matsusaka

---

352 (1) (B<sup>1</sup>) Seminar. Tiananmen as History

Tiananmen, the name of the central square in Beijing, is also shorthand for the protest demonstrations and crackdown that shook China in spring 1989. Why has Tiananmen become a watershed event in China's recent history? What were the causes of the demonstrations? The severity of the government's response? Why did "1989" take such different forms in China and in Eastern Europe? These and other questions will

be probed via firsthand accounts, scholarly analyses, videotapes, and participant interviews. *Prerequisite: same as for 326.*

Mr. Cohen

---

**354 (B<sup>1</sup>) Seminar. Family History**

Topic for 1996-97: The Family in the United States. The American family as a social and cultural institution, from the colonial period to the present. Topics include: the methodology of family history; household structure; the family economy; domestic relations; childhood and child-rearing; and tensions between the family and the individual. Emphasis on primary sources: diaries, sermons, family letters, censuses, wills, children's literature, household manuals, fiction. *Prerequisite: same as for 340. Not offered in 1995-96. Offered in 1996-97.*

Ms. Tien

---

**356 (B<sup>1</sup>) Seminar. Russian History**

*Not offered in 1995-96.*

Ms. Tumarkin

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 69, Departmental Honors. Students writing senior honors theses must participate regularly throughout the year in the History Honors seminar.

---

**361 (B<sup>1</sup>) Seminar. Crisis and Renovation: Comparative Themes in the History of France and Britain since 1945**

A comparative perspective on French and British responses to change in the postwar world. Issues to be discussed include: collective memories of World War II, relations with the United States, decolonization and the politics of immigration, economic modernization and social change, the crisis leadership of Charles de Gaulle and Margaret Thatcher. *Prerequisite: same as for 326. Not offered in 1995-96.*

Mr. Sheman

---

**364 (B<sup>1</sup>) (MR) Seminar. Women in Islamic Society: Historical Perspectives**

Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Focus on the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law), followed by exploration of the theoretical and historiographical literature on women in Islamic societies. Students will examine the social roles and position of women in

concrete historical situations. *Prerequisite: By permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

Ms. Kapteijns

---

**367 (1) (B<sup>1</sup>) Seminar. Jewish Ethnicity and Citizenship**

The freedom to be different and the right to be equal studied through the Jewish experience in 19th and 20th century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political anti-Semitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities. *Prerequisite: same as for 326.*

Ms. Malino

---

**370 (1)(2) Senior Thesis**

*Prerequisite: 360.*

---

**Cross-Listed Courses**

*For Credit*

---

**Africana Studies 208 (2) (B<sup>2</sup>) (MR)**  
Women in the Civil Rights Movement

**Classical Civilization 236/336 (B<sup>1</sup>)**  
The History of Greek and Roman Religion

**Economics 204 (2) (B<sup>2</sup>)**  
U.S. Economic History

**Education 212 (1) (B<sup>1</sup>)**  
History of American Education

**Education 214 (B<sup>1</sup> or B<sup>2</sup>)**  
Youth, Education and Student Activism in Twentieth-Century America. *Not offered in 1995-96.*

**Education 312 (1) (B<sup>1</sup>)**  
Seminar. History of Child Rearing and the Family

**Experimental 231 (2)**  
Antifascisms: Europe in the Aftermath of Antifascism

**Experimental 233 (2)**  
From Modernism to Post-Modernism: Germany and Spain, 1890-1990

**Religion 218 (1) (B<sup>1</sup>)**  
Religion in America

**Religion 245 (B<sup>1</sup>) (MR)**  
Seminar. The Holocaust. *Not offered in 1995-96.*

Religion 255 (2) (B<sup>1</sup>)  
Japanese Religion and Culture

Women's Studies 224 (2) (B<sup>1</sup>)  
Women's Lives Through Oral History

Women's Studies 316 (B<sup>1</sup>)  
Seminar. History and Politics of Sexuality in the  
United States Not offered in 1995-96.

Women's Studies 320 (2) (B<sup>1</sup>) (MR)  
American Health Care History in Gender, Race  
and Class Perspective

---

## Directions for Election

Entering students are urged to consider taking 103, History in Global Perspective, since it is a multicultural introduction to the study of history and will also introduce them to all members of the department. Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both before taking other courses in the European field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the *Prerequisite*.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, the program must include: (1) at least one course in the history of Africa, Japan, China, Latin America or the Middle East; *and* (2) at least one course in the history of Europe, the United States, England, or Russia. We strongly recommend as well that majors take at least one course in premodern history (e.g., ancient Greece and Rome, the Jews of Spain and the lands of Islam, Japan before 1800). To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, of the two Grade III courses in the major required for the B.A. degree, we recommend that majors include at least one seminar in their programs. No more than one cross-listed course may be counted toward a History major.

The History minor consists of a minimum of five courses, of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, Medi-

eval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. Normally at least four units must be taken at Wellesley, and cross-listed courses will not count toward the minor.

*Teacher Certification:* Students interested in obtaining certification to teach Social Studies in the Commonwealth of Massachusetts should consult Ms. Varon in the History Department and the Chair of the Department of Education.

# International Relations

## A STRUCTURED INDIVIDUAL MAJOR

Directors: *Murphy, Shennan*<sup>A2</sup>

The International Relations major is a *structured individual major*. Students must submit a plan of study for approval to two faculty advisors who teach international relations in two different departments from the following list: Africana Studies, Anthropology, Economics, History, Political Science, and Women's Studies. This plan of study must also be approved by one of the Directors listed above.

The International Relations major consists of ten (10) courses, which must include the following:

1. Three (3) required courses: Economics 214 (International Economics); History 103 (History in Global Perspective) or History 295 (International Relations of the West, 1789-1962); and Political Science 221 (World Politics). Majors are encouraged to fulfill the History requirement before the Political Science requirement.

2. Two (2) foreign language courses *beyond the College's foreign language requirement in the same language used to fulfill that requirement* (above the intermediate level). This requirement will usually be met by the completion of two units of language study at the *third-year college level*. A student whose native language is not English will be exempted from this requirement subject to the approval of her advisors. An International Relations major who meets the enhanced language requirement through native fluency must also complete ten (10) courses in the major, but can substitute two (2) additional non-language courses approved by her advisors in place of advanced language work. This applies also to students who may be double-majors (e.g. in International Relations and a language department or area studies program) and who choose not to count their advanced language courses toward their International Relations major.

3. Five (5) other courses, including at least three (3) in one of the following fields of concentration: a) Peace, War, and Security; b) International Political Economy; c) Foreign Policy and World Politics; and d) Human Rights, Race, or Gender in International Relations.

In fulfilling this major a student may take a maximum of two (2) courses that focus on a particular geographic region of the world or a specific country and apply them to the appropriate field of concentration. For example, Political Science 207 (Politics in Latin America) would be

applied to Foreign Policy and World Politics. If a particular area studies course does not fit clearly into a specific field of concentration, the student should consult with her advisors about how that course may be applied to the major.

A sample list of courses from the current catalog that could be applied to the four fields of concentration that follows is intended to present an idea of the range of courses available in relation to the proposed subfields. It does not include those courses that come under the area studies provision of the major.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

### a) Peace, War, and Security

Peace Studies 259 (1) (B<sup>2</sup>)

Peace and Conflict Resolution. Topic for 1995-96: Ethnic Conflicts Around the World

Political Science 224 (2) (B<sup>2</sup>)

International Security

Political Science 327 (B<sup>2</sup>)

International Organization. *Not offered in 1995-96.*

Political Science 329 (B<sup>2</sup>)

International Law. *Not offered in 1995-96.*

Political Science 330 (2) (B<sup>2</sup>)

Seminar. Negotiation and Bargaining

### b) International Political Economy

Anthropology 346 (1) (B<sup>2</sup>) (MR)

Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Economics 220 (1) (B<sup>2</sup>) (MR)

Development Economics

Economics 301 (1) (B<sup>2</sup>)

Comparative Economic Systems

Economics 313 (1) (B<sup>2</sup>)

International Macroeconomics

Economics 314 (B<sup>2</sup>)

International Trade Theory. *Not offered in 1995-96.*

Economics 320 (B<sup>2</sup>)

Seminar. Economic Development. *Not offered in 1995-96.*

History 268 (2) (B<sup>1</sup>)

The Origins of Japanese Big Business: A Comparative Perspective

Political Science 204 (1) (B<sup>2</sup>) (MR)  
Political Economy of Development and Underdevelopment

Political Science 323 (1) (B<sup>2</sup>)  
Politics of Economic Interdependence

Political Science 332 (2) (B<sup>2</sup>)  
Seminar. People, Agriculture, and the Environment

Political Science 348 (1) (B<sup>2</sup>)  
Seminar. Problems in North-South Relations.  
*Not offered in 1995-96.*

#### c) Foreign Policy and World Politics

History 240 (1) (B<sup>1</sup>)  
The World at War: 1937-1945

History 269 (B<sup>1</sup>)  
Japan's Foreign Relations, 1853-1973. *Not offered in 1995-96.*

History 295 (2) (B<sup>1</sup>)  
International Relations of the West, 1789-1962  
(if not taken as required course for IR major)

History 344 (B<sup>1</sup>)  
Militarism in Modern Japan. *Not offered in 1995-96.*

History 346 (2) (B<sup>1</sup>) (MR)  
China and America: The Evolution of a Troubled Relationship

Political Science 321 (1) (B<sup>2</sup>)  
United States in World Politics

Political Science 326 (B<sup>2</sup>) (MR)  
International Politics in the Middle East. *Not offered in 1995-96.*

Political Science 328 (1) (B<sup>2</sup>)  
After the Cold War

#### d) Human Rights, Race, or Gender in International Relations

Africana Studies 319 (B<sup>1</sup>) (MR)  
Pan-Africanism. *Not offered in 1995-96.*

Anthropology 210 (B<sup>2</sup>) (MR)  
Racism and Ethnic Conflict in the United States and the Third World. *Not offered in 1995-96.*

Political Science 214 (B<sup>2</sup>) (MR)  
Politics of Race and Ethnicity. *Not offered in 1995-96.*

Political Science 345 (2) (B<sup>2</sup>)  
Seminar. Human Rights

Women's Studies 254 (1) (B<sup>1</sup> or B<sup>2</sup>)  
Women as Subjects or International Law

Women's Studies 302 (B<sup>2</sup>) (MR)  
Seminar. Women, War, and Peace. *Not offered in 1995-96.*

Women's Studies 303 (B<sup>2</sup>) (MR)  
Seminar. Political Economy of the Body: Sex Industry in Asia. *Not offered in 1995-96.*

# Italian

Professor: *Jacoff (Chair)*

Associate Professor: *Viano, Ward*

Assistant Professor: *Laviosa<sup>A</sup>*

---

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy. See p. 67.

The Italian department offers both a major and a minor as well as an interdisciplinary major in Italian Culture. See Directions for Election.

---

## 101-102 (1-2) (A) Elementary Italian

These courses focus on the development of basic language skills for the purpose of acquiring both speaking and reading knowledge useful in the study of other disciplines. A general view of Italian civilization and contemporary culture through slide shows, authentic video programs, and graded brief readings offer an introduction to the country and its people. Three periods. Course requirements: six quizzes, four take-home exams, Midterm and Final exams. *No credit will be given for this course unless both semesters are completed satisfactorily.*

*Ms. Jacoff, Mr. Ward, and Staff*

---

## 201 (1) (A) Intermediate Italian I

The purpose of this course is to consolidate the language skills through in-depth review of grammar and intensive listening, speaking, reading, and writing activities. The reading of short stories, articles from Italian newspapers, and selected texts on Italian civilization promote critical reading. Listening comprehension is practiced through the viewing of Italian films and other authentic audio-visual material. Both reading and listening activities are followed by in-class discussion. Course requirements: four short compositions, four quizzes, Midterm and Final exams. Three periods. *Prerequisite: 101-102 or by permission of the instructor.*

*Mr. Viano, Mr. Ward*

---

## 202 (2) (A) Intermediate Italian II

Further consolidation of fluency in spoken and written Italian with a complete review of grammar is the focus of this course. Literary texts and newspaper articles on Italian current issues are selected to promote critical reading. Italian films

and television programs are presented to develop the listening skill and introduce students to some of the major themes in Italian culture. Course requirements: research paper, four quizzes, Midterm and Final exams. Three periods. *Prerequisite: 201 or by permission of the instructor.*

*Mr. Viano, Mr. Ward*

---

## 249 (2) (A) The Cinema of Transgression (in English)

The course will explore in depth the work of Italian and Italian-American film directors such as Pasolini and Scorsese who have attempted to challenge both cinematic and moral codes. The course will deal with issues such as homosexuality and homosociality, the social construction of gender, and the conflict between religion as faith and religion as an institution. It will enable students to think and write about cinema in terms of authorship. Taught in English.

*Mr. Viano*

---

## 261/361 (1) (A) Italian Cinema (in English)

A survey of Italian cinema from neorealism to the present through the work of its major directors (Fellini, Bertolucci, Visconti, etc.). The in-depth analysis of each film will aim at providing students with a knowledge of the key issues in contemporary film theory: the relationship between cinema and reality, the role of the spectator, gender and politics of the film image. The course may be taken as either 261 or, with additional assignments in Italian, as 361. Taught in English. *Prerequisite: 261, open to all students; 361, by permission of the instructor.*

*Mr. Viano*

---

## 263 (1) (A) Dante (in English)

An introduction to Dante and his culture. The centrality and encyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. *Open to all students.*

*Ms. Jacoff*

---

## 265 (2) (A) Literature of the Italian Renaissance (In English)

An introduction to several representative and influential writers of the Italian Renaissance: Petrarch, Boccaccio, Poliziano, Castiglione, Ari-

osto, and Veronica Franco. We will examine the relationship between style and cultural context in a variety of genres (lyric, epic, narrative, letters, autobiography). *Open to all students. Not offered in 1995-96.*

Ms. Jacoff

---

### 271 (1) (A) Introduction to Italian Studies

The course aims to familiarize students with the figures, writings, and currents of thought which contributed to the construction of Italy as a nation—the Risorgimento—and to an Italian national identity. In addition, the course will examine Italian nationalism and the early 20th century and contemporary reevaluations of the Risorgimento legacy. Authors to be studied will include Foscolo, Manzoni, Carducci, Lampe-dusa, Visconti, and Gramsci. *Prerequisite: 202 or by permission of the instructor.*

Mr. Ward

---

### 272 (2) (A) Studies in Italian Literature

Special Topic for 1995-1996: Literary Invention in 19th-Century Italy. The course will provide students with an overview of Italy in a period of transition from Risorgimento to post-Risorgimento times through the experimentalism of a variety of authors (Pascoli, Fogazzaro, and Verga among others) with special emphasis placed on the “fantastic” in writers such as Tarchetti, Arrighi, and Boito. Class discussions will focus on images both textual and visual produced by literary and “modern” innovations. *Prerequisite: 271 or by permission of the instructor.*

Staff

---

### 308 (1) (A) The Contemporary Novel

Special Topic for 1995-96: Italian Women Writers. The course will explore the narratives of Sibilla Aleramo, Anna Banti, Orianna Fallaci, Dacia Maraini, Clara Sereni, and others. The history of the women’s movement in Italy and vital contemporary, social, and literary issues relative to Italian feminism will be considered. *Prerequisite: 272 or by permission of the instructor.*

Staff

---

### 349 (2) (A) Seminar. The Cinema of Transgression

The course will explore in depth the work of Italian and Italian-American film directors such as Pasolini and Scorsese who have attempted to challenge both cinematic and moral codes. The course will deal with issues such as homosexuality and homosociality, the social construction of

gender, and the conflict between religion as faith and religion as an institution. It will enable students to think and write about cinema in terms of authorship. Taught in Italian. *Prerequisite: 261/361 or by permission of the instructor.*

Mr. Viano

---

### 350 (1)(2) Research or Individual Study 1 or 2

Open by permission to students who have completed two units in literature in the department.

---

### 360 (1)(2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

### 370 (1)(2) Senior Thesis

*Prerequisite: 360.*

---

## Directions for Election

The Italian department offers both a major and a minor in Italian as well as an interdisciplinary major in Italian culture.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are strongly urged to begin Italian in their first year. Italian 101-102 count toward the degree, but not the major. Students majoring in Italian are required to take eight units above the 100 level, two of which must be at Grade III level. Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

The Italian minor requires five units above the 100 level. One of these units may be fulfilled by a course in translation if a student begins the study of Italian in her sophomore year.

# Italian Culture

## AN INTERDEPARTMENTAL MAJOR

Director: *Jacoff*

---

The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program; in addition, the student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major. The following courses are available for majors in Italian Culture:

---

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of director. See p. 69, Departmental Honors.

---

370 (1)(2) Senior Thesis

*Prerequisite: 360.*

Art 220 (1) (A)

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 229 (1) (A)

Renaissance and Baroque Architecture

Art 243 (2) (A)

Roman Art

Art 251 (2) (A)

Italian Renaissance Art

Art 304 (1) (A)

Seminar. Italian Renaissance Sculpture

Art 333 (2) (A)

Seminar. Spanish Art

Experimental 231 (2)

Antifascisms: Europe in the Aftermath of Fascism

History 231 (1) (B<sup>1</sup>)

History of Rome

History 233 (1) (B<sup>1</sup>)

Renaissance Italy

History 235 (B<sup>1</sup>)

Utopia

History 333 (2) (B<sup>1</sup>)

Seminar. Renaissance Florence

Italian 201 (1) (A)

Intermediate Italian I

Italian 202 (2) (A)

Intermediate Italian II

Italian 261 (1) (A)

Italian Cinema (in English)

Italian 263 (1) (A)

Dante (in English)

Italian 265 (2) (A)

Literature of the Italian Renaissance (in English).

*Not offered in 1995-96.*

Italian 271 (1) (A)

Introduction to Italian Studies

Italian 272 (2) (A)

Studies in Italian Literature

Italian 308 (1) (A)

The Contemporary Novel: Italian Women Writers

Italian 349 (2) (A)

Seminar: The Cinema of Transgression

Medieval/ Renaissance of 249 (2) (A)

Imagining the Afterlife



# Japanese

Associate Professor: *Morley (Chair)*

Assistant Professor: *Uehara*

Lecturer: *Torii*

Language Instructor: *Omoto, Ozawa*

---

## 101-102 (1-2) (A) Beginning Japanese

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Five periods. Students will receive a total of two and one-half units of credit for the year. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

*Mr. Uehara and Staff*

---

## 201-202 (1-2) (A) Intermediate Japanese

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Five periods. Students will receive two and one-half units of credit for the year. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101-102 (1-2) or by permission of the instructor.*

*Ms. Torii and Staff*

---

## 231 (1) (A) Advanced Japanese I

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets four days a week. *Prerequisite: 201-202 (1-2) or permission of the instructor.*

*Ms. Morley, Ms. Torii*

---

## 232 (2) (A) Advanced Japanese II

Japanese 231 and Japanese 232 are two one-semester courses, which taken in sequence constitute the third year of the Japanese language program. Meets four days a week. *Prerequisite: 231 or permission of the instructor.*

*Ms. Torii, Mr. Omoto*

---

## 251 (1) (A) (MR) Japan Through Literature and Film

A study of the great works of Japanese literature in translation from the 10th through the 18th

centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Nob* plays, the puppet plays of Chikamatu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. Offered in alternation with 351. *Open to all students.*

*Ms. Morley*

---

## 252 (2) (A) Topics in Japanese Linguistics

Japanese and English in contrast. This course will examine the structural differences and similarities between the two, typologically very different languages, and seek generalizations therefrom, highlighting unique characteristics of the Japanese language. The course begins with a brief introduction to linguistics, and covers phonological, lexical and syntactic aspects. Topics include word categories, grammatical relations, honorifics, etc. *Prerequisite: at least one year of Japanese or by permission of instructor.*

*Mr. Uehara*

---

## 309 (1) (A) Readings on Contemporary Japanese Social Science

Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section. *Prerequisite: 232 or by permission of instructor.*

*Mr. Uehara*

---

## 312 (2) (A) Readings in Japanese Prose

Reading and discussion in Japanese of selections from Japanese literature: Focus on translation skills. Two periods with discussion section. *Prerequisite: 309 or by permission of instructor.*

*Ms. Morley*

---

## 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

## 351 (2) (A) (MR) Seminar. Selected Topics in Japanese Literature

Literature in Translation. Offered in alternation with Japanese 251. *Prerequisite: one unit in Japanese Studies or by permission of instructor. Not offered in 1995-96.*

*Ms. Morley*

---

## 360 (1) (2) Senior Thesis Research 1 or 2

By permission of director. See p. 69, Departmental Honors.

---

370 (1)(2) Senior Thesis

*Prerequisite:* 360.

---

## Directions for Election

Students who are interested in Japan may choose from two majors: the Japanese major with a focus on Japanese language and literature, and the interdisciplinary Japanese Studies major.

The Japanese major concentrates on Japanese language and literature. Students are strongly urged to begin Japanese in their first year, and are encouraged to spend their junior year or summer in Japan for intensive language study. Majors are required to take two years of Japanese beyond 101-102, two courses at the 300 level, and two non-language courses (which may include 309 and 312) for a total of eight courses taken within the department. Courses from Japanese Studies are strongly recommended to supplement work in the major. An advisor should be chosen from within the department.

# Japanese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Kodera, Morley*

---

Japanese Studies major is an interdisciplinary major that offers an alternative to the Japanese major. Students are required to take two years of Japanese including 101-102, four non-language courses, and two courses at the 300 level for a total of eight courses. One course on China, Korea, or on Asian-Americans may count toward the major. Students are encouraged to spend a summer or the junior year in Japan.

---

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of director. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite:* 360.

Art 249 (1) (B<sup>2</sup>) (MR)

Arts of Japan. *Not offered in 1995-96. Offered in 1996-97.*

Economics 239 (2) (B<sup>2</sup>) (MR)

The Political Economy of East Asian Development

History 268 (2) (B<sup>1</sup>)

The Origins of Japanese Big Business: A Comparative Perspective

History 269 (B<sup>1</sup>) (MR)

Japan's Foreign Relations 1853-1973. *Not offered in 1995-96.*

History 270 (B<sup>1</sup>) (MR)

Japan Before 1840. *Not offered in 1995-96.*

History 271 (1) (B<sup>1</sup>) (MR)

Modern Japan 1840-1960

History 344 (B<sup>1</sup>) (MR)

Seminar. Japanese History. *Not offered in 1995-96.*

History 351 (2) (B<sup>1</sup>) (MR)

Seminar. Asian Settlement in North America 1840-Present

- Japanese 101-102 (1-2) (A)  
Beginning Japanese
- Japanese 201-202 (1-2) (A)  
Intermediate Japanese
- Japanese 231 (1) (A)  
Advanced Japanese I
- Japanese 232 (2) (A)  
Advanced Japanese II
- Japanese 251 (1) (A) (MR)  
Japan Through Literature and Film
- Japanese 252 (2) (A)  
Topics in Japanese Linguistics
- Japanese 309 (1) (A)  
Readings on Contemporary Japanese Social Science
- Japanese 312 (2) (A)  
Readings in Japanese Prose
- Japanese 351 (2) (A) (MR)  
Seminar. Selected Topics in Japanese Literature.  
*Not offered in 1995-96.*
- Political Science 208 (B<sup>2</sup>) (MR)  
Politics of East Asia. *Not offered in 1995-96.*
- Religion 108 (1) (B<sup>1</sup>) (MR)  
Introduction to Asian Religions
- Religion 108M (2) (B<sup>1</sup>) (MR)  
Introduction to Asian Religions
- Religion 253 (2) (B<sup>1</sup>) (MR)  
Buddhist Thought and Practice
- Religion 255 (1) (B<sup>1</sup>) (MR)  
Japanese Religion and Culture
- Religion 353 (B<sup>1</sup>) (MR)  
Seminar. Zen Buddhism. *Not offered in 1995-96.*  
*Offered in 1996-97.*
- Religion 355 (2) (B<sup>1</sup>) (MR)  
Seminar. Modern Japanese Thought. *Not offered in 1995-96.*  
*Offered in 1996-97.*
- Religion 356 (B<sup>1</sup>) (MR)  
Seminar. Ideal Society in East Asian Religions.  
*Not offered in 1995-96.* *Offered in 1996-97.*
- Women's Studies 226 (1) (B<sup>1</sup>) (MR)  
Korean Women & Politics. *Not offered in 1995-96.*
- Women's Studies 248 (2) (A) (MR)  
An Introduction to Asian American Women Writers: "Breaking Silences and Coming to Voice"
- Women's Studies 250 (2) (B<sup>1</sup>) (MR)  
Asian Women in America. *Not offered in 1995-96.*
- Women's Studies 303 (2) (B<sup>2</sup>) (MR)  
Seminar. Political Economy of the Body: Sex Industry in Asia. *Not offered in 1995-96.*

# Jewish Studies

## AN INTERDEPARTMENTAL MAJOR

Professor: *Malino (Director)*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level. Students are encouraged to apply to participate in "Wellesley-in-Israel," a January seminar in Jerusalem which focuses on archaeology in Israel, and which is held in cooperation with The Hebrew University of Jerusalem.

Majors devise their own programs in consultation with the Director of the Jewish Studies Program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk\* also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 247; History 217, 218, 219, 245, 326, 327, 328, 334, 338, 343, 367; Political Science 326; Religion 104, 105, 140, 160, 202, 204, 205, 206, 241, 243, 244, 245, 303, 342; Spanish 252 and 267. Units must be taken in at least 2 departments; in consultation with the Director of the Program in

Jewish Studies, a student can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program. The "Wellesley-in-Israel" January seminar is scheduled at present to take place in 1996.

350 (1) (2) Research or Individual Study 1 or 2  
Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2  
By permission of director. See p. 69, Departmental Honors.

370 (1) (2) Senior Thesis  
*Prerequisite:* 360.

Anthropology 242 (B<sup>2</sup>)\*  
The Rise of Civilization. *Not offered in 1995-96.*

Anthropology 247 (1) (B<sup>2</sup>) (MR)\*  
Traditional Societies of Post-Conquest South America

English 364 (1) (2) (A) (MR) Race and Ethnicity in American Literature  
Topic for Fall: The Jew in Early Twentieth-Century American Literature

Hebrew 101-102 (1-2) (A)  
Elementary Hebrew

Hebrew 201-202 (1) (2) (A)  
Intermediate Hebrew

History 217 (B<sup>1</sup>)  
The Making of European Jewry 1085-1815. *Not offered in 1995-96. Offered in 1996-97.*

History 218 (1) (B<sup>1</sup>)  
Jews in the Modern World, 1815-Present

History 219 (2) (B<sup>1</sup>) (MR)  
The Jews of Spain and the Lands of Islam

History 245 (B<sup>1</sup>)\*  
Germany in the Twentieth Century. *Not offered in 1995-96.*

History 326 (B<sup>1</sup>)  
Seminar. American Jewish History. *Not offered in 1995-96. Offered in 1996-97.*

History 327 (2) (B<sup>1</sup>)  
Zionism and Irish Nationalism: A Comparative Perspective

- History 328 (B<sup>1</sup>)**  
Anti-Semitism in Historical Perspective. *Not offered 1995-96. Offered 1996-97.*
- History 334 (1) (B<sup>1</sup>)\***  
Seminar. European Cultural History
- History 338 (1) (B<sup>1</sup>)\***  
Seminar. European Resistance Movements in World War II
- History 343 (B<sup>1</sup>)**  
Seminar. History of Israel. *Not offered in 1995-96.*
- History 367 (1) (B<sup>1</sup>)**  
Seminar. Jewish Ethnicity and Citizenship
- Political Science 326 (B<sup>2</sup>) (MR)**  
International Politics in the Middle East. *Not offered in 1995-96.*
- Religion 104 (1) (2) (B<sup>1</sup>) (MR)**  
Introduction to the Hebrew Bible/Old Testament
- Religion 105 (1) (B<sup>1</sup>)\***  
Introduction to the New Testament
- Religion 140 (B<sup>1</sup>)**  
Introduction to Jewish Civilization. *Not offered in 1995-96.*
- Religion 160 (B<sup>1</sup>) (MR)\***  
Introduction to Islamic Civilization. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 204 (B<sup>1</sup>) (MR)**  
Law in the Ancient Near East and Hebrew Bible/Old Testament. *Not offered in 1995-96.*
- Religion 205 (B<sup>1</sup>) (MR)**  
Genesis and the Ancient Near East Mythologies. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 206 (1) (B<sup>1</sup>) (MR)**  
The Problem of Evil in Ancient Near Eastern Religions
- Religion 241 (B<sup>1</sup>) (MR)**  
Emerging Religions: Judaism and Christianity, 150 B.C.E.-500 C.E.. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 243 (B<sup>1</sup>) (MR)**  
Women in the Biblical World. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 245 (B<sup>1</sup>) (MR)**  
The Holocaust. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 303 (2) (B<sup>1</sup>)**  
Seminar. Human Sacrifice in Religion
- Religion 342 (B<sup>1</sup>) (MR)**  
Rabbis, Romans and Archaeology. *Not offered in 1995-96. Offered in 1996-97.*
- Spanish 252 (1) (A)\***  
Christians, Jews and Moors: The Spirit of Spain in Its Literature
- Spanish 267 (A) (MR)\***  
The Writer and Human Rights in Latin America. *Not offered in 1995-96.*

# Language Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Levitt and Staff*

The major in Language Studies offers to students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology, and psychology of language.

The major in Language Studies has a number of core requirements. Students must take a minimum of four Language Studies courses: Language Studies 114 (Introduction to Linguistics), and either Language Studies 238 (Sociolinguistics) or Language Studies 240 (The Sounds of Language) or Language Studies 244 (Language: Form and Meaning); and Language Studies 312 (Bilingualism: An Exploration of Language, Mind, and Culture) or Language Studies 322 (Child Language Acquisition). In addition, majors must elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings in the major.

---

### 114 (1) (B<sup>2</sup>) Introduction to Linguistics

Designed to familiarize students with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed. *Open to all students.*

*Ms. Levitt*

---

### 238 (B<sup>2</sup>) Sociolinguistics

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive

study of women's language. *Prerequisite: 114 or permission of the instructor. Not offered in 1995-1996.*

*Ms. Levitt*

---

### 240 (2) (B<sup>2</sup>) The Sounds of Language

Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?). Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of the speech analysis facilities and phonetics laboratory of the Sound-Imaging Lab. *Prerequisite: 114 or by permission of the instructor.*

*Ms. Levitt*

---

### 244 (B<sup>2</sup>) Language: Form and Meaning

Even babies can learn a language, yet scores of determined researchers have been unable to devise a satisfactory description of its structure. This course will examine some basic questions about language: What do we know when we know a language? How does meaning arise from the form of sentences? What are universal properties of human languages? What does the structure of conversation and texts contribute to understanding? In the process, we will investigate specific problems in syntax, semantics, and pragmatics—and look at some theories devised to resolve these problems. This course provides a strong foundation for studies in linguistics, cognitive science, artificial intelligence, and the philosophy of language. *Prerequisite: Language Studies 114. Not offered in 1995-1996.*

*Staff*

---

### 312 (B<sup>2</sup>) Bilingualism: An Exploration of Language, Mind, and Culture

Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: The detection of "foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a

government's establishing official bilingualism. *Prerequisite: an appropriate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor. Not offered in 1995-1996.*

Ms. Levitt

---

**322 (B<sup>2</sup>) Child Language Acquisition**

Language acquisition in young children. Examination of children's developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax, and semantics in the young child. Data from studies of children learning languages other than English will also be considered. *Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor. Not offered in 1995-1996.*

Ms. Levitt

---

**350 (1) (2) Research or Individual Study 1 or 2**

*Prerequisite: Two Grade II units.*

---

**360 (1) (2) Senior Thesis Research 1 or 2**

*By permission of Department. See p. 69, Departmental Honors.*

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360*

The following courses are available for credit in Language Studies:

**Computer Science 235 (2) (C)**  
Languages and Automata

**Computer Science 333 (C)**  
Computer Models of Natural Language. *Not offered in 1995-96.*

**Education 308 (B<sup>2</sup>)**  
Seminar: Foreign Language Methodology. *Not offered in 1995-96.*

**French 211[222] (1) (2) (A)**  
Studies in Language I

**French 308 (1) (A)**  
Advanced Studies in Language I

**Japanese 252 (2) (A)**  
Topics in Japanese Linguistics

**Philosophy 207 (B<sup>1</sup>)**  
Philosophy of Language. *Not offered in 1995-96.*

**Philosophy 215 (1) (B<sup>1</sup>)**  
Philosophy of Mind

**Philosophy 216 (1) (2) (B<sup>1</sup>)**  
Logic

**Psychology 216 (1) (B<sup>2</sup>)**  
Psychology of Language

**Psychology 316 (1) (B<sup>2</sup>)**  
Seminar: Psycholinguistics

**Psychology 330 (2) (B<sup>2</sup>)**  
Topics in Cognitive Science. Topic for 1995-96: Consciousness.

**Russian 301 (1) (A)**  
Advanced Russian

**Sociology 216 (1) (B<sup>2</sup>)**  
Sociology of Mass Media and Communications

# Latin American Studies

## A STRUCTURED INDIVIDUAL MAJOR

Directors: *Roses, Wasserspring*

The Latin American Studies major is a *structured individual major*. Students must submit a plan of study following the requirements listed below for approval by the two Directors listed above.

The Latin American Studies structured individual major requires a minimum of nine courses, with a concentration of four courses in one of the following departments: Anthropology, Political Science, or Spanish. Of these nine courses constituting a minimum for the major, at least two must be taken at the three hundred level. It is recommended that one of these two be a seminar.

The student must exhibit a degree of proficiency in the oral and written use of Spanish by successful completion of two (2) Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). Alternatively, a student may demonstrate proficiency through testing or an interview with the Directors. In the case where the student's area of interest is better served by proficiency in another language (Portuguese, Quechua, Maya) that language may be substituted in consultation with the student's Directors.

Majors devise their own programs in consultation with the Directors of Latin American Studies. Courses with an asterisk (\*) also require the permission of the instructor if the course is to be counted for Latin American Studies. The asterisk also signifies that a research paper in the course will include a focus on Latin America.

Africana Studies 204 (2) (B<sup>2</sup>) (MR)  
Third World Urbanization

Africana Studies 210 (2) (A) (MR)  
Folk and Ritual Music of the Caribbean

Africana Studies 218 (2) (B<sup>2</sup>) (MR)  
Domestic Service in Cross-Cultural Perspective.  
*Not offered in 1995-96.*

Africana Studies 229 (2) (B<sup>1</sup> or B<sup>2</sup>) (MR)  
Color, Race, & Class in Latin American Development. *Not offered in 1995-96.*

Africana Studies 234 (1) (A) (MR)  
Introduction to West Indian Literature

Africana Studies 335 (2) (A) (MR)  
Women Writers of the English-Speaking Caribbean. *Not offered in 1995-96.*

Anthropology 210 (B<sup>2</sup>) (MR)\*  
Racism and Ethnic Conflict in the U.S. and the Third World. *Not offered in 1995-96.*

Anthropology 236 (2) (B<sup>2</sup>)  
Witchcraft, Magic, and Ritual: Theory and Practice

Anthropology 245 (1) (B<sup>2</sup>) (MR)  
Popular Cultures in Latin America. *Not offered in 1995-96.*

Anthropology 249 (1) (B<sup>2</sup>)  
Traditional Societies of Post Conquest South America

Anthropology 346 (1) (B<sup>2</sup>) (MR)\*  
Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Art 238 (2) (A) (MR)  
Art, Ideology, and Power. Mexican Art from the Maya to the Present

Art 338 (2) (A) (MR)  
Seminar in Latin American Art. Topic for 1995-96: Mural Painting in Mexico and the United States: 1920-1940

Biological Sciences 308 (Wintersession) (C)  
Tropical Ecology. *Not offered in 1995-96.*

Economics 220 (1) (B<sup>2</sup>) (MR)\*  
Development Economics

Economics 320 (2) (B<sup>2</sup>)\*  
Seminar. Economic Development. *Not offered in 1995-96.*

History 206 (B<sup>1</sup>)  
Introduction to Latin American Civilization. *Not offered in 1995-96.*

History 273 (B<sup>1</sup>) (MR)  
The Past as Present in Latin America. *Not offered in 1995-96.*

Political Science 204 (1) (B<sup>2</sup>) (MR)\*  
Political Economy of Development and Underdevelopment

Political Science 207 (2) (B<sup>2</sup>) (MR)  
Politics of Latin America

Political Science 305 (1) (B<sup>2</sup>) (MR)\*  
Seminar. Military in Politics

Political Science 306 (1) (B<sup>2</sup>)\*  
Seminar. Revolutions in the Modern World

Political Science 307 (2) (B<sup>2</sup>) (MR)\*  
Seminar. Women and Development



- Political Science 323 (1) (B<sup>2</sup>)\***  
The Politics of Economic Interdependence
- Political Science 337 (B<sup>2</sup>) (MR)**  
Seminar. The Politics of Minority Groups in the United States. *Not offered in 1995-96.*
- Political Science 342 (1) (B<sup>2</sup>)\***  
Marxist Political Theory
- Political Science 348 (1) (B<sup>2</sup>)\***  
Seminar. Problems in North-South Relations. *Not offered in 1995-96.*
- Psychology 347 (2) (B<sup>2</sup>)\***  
Seminar. Ethnicity and Social Identity
- Religion 218 (1) (B<sup>1</sup>)\***  
Religion in America
- Religion 221 (B<sup>1</sup>)\***  
Catholic Studies. *Not offered in 1995-96.*
- Religion 226 (1) (B<sup>1</sup>) (MR)\***  
Liberation Theology
- Religion 229 (2) (B<sup>1</sup>) (MR)\***  
Christianity and the Third World
- Religion 316 (1) (B<sup>1</sup>)\***  
Seminar. The Virgin Mary
- Religion 323 (B<sup>1</sup>)\***  
Seminar. Theology. Focus: Models of God in Feminist Theology. *Not offered in 1995-96.*
- Spanish 241 (1) (2) (A)**  
Oral and Written Communication
- Spanish 242 (1) (2) (A)**  
Linguistic and Literary Skill
- Spanish 243 (2) (A)**  
Spanish for Spanish-Speakers. *Not offered in 1995-96.*
- Spanish 251 (2) (A) (MR)**  
Freedom and Repression in Spanish American Literature. *Not offered in 1995-96.*
- Spanish 253 (2) (A) (MR)**  
The Spanish American Short Story
- Spanish 255 (A) (MR)**  
Chicano Literature: From the Chronicles to the Present. *Not offered in 1995-96.*
- Spanish 257 (2) (A) (MR)**  
The Word and Song: Contemporary Latin American Poetry
- Spanish 263 (1) (A) (MR)**  
Latin American Literature: Fantasy and Revolution
- Spanish 267 (2) (A) (MR)**  
The Writer and Human Rights in Latin America. *Not offered in 1995-96.*
- Spanish 269 (A) (MR)**  
Caribbean Literature and Culture. *Not offered in 1995-96.*
- Spanish 305 (2) (A) (MR)**  
Seminar. Hispanic Literature of the United States. *Not offered in 1995-96.*
- Spanish 311 (A) (MR)**  
Seminar. The Literary World of Gabriel Garcia Marquez and the Post-Boom. *Not offered in 1995-96.*
- Spanish 315 (2) (A) (MR)\***  
Seminar. Luis Buñuel and the Search for Freedom and Morality. *Not offered in 1995-96.*
- Spanish 317 (1) (A) (MR)**  
Seminar. The New World in Its Literature: Conquest and Counter-Conquest
- Spanish/PRESHCO**  
History of Spain: The Colonization of (Spanish) America
- Women's Studies 305 (2) (B<sup>1</sup> or B<sup>2</sup>) (MR)**  
Seminar. Topics in Gender, Ethnicity and Race
- 350\***  
Research or Individual Study
- 360\***  
Senior Thesis Research
- 370\***  
Senior Thesis
- ALSO: Courses taken in approved programs in Mexico, Costa Rica, Ecuador, Argentina, Chile, and other Latin American sites by permission of the Directors.

# Mathematics

Professor: *Hirschhorn (Chair), Magid, Shuchat, Shultz, Sontag, Wang, Wilcox*

Associate Professor: *Morton*

Assistant Professor: *Bit<sup>A</sup>, Du, Gutschera<sup>A</sup>, Reinhart, Rose, Trenk<sup>A</sup>*

---

Most courses meet for two periods weekly with a third period approximately every other week.

---

## 100 (1) (C) Introduction to Mathematical Thought

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected. *Not open to students who have taken 115 or the equivalent.*

*Mr. Reinhart*

---

## 102 (2) (C) Applications of Mathematics without Calculus

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected. *Open to all students.*

*Mr. Wilcox*

---

## 103 (1) Precalculus

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills. *Open by permission of the department.*

*Mr. Wilcox*

---

## 115 (1) (2) (C) Calculus I

Introduction to differential and integral calculus for functions of one variable. The course covers differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions. This course will emphasize the relationship of calculus to real-world problems.

*The Staff*

---

## 116 (1) (2) (C) Calculus II

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes. Sequences and infinite series, power series, Taylor series. *Prerequisite: 115, [115Z] or the equivalent.*

*The Staff*

---

## 116Z (1) (2) (C) Calculus II Via Applications

Topics are similar to those in 116, except that differential equations are discussed at greater length, and discussion of infinite series focuses on Taylor series. This course will stress the relationship of calculus to real-world problems. To facilitate this, and to enhance conceptual understanding, topics will be presented graphically and numerically as well as algebraically. *Prerequisite: 115, [115Z] or the equivalent.*

*The Staff*

---

## 120 (1) (C) Calculus IIA

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. Open by permission of the department to students who have completed a year of high school calculus. A placement test on techniques of integration and differentiation will be required of everyone enrolled in the course. (Students who have studied Taylor series should elect 205.) *Not open to students who have completed 115, [115Z], 116, 116Z or the equivalent.*

*The Staff*

---

## 205 (1) (2) (C) Intermediate Calculus

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Green's Theorem. Multiple integrals. *Prerequisite: 116, 116Z, 120, or the equivalent.*

*The Staff*

---

**206 (1) (2) (C) Linear Algebra**

Real and complex vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems. *Prerequisite: 205.*

*The Staff*

---

**208 (2) (C) Elementary Complex Analysis**

Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Contour integrals. Cauchy Integral Theorem and its applications. Additional topics as time permits. *Prerequisite: 205. A student may not take both 208 and 310 for credit. Alternate year course. Offered in 1995-96. Not offered in 1996-97.*

*Mr. Reinhart*

---

**210 (2) (C) Differential Equations**

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods. *Prerequisite: 205.*

*Ms. Wang*

---

**212 (1) (C) Topics in Geometry**

Topic for 1995-96: History and Development of Non-Euclidean Geometry. A course on the different non-euclidean geometries that were discovered in the failed attempt to prove Euclid's 5th postulate on transversals using simpler axioms. Topics will include careful discussion of Lobachevsky's hyperbolic geometry, as well as some projective and spherical geometry. The nature of proofs and axiom systems, as seen from historical, philosophical and mathematical perspectives, will be an important part of the course. *Prerequisite: 205 or permission of the instructor.*

*Mr. Morton*

---

**220 (2) (C) Probability and Elementary Statistics**

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expecta-

tions, mean, standard deviation, and sampling from a normal population. *Prerequisite: 116, 116Z, 120, or the equivalent. Open to first-year students by permission of the instructor.*

*Mr. Magid*

---

**225 (1) (C) Combinatorics and Graph Theory**

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem. *Prerequisite: 116, 116Z, 120, or the equivalent.*

*Ms. Sontag*

---

**249 (2) (C) Selected Topics**

Topic for 1995-96: The Roots of Real Analysis. Real analysis as it evolved in the 19th century in response to Fourier's use of trigonometric series. Basic concepts of concrete real analysis: infinite series, differentiability, continuity, convergence and uniform convergence, series of functions. To illuminate difficult theoretical concepts, the course intentionally emphasizes mistakes that were made by the great mathematicians who developed these concepts. *Prerequisite: 206 or 225. Also open by permission of the instructor to students who have taken Math 116, 116Z, 120 or the equivalent.*

*Ms. Sontag*

---

**250 (1) (C) Topics in Applied Mathematics**

Topic for 1995-96: Statistical Quality Control. Basic tools for statistical quality control, the techniques by which manufacturers insure the production of quality products. A review of the basic statistical tools, including estimation and hypothesis testing, an introduction to control charts, control charts for attributes, process capability analysis and acceptance sampling. *Prerequisite: 220 or permission of the instructor.*

*Mr. Magid*

---

**302 (2) (C) Elements of Analysis I**

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; interchange of limit operations as time permits. *Prerequisite: 206.*

*Mr. Reinhart*

---

**303 (1) (C) Elements of Analysis II**

Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Prerequisite:* 302.

*Mr. Shuchat*

---

**305 (1) (C) Modern Algebraic Theory I**

Introduction to groups, rings, integral domains, and fields. *Prerequisite:* 206.

*Ms. Rose*

---

**306 (2) (C) Modern Algebraic Theory II**

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory. *Prerequisite:* 305

*Ms. Du*

---

**307 (1) (C) Topology**

Introduction to point-set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Prerequisite:* 302. *Alternate year course. Not offered in 1995-96. Offered in 1996-97.*

---

**309 (1) (C) Foundations of Mathematics**

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Prerequisite:* 302 or 305. *Alternate year course. Offered in 1995-96. Not offered in 1996-97.*

*Mr. Morton*

---

**310 (2) (C) Functions of a Complex Variable  
Analytic functions**

Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities; mapping properties of analytic functions. Additional topics such as conformal mapping and Riemann surfaces as time permits. A student may not take both 208 and 310 for credit. *Prerequisite:* 302. *Alternate year course. Not offered in 1995-96. Offered in 1996-97.*

---

---

**349 (2) (C) Selected Topics**

Topic for 1995-96: Introduction to Chaotic Dynamical Systems. Study of time evolution of systems for discrete time intervals. Applies some techniques of analysis from 202, but is mostly self-contained. Topics include: dynamical systems on the line and the circle, one parameter families of quadratic maps, period doubling, chaos, structural stability, and a brief introduction to complex dynamics (Julia sets, the Mandelbrot set). *Prerequisite:* 302.

*Mr. Shultz*

---

**350 (1) (2) Research or Individual Study 1 or 2**

Open to juniors and seniors by permission.

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See Directions for Election and p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite:* 360.

---

**Placement in Courses and  
Exemption Examinations**

The Mathematics Department reviews elections of calculus students and places them in 103, 115, [115Z] 116, 116Z, 120, or 205 according to their previous courses and examination results. Students may not enroll in a course equivalent to one for which they have received high school or college credit. No special examination is necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116 or 116Z. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205. Students who are well prepared in calculus may receive partial exemption from the group C distribution requirement without course credit by taking exemption examinations. Exemption examinations are offered only for 115, [115Z], 116, and 116Z.

---

## Directions for Election

Students majoring in mathematics must complete 115 [115Z] and 116 or 116Z (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206, 302, 305, and one other 300-level course. Majors are required to participate in the Mathematics Student Seminar. The Mathematics Student Seminar is a weekly seminar in which majors and interested students have the opportunity to make a short presentation on a topic of interest.

Students expecting to major in mathematics should complete 206 before the junior year.

Students expecting to do graduate work in mathematics should elect 302, 303, 305, and at least three other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206, and (B) three additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students interested in teaching mathematics at the secondary school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education. Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 303, 305, and three other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.

# Medieval/Renaissance Studies

## AN INTERDEPARTMENTAL MAJOR

Directors: *Park*<sup>A1</sup> (*History*), *Jacoff* (*Italian*)

The major in medieval/Renaissance Studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a Medieval/Renaissance Studies major, students must take at least eight courses from the list that follows. Of these, at least four must be above the 100-level in a single department, and two must be at the 300-level. Each year a seminar is offered which is especially designed to accommodate the needs and interests of majors. The Majors Seminar for 1995-96 is Art 332 (2), which takes as its special topic pilgrimage in medieval Europe. (For details, see the departmental entry for Art.)

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum, students can learn to perform medieval and Renaissance music; see the departmental entry for Music.

---

**247 (2) (A) Arthurian Legends**

A survey of legends connected with King Arthur from the sixth century through the fifteenth, with some attention to the new interpretations in the nineteenth and twentieth centuries. *Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.*

*Ms. Lynch*

---

**248 (A) Love in the Middle Ages**

In the twelfth century, love, both secular and sacred, became an obsessive subject for poets and writers. This course is an introduction to representative medieval discourses of desire. Exploration of the variety of ideas on love seen in texts including troubadour poetry written by both men and women, romances such as Beroul's *Tristan*, St. Bernard's sermons on the Song of Songs, the letters of Eloise and Abelard, lyrics of Rumi and Abraham Ibn Ezra, and Dante's *Vita Nuova*. Attention to the social and cultural contexts of these works and, especially, to the dialectical relation between sacred and profane conceptions of love within and among them. *Open to all students. Not offered in 1995-96.*

*Ms. Jacoff*

---

**249 (2) (A) Imagining the Afterlife**

An exploration of medieval visions and versions of the afterlife in the classical, Christian, and Jewish traditions. Material from popular visions, literary texts, and the visual arts. Focus on the implications of ideas about life after death for understanding medieval attitudes toward the body, morality, and life itself. *Open to all students except those who have taken 332, with preference given to Medieval/Renaissance majors.*

*Ms. Jacoff*

---

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of the program in Medieval/Renaissance Studies. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

Courses that count toward the major:

**Art 100 (1) (A)**

Introduction to the History of Art: Ancient and Medieval Art

**Art 202 (1) (A)**

Medieval Representational Arts

**Art 203 (2) (A)**

Cathedrals and Castles of the High Middle Ages. *Not offered in 1995-96.*

**Art 229 (1) (A)**

Renaissance and Baroque Architecture. *Not offered in 1995-96. Offered in 1996-97.*

**Art 243 (2) (A)**

Roman Art

**Art 247 (1) (A) (MR)**

Islamic Art and Culture. Topic for 1995-96: Ottoman Art and Architecture in the Context of East and West.

**Art 250 (2) (A)**

The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

**Art 251 (1) (A)**

Italian Renaissance Painting, Sculpture, and Manuscript Illumination, 1400-1520

**Art 304 (1) (A)**

Seminar. Italian Renaissance Sculpture. *Not offered in 1995-96.*

**Art 311 (2) (A)**

Northern European Painting and Printmaking

**Art 330 (1) (A)**

Seminar. Renaissance Art in Venice and Northern Italy

**Art 331 (1) (A)**

Seminar. The Art of Northern Europe. Topic for 1995-96: Rembrandt

**Art 332 (2) (A)**

Seminar. Medieval Art. Topic for 1995-96: Medieval Art of the Pilgrimage Roads

**English 112 (1) (A)**

Introduction to Shakespeare

**English 211 (2) (A)**

Medieval Literature

**English 213 (1) (A)**

Chaucer

**English 216 (1) (A)**

English Survey. *Not offered in 1995-96.*

- English 222 (2) (A)**  
Renaissance Literature
- English 223 (1) (A)**  
Shakespeare Part I: The Elizabethan Period
- English 224 (2) (A)**  
Shakespeare Part II: The Jacobean Period
- English 227 (1) (A)**  
Milton
- English 315 (1) (A)**  
Advanced Studies in Medieval Literature. Topic for 1995-96: Orientalism in Medieval Literature
- English 324 (1) (A)**  
Advanced Studies in Shakespeare
- English 325 (A)**  
Advanced Studies in Sixteenth- and Seventeenth-Century Literature. *Not offered in 1995-96.*
- Extrdepartmental 200 (A)**  
Classic Western Texts in Contemporary Perspective. *Not offered in 1995-96.*
- French 209 (1) (A)**  
French Literature and Culture through the Centuries I: From the Renaissance to the Seventeenth Century
- French 301 (A)**  
Forms, Reforms and Revolutions: the Middle Ages and Renaissance. *Not offered in 1995-96.*
- History 100 (1) (B<sup>1</sup>)**  
Introduction to Western Civilization
- History 217 (B<sup>1</sup>)**  
The Making of European Jewry, 1085-1815. *Not offered in 1995-96. Offered in 1996-97.*
- History 219 (2) (B<sup>1</sup>) (MR)**  
The Jews of Spain and the Lands of Islam
- History 229/339 (B<sup>1</sup>)**  
Alexander the Great: Psychopath or Philosopher King? *Not offered in 1995-96.*
- History 230 (1) (B<sup>1</sup>)**  
Greek History from the Bronze Age to the Death of Philip II of Macedon
- History 231 (2) (B<sup>1</sup>)**  
History of Rome
- History 232 (B<sup>1</sup>)**  
The Making of the Middle Ages, 500-1200. *Not offered in 1995-96.*
- History 234 (2) (B<sup>1</sup>)**  
The Later Middle Ages, 1200-1500
- History 235 (B<sup>1</sup>)**  
Utopia: Culture and Community in Medieval and Renaissance Europe. *Not offered in 1995-96. Offered in 1996-97.*
- History 238 (B<sup>1</sup>)**  
Invasion and Integration: British History, 400-1300. *Not offered in 1995-96.*
- History 239 (2) (B<sup>1</sup>)**  
From Empire to Empire: British History, 1200-1600
- History 246 (1) (B<sup>1</sup>)**  
Medieval and Imperial Russia
- History 330 (1) (B<sup>1</sup>)**  
Seminar. Medieval Europe. Topic for 1995-96: Hermits, Pilgrims and Scholars: Dark-Age Britain and Ireland, 500-750
- History 333 (B<sup>1</sup>)**  
Seminar. Renaissance Florence. *Not offered in 1995-96. Offered in 1996-97.*
- History 348 (2) (B<sup>1</sup>)**  
Seminar. History of Medicine. Topic for 1995-96: The Female Body in Medieval and Early Modern Europe.
- Italian 263 (1) (A)**  
Dante (in English)
- Italian 265 (2) (A)**  
Literature of the Italian Renaissance (in English). *Not offered in 1995-96.*
- Music 200 (1) (A)**  
History of Western Music I
- Philosophy 319 (2) (B<sup>1</sup>)**  
Medieval Philosophy. Topic for 1995-96: Thomas Aquinas
- Political Science 240 (1) (B<sup>2</sup>)**  
Classical and Medieval Political Theory
- Religion 160 (B<sup>1</sup>) (MR)**  
Introduction to Islamic Civilization. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 215 (2) (B<sup>1</sup>)**  
Christian Classics
- Religion 216 (B<sup>1</sup>)**  
Christian Thought, 100-1600. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 225 (B<sup>1</sup>)**  
Women in Christianity. *Not offered in 1995-96.*
- Religion 262 (2) (B<sup>1</sup>) (MR)**  
The Formation of the Islamic Religious Tradition

**Religion 316 (1) (B<sup>1</sup>)**

Seminar. The Virgin Mary

**Religion 362 (B<sup>1</sup>) (MR)**

Seminar. Religion and the State in Islam. *Not offered in 1995-96. Offered in 1996-97.*

**Religion 363 (B<sup>1</sup>) (MR)**

Seminar. Literature of Islamic Societies. *Not offered in 1995-96.*

**Spanish 252 (1) (A)**

Christians, Jews, and Moors: The Spirit of Spain in its Literature

**Spanish 300 (2) (A)**

Honor, Monarchy and Religion in the Golden Age Drama

**Spanish 302 (1) (A)**

Cervantes. *Not offered in 1995-96.*

**Spanish 318 (2) (A)**

Seminar. Love and Desire in Spain's Early Literature

## Music

Professor: Zallman (*Chair*), Brody<sup>A2</sup>

Associate Professor: Fisk<sup>A</sup>, Fleurant

Assistant Professor: Fontijn, Panetta

Chamber Music Society: Cirillo (*Director*),

Plaster (*Assistant Director*), Stumpf

Wellesley College Orchestra: Suben

Instructor in Performing Music:

*Piano: Fisk, Shapiro, Alderman, Barringer (jazz piano and keyboard improvisation), Urban (keyboard skills)*

*Voice: O'Donnell, Hewitt-Didhan*

*Violin: Cirillo*

*Viola: Gazouleas*

*Violoncello: Moerschel*

*Double Bass: Henry*

*Flute: Krueger, Preble*

*Oboe: Gore*

*Clarinet: Matasy*

*Bassoon: Plaster*

*French Horn: Gainsforth*

*Percussion: Jorgensen*

*Trumpet: Hall*

*Trombone: Couture*

*Tuba: Carriker*

*Organ: Christie*

*Harp: Rupert*

*Guitar and Lute: Collver-Jacobson (Collegium Musicum)*

*Saxophone: Matasy*

*Harpichord and Continuo: Cleverdon*

*Viola da Gamba: Jeppesen (Collegium Musicum)*

*Recorder: Stillman (Collegium Musicum)*

*Marimba: Zeltsman*

*Performance Workshop: Yun*

---

### 99 (1-2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344. *A basic skills test is mandatory for all students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.*

*The Staff*

---

### 100 (1) (A) Music in Context

A listener's introduction to western music, within its cultural and historical contexts. The course will survey prominent forms and styles, beginning with the liturgical and vernacular repertoires of the Middle Ages and extending to music composed within the past year. A fundamental goal of Music 100 is that students learn to listen



to music critically: to perceive and interpret formal design, stylistic character, and expressive content in works of many genres. No previous musical training or background is assumed. Two lectures and one conference meeting. May not be counted toward the major. *Open to all students.*

Mr. Panetta

---

### 105 (1) (A) (MR) Introduction to World Music

A survey of non-western music cultures and non-traditional fields, providing a foundation in the methodology and materials of modern ethnomusicology. *Open to all students.*

Mr. Fleurant

---

### 111 (1) (A) The Language of Music

Preparation in the primary elements of music, emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. Not to be counted toward the major. Three class meetings. *Open to all students.*

Ms. Yun

---

### 122 (1) (2) Pitch Structure in Tonal Music

A thorough grounding in species counterpoint and tonal cadence structures. Also includes a rigorous review of musical materials and terminology, accompanied by regular ear training practice with scales, intervals, chords, and melodic and rhythmic dictation. Normally followed by 244. Three class meetings. *Open to all students who have completed or exempted Music 111.*

Mr. Panetta

---

### 199 (1-2) Performing Music—Intermediate

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. One credit is given for a year of study, which must begin in the first semester. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344. *A basic skills test is mandatory for all students wishing to audition for 199.*

Open by audition to students who are taking, have taken, or have exempted Music 122. Completion of an additional music course is required before credit is given for a second year

of 199. Music 122 must normally be completed during the first semester of 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period. *No credit will be given unless both semesters are completed satisfactorily.*

The Staff

---

### 200 (1) (A) History of Western Music I

The first part of a comprehensive survey of Western music history, 200(1) covers the Medieval, Renaissance, and Baroque (to 1750). This survey is completed by 201 (2) in the second semester. The course identifies the elements and evolution of musical forms and styles, and includes discussions of gender, the intersection between popular and art music, the influence of patronage and politics on artistic creation, and the formation of the canon. It emphasizes the development of analytical skills and the ability to devise and support interpretive hypotheses in written essays. *Prerequisite: 244.*

Ms. Fontijn

---

### 201 (2) (A) History of Western Music II

A completion of the survey of Western music history begun in 200, 201 examines the Classical and Romantic periods, concluding with the music of this century. The course identifies the elements and evolution of musical forms and styles, and includes discussions of gender, the intersection between popular and art music, the influence of patronage and politics on artistic creation, and the formation of the canon. It emphasizes the development of analytical skills and the ability to devise and support interpretive hypotheses in written essays. *Prerequisite: 244.*

Ms. Fontijn

---

### 209 (2) (A) (MR) A History of Jazz

An introduction to jazz, one of the great expressions of American genius in this century. Jazz drew from several vibrant streams of American musical art (including ragtime and blues idioms), and its different stylistic phases have corresponded closely to significant developments in this nation's social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Assigned listenings will trace the progression of jazz his-

tory from African roots to recent developments, while readings from source documents and contemporary accounts will offer perspective on the cultural role of jazz and the position of the jazz musician in society. Two lectures, supplemented by live performances and by weekly screenings and discussions of historical films. *Open to all students.*

Mr. Panetta

---

#### 213 (2) (A) Twentieth-Century Techniques

Studies in the language and style of the concert music of our century, through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the concepts of musical coherence that inform the works of these composers. *Open to students who have taken or exempted Music 122. Students who can read music fluently are also invited with permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

---

#### 225/325 (2) (A) (MR) Topics in Ethnomusicology: Africa & The Caribbean

*Not offered in 1995-96. Offered in 1996-97.*

---

#### 235/335 (2) (A) Music in Historical/Critical Context

Topic for 1995-96: Women in Music. An introduction to the history of works composed by women and to feminist music criticism and analysis. Issues surrounding women as composers, performers, and patrons as well as those concerning notions of gender, race, and sexuality are addressed in lectures, discussions, readings, listening assignments, and informal performances. While both levels emphasize socio-cultural critique and feminist theory, Music 335 places special emphasis on analysis and listening skills. *Prerequisite: 235, open to all students; 335, 200 or 201 is required.*

Ms. Fontijn

---

#### 244 (2) (A) Harmony

A continuation of 122. Written exercises in four-part and keyboard-style harmony, accompanied by a keyboard lab with practice in figured bass and playing basic harmonic progressions. Range of study will include harmonic functionality, techniques of expansion, and melodic ornamentation, with practice in fundamental techniques of analysis. Three class meetings and one 60-minute laboratory. *Prerequisite: 122.*

Ms. Zallman.

---

#### 249 (2) (A) Musical Scholarship, Musical Thought, and Performance

An exploration of some of the ways that historical, analytical, and critical study of music can contribute to its performance. The course will undertake several historical and analytic "case studies," each of a piece from a different historical period and for a different combination of performers. In each case, we will attempt to reach an understanding of historical and musical forces that motivate the particular shape and character of the music, and will investigate how such understanding can in turn motivate the ways performers bring shape and character to their performances. Strongly recommended for students in 199 and, especially, 299. *Prerequisite: 122. Co-requisite: 244, or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

---

#### 275 Computer Music: Synthesis Techniques and Compositional Practice

A Wellesley-Brandeis exchange course. Students attend classes at Brandeis and pursue practical application and projects under faculty supervision in Wellesley's electronic music laboratory. *Prerequisite: 122. Not offered in 1995-96.*

---

#### 299 (1-2) Performing Music—Advanced

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. One credit is given for a year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music and Performance Workshop: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Students who have taken or exempted Music 122 and have completed at least one year of Music 199 are eligible for promotion to 299. One 200 or 300 level music course must be completed for each unit of credit granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student eligible for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students are recommended for promotion by their instructor and must have received a grade not lower than a B+ on their final 199 jury examination. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 199.*

The Staff

---

### 300 (1-A,B) (2-C, D) (A) Major Seminar: Studies in History, Theory, Analysis, Special Topics

Offered in both semesters with two topics studied each semester. One credit will be given for the successful completion of any two of the four topics; it is therefore possible to take one topic each semester and receive one unit of credit. *Prerequisites:* 200; 244 or 302.

*Topic A:* The World of Henry Purcell (1659-95). The tercentenary of Purcell's death affords an occasion to explore the international musical style and diverse creative output of one of England's greatest composers. The course examines representative works from the main genres in which Purcell worked: vocal (song, catch, cantata), choral (ode, anthem, hymn, service), keyboard (harpsichord suite and organ voluntary), chamber (viol fantasia, sonata), plays with incidental music (*Timon of Athens*, *Amphitryon*, *The Indian Queen*), and the well known masques/operas (*Dioclesian*, *Dido and Aeneas*, *King Arthur*, *The Fairy-Queen*). Students in the course will have the option to participate in a performance of Dido and Aeneas in conjunction with the Collegium Musicum.

*Ms. Fontijn*

*Topic B:* American Popular Song, 1920-1950. An examination of a broad selection of works from the American song repertoire, by composers and lyricists including Cole Porter, Jerome Kern, George and Ira Gershwin, and Harold Arlen. The lyrics of these compositions offer an array of highly revealing perspectives on American mores, beliefs, and aspirations, while the musical settings embody considerable melodic and harmonic sophistication. Students will offer analyses in weekly class presentations.

*Mr. Panetta*

*Topic C:* Variation Form: In The Hands of the "Master." Although a significant number of masterpieces in variation form are found in the works of baroque and classical composers, not until Beethoven do we find such an extensive repertoire and diversity of works in this form by a single composer. Variations served Beethoven as a vehicle for compositions of great dramatic power and complexity, elevating this ancient and simple formal structure to a place of importance in tonal music second only to the sonata. We will begin with an overview of historical practices of strict and free variation as found in Beethoven's more traditional compositions in this genre. We will proceed to a review of important variation

movements in his later works, the unique instances of hybrid or masked variations within multi-movement works (such as the slow movements of the *Violin Concerto* and the 9th *Symphony*), the patches of strict variations within larger movements (1st movement of the *Eroica*, the *Choral Fantasy*) and the innovative, independent sets of variations exemplified by the *F Major Variations for Piano Op. 34* and the *Diabelli Variations*.

*Ms. Zallman*

*Topic D:* The Music of William Grant Still (1895-1978). William Grant Still, the dean of African American composers, is one of the seminal musical figures of our time. Still bridges the gap between the western classical style and the popular American idiom in a way that no one before or since has been able to do. Yet his music remains largely unknown. Using an ethnomusical approach, the course will take advantage of the enthusiasm created by the centennial activities of Still's birthday (1895-1978) to introduce the student to live and recorded music of this great American composer. We will focus on three of his major works: *Afro-American Symphony* (1931), *Sadji* (1931), and *Songs of Separation* (1952). Students will be encouraged to perform in class his solo or chamber works (one instrument and piano) in an effort to better grasp the style and diversity of Still's artistry.

*Mr. Fleurant*

---

### 308 (A) Choral and Orchestral Conducting

Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials, and projects designed according to the student's development and interest. *Prerequisite:* 200, 315 (which may be taken concurrently), or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.

---

### 313 (A) Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Students will attend Music 213 classes and will focus on the composition of complete pieces in addition to regular class assignments. Not offered in 1995-96. Offered in 1996-97.

---

### 314 (1) (A) Tonal Composition

A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313. *Prerequisite:* 302 or 244.

*Ms. Zallman*

---

### 315 (1) (A) Advanced Harmony

Written exercises and analysis focusing on prolongational techniques, chromaticism, structural functions of harmony and the interaction of harmony and rhythm. *Prerequisite:* 244. *Not offered in 1995-96. Offered in 1996-97.*

---

### 333 Topics in the Literature of Music

*Not offered in 1995-96. Offered in 1996-97.*

---

### 344 (1) (2) (A) Performing Music—A Special Program

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. One to four units may be counted toward the degree, provided at least two units in the literature of music other than Music 200-201, a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent. Note that the only credit course in performance that can count toward the music major is Music 344.

*The Staff*

---

### 350 (1) (2) Research or Individual Study 1 or 2

Directed study in analysis, composition, orchestration, or the history of music. *Open to qualified juniors and seniors by permission.*

---

### 360 Senior Thesis Research

By permission of department. See Directions for Election and Departmental Honors.

---

### 370 (1) (2) Senior Thesis

*Prerequisite:* 360.

---

## Cross-Listed Course

*For Credit*

---

### Africana Studies 210 (2) (A) (MR)

Folk and Ritual Music of the Caribbean

---

## Directions for Election of Major

The music major is a 10-unit program. The normal sequence of courses for the major is: 122, 244 (theory and harmony); 200-201; one of the following: 313, 314 (composition), 315 (advanced harmony); a total of two semesters of 300 (a Major Seminar offered in four modular units per year with changing topics in the areas of history, theory, analysis, plus one special topic module). Also required are three additional elected units of 200 or 300 level work.

---

## Directions for Election of Minor

A minor in music, a 5 unit program, consists of: 122, 244; 200-201 or one of these plus another history or literature course, and one additional 300 level course.

The Major Seminar is open both to minors and other students with appropriate prerequisites.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for many kinds of work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship—through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills, including keyboard harmony, sight reading and score reading, is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available and to Music 99 students with the writ-

ten recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 315 and distinguished work in 313 and/or 314. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

---

## Performing Music

### Instrument Collection

The Music Department owns 38 pianos (which include 27 Steinway grands, 2 Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, a marimba, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and 2 Clementi pianos; a lute, 8 violas da gamba, a baroque violin, and an 18th century Venetian viola; a sackbut, krummhorns, shawms, recorders, a renaissance flute, 2 baroque flutes, and a baroque oboe.

Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

### Performance Workshop

The performance workshop is directed by a member of the performing music faculty, and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to

Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

### Private Instruction

The Music Department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, jazz piano, and percussion.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the basic skills and exemption tests are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged \$616, the rate for one half-hour lesson per week throughout the year; the Music Department pays for their additional time. Students who contract for performing music instruction under Music 99 are charged \$616 for one half-hour lesson per week throughout the year, and may register for 45-minute or hour lessons for an additional fee. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is \$45. Performing music fees are payable early in the fall semester and *are not refundable*. Lessons in performing music begin in the first week of each semester.

For purposes of placement, a basic skills placement examination is given *before* classes start in the fall semester. *All students registered for 111, 122, or private instruction (Music 99-199) are required to take the examination.*

Arrangements for lessons are made at the Music Department office during the first week of the semester. Students may begin private study in Music 99 (but not Music 199 or 299) at the start of the second semester, if space permits.

### Academic Credit and Corequisites for Music 199 and 299

Credit for performing music is granted only for study with our own performance faculty, not with an outside instructor; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either Music 199 or 299; i.e., both semesters must be satisfactorily completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units

of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department. Music 122 *must* be taken along with the *first semester* of lessons for credit. An additional music course must be elected for each unit of credit after the first year.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graef Whitney '18.

### Group Instruction

Group instruction in classical guitar, percussion, viol consort, renaissance winds, and recorder is available for a fee of \$100 per semester.

---

## Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley Music Department.

### The Wellesley College Choir

The Wellesley College Choir consists of approximately 60 singers devoted to the performance of choral music from the Baroque period through the twentieth century. Endowed funds provide for joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week.

### The Wellesley College Glee Club

The Glee Club, founded in the fall of 1989, consists of about 70 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provides music at various chapel services and collaborates with the College Choir at the annual Vespers service. Auditions are held each semester during orientation week.

### The Wellesley College Chamber Singers

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals.

### The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collec-

tion of historical instruments. Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a fee of \$100 per year. Members of such groups are encouraged to take private instruction as well. See under Performing Music: Instrument Collection.

### The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs involving chamber ensembles of many different kinds.

### The Wellesley College Orchestra

The Wellesley College Philharmonic is a small symphony orchestra with a membership of approximately 40-50 musicians from Wellesley, MIT, and other surrounding college communities. Selection for membership is based on auditions in the Fall and Spring semesters. The group is directed by a faculty conductor but is run by students with a student assistant conductor, also chosen by audition. Repertoire includes works from several periods for symphonic orchestra, with possibilities for solo performance.

### Jazz Workshop

Faculty directed sessions are scheduled throughout the year, giving students an opportunity to gain experience in ensemble playing with each other and with professional guest players.

### Prism Jazz

Prism Jazz is a faculty-directed jazz ensemble of 9-13 students which plays a wide repertoire of jazz and latin jazz music. The ensemble performs in many campus locations throughout the year and gives joint concerts with other area colleges. Previous jazz experience is not required; rehearsals are Thursdays and alternate Mondays from 7 to 9 p.m.

### Yanvalou

Yanvalou, a faculty directed ensemble that performs the traditional music of Africa and the Caribbean, provides students an opportunity to practice on authentic instruments, and to experience the culture of Africa through its music. In collaboration with the Harambee dancers, Yanvalou performs several concerts throughout the academic year.

### The MIT Symphony Orchestra

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

# Peace Studies

## AN INDIVIDUAL MAJOR

Directors: *Shimony, Wasserspring*

Wellesley College offers an active program designed to acquaint students with current issues and events essential to the maintenance of peace. A major in Peace Studies may be designed according to the provision of the Individual Major option. See p. 55. In addition to lectures, workshops, symposia, and internships, the College offers one course which is specifically sponsored by the Peace Studies Program:

---

### 259 (1) (B<sup>2</sup>) Peace and Conflict Resolution

Topic for 1995-96: Ethnic Conflicts Around the World. The post Cold-War period has experienced a deplorable proliferation of ethnic conflicts, both within countries and across national boundaries. This course will critically examine a number of these conflicts, emphasizing causes, historical factors, and perceptions of the adversaries. Experts on each area will be invited as guest lecturers. The course is not intended to be an advocate for one side in any of the conflicts. *Open to all students.*

*Mrs. Shimony*

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

### 360 (1) (2) Senior Thesis Research

By permission of department. See p. 69, Departmental Honors.

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

In addition to 259, the offerings listed below are representative of other courses in the College which emphasize topics related to peace and conflict resolution.

### Africana Studies 205 (B<sup>2</sup>) (MR)

The Politics of Race Domination in South Africa. *Not offered in 1995-96.*

### Anthropology 200 (B<sup>2</sup>)

Current Issues in Anthropology. *Not offered in 1995-96.*

### Anthropology 210 (B<sup>2</sup>) (MR)

Racism, Ethnic Conflict in the United States and the Third World. *Not offered in 1995-96.*

### Anthropology 212 (B<sup>2</sup>) (MR)

The Anthropology of Law and Justice. *Not offered in 1995-96.*

### Anthropology 234 (2) (B<sup>2</sup>) (MR)

Urban Poverty

### Anthropology 244 (B<sup>2</sup>) (MR)

Societies and Cultures of the Middle East. *Not offered in 1995-96.*

### Anthropology 319 (1) (B<sup>2</sup>) (MR)

Nationalism, Politics, and the Use of the Remote Past

### Anthropology 346 (1) (B<sup>2</sup>) (MR)

Colonialism, Development and Nationalism: The Nation State and Traditional Societies

### History 103 (1) (B<sup>1</sup>) (MR)

History in Global Perspective: Cultures in Contact and Conflict

### History 240 (1) (B<sup>1</sup>)

The World at War: 1937-1945

### History 263 (2) (B<sup>1</sup>) (MR)

South Africa in Historical Perspective

### History 265 (B<sup>1</sup>) (MR)

History of Modern Africa. *Not offered in 1995-96.*

### History 276 (2) (B<sup>1</sup>) (MR)

China in Revolution

### History 284 (2) (B<sup>1</sup>) (MR)

The Middle East in Modern History

### History 295 (2) (B<sup>1</sup>)

Strategy and Diplomacy of the Great Powers since 1789

### History 338 (1) (B<sup>1</sup>)

Seminar. European Resistance Movements in World War II

### Political Science 207 (2) (B<sup>2</sup>) (MR)

Politics of Latin America

### Political Science 211 (2) (B<sup>2</sup>) (MR)

Politics of South Asia

### Political Science 221 (1) (2) (B<sup>2</sup>)

World Politics

### Political Science 224 (2) (B<sup>2</sup>)

International Security

### Political Science 301 (2) (B<sup>2</sup>)

Seminar. Transitions to Democracy

### Political Science 305 (1) (B<sup>2</sup>)

Seminar. The Military in Politics

**Political Science 306 (1) (B<sup>2</sup>)**  
 Seminar. Revolutions in the Modern World

**Political Science 307 (2) (B<sup>2</sup>) (MR)**  
 Seminar. Women and Development

**Political Science 308 (1) (B<sup>2</sup>)**  
 Environmental Politics in Industrialized Societies

**Political Science 323 (1) (B<sup>2</sup>)**  
 The Politics of Economic Interdependence

**Political Science 327 (B<sup>2</sup>)**  
 International Organization. *Not offered in 1995-96.*

**Political Science 328 (1) (B<sup>2</sup>)**  
 After the Cold War

**Political Science 329 (B<sup>2</sup>)**  
 International Law. *Not offered in 1995-96.*

**Political Science 330 (2) (B<sup>2</sup>)**  
 Seminar. Negotiation and Bargaining

**Political Science 332 (2) (B<sup>2</sup>)**  
 Seminar. People, Agriculture and the Environment

**Political Science 345 (2) (B<sup>2</sup>)**  
 Seminar. Human Rights

**Political Science 348 (B<sup>2</sup>)**  
 Seminar. Problems in North-South Relations. *Not offered in 1995-96.*

**Religion 226 (1) (B<sup>1</sup>) (MR)**  
 Liberation Theology

**Religion 230 (2) (B<sup>1</sup>)**  
 Ethics

**Religion 257 (2) (B<sup>1</sup>)**  
 Contemplation and Action. *Not offered in 1995-96.*

**Sociology 224 (1) (B<sup>2</sup>)**  
 Social Movements, Democracy, and the State

**Sociology 338 (2) (B<sup>2</sup>)**  
 Seminar. Topics in Deviance, Law and Social Control. Topic for 1995-96: Social Control in Contemporary America.

**Spanish 267 (A) (MR)**  
 The Writer and Human Rights in Latin America. *Not offered in 1995-96.*

**Women's Studies 330 (B<sup>1</sup>) (MR)**  
 Seminar. Twentieth-Century Feminist Movements in the First and Third World. *Not offered in 1995-96.*

## Philosophy

Professor: *Chaplin (Chair), Congleton, Menkiti, Piper, Putnam, Stadler, Winkler*

Associate Professor: *McIntyre*

Assistant Professor: *Galloway*

---

### 101/Writing 125 09 (1) (B<sup>1</sup>) Plato and Aristotle

Study of selected dialogues of Plato and treatises of Aristotle. Plato topics to be discussed and written about include his account of the human "psyche," his theory of Forms, and his portrait of Socrates. Studies of Plato's student Aristotle will include learning to speak, write and analyze the philosophical vocabulary which Aristotle developed and which became standard for subsequent Western philosophy. Includes a third session each week. *Open to first year students.*

*Ms. Congleton*

---

### 103/Writing 125 10 (1) (B<sup>1</sup>) Self and World: Introduction to Metaphysics and Epistemology

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students' own critical perspective on the problems discussed. *Open to first year students.*

*Mr. Galloway*

---

### 103 (2) (B<sup>1</sup>) Self and World: Introduction to Metaphysics and Epistemology

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students' own critical perspective on the problems discussed. *Open to all students.*

*Ms. McIntyre*



---

**106 (1) (2) (B<sup>1</sup>) Introduction to Moral Philosophy**

A study of the central issues in moral philosophy from Plato to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy. *Open to all students.*

*Mrs. Stadler (1) Ms. Piper (1) (2)*

---

**201 (1) (B<sup>1</sup>) Ancient Greek Philosophy**

A study of ancient Greek philosophy primarily through study of the dialogues of Plato and the treatises of Aristotle. Emphasis will be on questions of human knowledge, ethics, and politics. *Not open to students who have taken 101.*

*Mrs. Chaplin*

---

**202 (2) (B<sup>1</sup>) (MR) African Philosophy**

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to seniors and juniors without prerequisite and to sophomores who have taken one other course in philosophy or by permission of the instructor.*

*Mr. Menkiti*

---

**203 (1) (B<sup>1</sup>) Philosophy of Art**

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. *Open to first year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.*

*Mrs. Stadler*

---

**204 (2) (B<sup>1</sup>) Philosophy and Literature**

This course examines the treatment of time, deliberation, love, and freedom in some selected works. Examined also will be the treatment of individual and social ideals, self-knowledge and self-identity, loyalty and commitment to self and

others, and the problem of value revision. The course will end with some general discussion of how literature means—how to untangle the truth in fiction and the fiction in truth. *Open to seniors, juniors and sophomores. Not open to first year students.*

*Mr. Menkiti*

---

**205 (B<sup>1</sup>) (MR) Chinese Philosophy**

Introductory study in English translation to the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. Topics include the importance of community and tradition in the Confucian vision of the good life, the debate among Confucians on the question of whether human nature is innately good, the metaphysical visions of the universe in all three philosophies, and Taoist and Ch'an notions of forgetting self and merging with the universe. *Prerequisite: 101 or 106 or 200. Falls under Cooperative Program with Brandeis University. Not offered in 1995-96.*

---

**206 (1) (B<sup>1</sup>) Normative Ethics**

Can philosophers help us to decide whether abortions should be legal, whether speech codes are acceptable, or what, if anything, we owe to immigrants? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers to these and similar moral problems. We shall compare and contrast several approaches, for example, putting major weight on consequences, or on conforming to a moral rule, or on being the sort of thing a virtuous person would do, or on being able to justify one's choice to others. *Open to sophomores, juniors and seniors.*

*Ms. Putnam*

---

**207 (B<sup>1</sup>) Philosophy of Language**

What is the relation between thought and language? Or between language and the world? What is linguistic meaning, and how does it differ from other kinds of meaning? Why does language matter to philosophy? These are some of the issues we shall discuss, drawing upon the work of Frege, Russell, Quine, Grice, Davidson and Chomsky. *Prerequisite: same as for 203. Not offered in 1995-96. Next offered in 1996-97.*

---

**208 (2) (B<sup>1</sup>) Practicing Philosophy**

This course allows students considering a major in philosophy to develop their skills in the practice of philosophy through discussing presentations of works in progress by members of the Philosophy Department and through writing,

reading, discussing and re-writing drafts of their own. One member of the Department will serve as on-going instructor of the course, and other members of the Department will visit for discussion with the class of the visitor's work in progress or of other reading proposed by the visitor. Maximum enrollment 15. *Prerequisite: at least one previous course in philosophy. Not open to students who have taken a course at the 300-level.*

Ms. Congleton

---

### 211 (2) (B<sup>1</sup>) Philosophy of Religion

A philosophical examination of the nature and significance of religious belief and religious life. Topics include the nature of faith; the role of reason in religion; the ethical import of religious belief; toleration and religious diversity. *Open to all students.*

Mr. Winkler

---

### 213 (2) (B<sup>1</sup>) Social and Political Philosophy

An examination of some key issues in social and political philosophy. We will explore such topics as the relationship between the individual and the community, the moral legitimacy of group rules, the responsibilities of persons in their roles, and obligations between generations. Also examined will be the bases of political authority, the scope of political obligation, and the ends which political institutions ought to pursue. *Prerequisite: same as for 203.*

Mrs. Chaplin

---

### 214 (2) (B<sup>1</sup>) Metaethics

How do we decide which moral theory to accept? Moral philosophers try to convince us through rational argument that their theories are objectively the right ones. We will examine four such attempts—Brandt's, Nagel's, Gewirth's, and Rawls', and evaluate their justificatory successes and failures. *Prerequisite: 106 or another course in ethical theory.*

Ms. Piper

---

### 215 (1) (B<sup>1</sup>) Philosophy of Mind

An introduction to some of the central philosophical questions about the mind. We will consider the following sorts of questions: (1) Are human beings made of two sorts of elements—minds and bodies—or is the mind nothing more than the brain? (2) What is thought; is it in principle possible to build a computer that thinks? (3) Is the only truly objective and scientific psychology the study of the brain? (4) What

is the relation between thought and emotion? *Prerequisite: one course in philosophy, psychology, or cognitive science or permission of the instructor.*

Ms. McIntyre

---

### 216 (1) (2) (B<sup>1</sup>) Logic

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. *Open to all students.*

Mr. Galloway (1) Mr. Winkler (2)

---

### 217 (2) (B<sup>1</sup>) Philosophy of Science

An introduction to contemporary philosophy of science, concentrating on three issues: (a) What is the relation between theory and evidence in science? (b) What makes a scientific theory good? Is predictive success sufficient, or is literal truth also required? (c) Is science uniquely rational, or do non-scientific methods of belief formation have an equal claim to rationality? *Open to sophomores, juniors, and seniors.*

Mr. Galloway

---

### 221 (1) (B<sup>1</sup>) Modern Philosophy

A study of central themes in 17th- and 18th-century philosophy, concentrating on Descartes, Hume, and Kant. More selective reading in such figures as Spinoza, Locke, Anne Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion. *Prerequisite: one course in philosophy. Not open to students who have taken Philosophy 200.*

Mr. Winkler

---

### 222 (2) (B<sup>1</sup>) American Philosophy

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers. *Prerequisite: 200 or 221 or History 102 or American Studies 101 or by permission of the instructor.*

Mrs. Putnam

---

**223 (2) (B<sup>1</sup>) Phenomenology and Existentialism**

A study of recent, mostly European continental, approaches to such issues as the nature of consciousness, of personal identity and freedom, and the salient features of human life as embedded in a culture. One central theme of the course will be self-identity, the place of faith in a secular age, and confidence in our understanding of the work we inhabit. Questions about the temptation to self-deception and whether it is possible to resist or control it. We also take up questions about individualism vs. group identity vs. culture identity; and about whether it is within our power to transport ourselves into a geographically and temporally distant foreign culture. *Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.*

Mrs. Stadler

---

**227 (1) (B<sup>1</sup>) Philosophy and Feminism**

A variety of feminist perspectives on issues in ethics, political philosophy, and theory of knowledge. Topics include theories of gender difference in moral reasoning; challenges to liberal views on affirmative action, pornography, and equality; and critiques of scientific theory and practice and traditional theory of knowledge that emphasize gender considerations. *Open to sophomores, juniors, and seniors.*

Ms. Congleton

---

**230 (2) (B<sup>1</sup>) 20th Century Art and Philosophy**

Critical discussion of twelve philosophical issues raised by recent developments in the arts of the twentieth century. Equal emphasis on the presuppositions implicit in artistic statements and critical debates. Comparison between East and West if time permits. *Prerequisite: 203 or by permission of the instructor.*

Mrs. Stadler

---

**249 (1) (B<sup>1</sup>) Medical Ethics**

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia. *Prerequisite: same as for 203.*

Mr. Menkiti

---

**256 (B<sup>1</sup>) Topics in Logic**

This is a course in formal logic for those who wish to pursue the subject beyond the level of Philosophy 216. The topics include computing machines and their limitations, the completeness of the First Order Predicate Calculus with Identity, the incompleteness of systems of arithmetic, the indefinability of truth, and the unprovability of consistency. *Not offered in 1995-96.*

---

**303 (1) (B<sup>1</sup>) Kant's Moral Philosophy**

Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy. *Prerequisite: 200.*

Ms. Piper

---

**304 (B<sup>1</sup>) Analytic Philosophy**

In the early twentieth century, philosophy took a linguistic turn. Analytic philosophy was born of the conviction that philosophical problems can be solved or dissolved through the rigorous study and deployment of languages. We will study some of the main works in the analytic tradition to see whether its promise is, or can be, kept. Figures to be studied include Frege, Russell, Carnap, and Quine. *Prerequisite: open to juniors and seniors, or by permission of the instructor. Not offered in 1995-96.*

---

**311 (B<sup>1</sup>) Plato**

Intensive study of the works of Plato or the works of Aristotle (offered in alternate years). *Prerequisite: 101, 220 or by permission of the instructor. Not offered in 1995-96.*

---

**312 (2) (B<sup>1</sup>) Aristotle**

Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. Offered in alternation with 311. *Prerequisite: 101 or 201 or 220 or Greek 201 or by permission of the instructor.*

Mrs. Chaplin

---

**314 (1) (B<sup>1</sup>) Seminar in Theory of Knowledge**

Topic for 1995-96: Personal Identity. Discussion of the nature of persons, their unity or integrity, and their identity over time. Some consideration of ethical questions that seem to turn on the notion of personhood. Readings mainly in classical and contemporary philosophical sources (among them Locke, Hume, William James,

Derek Parfit, Charles Taylor, Iris Murdoch, and Paul Ricoeur), but we will devote some attention to recent writings in anthropology, psychology, and sociology. *Prerequisite: one previous course in philosophy.*

Mr. Winkler

---

### 319 (2) (B<sup>1</sup>) Medieval Philosophy

Topic for 1995-96: Thomas Aquinas. We will study the epistemology and philosophical psychology of Thomas Aquinas (1225-74), with comparison especially to Plato and Aristotle, to two of Aquinas's 12th century sources—the Jewish philosopher Moses Maimonides and the Arabic philosopher Ibn Rushd (Averroes)—and to some 20th century discussions of the philosophy of biology and of feminist theory. Focus will be on Aquinas's theories of the human soul, especially on human intellect and will. *Prerequisite: Philosophy 101 or 201 or 220, or by permission of the instructor, equivalent study of Plato and Aristotle.*

Ms. Congleton

---

### 326 (1) (B<sup>1</sup>) Philosophy of Law

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of the rules of legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller. *Open to juniors and seniors, or by permission of the instructor.*

Mr. Menkiti

---

### 340 (B<sup>1</sup>) Seminar. Contemporary Ethical Theory

Not offered in 1995-96. Offered in 1996-97.

---

### 345 (2) (B<sup>1</sup>) Seminar. Advanced Topics in Philosophy of Psychology and Social Science

Topic for 1995-96: Minds, Brains, and Computers. In recent years, a flourishing branch of psychology—cognitive science—has developed under the assumption that the human brain, and thus the human mind, is basically a large and complicated digital computer. We shall investigate this assumption. We shall describe some ways in which the mind does indeed seem to resemble a computer, but also some ways in

which it seems to be utterly different. We shall examine the theoretical limits of the computable, and asked whether there is any sense in which the mind can transcend those limits. And we shall consider what, if anything, the computational analogy has to teach us about the freedom of the will and individual moral responsibility. *Prerequisite: one previous course in philosophy. Logic is highly recommended but not required.*

Mr. Galloway

---

### 349 (B<sup>1</sup>) Seminar: Selected Topics in Philosophy

Not offered in 1995-96.

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Courses

*Attention Called*

---

### Extrdepartmental 103 (2) (B<sup>2</sup>)

Introduction to Reproductive Issues

---

### Extrdepartmental 203 (2) (B<sup>1</sup> or B<sup>2</sup>)

Ethical and Social Issues in Genetics

*For Credit*

---

### Education 102 (2) (B<sup>1</sup>)

Education in Philosophical Perspective

---

## Directions for Election

The philosophy department divides its courses and seminars into three subfields: (A) the history of philosophy: 101, 200, 201, 202, 205, 219, 220, 221, 222, 223, 311, 312, 319, 349 (when the topic is appropriate); (B) Value Theory: 106, 202, 203, 204, 205, 206, 211, 213, 214, 227, 230, 249, 303, 326, 340, 349 (when the topic is appropriate); (C) Metaphysics and Theory of Knowledge: 103, 202, 204, 205, 207, 215, 216, 217, 256, 314, 345, 349 (when the topic is appropriate). Note: as

of 1993-94, 200 has been replaced by 221, 219 has been withdrawn; 103 has been added in subfield C and 319 is subfield A.

The major in philosophy consists of at least nine units. Philosophy 201 (or 220) (or, with permission of the chair, 101) and 221 (or 200) are required of all majors. In order to assure that all majors are familiar with the breadth of the field, each major must take two courses each in subfields B and C. Majors are strongly encouraged to take a third course in subfield A. Students planning graduate work in philosophy should take 216 and acquire a reading knowledge of Latin, Greek, French or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major take at least one 300-level course or seminar in two of the subfields.

The minor in philosophy consists of FIVE units. No more than one of these courses may be on the 100 level; 201 (or 220) or 221 (or 200) is required of all minors; at least one of the five units must be on the 300 level.

Philosophy 202 and 205 satisfy the multicultural requirement.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis-Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991-92, Brandeis and Wellesley have been exchanging faculty on a regular basis to enhance the curricular offerings at each institution.

## Physical Education, Recreation and Athletics

Professor: O'Neal (*Chair/Athletic Director*),  
Batchelder, Vaughan

Associate Professor: Bauman

Assistant Professor: Dix, Hagerstrom, Hert,  
Landau, Nelson, Peck, Weaver

Instructor: Babington, Battle, Colby, Driscoll,  
Griswold, Hershkovitz, Hogan, Kaliouby,  
Kelly, Kiefer, Klein, LaVoi, Neely, Normandeau,  
Plante, Salkever, Spencer, Teevens, Webb,  
Young

---

### 121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four terms, two each semester. To complete the College requirement in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each term. Several activities are divided into skill levels to provide instruction in homogeneous groups. Fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, and prerequisites may be found in the Department of Physical Education and Athletics Curriculum Handbook, which is distributed to each student in the fall. The total program of activities offered in 1995-96 in very general terms follows.

#### Activity Courses usually scheduled for a semester (2 terms)

<i>First Semester:</i>	Ballet, Jazz Dance, Modern Dance, SCUBA, Self-Defense, Tai Chi Chuan, Yoga
<i>Second Semester:</i>	African Dance, Ballet, Golf, Jazz Dance, Modern Dance, Dance Theatre Workshop, SCUBA, Self-Defense, Tai Chi Chuan, Tennis, Yoga

#### Activity Courses usually scheduled for a term

<i>Activity</i>	<i>Term</i>
aerobics—step	1,2,3,4
aquarobics	2,3
archery	1,2,4
badminton	2,3

canoeing	1,4
crew	1,4
CPR/first aid	2,3
cross training	4
dance—African	1,2,3,4
dance—everybody's	1
dance—musical theatre	1
fencing	1,2,3
fitness walking	3
golf	1,4
horseback riding	1,2,3,4
lacrosse	2
movement wellness	4
racquetball	2,3
running	2,4
sailing	1,4
skiing—downhill	3
squash	1,2,3,4
stretch and strengthen	1,2,3,4
swimming	1,2,3
Tai Chi Chuan	1,2,3,4
tennis	1,2,3,4
volleyball	1,4
wellness	1,2,3,4

---

### Physical Education, Recreation and Athletics (Academic Credit)

---

#### 205 (2) Sports Medicine

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. Academic credit only. *Open to all students.*

*Ms. Bauman*

---

#### Intercollegiate Program

There are opportunities for those who enjoy competition to participate on one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics. These teams include:

- Basketball
- Crew
- Cross-country running
- Fencing
- Field Hockey
- Lacrosse
- Soccer
- Squash

- Swimming/Diving
  - Tennis
  - Volleyball
- 

### Directions for Election

Each student is expected to complete a minimum of two terms a year until Physical Education 121 is completed. A student may elect a term or semester course, two courses concurrently, or may choose not to elect a course during some terms.

Students should select courses which meet their present and projected interest in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the Department and the College Health Services. Upon recommendation of a College physician and permission of the Department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. College faculty and staff may elect activities with permission of the Department.

# Physics

Professor: *Brown, Ducas*<sup>A2</sup>

Associate Professor: *Berg*<sup>A2</sup>, *Quivers (Chair)*, *Stark*<sup>A2</sup>

Assistant Professor: *Hu*<sup>A1</sup>, *Singh*

Laboratory Instructor: *Bauer, O'Neill, Wardell*

---

Most courses meet for two periods of lecture and one period of discussion weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

---

## 100 (2) (C) Musical Acoustics

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not Offered in 1995-96. Offered in 1996-97.*

*Ms. Brown*

---

## 101 (1) (C) Frontiers of Physics

A overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

*Ms. Singh*

---

## 103 (1) (C) Physics of Whales and Porpoises

An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Laboratories and field trip. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1995-96.*

*Mr. Ducas*

---

## 104 (1) (C) Basic Concepts in Physics I with Laboratory

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meeting weekly. 1.25 units of credit. May not be taken in addition to 107. *Prerequisite or corequisite: Mathematics 115 or 120.*

*Ms. Brown*

---

## 106 (2) (C) Basic Concepts in Physics II with Laboratory

Light, geometrical and physical optics, electricity and magnetism. Discussion meeting weekly. 106 does not normally satisfy the prerequisites for 202 or 203. 1.25 units of credit. *Prerequisite: 104 and Mathematics 115 or 120.*

*Ms. Hu*

---

## 107 (1) (2) (C) Introductory Physics I with Laboratory

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, and gravitation. Discussion meeting weekly. 1.25 units of credit. May not be taken in addition to 104. *Prerequisite: Mathematics 115, 116, 116Z, or 120.*

*Mr. Berg, Mr. Ducas, Mr. Stark (1); Staff (2)*

---

## 108 (1) (2) (C) Introductory Physics II with Laboratory

Electricity and magnetism, introduction to Maxwell's equations, electromagnetic radiation, geometrical and physical optics. Basic laboratory electronics. Discussion meeting weekly. 1.25 units of credit. *Prerequisite: 107, (or 104 and permission of the instructor) and Mathematics 116, 116Z or 120.*

*Mr. Quivers (1); Ms. Singh (2)*

---

## 202 (1) (C) Modern Physics with Laboratory

Introduction to quantum mechanics and atomic and nuclear structure. Introduction to thermodynamics and statistical mechanics. 1.25 units of credit. *Prerequisite: 108 or permission of the instructor and Mathematics 116, 116Z or 120.*

*Mr. Ducas*

---

## 203 (2) (C) Vibrations, Waves, and Special Relativity with Laboratory

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from optics, acoustics and nuclear magnetic resonance

spectroscopy. Special theory of relativity. 1.25 units of credit. *Prerequisite: 108 or permission of the instructor, Mathematics 205 and corequisite Extradepartmental 216.*

*Staff*

---

### 219 (1) (C) Modern Electronics Laboratory

Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, digital circuits based on both combinational and sequential logic, and construction of a microcomputer based on a 68000 microprocessor programmed in machine language. Two laboratories per week and no formal lecture appointments. 1.25 units of credit. *Prerequisites: Physics 106 or 108 or permission of instructor.*

*Mr. Berg*

---

### 222 (2) (C) Medical Physics

The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (MRI, CAT scans, ultrasound, etc.) and lasers in medicine. *Prerequisite: 106, or 108, and Mathematics 115 or 120, or by permission of the instructor. Not offered in 1995-96.*

*Mr. Ducas*

---

### 302 (1) (C) Quantum Mechanics

Postulates of quantum mechanics, solutions to the Schrödinger equation, operator theory, angular momentum and matrices. Discussion meeting weekly. *Prerequisite: 202, 203 and Extradepartmental 216.*

*Ms. Singh*

---

### 305 (2) (C) Thermodynamics and Statistical Mechanics

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory. *Prerequisite: 202 or permission of the instructor and Extradepartmental 216.*

*Ms. Singh*

---

### 306 (1) (C) Mechanics

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics. *Prerequisite: 203 and Extradepartmental 216 or permission of the instructor.*

*Mr. Stark*

---

### 314 (2) (C) Electromagnetic Theory

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation. *Prerequisite: 108, 306 and Extradepartmental 216 or permission of the instructor.*

*Ms. Brown*

---

### 349 (2) (C) Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed. Applications to problems in atomic, molecular, and solid-state physics, as well as basic non-linear optics, will be discussed. One lecture and one laboratory per week. 1.25 units of credit. *Prerequisite: Physics 302 or Chemistry 333, or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Berg*

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Course

*For Credit*

---

### Extradepartmental 216 (2) (C)

Mathematics for the Physical Sciences

---

## Directions for Election

A major in physics should ordinarily include 107, 108, 202, 203, 302, 305, 306 and 314. Extradepartmental 216 is an additional requirement. 349 is strongly recommended. One unit of another laboratory science is recommended.



A minor in physics (6 units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one unit at the 300 level and Extradepartmental 216. 350 cannot be counted as a 300 level unit.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete Mathematics 115 and 116 or 120 in their first year and Mathematics 205 as soon as possible. The Z sections of 116 (i.e. Mathematics 116Z) are particularly appropriate for students interested in majoring.

#### Exemption Examinations

Examinations for exemption from Physics 107 and Physics 108 are offered. Sample examinations are available from the Department. The Department does not accept AP credit for exemption from Physics 107 and Physics 108.

For non-majors, AP credit in Physics does not fulfill the Group C distribution requirement for a laboratory science course.

## Political Science

Professor: *Miller, Schechter, Rich, Stettner, Just<sup>A2</sup>, Paarlberg, Krieger, Joseph (Chair), Murphy*

Assistant Professor: *Rao, Dawson, Moon, Ruttenberg*

Instructor: *Fastnow, Burke*

Lecturer: *Wasserspring*

### Introductory Courses

---

#### 101 (1) (B<sup>2</sup>) Politics in Theory and Practice

Study of political conflict and consensus. Topics include ways in which political systems deal with problems of leadership, economic development, and social inequality. Comparison of democratic and authoritarian systems, including Classical Athens, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, governmental institutions, and the policy process. Readings from Plato, Madison, Hitler, Marx and Mao Zedong, as well as contemporary analysts. In 1995-96 one section of Political Science 101 also satisfies the Writing Requirement. It includes a third session each week. For a description of this section, see the Writing Program in this catalog. *Open to all students except those who have taken 102. Either 101 or 102 is strongly recommended for all further work in political science. Students who take 101 may not take 102.*

*Mr. Stettner, Ms. Just, Mr. Paarlberg, Ms. Wasserspring*

#### 102 (2) (B<sup>2</sup>) States and Societies

An introduction to the study of political science and political science methods. The course will trace the modern development of the state and its changing role in comparative perspective. Topics will include: state formation, citizenship, nationalism, state and economy, sub-national and supra-national pressures. Cases will be drawn from the experiences of Europe, the Third World, and the United States, and explanatory frameworks and theories from all subfields within political science will be examined. *Open to all students except those who have taken 101. Either 101 or 102 is strongly recommended for all further work in political science. Students who take 102 may not take 101.*

*Mr. Krieger, Mr. Murphy*

## Comparative Politics

---

### 204 (1) (B<sup>2</sup>) (MR) Political Economy of Development and Underdevelopment

An analysis of political and economic issues in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, rural development, and gender perspectives on underdevelopment. *Prerequisite: one unit in political science; by permission to other qualified students and to juniors and seniors without prerequisite.*

Ms. Moon

---

### 205 (1) (B<sup>2</sup>) Politics of Western Europe

A comparative study of European states and societies. With primary emphasis on Germany, Britain, and France, the course will focus on the capacities of political systems to adapt to new economic challenges and the agenda of European integration advanced by the European Union. Readings and discussion will emphasize the institutional principles of modern states, the rise and decline of the post-war settlement and class-based politics, and emergent developments including the politicization of race and the resurgence of xenophobic movements. *Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.*

Mr. Krieger

---

### 206 (2) (B<sup>2</sup>) Politics of Russia and the Newly Independent States

An introduction to the political development of Russia and the newly independent states of the former Soviet Union, from 1917 to the present. Topics include: the evolution of the Soviet political system, 1917-85; sources of the economic, political and social crises that engulfed the USSR during the 1980s; Gorbachev's reform program and reasons for its failure; the emergence of nationalism and the disintegration of the USSR: the potential for a successful transition to capitalist democracy in the Soviet successor states. Particular attention will be paid to the legacy of the old regime in shaping prospects for economic and political reform in the newly independent republics of the former USSR. *Prerequisite: one unit in political science or Russian language and/or history.*

Ms. Dawson

---

### 207 (2) (B<sup>2</sup>) (MR) Politics of Latin America

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador. *Prerequisite: one unit in political science; by permission of the instructor to other qualified students.*

Ms. Wasserspring

---

### 208 (B<sup>2</sup>) (MR) Politics of East Asia

An introduction to the modern political histories and contemporary political systems of China and Japan. Topics on China include the Chinese Communist revolution and the legacy of Mao Zedong; reform and repression in the era of Deng Xiaoping; and government structure, policy-making, and political life in the People's Republic of China. For Japan, the emphasis will be on analyzing Japanese political and economic development since World War II. *Prerequisite: one unit in political science or Chinese Studies; open to juniors and seniors without prerequisite. Not open to students who have taken Political Science/Economics 239. Not offered in 1995-96.*

Mr. Joseph

---

### 209 (1) (B<sup>2</sup>) (MR) African Politics

A comparison of the response of different Sub-Saharan African societies and states to the economic, environmental, and security crises of the 1980s. Consideration of the contrasting prescriptions offered by the Organization for African Unity, the United Nations, and the World Bank, along with the perspectives of different domestic interest groups. *Prerequisite: one unit in political science; by permission to other qualified students.*

Mr. Murphy

---

### 211 (2) (B<sup>2</sup>) (MR) Politics of South Asia

An introduction to the colonial political histories and contemporary political systems of the region, with a focus on India, Pakistan, Bangladesh, and Sri Lanka. The course is organized around the following major themes: independence and the problems of decolonization, state formation in ethnically diverse countries, the political economy of state-building, and parlia-

mentary democracy and military rule. The chief contemporary issues addressed are: ethno-political strife; secessionist movements and wars; development dilemmas; regional cooperation and conflict; treatment of minorities; human rights. *Prerequisite: one unit in Political Science.*  
Ms. Rao

---

### 214 (B<sup>2</sup>) (MR) Politics of Race and Ethnicity

Colonial experience, economic development, legislation, and immigration policies will be addressed in case studies of countries such as the United States, United Kingdom, South Africa, and India. Themes discussed will include: the response of categories of race and ethnicity to political exigencies; gendered realities in divided societies; and the role of the state in maintaining as well as dismantling discrimination. Focus on the vantage point of racial and ethnic communities to understand relations of power between different groups. *Prerequisite: one unit in political science. Not offered in 1995-96.*

Ms. Rao

---

### 239 (2) (B<sup>2</sup>) (MR) Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning versus the market; the political issues to be considered include ideology, authoritarianism, democratization, and the role of the state. The course emphasizes the lessons for economic growth, social equality, and political change provided by the East Asian experience. This is the same course as Economics 239. Students may register for either Political Science 239 or Economics 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Political Science 239C). *Prerequisite: Economics 101 or 102 or by permission of the instructors.*

Mr. Joseph and Mr. Lindauer

---

### 301 (2) (B<sup>2</sup>) Seminar. Transitions to Democracy

An examination of how democracies are created and sustained with particular emphasis on the experiences of the twentieth century. Seminar will cover theories of democratization and state-building and consider the lessons learned from the successes and failures of recent attempts to construct and consolidate democratic regimes around the globe. Particular attention will be paid to comparing processes and prospects for

successful democratization in the post-communist systems of Eastern Europe and the former Soviet Union and authoritarian regimes of Latin America, East Asia, and South-Central Europe, among others. *Prerequisite: one grade II unit in comparative politics or international relations or by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Ms. Dawson

---

### 303 (2) (B<sup>2</sup>) The Political Economy of the Welfare State

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political opposition. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. *Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.*

Mr. Krieger

---

### 305 (1) (B<sup>2</sup>) (MR) Seminar. The Military in Politics

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies of the United States, Brazil, Peru, Nigeria, Ghana, Egypt. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Wasserspring

---

### 306 (1) (B<sup>2</sup>) Seminar. Revolutions in the Modern World

A comparative analysis of the theory and practice of revolutions in the 20th century. Topics discussed include the meaning and causes of revolution; revolutionary leadership; why people join revolutionary movements; strategies of revolu-

tion and counterrevolution; and U.S. policy towards revolutionary movements and regimes. Material will be drawn from revolutions in Russia, China, Vietnam, Nicaragua, Iran and Chile among others. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Mr. Joseph

---

### 307 (2) (B<sup>2</sup>) (MR) Seminar. Women and Development

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World. *Prerequisite: either 204, 206, 207, 208, or 209, or by permission of the instructor.*

Ms. Wasserspring

---

### 308 (1) (B<sup>2</sup>) Environmental Politics in Industrialized Societies

An examination of: (1) the emergence and development of environmental philosophies (e.g., conservation, preservation, deep ecology) and the policy agendas associated with them; (2) comparative analysis of environmental politics and policy-making in the advanced industrialized countries and the former communist bloc; and (3) the politics of international environmental cooperation. Case studies will include nuclear power, global warming, transboundary air pollution, and the "spotted owl" controversy in the United States. This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic. *Prerequisites: one unit in comparative politics or one unit in international relations; open to other qualified students by permission of the instructor.*

Ms. Dawson

## American Politics and Law

---

### 200 (1) (2) (B<sup>2</sup>) American Politics

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. *Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.*

Mr. Schechter, Mr. Rich, Ms. Fastnow

---

### 210 (B<sup>2</sup>) Political Participation and Influence

How citizens express their interests, concerns, and preferences in politics. Why and how some groups achieve political influence. Why some issues are taken up and others ignored. The parts played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots and demonstrations in articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign. *Prerequisite: one unit in political science. Not offered in 1995-96. Offered in 1996-97.*

Ms. Just

---

### 212 (2) (B<sup>2</sup>) Urban Politics

Introduction to contemporary urban politics. Study of policy-making and evaluation in the areas of education, transportation, housing, welfare, budgeting and taxation. Consideration of population shifts, regional problems, and the impact of federal policy on urban planning. *Prerequisite: one unit in political science or economics or American studies.*

Mr. Rich

---

### 215 (1) (2) (B<sup>2</sup>) Courts, Law, and Politics

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal

reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change. *Prerequisite: 200 or by permission of the instructor.*

*Mr. Burke, Ms. Ruttenberg*

---

### 311 (1) (B<sup>2</sup>) The Supreme Court in American Politics

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. *Prerequisite: one unit in American legal studies, or by permission of the instructor.*

*Mr. Schechter*

---

### 312 (B<sup>2</sup>) The Criminal Justice System

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice. *Prerequisite: 215 or 311 or by permission of the instructor. Not offered in 1995-96.*

---

### 313 (2) (B<sup>2</sup>) American Presidential Politics

Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. *Prerequisite: 200 or 210 or by permission of the instructor.*

*Mr. Rich*

---

### 314 (1) (B<sup>2</sup>) Congress and the Legislative Process

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking. *Prerequisite: 200 or 210 or by permission of the instructor.*

*Ms. Fastnow*

---

### 315 (1) (B<sup>2</sup>) Public Policy and Analysis

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement. *Prerequisite: 200 or 210 or by permission of the instructor.*

*Mr. Rich*

---

### 316 (B<sup>2</sup>) Mass Media in American Democracy

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalism ethics are explored. *Prerequisite: 200, 210 or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Just*

---

### 317 (B<sup>2</sup>) The Politics of Health Care

Analysis of how the policy-making process in the U.S. has shaped the provision of health care and the response to health issues, and the prospects for reform. Specific issues include national health insurance, AIDS, and the uses of medical technology. *Prerequisite: One unit in American Politics, or by permission of the instructor. Not offered in 1995-96.*

---

### 318 (1) (B<sup>2</sup>) Seminar. Conservatism and Liberalism in Contemporary American Politics

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, preventive detention, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the

president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

*Mr. Schechter*

---

### 319 (B<sup>2</sup>) Seminar. Campaigns and Elections

Do elections matter? Exploration of issues in campaigns and elections: Who runs and why? The impact of party decline and the rise of campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The “meaning” of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third-party candidacies (including Perot), and prospects for political reform. Coursework includes campaign participation. *Prerequisite: 200, 210 or by permission of the instructor. Not offered in 1995-96.*

*Ms. Just*

---

### 320 (2) (B<sup>2</sup>) Seminar. Inequality and the Law

Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare. *Prerequisite: one unit in American legal studies and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

*Mr. Schechter*

---

### 333 (1) (B<sup>2</sup>) Seminar. Ethics and Politics

An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), “bedfellows” (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public offi-

cial to an ethical standard. *Prerequisite: one Grade II unit in American politics. Enrollment limited; apply in writing to instructor.*

*Ms. Just*

---

### 334 (2) (B<sup>2</sup>) Seminar. Presidential-Congressional Relations

Study of the formal and informal relationships between the President and Congress. Analysis of such topics as: constitutional sources of presidential-congressional tension, legal and political limits to presidential and congressional power, the overlapping functions of the executive and legislative branches, the electoral connection or competition between these two branches, and conflicts in domestic and foreign policy-making. *Prerequisite: Political Science 200 required; 313 or 314 recommended or another 300 level course in American Politics and Law and permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1995-96.*

---

### 335 (B<sup>2</sup>) Seminar. The First Amendment

Analysis of the role of the Supreme Court in the protection of individual rights guaranteed by the First Amendment to the U.S. Constitution. The seminar will examine the right to criticize government, symbolic expression, pornography, privacy, prior restraints on the press. Struggles over the place of religion in public life, including school prayer, creationism, aid to religious schools, secular humanism, limits on religious freedom will also be studied. *Prerequisite: One unit in American legal studies and permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1995-96.*

*Mr. Schechter*

---

### 336 (B<sup>2</sup>) Seminar. Women, the Family and the State

Analysis of the development and evolution of public policies toward the family, and their relationship to changing assumptions about “women’s place.” Consideration of policies toward marriage and divorce; domestic violence; nontraditional families; family planning; the care and support of children; and public welfare. *Prerequisite: one unit in American politics or law. Enrollment limited; apply in writing to instructor. Not offered in 1995-96.*

---

### 337 (B<sup>2</sup>) (MR) Seminar. The Politics of Minority Groups in the United States

An examination of office holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious

minority groups in the United States, including Black Americans, Mexican-Americans, Native Americans, Puerto Ricans, Jews, Mormons, Arabs, Asians, Central and South Americans. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1995-96.*

Mr. Rich

---

### 338 (B<sup>2</sup>) Seminar. Gay and Lesbian Politics in the United States

An exploration of the lesbian and gay political movement in the United States, this seminar will begin with the invention of the medical model of "homosexuality" in the 19th century and trace the rise of a lesbian/gay/bisexual political movement through the twentieth century. The course will adopt an historical approach, examining issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and the advent of lesbian and gay studies as an academic discipline. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1995-96.*

---

## International Relations

---

### 221 (1) (2) (B<sup>2</sup>) World Politics

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Prerequisite: one unit in history or political science.*

Miss Miller, Mr. Murphy, Ms. Moon

---

### 224 (2) (B<sup>2</sup>) International Security

War as a central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, peacekeeping and arms control. *Prerequisite: one unit in international relations or permission of the instructor.*

Mr. Paarlberg

---

### 321 (1) (B<sup>2</sup>) The United States in World Politics

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of

policies pursued. Consideration of future prospects. *Prerequisite: Political Science 221 or by permission of the instructor.*

Miss Miller

---

### 322 (2) (B<sup>2</sup>) Gender in World Politics

The course will examine gender constructions in world politics and assess the roles of women as leaders, actors, and objects of foreign policy. Some topics include gender biases in IR theories, institutions, and policies; women's relationship to state; feminist analysis of war/peace, political economy, and human rights; coalition-building around issues of gender. *Prerequisite: 221 or permission of the instructor.*

Ms. Moon

---

### 323 (1) (B<sup>2</sup>) The Politics of Economic Interdependence

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations will be sought for the differing economic performance of states in Asia, Africa, and Latin America. Global issues discussed will include food, population, energy, environment. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Paarlberg

---

### 327 (B<sup>2</sup>) International Organization

The changing role of international institutions since the League of Nations. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes. *Prerequisite: one unit in international relations or comparative politics. Not offered in 1995-96.*

Mr. Murphy

---

### 328 (1) (B<sup>2</sup>) After the Cold War

An exploration of contentious issues in world politics since 1989. Stress on transitions and transformations in global, regional, and functional settings. *Prerequisite: Political Science 221 or by permission of the instructor. Miss Miller*

---

### 329 (B<sup>2</sup>) International Law

The nature and functions of international law in contemporary international society. Study of basic principles of state sovereignty, jurisdiction

and recognition will provide a basis for charting the development of international law in respect of the regulation of conflict, ocean and outer space, human rights and the control of terrorism. Problems of law-making and law-observance will be illustrated by case studies drawn from recent state practice. *Prerequisite: one unit in international relations, or by permission of the instructor. Not offered in 1995-96.*

---

**330 (2) (B<sup>2</sup>) Seminar. Negotiation and Bargaining**

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case studies. *Prerequisite: Political Science 221 and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Miss Miller

---

**332 (2) (B<sup>2</sup>) Seminar. People, Agriculture, and the Environment**

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion—all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. Enrollment limited to juniors and seniors; apply in writing to the instructor. This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic. *Prerequisite: Political Science 204 or 323.*

Mr. Paarlberg

---

**348 (B<sup>2</sup>) Seminar. Problems in North-South Relations**

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of

trade, aid, investment and military intervention as foreign policy instruments. *Prerequisite: one unit in international relations or permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1995-96.*

Staff

---

**Political Theory and Methods**

---

**240 (1) (B<sup>2</sup>) Classical and Medieval Political Theory**

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

---

**241 (2) (B<sup>2</sup>) Modern Political Theory**

Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

---

**242 (B<sup>2</sup>) Contemporary Political Theory**

Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neoconservative, and democratic theories. Attention will be paid to theoretically grounded approaches to political inquiry, including functionalism, structuralism, and post-modernist theory. *Prerequisite: one unit in political theory, or social theory, or political philosophy; or by permission of the instructor. Not offered in 1995-96.*

Mr. Krieger

---

**245 (B<sup>2</sup>) Issues in Political Theory**

Study of the theoretical dimensions of selected political issues, such as the limits of obedience to government (exploring such concepts as author-



ity, obligation, civil disobedience, and revolution) arguments for and against democracy, the diverse understandings of concepts such as liberty, rights, equality and justice. Attention will be paid to the interpretations of these topics made possible by gender, sexual, and racial/ethnic differences. Readings from classical, modern, and contemporary sources. *Prerequisite: one unit in political science, philosophy, or history, or by permission of the instructor. Not offered in 1995-96.*

Staff

---

### 249 (2) (B<sup>2</sup>) Introduction to Quantitative Methods in Political Science

The role of empirical data in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross-tabulation, tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required. *Prerequisite: one Grade II unit in political science or by permission of the instructor.*

Ms. Fastnow

---

### 340 (2) (B<sup>2</sup>) American Political Thought

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. *Prerequisite: one Grade II unit in political theory, American politics, or American history, or by permission of the instructor.*

Mr. Stettner

---

### 342 (1) (B<sup>2</sup>) Marxist Political Theory

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race and gender. *Prerequisite: one Grade II unit in political theory or by permission of the instructor.*

Mr. Krieger

---

### 343 (1) (B<sup>2</sup>) (MR) Seminar. New Theoretical Perspectives: The Politics of Identity

Examination of several identity-related issues, including multiculturalism, nationalism, regionalism, and separatism, using the political theories of post-colonialism, post-modernism, critical legal theory, cultural theory, and feminist thought. Questions addressed will include: Is identity predetermined or negotiable? Under what conditions do ascribed and self-acknowledged traits become instruments of empowerment as well as oppression? How does the socially-constituted self relate to the community and the state? What are the implications of identity-based politics for liberty, representation, and rights and obligations? Authors include: Gloria Anzaldua, Michel Foucault, Nancy Fraser, Gayatri Chakravorty Spivak, Patricia Williams. *Prerequisite: one Grade II unit in political theory, philosophy, or by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Ms. Rao

---

### 344 (1) (B<sup>2</sup>) Feminist Political Theory

Examination of 19th and 20th-century feminist theory with focus on contemporary debates. The feminist critique of liberalism and socialism will introduce discussion of issues such as methodology, gender differences, race and sexuality. Authors read will include Mill, Marx, Engels, and the contemporary theorists Alison Jaggar, Sandra Harding, Carol Gilligan and Catharine MacKinnon. *Prerequisite: one Grade II unit in political theory, philosophy, or women's studies.*

Ms. Rao

---

### 345 (2) (B<sup>2</sup>) Seminar. Human Rights

Examination of the development of the human rights tradition in the West, and its critique from non-Western perspectives. Authors read will include Hobbes, Locke, Rousseau, Mill and Marx. Consideration of contemporary issues including anticolonialism, feminism, and economic rights versus political rights, and transnational rights and responsibilities. *Prerequisite: one Grade II unit in political theory, philosophy or by permission of instructor. Enrollment limited; apply in writing to instructor.*

Ms. Rao

---

### 349 (B<sup>2</sup>) Seminar. Liberalism

Study of the development of liberal political theory. Emphasis on the origins of liberalism in such theorists as Locke, Montesquieu, Jefferson,

and Mill; adaptation of liberalism to the welfare state in Britain and the United States by T.H. Green, Hobhouse and the American progressives; development of contemporary American liberalism by political figures such as F.D. Roosevelt, Johnson and Humphrey, and theorists such as Rawls and Flathman. Some attention to critiques of liberalism by social democratic, communitarian and neo-conservative writers. *Prerequisite: one Grade II unit in political theory, or by permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1995-96.*

Mr. Stettner.

---

### 350 (1) (2) Research or Individual Study

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. *Open to juniors and seniors by permission.*

---

### 360 (1) Senior Thesis Research

By permission of department. See p. 69, Departmental Honors.

---

### 370 (2) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Courses

*For Credit*

---

### Africana Studies 205 (B<sup>2</sup>) (MR)

The Politics of Black Domination in South Africa. *Not offered in 1995-96.*

---

### Africana Studies 215 (B<sup>2</sup>) (MR)

Introduction to Afro-American Politics. *Not offered in 1995-96.*

---

### Africana Studies 245 (B<sup>2</sup>) (MR)

Caribbean and African Comparative Politics. *Not offered in 1995-96.*

---

### Africana Studies 306 (2) (B<sup>2</sup>) (MR)

Urban Development and Planning: Comparative Case Studies

---

### Africana Studies 318 (B<sup>2</sup>) (MR)

Seminar. Women and the Quest for Modernization and Liberation. *Not offered in 1995-96.*

---

## Attention Called

---

### Classical Civilization 243 (B<sup>1</sup>)

Roman Law. *Not offered in 1995-96. Offered in 1997-98.*

---

### Extrdepartmental 103 (2) (B<sup>1</sup> or B<sup>2</sup>)

Introduction to Reproductive Issues

---

### Extrdepartmental 203 (2) (B<sup>1</sup> or B<sup>2</sup>)

Ethical and Social Issues in Genetics

---

## Directions for Election

The Political Science Department divides its courses and seminars into four sub-fields: Comparative Politics, American Politics and Law, International Relations, and Political Theory and Methods. Either Political Science 101 or 102 is strongly recommended for all further work in political science, particularly for those who are considering a major in the Department. (Students may take only one introductory course, either 101 or 102, but not both.)

In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II or Grade III unit in each of the four sub-fields offered by the Department. In the process of meeting this major requirement, students are encouraged to take at least one course or seminar which focuses on a culture other than their own. A major in Political Science consists of at least 8 units. Beginning with the class of 1998, a major in Political Science will consist of at least 9 units.

Recommended first courses in the four subfields are: in Comparative Politics: 204 or 205; in American Politics and Law: 200; in International Relations: 221; in Political Theory and Methods: 240, 241 or 245.

In addition to the distribution requirement, the Department requires all majors to do advanced work in at least two of the four sub-fields. The minimum major shall include Grade III work in two fields and at least one of these Grade III units must be a seminar. Normally, seminars require a major research paper. *Admission to department seminars is by written application only. Seminar applications may be obtained in the Department office. Majors should begin applying for seminars in the first semester of their junior year, in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required Grade III courses. All course work to fulfill at least two of the four distribution*

units must be taken at Wellesley, and no transfer credit for the major or for College distributional or degree requirements will be approved at the 300 level.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience. To count an AP unit toward the major, a student must successfully complete a 200-level course in the same field within the Department.

Majors considering going to graduate school for a Ph.D. in Political Science should discuss with their advisors the desirability of including quantitative methods, along with appropriate foreign language preparation.

## Psychobiology

### AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Koff, Berger-Sweeney*

---

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, 214R, 222R or 248R); Biological Sciences 110, 111, and 213. Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 302, 306, 315, and 332; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

---

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of director. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite:* 360.

# Psychology

Professor: Zimmerman, Furumoto, Schiavo<sup>A</sup>, Clinchy, Koff (Chair), Pillemer, Cheek<sup>A</sup>, Akert

Associate Professor: Lucas, Hennessey, Mansfield, Berman

Visiting Associate Professor: Carli

Assistant Professor: Norem<sup>A</sup>, Wink<sup>A</sup>, Genero, Keane, Brachfeld-Child, Rosenm, Kulik-Johnson, Goldstein

Instructor: Rinehart

Lecturer: Traupmann Pillemer

Laboratory Instructor: Schley

---

## 101 (1) (2) (B<sup>2</sup>) Introduction to Psychology

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior. *Open to all students.*

*The Staff*

---

## 205 (1) (2) (B<sup>2</sup>) Statistics with Laboratory

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion. *Prerequisite: 101.*

*Ms. Hennessey, Ms. Carli*

---

## 207 (1) (2) (B<sup>2</sup>) Developmental Psychology

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required. *Prerequisite: 101.*

*Ms. Mansfield, Ms. Brachfeld-Child*

---

## 207R (1) (2) (B<sup>2</sup>) Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required. 1.25 units of credit. *Prerequisite: 205 and 207.*

*Ms. Clinchy, Mr. Pillemer*

---

## 208 (1) (B<sup>2</sup>) Adolescence

Consideration of physical, cognitive, social and personality development during adolescence. *Prerequisite: 101.*

*Ms. Rosenm*

---

## 210 (1) (2) (B<sup>2</sup>) Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. *Prerequisite: 101.*

*Ms. Akert, Ms. Kulik-Johnson*

---

## 210R (1) (2) (B<sup>2</sup>) Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. 1.25 units of credit. *Prerequisite: 205 and 210 or 211.*

*Ms. Akert, Ms. Genero*

---

## 211 (B<sup>2</sup>) Group Psychology

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc. *Prerequisite: 101. Not offered in 1995-96. Next offered in 1996-97.*

---

## 212 (1) (2) (B<sup>2</sup>) Personality

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology. *Prerequisite: 101.*

*Ms. Rinehart*

---

## 212R (1) (B<sup>2</sup>) Research Methods in Personality

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students. 1.25 units of credit. *Prerequisite: 205 and 212.*

*Ms. Rinehart*

---

## 214R (1) (B<sup>2</sup>) Research Methods in Cognitive Psychology

Introduction to research methods appropriate to the study of human cognition (i.e., how people

take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. Each section typically limited to 12 students. 1.25 units of credit. *Prerequisite: 205 and one of the following, 216, 217, 218, 219, Biological Sciences 213.*

Ms. Keane

---

### 215 (2) (B<sup>2</sup>) Memory

Introduction to the study of human memory. Examines processes underlying encoding, storage, and retrieval of information. Will review theoretical models focusing on distinctions between different forms of memory including short-term and long-term memory, implicit and explicit memory, episodic and semantic memory. Factors contributing to forgetting and distortion of memory will also be discussed. *Prerequisite: 101.*

Ms. Keane

---

### 216 (1) (B<sup>2</sup>) Psychology of Language

Introduction to the study of the cognitive processes involved in using language. Theoretical and empirical issues in language will be explored including the relationship between language and thought, the development of language ability, and the computation of syntactic structure. *Prerequisite: 101.*

Ms. Lucas

---

### 217 (2) (B<sup>2</sup>) Cognition

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on attention, pattern recognition, memory, language and the representation and use of conceptual knowledge. *Prerequisite: 101.*

Ms. Lucas

---

### 218 (B<sup>2</sup>) Sensation and Perception

A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations. *Prerequisite: 101. Not offered in 1995-96. Offered in 1996-97.*

---

### 219 (1) (B<sup>2</sup>) Physiological Psychology

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproduc-

tive behavior, emotion, learning and memory, language, and mental disorders. *Not open to students who have taken Biological Sciences 213. Prerequisite: 101.*

Mrs. Koff

---

### 222R (2) (B<sup>2</sup>) Research Methods in the Study of Individual Lives

An introduction to research methods appropriate to the study of individual lives. Individual and group projects. Laboratory. Typically limited to twelve students. 1.25 units of credit. *Prerequisite: 205 and one other 200-level Psychology course.*

Mrs. Furumoto

---

### 245 (2) (B<sup>2</sup>) (MR) Cultural Psychology

Examines how and why cultural factors affect social and developmental psychological processes. Individual, interpersonal, and contextual factors are considered to expand our understanding of increasingly diverse environments. *Prerequisite: 101.*

Ms. Genero

---

### 248 (1) (B<sup>2</sup>) Psychology of Teaching, Learning, and Motivation

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness. *Prerequisite: 101.*

Ms. Hennessey

---

### 248R (2) (B<sup>2</sup>) Research Methods in Educational Psychology

An introduction to research methods appropriate to the study of educational psychology. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center and other classroom locations required. 1.25 units of credit. *Prerequisite: 205 and 248.*

Ms. Hennessey

---

**301 (1) (B<sup>2</sup>) Seminar. Child Development and Social Problems**

Emphasis on how current social problems may impact children's social, emotional, and cognitive development. Topics include: child abuse and neglect, effects of poverty on child development, teenage pregnancy and parenthood, prenatal drug and alcohol exposure, and intervention research aimed at promoting positive child development outcomes. *Open to juniors and seniors who have taken two Grade II units including 207 and excluding 205, or by permission of the instructor.*

Ms. Goldstein

---

**302 (1) (B<sup>2</sup>) Health Psychology**

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness. *Open to students who have taken two Grade II units, excluding 205, and by permission of the instructor.*

Mr. Berman

---

**303 (1) (B<sup>2</sup>) Psychology of Gender**

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its "legitimacy" as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.*

Ms. Goldstein

---

**308 (2) (B<sup>2</sup>) Selected Topics in Clinical Psychology**

Topic for 1995-96: Psychotherapy. This course examines theory, research, and practice in three schools of psychotherapy: psychodynamic, cognitive-behavioral, and family systems. Topics to be covered include underlying assumptions of normalcy/ pathology, theories of change, methods/ techniques, and relationships between co-participants. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, or by permission of the instructor.*

Ms. Traupmann Pillemer

---

**309 (1) (2) (B<sup>2</sup>) Abnormal Psychology**

An examination of major psychological disorder with special emphasis on phenomenology. Behavioral treatment of anxiety-based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, and by permission of the instructor.*

Mr. Berman

---

**311 (B<sup>2</sup>) Seminar. Social Psychology**

Children and the Physical Environment. Exploration of the field of environmental psychology, the influence of the physical environment on behavior and feelings, with particular attention to children. Emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., urban environments, neighborhoods, playgrounds, classrooms, homes) investigated. Students (in small groups) use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports. *Open to juniors and seniors who have taken two Grade II units, including one of the following: 207, 210 or 211 and excluding 205, and by permission of the instructor to other qualified students. File application in department. Written permission is required for all students. Not offered in 1995-96.*

---

**316 (1) (B<sup>2</sup>) Seminar. Psycholinguistics**

Examines the relationship between knowledge about language structure and the psychological processes that use that knowledge in language understanding. Theories about the form of linguistic knowledge will be related to experimental studies of spoken and written discourse with an emphasis on investigations of real-time language processing. Psychological evidence for competing views of the structure of the human language processing system will be evaluated. *Prerequisite: Open to juniors and seniors who have taken 216 or Language Studies 322 and one other Grade II unit, or by permission of the instructor.*

Ms. Lucas

---

**317 (2) (B<sup>2</sup>) Seminar. Psychological Development in Adults**

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Topics include: intellectual

development in adulthood; changing conceptions of truth and moral value; the evolution of identity; gender differences in development. *Open to juniors and seniors who have taken two Grade II units excluding 205.*

Mrs. Clinchy

---

### 318 (2) (B<sup>2</sup>) Seminar. Brain and Behavior

Selected topics in brain-behavior relationships. Emphasis on the neuropsychology of human emotion. Topics include right hemisphere involvement in perception and expression of emotion, facial expression of emotion, emotional disturbances, lateralization of emotion in infants and children, and neuroanatomy and neurochemistry of emotion. *Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, Biological Sciences 213, and one other Grade II course, excluding 205.*

Mrs. Koff

---

### 319 (2) (B<sup>2</sup>) Seminar. Neuropsychology

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization. *Open to juniors and seniors who have taken two Grade II units, including either 219 or Biological Sciences 213, and excluding 205.*

Ms. Keane

---

### 325 (2) (B<sup>2</sup>) Seminar. History of Psychology

History of anorexia nervosa from its identification and naming in the 1870s in Great Britain and France to the debates in the United States surrounding its explanation and treatment from the 1940s to the present. The seminar will explore the role of culture, gender, and sociohistorical change in the emergence of this modern disorder. *Open to juniors and seniors who have taken 101.*

Mrs. Furumoto

---

### 329 (B<sup>2</sup>) Seminar. Lives in Transition

An examination of how people cope with transitions in their adult lives. Particular emphasis on issues of personality and personality change in response to life changes. Topics include: transition from home to college, marriage, parenting, dealing with chronic illness, mid-life crisis, divorce, menarche and menopause, retirement and bereavement. Models of life stages will also

be discussed. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor. File application in department. Written permission required for all students. Not offered in 1995-96.*

---

### 330 (2) (B<sup>2</sup>) Topics in Cognitive Science

Topic for 1995-96: Consciousness. Cognitive Science encompasses work from the fields of cognitive psychology, artificial intelligence, linguistics, philosophy, and the neurosciences. An examination of the pre-theoretical assumptions behind the research in this field. These assumptions will be studied by looking at different approaches to the problem of consciousness. *Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.*

Ms. Lucas

---

### 331 (B<sup>2</sup>) Seminar. Psychology of the Self

An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students. File application in department. Written permission is required for all students. Not offered in 1995-96.*

---

### 333 (B<sup>2</sup>) Tests and Measurements

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI, CPI, WAIS, Rorschach and the TAT. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor. Not offered in 1995-96.*

---

### 335 (B<sup>2</sup>) Seminar. Memory in Natural Contexts

Topics include autobiographical memory, eyewitness testimony, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory

abilities. *Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205. File application in department. Written permission is required for all students. Not offered in 1995-96.*

---

### 337 (B<sup>2</sup>) Seminar. The Psychology of Creativity

An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205. File application in department. Written permission is required for all students. Not offered in 1995-96.*

---

### 340 (B<sup>2</sup>) Organizational Psychology

An examination of key topics in organizational psychology including: social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory and research. *Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor. Not offered in 1995-96.*

---

### 345 (2) (B<sup>2</sup>) Seminar. Selected Topics in Developmental Psychology

Topic for 1995-96: Early Social Development. Examination of major psychological theories and research concerning human development from infancy through early childhood. Topics will include the child's interactions with mother, father and siblings; effects of divorce; the social construction of gender; effects of televisions; day care, child abuse; play and friendship. Includes class visits to the Wellesley College Child Study Center. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210.*

*Ms. Brachfeld-Child*

---

### 347 (1) (B<sup>2</sup>) (MR) Seminar. Ethnicity and Social Identity

Examines the social and developmental aspects of identity with a special focus on ethnicity. The

social construction of culture, interpersonal functioning, ethnic group differences, and expectations will be explored as they relate to identity development. The influence of race, gender and class will also be considered. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 245, or by permission of the instructor.*

*Ms. Genero*

---

### 349 (2) (B<sup>2</sup>) Seminar. Nonverbal Communication

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students have the opportunity to conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships). *Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210.*

*Ms. Akert*

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 69, Departmental Honors.

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Courses

---

*For Credit*

---

### Africana Studies 225 (1) (B<sup>2</sup>)

Introduction to Black Psychology. *Not offered in 1995-96.*

---

### Biological Sciences 213 (1) (C)

Biology of Brain and Behavior with Laboratory



---

**Language Studies 322 (B<sup>2</sup>)**

Child Language Acquisition. *Not offered in 1995-96.*

---

**Philosophy 345 (2) (B<sup>1</sup>)**

Seminar: Advanced Topics in Philosophy of Psychology and Social Science. Topic for 1995-96: Minds, Brains and Computers.

*Attention Called*

---

**Extrdepartmental 103 (2) (B<sup>1</sup> or B<sup>2</sup>)**

Introduction to Reproductive Issues

---

**Extrdepartmental 203 (2) (B<sup>1</sup> or B<sup>2</sup>)**

Ethical and Social Issues in Genetics

---

**Philosophy 215 (1) (B<sup>1</sup>)**

Philosophy of Mind

---

## Directions for Election

Majors in psychology must take at least nine courses, including 101, 205, one research course, three additional Grade II courses, and two Grade III courses, one of which must be numbered 302-349. At least five of the courses for the major must be taken in the Department. The Department offers six research courses: 207R, 210R, 212R, 214R, 222R and 248R. The Department strongly recommends that the research course be completed no later than the end of the junior year. Beginning with the class of 1995, students will be required to take at least one course numbered 207 through 212 and at least one course numbered 215-219 or Biological Sciences 213.

A Minor in psychology (five courses) consists of: (A) 101, and (B) one course at the 300-level, and (C) three additional courses. Psychology 350 does not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the Department.

Students should note that they must apply for certain courses in the department prior to pre-registration. Written permission (faculty signature on the pre-registration card) is required for all students for all seminars. Students should contact the Psychology Department at least two weeks prior to pre-registration to apply for seminars and to secure written permission.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where the programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Advanced placement credit exempts students from the prerequisite of Psychology 101 for courses numbered 200 or above in the department. First year students with advanced placement wishing to enter such courses are advised to consult with the chair or the instructor in the course in which they wish to enroll. The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley.

# Religion

Professor: *Johnson<sup>A2</sup>, Hobbs<sup>A</sup>, Kodera, Marini*

Visiting Professor: *LaFargue*

Associate Professor: *Elkins (Chair), Nathanson<sup>A</sup>, Marlow*

Assistant Professor: *Nave, Aaron*

Instructor: *Bonz*

---

## 100 (1) (B<sup>1</sup>) Introduction to Religion

A beginning course in the study of religion, with lectures by all members of the department. The first half surveys the world's major religious traditions. The second half examines the interplay between religion and such phenomena as oppression and liberation, the status of women, art and architecture, politics, and modernity. Materials drawn from sources both traditional and contemporary, Eastern and Western. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

---

## 104 (1) (2) (B<sup>1</sup>) (MR) Introduction to the Hebrew Bible/Old Testament

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to Ancient Near Eastern Cultures. Special focus on the fundamental techniques of literary, historical and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution. *Open to all students.*

*Mr. Aaron*

---

## 105 (1) (B<sup>1</sup>) Introduction to the New Testament

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. *Open to all students.*

*Ms. Bonz*

---

## 107 (1) (B<sup>1</sup>) Critical Issues in Modern Religion

Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, and Tillich, as well as liberation, feminist, and pluralist theologians. *Open to all students.*

*Mr. Johnson*

---

## 108 (1) (B<sup>1</sup>) (MR) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. *Open to all students.*

*Ms. Marlow*

---

## 108M (2) (B<sup>1</sup>) (MR) Introduction to Asian Religions

A critical examination of conceptions of self, world, and absolute value in the formative texts of the historic religions of West Asia, South Asia and East Asia. Readings and discussions organized around such questions as the human condition, the search for absolute values, the meaning of death and the end of the world. Taught at MIT. Meets HASS-D requirement at MIT for MIT students. *Open to all Wellesley and MIT students.*

*Mr. Kodera*

---

## 140 (B<sup>1</sup>) Introduction to Jewish Civilization

A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective. *Open to all students. Not offered in 1995-96. Offered in 1997-98.*

*Ms. Nathanson*

---

## 160 (B<sup>1</sup>) (MR) Introduction to Islamic Civilization

A historical survey of the religion and culture of the Islamic world from the seventh century to the present. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice, and modern intellectual life. Attention to the interaction among Arabs, Iranians and Turks in the formation of Islamic culture, and the diverse forms assumed by that culture in areas to which Islam later spread. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Marlow*

---

**204 (B<sup>1</sup>) (MR) Law in the Ancient Near East and Hebrew Bible/Old Testament**

Women and Family Law (marriage and surrogate parenting, divorce, adultery, rape); Slavery (concubinage, gender differences, agency); and Injury Law (torts). Comparative readings in documents from the Ancient Near East including the Hebrew Bible. This course seeks to identify the most ancient principles of justice, law and ethics of Western Civilizations. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

---

**205 (2) (B<sup>1</sup>) (MR) Genesis and the Ancient Near East Mythologies**

Examination of the historical narrative, mythology and theology of the book of Genesis, especially in comparison with ancient Mesopotamian and Egyptian literatures. Topics include cosmic and human creation stories, the flood motif, Patriarchal/Matriarchal traditions. Methodological introduction to the study of composite texts. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Aaron*

---

**206 (1) (B<sup>1</sup>) (MR) The Problem of Evil in Ancient Near Eastern Religions**

Diverse approaches to the problem of evil and suffering in relation to the gods. Readings in the Book of Job, Ecclesiastes, Ancient Mesopotamian and Egyptian Literatures, Gnosticism and the Talmud. Attention also to modern Christian and Jewish responses to issues raised in these texts. *Open to all students.*

*Mr. Aaron*

---

**210 (2) (B<sup>1</sup>) The Gospels**

A historical study of each of the four canonical Gospels, and of one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth. *Open to all students.*

*Ms. Bonz*

---

**211 (B<sup>1</sup>) Jesus of Nazareth**

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will

conclude with the modern "quest for the historical Jesus." *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Hobbs*

---

**212 (B<sup>1</sup>) Paul: The Controversies of an Apostle**

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. *Open to all students. Not offered in 1995-96. Next offered in 1997-98.*

*Mr. Hobbs*

---

**215 (2) (B<sup>1</sup>) Christian Classics**

Fundamental texts of the Christian tradition examined for their spiritual and theological significance. Works read include Augustine's *Confessions*, Thomas à Kempis's *The Imitation of Christ*, Luther's *On Christian Freedom*, Teresa of Avila's *Autobiography*, Bunyan's *The Pilgrim's Progress*, Martin Luther King, Jr., *Strength to Love*. *Open to all students.*

*Ms. Elkins*

---

**216 (B<sup>1</sup>) Christian Thought: 100-1600**

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor: issues in the writings of Christian thinkers—Catholic, Orthodox, and Protestant—from the martyrs to the sixteenth-century reformers. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of Scripture. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Elkins*

---

**217 (B<sup>1</sup>) Modern Christian Thought**

An introduction to the Christian tradition in the Twentieth Century West. Topics include basic Christian teachings common to Evangelical, Protestant Mainline, and Roman Catholic churches, as well as contemporary issues such as liberation vs. salvation, evangelism vs. inter-religious dialogue, and traditional authority vs. feminism. Authors to be read include C.S. Lewis, Reinhold Niebuhr, Paul Tillich, Karl Rahner, Gustavo Gutierrez, Frederick Buechner, and Sallie McFague. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Johnson*

---

**218 (1) (B<sup>1</sup>) Religion in America**

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, Anne Hutchinson and the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day, Black Elk, and Martin Luther King, Jr. *Open to all students.*

*Mr. Marini*

---

**220 (B<sup>1</sup>) Religious Themes in American Fiction**

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Chaim Potok, Flannery O'Connor, Alice Walker, and Leslie Silko. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Marini*

---

**221 (B<sup>1</sup>) Catholic Studies**

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and inter-religious dialogue. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, the U.S. bishops, and recent popes. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Ms. Elkins*

---

**225 (B<sup>1</sup>) Women in Christianity**

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters—feminists, third-world women, and women of color. *Open to all students. Not offered in 1995-96. Next offered in 1997-98.*

*Ms. Elkins*

---

**226 (1) (B<sup>1</sup>) (MR) Liberation Theology**

An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, Black, Jewish, Third World women, and Asian authors. *Open to all students.*

*Mr. Johnson*

---

**229 (2) (B<sup>1</sup>) (MR) Christianity and the Third World**

An inquiry into the encounter of Christianity with cultures beyond Europe from the sixteenth century to the present. Critical examination of Christian missions and the emergence of indigenous forms of Christianity in the Third World. Particular attention to contemporary movements including Catholic Liberation base communities and Protestant Pentecostal settlements in Latin America, the Native American Church in the United States, Afro-Caribbean Vodun, the New Churches of SubSaharan Africa, and the Evangelical Churches of Korea. *Open to all students.*

*Mr. Marini*

---

**230 (2) (B<sup>1</sup>) Ethics**

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices. *Open to all students.*

*Mr. Marini*

---

**231 (B<sup>1</sup>) Psychology of Religion**

An examination of major psychological studies of religion beginning with William James. Readings primarily drawn from four psychoanalytic traditions: Freud, Jung, ego psychology (Erikson), and object relations (Winnicott). Attention to the feminist critics and advocates of each. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Johnson*

---

**241 (B<sup>1</sup>) (MR) Emerging Religions: Judaism and Christianity 150 B.C.E.-500 C.E.**

Death and resurrection, utopia and salvation, law and tradition, authority and heresy, mysticism and human nature, in the literatures of Rabbinic Judaism and early Christianity. Read-

ings will be drawn from Intertestamental Writings, the Dead Sea Scrolls, Rabbinic Midrash and Talmud, and early Christian writings. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Mr. Aaron

---

### 243 (B<sup>1</sup>) (MR) Women in the Biblical World

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Nathanson

---

### 245 (B<sup>1</sup>) (MR) The Holocaust

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Nathanson

---

### 251 (B<sup>1</sup>) (MR) Religions in India

An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Ms. Marlow

---

### 253 (2) (B<sup>1</sup>) (MR) Buddhist Thought and Practice

A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career,

Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West. *Open to all students.*

Mr. Kodera

---

### 254 (B<sup>1</sup>) (MR) Chinese Thought and Religion

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to the present. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Mr. Kodera

---

### 255 (1) (B<sup>1</sup>) (MR) Japanese Religion and Culture

Constancy and change in the history of Japanese religious thought and its cultural and literary expression. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, developments distinctive to Japanese Buddhism, Neo-Confucianism and its role in modernization and nationalism, threat of Western colonialism and religion, and modern Japanese thought. *Open to all students.*

Mr. Kodera

---

### 257 (B<sup>1</sup>) Contemplation and Action

An exploration of the inter-relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West, historic and contemporary. Topics include: self-cultivation and social responsibility, experience of injustice and non-violence, solitude and compassion, human frailty as a basis for courage. Readings selected from Confucius, Mahatma Gandhi, Ryokan, Dag Hammarskjöld, Simone Weil, Thomas Merton, Henri Nouwen, Benjamin Hoff and others. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

Mr. Kodera

---

### 262 (2) (B<sup>1</sup>) (MR) The Formation of the Islamic Religious Tradition

A historical study of the Islamic religious tradition with particular attention to the early centuries in which it reached its classical form. Topics include the life of Muhammad, the Qur'an and Qur'anic interpretation, Prophetic tradition, law,

ethics, theology, Shi'ism, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period. *Open to all students.*

*Ms. Marlow*

---

**263 (1) (B<sup>1</sup>) (MR) Islam in the Modern World**

The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th and 20th centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist period. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures. *Open to all students.*

*Ms. Marlow*

---

**271 (B<sup>1</sup>) (MR) Native American Religious Traditions**

A multidisciplinary exploration of the nature, structure, and meaning of ritual act and language in the religious life of Native American cultures of the United States. Study of ritual speech with special attention to myth and symbol. Also focuses on contemporary issues that involve the confrontation of traditional life ways with modern secular society. *Open to all students. Not offered in 1995-96.*

---

**298 (A) New Testament Greek**

Special features of Koiné Greek. Reading and discussion of selected New Testament texts. *Prerequisite: one year of Greek; or exemption examination; or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Hobbs*

---

**300 (1) (B<sup>1</sup>) Senior Seminar. Issues in the Contemporary Study of Religion**

An examination of selected problems of research and interpretation in the contemporary study of religion. Close reading and discussion of recent landmark works from each of the Religion Department's three curricular areas: Biblical Studies, Judaism and Christianity, and Islam and Asian Religions. Special emphasis on student-faculty discourse about the conceptual foundations of critical scholarship in the field. Strongly recommended for departmental majors and minors. *Prerequisite: Senior religion majors and minors, or by permission of the instructor.*

*Mr. Marini*

---

**303 (2) (B<sup>1</sup>) (MR) Seminar. Human Sacrifice in Religion**

A study of sacrifice in the Ancient Near East, with emphasis on Judaism and Christianity. Particular attention to the Bible's "Binding of Isaac" story and its later interpretations. Visiting specialists will present comparative studies of sacrifice in Greek, Roman and Aztec religions. *Prerequisite: any course in Hebrew Bible or New Testament or one of the following: 140, 160, 241, 242, 262, or permission of the instructor.*

*Mr. Aaron*

---

**308 (B<sup>1</sup>) Seminar. Paul's Letter to the Romans**

An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters. Members will focus much of their research on current scholarship in the so-called Romans debate. *Prerequisite: at least one course in New Testament. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Hobbs*

---

**310 (B<sup>1</sup>) Seminar. Gospel of Mark**

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the christological struggles in the early church will be focal points of the study. *Prerequisite: at least one course in New Testament. Not offered in 1995-96. Next offered in 1997-98.*

*Mr. Hobbs*

---

**316 (1) (B<sup>1</sup>) Seminar. The Virgin Mary**

The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Prerequisite: one Grade II course in medieval history, women's studies, or religion or by permission of instructor.*

*Ms. Elkins*

---

**318 (B<sup>1</sup>) Seminar. Religion in the American Revolution**

American religious culture from 1770 to 1790 and its relationship to the Revolution. Theological debates, revivals, and new sects; the theology of revolution, religious dimensions of the Declaration and the Constitution, and separation of church and state; sacred poetry, sacred song, and popular religious literature. *Prerequisite: one Grade II course in American religion, history, or politics, or permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

Mr. Marini

---

**323 (B<sup>1</sup>) Seminar. Theology**

Topics include: the influence of patriarchal social structures on the images of God dominant in Western religions; and the emergence of alternative concepts of God as articulated from feminist perspectives. Readings in Protestant, Roman Catholic, and Jewish authors, such as Rosemary Ruether, *Sexism and God-Talk*, Catherine Keller, *From a Broken Web*, Judith Plaskow, *Standing Again at Sinai*, and Elizabeth Johnson, *She Who Is*. Attention also given to narrative accounts of women's religious oppression and liberation. *Prerequisite: 226 or permission of instructor. Not offered in 1995-96. Next offered in 1997-98.*

Mr. Johnson

---

**342 (B<sup>1</sup>) (MR) Seminar. Rabbis, Romans and Archaeology**

A study of the development of Judaism from the fourth century B.C.E. to the seventh century C.E. An examination of Jewish history and culture in relation to the major religious, social, and political trends of the hellenistic world and of late antiquity. Special attention to the interaction between early Rabbinic Judaism and early Christianity, and to the material culture of the Jewish and Christian communities of Roman and Early Byzantine Palestine. *Open to all students. Prerequisite: one course in Biblical Studies, Judaism, Classical Civilization, or by permission of instructor. Not offered in 1995-96. Offered in 1996-97.*

---

**350 (1) (2) Research or Individual Study 1 or 2**

*Open to juniors and seniors by permission.*

---

**351 (2) (B<sup>1</sup>) (MR) Seminar. Religion and Identity in Modern India**

A study of Indian thought (Hindu, Muslim and Sikh) from the end of the Mughal Empire to the present. Attention to the impact of the British

presence on Indian culture and intellectual life, the struggle for independence, the formation of Pakistan, and the rise of "fundamentalisms" throughout the subcontinent. Focus on the intersection of religious and social issues, such as the caste system, the roles and rights of women, and the relationships between majority and minority communities. Readings from Vivekananda, Gandhi, Tagore, Radhakrishnan, Iqbal, Mawduzi, Rushdie. *Open to juniors and seniors, and to sophomores with permission of the instructor.*

Ms. Marlow

---

**353 (B<sup>1</sup>) (MR) Seminar. Zen Buddhism**

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Prerequisite: one course in Asian Religions and by permission of the instructor. Enrollment limited to fifteen. Not offered in 1995-96. Offered in 1997-98.*

Mr. Kodera

---

**354 (2) (B<sup>1</sup>) Seminar. Taoism**

Classical and Popular Taoism from their origins in Ancient China through subsequent stages of development. Topics include: Lao Tzu, Chuang Tzu, Huai-nan Tzu, Neo-Taoism; Taoism's cultic, cultural, and artistic expressions, as well as influences on martial arts and Chinese medicine. Also considered are interactions with Confucianism, Buddhism, and Neo-Confucianism. *Prerequisite: one course in Asian religions, or permission of the instructor.*

Mr. LaFargue

---

**355 (2) (B<sup>1</sup>) (MR) Seminar. Modern Japanese Thought**

An exploration of how modern Japanese thinkers have preserved Buddhism, Confucianism, Taoism and Shinto, while introducing Western thinkers, such as Kant, Heidegger, Kierkegaard, Dostoyevsky and Marx, and created a synthesis to meet the intellectual and cultural needs of modern Japan. Readings include Nishida Kitaro, *The Logic of Place and a Religious World View*; Watsuji Tetsuro, *Climate and Culture*; Uchimura Kanzo, "No Church Christianity"; Tanabe Hajime, *Philosophy as Metanoia*. *Prerequisite: Religion 255 or equivalent, and permission of the instructor.*

Mr. Kodera

---

**356 (B<sup>1</sup>) (MR) Seminar. Ideal Society in Asian Religions**

Promises and problems of the ideal society as proposed by the religious thinkers of Asia. Comparative study principally through primary sources in translation. Topics include: Confucian humanitarianism, Maoist equalitarianism and Taoist “no action”; Buddhist monasticism and the “Pure Land”; Hindu utopian communities; “nature” and the emperor system in Shinto. *Prerequisite: at least one course in Asian religions and the permission of the instructor. Enrollment limited to twelve. Not offered in 1995-96. Offered in 1996-97.*

Mr. Kodera

---

**360 (1) Senior Thesis Research 1 or 2**

By permission of department. See p. 69, Departmental Honors.

---

**362 (B<sup>1</sup>) (MR) Seminar. Religion and State in Islam**

The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the pre-modern period include the problem of justice and the emergence of distinct Sunni and Shi'i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and “fundamentalist” conceptions of religion's role in the nation state. *Prerequisite: Religion 160 or 262, History 286 or equivalent, or by permission of the instructor. Not offered in 1995-96. Offered in 1996-97.*

Ms. Marlow

---

**363 (B<sup>1</sup>) (MR) Seminar. Literature of Islamic Societies**

An examination of some major works of Arabic and Persian literature, medieval and modern, religious and secular, in their historical and cultural contexts. Emphasis on the portrayal of relationships between the individual, the family, and the larger community. Comparisons made, when appropriate, with European literature. Readings in English translation from the Qur'an, Sufi poetry, the *ta'ziya* “Passion Play,” epics, “mirrors for princes,” the *Thousand and One Nights*, modern novels, and political poetry. *Prerequisite: Religion 160 or 262, History 286 or equivalent, or by permission of the instructor. Not offered in 1995-96. Next offered in 1997-98.*

Ms. Marlow

---

**370 (2) Senior Thesis**

*Prerequisite: 360.*

---

**Hebrew 101-102 (1-2) (A) Elementary Hebrew**

Introduction to Classical Hebrew with an emphasis on reading and translation skills. The course will provide a methodical introduction to grammatical forms and rules of syntax, while concentrating on the vocabulary of Hebrew Bible and early post-Biblical Hebrew. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to all students.*

Ms. Nave (1), Mr. Aaron (2)

---

**Hebrew 201-202 (1) (2) (A) Intermediate Hebrew**

Building on the foundations in Classical Hebrew provided in Religion 199, this course will introduce students to Contemporary Hebrew. While it will enhance a student's skill in reading and translation, it will also move her language ability into the realms of writing and speaking. Selected texts from modern Hebrew literature will be used to advance these skills.

Ms. Nave (1-2)

---

**Cross-Listed Courses**

---

*Attention Called*

---

**Classical Civilization 104 (1) (A)**

Classical Mythology

---

**Classical Civilization 236/336(1) (B<sup>1</sup>)**

Greek and Roman Religion

---

**History 217 (B<sup>1</sup>)**

The Making of European Jewry, 1085-1815. *Not offered in 1995-96. Offered in 1996-97.*

---

**History 218 (1) (B<sup>1</sup>)**

Jews in the Modern World, 1815-Present

---

**History 219 (2) (B<sup>1</sup>)**

The Jews of Spain and the Lands of Islam

---

**History 326 (B<sup>1</sup>)**

Seminar. American Jewish History. *Not offered in 1995-96. Offered in 1996-97.*

---

**History 327 (2) (B<sup>1</sup>)**

Zionism and Irish Nationalism: A Comparative Perspective



---

**History 328 (B<sup>1</sup>)**

Anti-Semitism in Historical Perspective. *Not offered in 1995-96. Offered 1996-97.*

---

**History 367 (1) (B<sup>1</sup>)**

Seminar. Jewish Ethnicity and Citizenship

---

**Medieval/Renaissance Studies 249 (2) (A)**

Imagining the Afterlife

---

## Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of eight courses, at least two of which are to be at the 300 level. To promote breadth, majors shall complete one course in each of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions. To ensure depth, majors shall present a concentration including at least three courses, of which one must be a 300-level course, within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

The minor consists of a minimum of five courses, at least one of which is to be at the 300 level, and no more than two of which can be at the 100 level. Three of the five courses, including a 300 level course, shall be within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

Students majoring or minoring in religion will discuss the structure of their program with a faculty advisor. The Department offers Religion 300: Senior Seminar: Issues in the Contemporary Study of Religion, as a capstone experience strongly recommended for senior majors and minors.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available in this department. The Religion Department offers courses in Elementary and Intermediate Hebrew. See p. 237. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both

the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs. Only one year of Hebrew can be credited towards the department major or minor.

# Russian

Assistant Professor: *Hodge<sup>A</sup>, Swensen, Weiner*  
(Acting Chair)

Lecturer: *Semeka-Pankratov*

Language Instructor: *Lebedinsky*

---

## 101-102 (1-2) (A) Elementary Russian

Complete introduction to Russian grammar through oral and written exercises; reading of short stories; special emphasis on oral expression; frequent multimedia computer exercises. 101 may be taken during Wintersession. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students. Five periods, 1.25 units of credit.*

*Mr. Swensen, Mr. Weiner*

---

## 201-202 (1-2) (A) Intermediate Russian

Conversation, composition, reading, comprehensive review of grammar. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101-102 or the equivalent. Five periods, 1.25 units of credit.*

*Mr. Swensen*

---

## 251 (1) (A) Russian Literature in Translation: the Nineteenth Century

A survey of Russian fiction from the Age of Pushkin (1820s-1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*) and Dostoevsky (*Crime and Punishment*) will be read. *Two periods. Open to all students.*

*Mr. Swensen*

---

## 252 (2) (A) Russian Literature in Translation: the Twentieth Century

This course traces the decay of nineteenth-century realist prose, the ascent of impressionistic, decadent and symbolist writings of the turn of the century, the experiments in ornamental prose of the Twenties, the late modernist novels of the Thirties, the post-war "Thaw" literature, and the works of *samizdat* novelists in exile. The

literary reflection of the monumental changes taking place in Russia—the Revolt of 1905, War, Communism, the New Economic Policy, the Stalinist Purges—will be examined throughout the course. Students will read a selection of Chekhov's short stories, Sologub's *The Petty Demon*, Bunin's "Dry Valley," Bely's *Petersburg*, Zamyatin's *We*, Olesha's *Emvy*, Gladkov's *Cement*, Platonov's *The Foundation Pit*, Bulgakov's *The Master and Margarita*. Two periods. *Open to all students.*

*Mr. Weiner*

---

## 253 (1) (A) Russian Drama

A study of Russian theater from the late eighteenth century to the Soviet period. Students will read and analyze the classics of the Russian stage, including works by Fonvizin, Griboedov, Pushkin, Gogol, Ostrovsky, Chekhov, and Maikovsky. The profoundly influential works on dramatic theory and stage practice by such directors as Nemirovich-Danchenko, Stanislavsky, and Meyerhold will also be examined. Taught in English. Two periods. *Open to all students. Not offered in 1996-97.*

*Ms. Semeka-Pankratov*

---

## 271 (1) (A) Russia's "Golden Age"

An examination of the most celebrated artistic efflorescence in Russian history, which took place roughly from 1800 through the 1830s. Students will explore Russian Sentimentalism and Romanticism by scrutinizing the works of Pushkin and his literary benefactors (Derzhavin, Karamzin, Zhukovsky) and heirs (Durova, Baratynsky, Delvig, Gogol, Lermontov). Reading and discussion will be supplemented by presentations of films, music and the graphic arts. Taught in English. Two periods. *Open to all students.*

*Mr. Swensen*

---

## 272 (2) (A) Ideology and the Russian Novel

An intensive analysis of the great cycle of ideological novels at the center of Russia's historic social debates from the 1840s through the 1860s. The tension between literary Realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Dostoevsky, Pisarev and Lenin. Representative works from the non-literary arts will supplement reading and class discussion. Taught in English. Two periods. *Open to all students. Not offered in 1995-96. Offered in 1996-97.*

*Mr. Hodge*

---

**282 (2) (A) Contemporary Russian Literature**

A study of the Russian novel from Stalin's death in 1953 to the present. Students will analyze the "Thaw" literature of Erenburg and Solzhenitsyn, *samizdat* (home-published) works of Voinovich and Venedikt Erofeev, *tamizdat* (published abroad) novels by Pasternak and Aksenov, the "village prose" of Solzhenitsyn and Shukshin, and retrospective works by Trifonov and Bitov. Taught in English. Two periods. *Open to all students.*

Mr. Weiner

---

**286 (1) (A) Vladimir Nabokov**

An examination of the artistic legacy of the great novelist, critic, lepidopterist and founder of the Wellesley College Russian Department. Nabokov's works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov's English-language novels (*Lolita*, *Invitation to a Beheading*) and the authorized English translations of his Russian works (*The Defense*, *Despair*, *Invitation to a Beheading*). Course taught in English. Two periods. *Open to all students. Not offered in 1996-97.*

Mr. Weiner

---

**301 (1) (A) Advanced Russian**

Students will learn to distinguish and master the many styles of written and spoken Russian: biblical, folkloric, nineteenth-century literary prose, bureaucratise, scholarly prose, legalese, epistolary, and journalistic. The course includes a study of the subtleties of syntax and vocabulary in literary and other genres through extensive analytic reading of stories, folk tales, folk songs, newspaper articles, letters, and official documents. Students practice analyzing and imitating the various styles of written Russian. Classes are conducted in Russian and oral proficiency is stressed. Three periods. *Prerequisite: 201-202 or the equivalent.*

Ms. Semeka-Pankratov

---

**302 (2) (A) Advanced Russian**

A continuation of the stylistic analysis begun in 301, with more attention paid to twentieth-century writing. Students will read experimental literary prose as well as important official documents such as the constitutions of the USSR and Russian Federation. Classes are conducted in Russian and oral proficiency is stressed. Three periods. *Prerequisite: 301 or the equivalent.*

Ms. Semeka-Pankratov

---

---

**350 (1) (2) Research or Individual Study**

*Open by permission to qualified students.*

---

**353 (1) (A) Russian Drama**

Same course as 253 above, with additional work in Russian. To receive credit for Russian 353, students will attend a third weekly class meeting in which they will read, discuss, and perform, in Russian, excerpts from each major work. Three periods. *Prerequisite or corequisite: 301 or 302. Not offered in 1996-97.*

Ms. Semeka-Pankratov

---

**360 (1) (2) Senior Thesis Research**

By permission of department. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

---

**371 (2) (A) Russia's "Golden Age"**

Same course as 271 above, with additional work in Russian. To receive credit for Russian 371, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. Three periods. *Prerequisite or corequisite: 301 or 302.*

Mr. Swensen

---

**372 (2) (A) Ideology and the Russian Novel**

Same course as 272 above, with additional work in Russian. To receive credit for Russian 372, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. Three periods. *Prerequisite or corequisite: 301 or 302. Not offered in 1995-96. Offered in 1996-97. Mr. Hodge*

---

**382 (2) (A) Contemporary Russian Literature**

Same course as 282 above, with additional work in Russian. To receive credit for Russian 382, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. Three periods. *Prerequisite or corequisite: 301 or 302.*

Mr. Weiner

---

---

### 386 (1) (A) Vladimir Nabokov

Same course as 286 above, with additional work in Russian. To receive credit for Russian 386, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. Three periods. *Prerequisite or corequisite: 301 or 302. Not offered in 1996-97.*

*Mr. Weiner*

---

### Directions for Election

101, 102 and 201 are counted toward the degree but not toward the major. Students should note that each course in the 101-102 and 201-202 sequences meets for five sixty-minute sessions each week and earns 1.25 units of credit. 251 and 252 are counted toward the distribution requirements in Group A and both are required for students who intend to major in Russian.

In addition to taking 251 and 252, a major in Russian is expected to elect three 300-level courses other than 301 and 302. Note that 200-level courses above 252 are available as 300-level courses for students who do supplemental reading and discussion each week in Russian; please refer to the descriptions for 353, 371, 372 and 386 above. Students interested in the Russian Area Studies major should see p. 242.

Students may graduate with Honors in Russian either by writing a thesis or taking comprehensive examinations. Students who wish to attempt either Honors exercise should consult with the Chair early in the second semester of their junior year.

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved Junior Year Abroad programs.

Students majoring in Russian should consult the Chair of the department early in their college career.

Students interested in taking 101 during Wintertime should consult the Chair early in the fall term.

Attention is called to Russian Area Studies courses in History, Economics, Political Science, Anthropology, and Sociology.

# Russian Area Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Kohl*

Russian Area Studies majors are invited to explore Russia and the lands and peoples of the former Soviet Union through an interdisciplinary study program.

Majors are normally required to take 4 units of the Russian language above the Grade I level, including Russian 301-302. In addition to those 4 units of the Russian language above the Grade I level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's courses should be outside of the Russian Department.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian area studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses.

The following courses are available for majors in Russian Area Studies:

---

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

360 (1) (2) Senior Thesis Research 1 or 2

By permission of director. See p. 69, Departmental Honors.

---

370 (1) (2) Senior Thesis

*Prerequisite:* 360.

---

Anthropology 247 (1) (B<sup>2</sup>) (MR)

Societies and Cultures of Eurasia

---

Economics 240 (2) (B<sup>2</sup>)

Topic A: The Russian Economy

---

Economics 301 (1) (B<sup>2</sup>)

Comparative Economic Systems

---

History 246 (1) (B<sup>1</sup>)

Medieval and Imperial Russia

---

History 247 (B<sup>1</sup>)

Modern Russia and the Soviet Union. *Not offered in 1995-96.*

---

History 301 (2) (B<sup>1</sup>)

Women of Russia: A Portrait Gallery

---

History 356 (1) (B<sup>1</sup>)

Seminar. Russian History. *Not offered in 1995-96.*

---

Political Science 206 (2) (B<sup>2</sup>)

Politics of Russia and the Newly Independent States

---

Political Science 301 (2) (B<sup>2</sup>)

Seminar. Transitions to Democracy

---

Russian 253 (1) (A)

Russian Drama

---

Russian 271 (1) (A)

Russia's "Golden Age"

---

Russian 272 (2) (A)

Ideology and the Russian Novel. *Not offered in 1995-96. Offered in 1996-97.*

---

Russian 282 (2) (A)

Contemporary Russian Literature

---

Russian 286 (1) (A)

Vladimir Nabokov. *Not offered in 1996-97.*

---

Russian 353 (1) (A)

Russian Drama. *Not offered in 1996-97.*

---

Russian 273 (2) (A)

The Historical Novel in Russia. *Not offered in 1996-97.*

---

Russian 371 (2) (A)

Russia's "Golden Age"

---

Russian 372 (2) (A)

Ideology and the Russian Novel. *Not offered in 1995-96.*

---

Russian 386 (1) (A)

Vladimir Nabokov. *Not offered in 1996-97.*

---

Sociology 333 (1) (B<sup>2</sup>)

Seminar. Special Topics in Sociology. Topic for 1995-96: Conflict and Crisis in the Former Yugoslavia

In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

## Sociology

Professor: *Cuba, Imber, Silbey<sup>A</sup>, Walsh*

Associate Professor: *Cushman (Chair), Hertz*

Assistant Professor: *Noakes*

Instructor: *Ferguson*

Teaching Fellow: *Jackson*

---

102 (2) (B<sup>2</sup>) Sociological Perspective: An Introduction to Sociology

An introduction to the discipline of sociology, including its history, central concepts and theoretical perspectives, and methods. Topics include the analysis of the relation between self and society, the formation of social identities, variations among human societies and cultures, the meaning of community, deviance and social control, the evolution and differentiation of societies, and patterns of racial, gender and class stratification. Attention is given to social institutions (such as religion, the family, science, law, economics, and education), and the defining characteristics of modern societies (such as the growth of technology and bureaucracy.) *Open to all students.*

*Mr. Noakes*

---

103 (2) (B<sup>2</sup>) Social Problems: An Introduction to Sociology

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcohol and drug abuse, gambling, gun control, crime, homelessness, and teenage pregnancy. Includes a third session each week. *Open to all students.*

*Mr. Imber*

---

111 (1) (B<sup>2</sup>) Sociology of the Family: An Introduction to Sociology

This course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of the family, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined; dual-career couples and working-class families will be emphasized. *Open to all students.*

*Ms. Hertz*

---

**138 (1) (B<sup>2</sup>) The Social Construction of Deviance and Conformity: An Introduction to Sociology**

Why are some behaviors, differences, and people stigmatized and considered "deviant" while others are not? This course examines theoretical perspectives on deviance which offer several answers to this question. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses. *Open to all students.*

*The Staff*

---

**200 (1) (B<sup>2</sup>) Classical Social Theory**

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present. *Prerequisite: one Grade I unit. Required of all majors.*

*Mr. Imber*

---

**201 (2) (B<sup>2</sup>) Contemporary Social Theory**

A comprehensive overview of social theories important in the twentieth century. The course examines primary texts representative of both microsociological and macrosociological approaches to social life, including phenomenology, ethnomethodology, dramaturgical analysis, symbolic interaction, structuralism, structural functionalism, conflict theory, class analysis, critical theory, and post-modern theory. *Prerequisite: Sociology 200. Required of all majors. This course was Sociology 300 before 1991-92. Not open to students who took 300 before 1991-92. Open to students who took 201 before 1991-92.*

*Mr. Cushman*

---

**202 (1) (B<sup>2</sup>) Social Statistics**

An introduction to the use of statistics in the social sciences. Both descriptive and inferential statistics are presented as ways of organizing data for the development and testing of hypotheses and as a guide to understanding social science research. Provides the necessary background for 302. *Open to all students. Required of all majors. This course was Sociology 201 before 1991-92. Not open to students who took 201 before 1991-92.*

*Mr. Cuba*

---

**203 (B<sup>2</sup>) (MR) Introduction to Afro-American Sociology**

This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. This is the same course as Africana Studies 203. Students may register for either African Studies 203 or Sociology 203. Credit will be given in the department in which the student is registered. *Prerequisite: 102 or by permission of the instructor. Not offered in 1995-96.*

---

**204 (B<sup>2</sup>) (MR) Third World Urbanization**

This course is a historical and comparative examination of urban development in Africa, the Middle East, Latin America and Asia. Beginning with the origins of cities in Mesopotamia, North-eastern Africa, India, China and Central America, the course then focuses on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. This is the same course as Africana Studies 204. Students may register for either Sociology 204 or Africana Studies 204. Credit will be given in the department in which the student is registered. *Open to all students. Not offered in 1995-96.*

---

**207 (B<sup>2</sup>) Criminology**

Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationships among crime, punishment and justice. *Prerequisite: One Grade I unit. Not offered in 1995-96.*

---

**208 (2) (B<sup>2</sup>) Social Construction of Gender**

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification. The processes and mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will

examine some deliberate attempts to change gender patterns. *Open to all students, except those who took the First-Year Cluster course XSOC: Gender: Power, Identity, and Social Change in America in 1992-93.*

*Ms. Hertz*

---

### 209 (1) (B<sup>2</sup>) Social Inequality: Class, Race, and Gender

This course examines social inequality, primarily in the United States. In addition to current data on inequality, we will consider historical changes in the nature of inequality in America, theoretical explanations of why inequality exists and why it has taken the form it has, and policy proposals for creating a more equal society. The three factors which most directly affect a person's life chances—class, race and gender—will be examined throughout the semester. *Open to all students.*

*Mr. Noakes*

---

### 215 (2) (B<sup>2</sup>) Sociology of Popular Culture

An examination of the expression, production, and consequences of various forms of popular culture in comparative historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production and consumption of popular culture in contemporary capitalist and socialist societies, and the diffusion of American popular culture in the modern world-system. Emphasis on the origin, meaning and social significance of forms of modern popular music such as blues, jazz, reggae, and rock and roll. *Open to all students.*

*Mr. Cushman*

---

### 216 (1) (B<sup>2</sup>) Sociology of Mass Media and Communications

An analysis of the interplay between social forces, media, and communication processes in contemporary society. Focus on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio and television, the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, and the role of the media in the process of identity formation. Discussions also address the social implications of new communication technologies and the role of the media in the democratic process. Students will be expected to use new computer technologies to analyze mass media. *Open to all students.*

*Mr. Cushman*

---

### 217 (B<sup>2</sup>) Power: Personal, Social, and Institutional Dimensions

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes. *Prerequisite: one Grade I unit. Not offered in 1995-96.*

---

### 224 (1) (B<sup>2</sup>) Social Movements, Democracy, and the State

This course examines a diversity of social movements (e.g., African-American civil rights, feminism, pro- and anti-abortion groups, and gay and lesbian rights), focusing on the forces that give rise to them and shape their character and trajectory. Major paradigms in social movement theory will be introduced and their validity evaluated using case studies on a range of contemporary social movements. Particular attention will be paid to the intersection between social movements, democratic processes, and the state, and the ways in which "new" social movements differ from earlier forms will be explored. *Open to all students.*

*Mr. Noakes*

---

### 225 (2) (B<sup>2</sup>) Social Controversies in Science and Technology

An examination of the social conditions of scientific and technical disputes. Presentation of the origins and development of select controversies in scientific research and technological innovation. Topics include: priority disputes, plagiarism, and replication of findings in scientific discovery; technical disputes over the safety and efficacy of the products of scientific discovery and technical innovation; debates on the science of human nature, including IQ, evolutionary psychology, and sociobiology. *Open to all students.*

*Mr. Imber*



---

**227 (B<sup>2</sup>) The FBI and the Enforcement of Domestic Tranquility: A Case Study in Organization and Politics**

This course takes a single government agency, the Federal Bureau of Investigation, as a case study through which to explore basic questions in the sociology of organizations and politics. In response to what situations or political forces do government agencies get created? Can this be described or is each agency the subject of a unique history. How do agencies become institutionalized, that is, become relatively permanent features of the government? Specifically, what role does the FBI play in expanding the reach of the American state? What is the relationship between the basic functions of the FBI and the growth of the state? The course will also examine the role and significance of new surveillance technology along with more general history of dissent in twentieth century America. *Open to all students. Not offered in 1995-96.*

---

**228 (B<sup>2</sup>) Sociology of the Workplace**

This course examines transformations in the nature, meaning and organization of work and management during the twentieth century. Topics include: the process of industrialization; labor force participation and work experience of women; and alternative models for organizing production. Themes include the impact of technological change; worker resistance and alienation; and management strategies and ideology. Special attention will be paid to contemporary social issues such as sexual harassment and the division of labor between men and women. *Open to all students. Not offered in 1995-96.*

---

**232 (B<sup>2</sup>) Class, Status, and Power: Explorations of Social Institutions through Documentary Film**

Explores fundamental sociological concepts and processes by close study of major documentary films by Frederick Wiseman: *Welfare, High School, Juvenile Court, Law and Order, Hospital, The Store, Meat, Model*. *Prerequisite: one Grade 1 unit. Not offered in 1995-96.*

---

**300 (1) (B<sup>2</sup>) Classics of Social Research**

This course will focus on reading empirical studies. Contemporary and classic works will be compared. Readings have been selected in order to look at how social processes are similar across differing settings and topics. For example, we will be comparing how doctors and thieves learn their respective professions. Several core concerns of Sociology will be emphasized: socializa-

tion, social control, social change, and social inequality. In addition to discussing methodological, theoretical and empirical findings, special attention will be paid to how ethnographers portray the social reality of their subjects, present themselves to readers and deal with the ethical dilemmas they face in collecting data and writing up their findings. *Required of all senior majors. Open to non-sociology majors by permission of the instructor.*

*Ms. Hertz*

---

**302 (2) (B<sup>2</sup>) Research Methods**

An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Emphasis is on field research experience; class participants work collectively on the design and implementation of a research project of their choice. *Prerequisite: 202 or by permission of the instructor. Sociology 201, taken before 1991-92, satisfies the prerequisite. Required of all majors.*

*Ms. Ferguson*

---

**311 (2) (B<sup>2</sup>) Seminar: Family and Gender Studies**

The Family, the State and Social Policy. Analysis of problems facing the contemporary U.S. family and potential policy directions in the 1990s. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types. Emphasis on sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. *Enrollment is limited. Preference will be given to students who have taken family- or gender-related courses in sociology, anthropology, psychology, political science, history and women's studies. Admission by written application prior to registration.*

*Ms. Hertz*

---

**314 (1) (B<sup>2</sup>) Medical Sociology and Social Epidemiology**

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill

and dying; movements for alternative health care. *Prerequisite: one Grade II unit or by permission of the instructor.*

Mr. Imber

---

### 324 (2) (B<sup>2</sup>) Seminar. Social Change

Topic for 1995-96: Revolution, War and Society. This course considers various sociological perspectives on revolutions and war. During the first half of the course the classical social revolutions—French, Russian and Chinese—are examined, as are more contemporary revolutions (possibilities include Mexican, Cuban, and Nicaraguan). The second half of the course examines a variety of topics concerning war and American society, including the relationship between wars and the building of the American state, popular cultural representations and reactions to war, and peace movements and other forms of opposition to war. Readings include classical (e.g., Marx, Tocqueville) and contemporary (e.g., Giddens, Skocpol, Tilly) sociologists. *Prerequisite: one Grade II unit in Sociology, Political Science or History.*

Mr. Noakes

---

### 329 (B<sup>2</sup>) Internship in Organizations: Qualitative Research Methods

An internship in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government and industry. The internship is utilized for participant observation of selected aspects of organizational behavior, structure, or process. Seminar sessions are focused on selected topics in organization research and on issues in participant observation and in-depth interviewing. Limited to juniors and seniors. 1.25 units of credit. *Prerequisite: one Grade II unit or by permission of the instructor. 228 or 229 is recommended. Admission by application prior to spring registration. Not offered in 1995-96.*

---

### 333 (B<sup>2</sup>) Seminar. Special Topics in Sociology

Topic for 1995-96: Conflict and Crisis in the Former Yugoslavia. The seminar will draw on readings from classical and contemporary social theory to analyze nationalism, the role of intellectuals, propaganda, ethnic conflict, war, genocide, violence against women, and the prospects for peace in the current war in the Balkans. Our particular focus will be on the historical background of the Yugoslav peoples, the geography

of the Balkan region, the successive formations of Yugoslavia in the twentieth century, the causes and consequences of the dissolution of the Yugoslav federation in 1991, and the sociology of social conflict among the peoples and nations of the former Yugoslavia. *Prerequisite: One Grade II unit in Sociology, Political Science, History, or Russian Area Studies. Students will be expected to read preparatory materials prior to the beginning of class. Permission of the instructor required for enrollment. Not offered in 1995-96.*

Mr. Cushman

---

### 338 (2) (B<sup>2</sup>) Seminar. Topics in Deviance, Law and Social Control

Topic for 1995-1996: Social Control in Contemporary America. Over the course of the semester we will examine transformations in the nature of social control from traditional to modern to post-modern societies. Various forms of social control (e.g., physical violence, surveillance) will be examined, with examples drawn from contemporary America. *Enrollment is limited. Prerequisite: Sociology 138, 207, 213, 227, or by permission of the instructor.*

Mr. Noakes

---

### 349 (B<sup>2</sup>) Professions and Professional Ethics

An examination of the social and cultural forces that lead to the creation of professions. What types of work are regarded as professions? What types of ethical obligations pertain to work defined as professional? What does it mean to be a professional? An overview of the rise of modern professional organizations, including law and medicine. *Prerequisite: one Grade II unit or by permission of the instructor. Not offered in 1995-96.*

---

### 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

---

### 360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See Departmental Honors.

---

### 370 (1) (2) Senior Thesis

*Prerequisite: 360.*

---

## Cross-Listed Courses

---

*For Credit*

---

Africana Studies 208 (2) (B<sup>2</sup>)

Women in the Civil Rights Movement

---

Africana Studies 305 (1) (B<sup>2</sup>)

African-American Feminism. *Not offered in 1995-96.*

---

Extrdepartmental 103 (2) (B<sup>1</sup> or B<sup>2</sup>)

Introduction to Reproductive Issues

---

Extrdepartmental 203 (2) (B<sup>1</sup> or B<sup>2</sup>)

Ethical and Social Issues in Genetics

---

## Directions for Election

Sociology studies human interaction and how people collectively give meaning to their behavior and lives. The scope of sociology—human social life, groups, and societies—is extremely broad, ranging from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, or legal systems. This exploration is conducted across many cultures and historical periods describing how social forces (class, gender, race, age, culture) shape individual experience.

A sociology major must include nine courses: Sociology 200, 201, 202, 300 and 302, plus four additional courses. Permission to take a required course for the major elsewhere must be obtained in advance from the department chair. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years. A minor in sociology (6 units) consists of: any Grade I unit, Sociology 200 and 4 additional courses, one of which must be a Grade III unit. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

## Spanish

Professor: *Agosin, Gascón-Vera, Roses*

Associate Professor: *Bou, Vega (Chair)*

Assistant Professor: *Hall, Syverson-Stork, Webster*

Lecturer: *Renjilian-Burgy*

---

Courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Courses 101-102 [100] and 201-202 [102] are counted toward the degree but not toward the major.

Students who begin with 101-102 [100] in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 241 [201] or 242 [202]; and at least two 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature (252) [206], early Spanish American literature (251) [205], and 302.

Upon approval from the department, up to four courses taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) oral and written linguistic proficiency, (b) ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the *structured individual major* in Latin American Studies, which allows students to choose from a list of courses in seven different departments, including Spanish. Majors devise their own programs in consultation with the Directors of Latin American Studies. See p. 189.

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country, either with Wellesley's PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or another approved program. See p. 67. To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), a student must be enrolled in 241 [201] or higher level language or literature course the previous semester.

*Teacher Certification:* Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Ms. Renjilian-Burgy and Ms. Beatty of the Department of Education.

---

#### 101-102 (1-2) (A) Elementary Spanish

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied drills. Oral presentations. Cultural readings and recordings. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to all students who do not present Spanish for admission.*

*The Staff*

---

#### 201-202 (1-2) (A) Intermediate Spanish

Intensive review of all language skills and introduction to the art, literature and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite: two admission units in Spanish or 101-102.*

*The Staff*

---

#### 241 (1) (2) (A) Oral and Written Communication

Practice in oral and written expression at the advanced level. Through frequent oral presentations, written assignments, readings on Hispanic cultures, and the study of audio- and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Two periods per week. *Prerequisite: 201-202 or four admission units or by permission of the instructor.*

*The Staff*

---

#### 242 (1) (2) (A) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods. *Open to students presenting three admission units or permission of the instructor.*

*Ms. Renjilian-Burgy and Staff*

---

#### 243 (1) (A) Spanish for Spanish-Speakers

Review of spoken and written Spanish for native and near-native students who are already conversant in Spanish, but who have not engaged in extensive formal language study. Readings will be taken primarily from Latino writers and texts dealing with Latino experiences in the US. Emphasis will be placed on revision of written work, and syntactical and grammatical analysis. *Prerequisite: permission of the instructor. Not offered 1995-96.*

*Mr. Vega*

---

#### 251 (2) (A) (MR) Freedom and Repression in Latin American Literature

An introduction to the literature of the Latin American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. *Prerequisite: 241 or 242 or by permission of the instructor. Not offered 1995-96.*

*Mr. Webster*

---

#### 252 (1) (A) Christians, Jews, and Moors: The Spirit of Spain in its Literature

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, *El burlador de Sevilla (Don Juan)*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón. *Prerequisite: same as for 251.*

*Mr. Vega*

---

#### 253 (2) (A) (MR) The Latin American Short Story

In-depth analysis of realistic and fantastic short stories of contemporary Latin America, including Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Manuel Rojas, María Luisa Bombal, Juan Rulfo, Gabriel García Márquez, and Elena Poniatowska. Special emphasis on the emergence of women as characters and as authors. *Prerequisite: same as for 251.*

*Ms. Roses*

---

---

**255 (2) (A) (MR) Chicano Literature: From the Chronicles to the Present**

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and nineteenth-century musical forms such as corridos. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdez, Rodolfo Anaya, Gloria Anzaldúa, Cherríe Moraga, Sandra Cisneros and others. *Prerequisite: same as for 251. Not offered 1995-96.*

Mr. Vega

---

**256 (1) (A) Nineteenth-Century Spanish Society as Seen by the Novelist**

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galós, *Los pazos de Ulloa* by the Countess Pardo Bazón and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation. *Prerequisite: same as for 251.*

Mr. Bou

---

**257 (2) (A) (MR) The Word and the Song: Contemporary Latin American Poetry**

The study of the themes and voices of Latin American poetry as they appear in the written work and the oral tradition of the folk song. Special emphasis will be on Neruda, Vallejo, Paz, Peri-Rossi, Belli, Dalton. *Prerequisite: same as for 251.*

Ms. Agosin

---

**259 (1) (A) (MR) Women Writers of Latin America**

An exploration of the aesthetic, social and cultural representation of twentieth century Latin American women writers. Emphasis will be placed on the relationship between literary production and social reality, the role of the writer in shaping national identities, the emergence of a shared feminist consciousness, and the process of self-representation as part of an historical movement. Authors to be read include María Luisa Bombal, Delmira Agustini, Rosario Castellanos, Luisa Valenzuela, Nancy Marejón, Elena Poniatowska, and Diamela Eltit. *Prerequisite: same as for 251. Not offered 1995-96.*

Ms. Agosin

---

**260 (2) (A) Women Writers of Spain, 1970 to the Present**

A selection of readings—novels, poetry, essays, theater—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaité, Rosa Montero, Ester Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas. A close study of the development of their feminist consciousness and their response to the changing world around them. *Prerequisite: same as for 251. Not offered 1995-96.*

Ms. Gascón-Vera

---

**263 (1) (A) (MR) Latin American Literature: Fantasy and Revolution**

The interrelation between sociopolitical and aesthetic issues in the discourse of contemporary Latin American writers, including Carlos Fuentes, Manuel Puig, Octavio Paz, Isabel Allende, and Juan Fulfo. Special attention will be given to the imaginative vision of Gabriel García Márquez. In English. *Open to all students.*

Ms. Roses

---

**265 (1) (A) (MR) Introduction to Latin American Cinema**

This course will explore the history of Latin American cinema, spanning three decades from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been converted into films. Films to be analyzed include those of María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz. *Prerequisite: same as for 251.*

Ms. Agosin

---

**267 (2) (A) (MR) The Writer and Human Rights in Latin America**

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the seventies to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship; the writer as journalist; disappearances; exile; victim and torturer; women and human rights; and testimonial narratives. The

works of Benedetti, Timmerman, Aguilar, and others will be studied. *Prerequisite: same as for 251. Not offered 1995-96.*

Ms. Agosin

---

**269 (2) (A) (MR) Caribbean Literature and Culture**

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, Pedro Juan Soto. *Prerequisite: same as for 251. Not offered 1995-96.*

Ms. Renjilian-Burgy

---

**300 (2) (A) Honor, Monarchy and Religion in the Golden Age Drama**

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302. Open to students who have taken two Grade II units including one unit in literature.*

Ms. Gascón-Vera.

---

**302 (1) (A) Cervantes**

A close reading of the Quixote with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction. *Prerequisite: same as for 300. Not offered 1995-96.*

Ms. Gascón-Vera

---

**303 (2) (A) Creative Writing in Spanish**

This course will explore the craft of writing poetry and short stories in Spanish. Attention will be given to the study of the aesthetics as well as craft in lyrical works and short narratives. Emphasis will be placed on discussion of student work, focusing on basic skills and grammatical knowledge involved in creative writing in a foreign language. Readings from Latin America's most distinguished authors will be assigned. *Prerequisite: same as for 300. Not offered 1995-96.*

Ms. Agosin

---

**305 (2) (A) (MR) Seminar. Hispanic Literature of the United States**

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrà, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera. *Open to senior majors or by permission of the instructor. Not offered 1995-96.*

Ms. Renjilian-Burgy

---

**311 (2) (A) (MR) Seminar. The Literary World of Gabriel García Márquez and the Post-Boom**

An in-depth study of the literary career of Gabriel García Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quien le escriba*, *La mala bora*, *La hojarasca*, *Cien años de soledad*, *El otoño del patriarca* and *Crónica de una muerte anunciada*. *Prerequisite: same as for 300. Open to senior majors or with permission of the instructor. Not offered 1995-96.*

Ms. Roses

---

**315 (2) (A) (MR) Seminar. Luis Buñuel and the Search for Freedom and Morality**

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977). *Open to senior majors or with permission of the instructor. Not offered 1995-96.*

Ms. Gascón-Vera

---

**317 (1) (A) (MR) Seminar. The New World in Its Literature: Conquest and Counter-Conquest**

Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most signifi-

cant texts and related modern texts. Topics include the emergence of Latin America, politics and "barbarism," the first fight for human rights, Aztec and Inca thought, and the defense of women's right to knowledge. *Open to senior majors or with permission of the instructor.*

Mr. Webster

---

**318 (2) (A) Seminar. Love and Desire in Spain's Early Literature**

Medieval Spain, at a nexus between the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language and metaphor in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic "kharjas"; the Galician "cantigas d'amigo"; the Catalan lyrics of Ausias March; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina*. *Open to senior majors or with permission of the instructor.*

Mr. Vega

---

**324 (1) (A) Seminar. Avant-Garde and Modernity in Spain**

Using a wide variety of literary texts, paintings, and cinema, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between the Spanish and mainstream European Avant-Garde: main figures will include Federico García Lorca, Ramón de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Guillermo de Torre, Salvador Dalí and Pablo Picasso. *Open to senior majors or with permission of the instructor. Not offered 1995-96.*

Mr. Bou

---

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission of the instructor to seniors who have taken two Grade III units in the department.

---

**360 (1) (2) Senior Thesis Research 1 or 2**

By permission of department. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

## Cross-Listed Courses

---

*For Credit*

---

**Experimental 233 (2)**

From Modernism to Post-Modernism: Spain and Germany, 1890-1990

---

# Technology Studies Program

---

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The program consists of Technology Studies and cross-listed courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, women and technology, technology in the third world, energy policy and nuclear power. In 1995-96, in addition to 200, students can elect individual cross-listed courses, in consultation with an instructor in Technology Studies, in addition to their major in a department or interdepartmental program.

---

## 140 Television Technology and Projects Workshop

The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applications as computer-controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term. *File application in the Physics department. Written permission is required of all students. Not offered in 1995-96.*

Mr. Ducas

---

## 200 (2)(C) Medical Technology and Critical Decisions

Examination of new options created by technology in medicine and of quantitative methods for helping to make reasoned decisions and choices by patients, doctors, and society. Study of amniocentesis and other medical decision problems including the influence of individual and societal values. Development of the necessary back-

ground and skills in science and probability. Hands-on experience with scientific and engineering devices and computer modelling of decision-making processes. This course carries one unit of nonlaboratory Group C credit. *Prerequisite: one college mathematics course, or permission of the instructor. Not offered in 1995-96.*

Mr. Ducas, Mr. Shuchat

---

## 209 Women and Technology

An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation. *Open to all students. Not offered in 1995-96.*

Ms. Chaplin

---

## Cross-Listed Courses

---

### Biological Sciences 107(1) (C)

Biotechnology

---

### Economics 228 (B<sup>2</sup>)

Environmental and Resource Economics. *Not offered in 1995-96.*

---

### Mathematics 250 (1) (C)

Topics in Applied Mathematics

---

### Philosophy 249 (1) (B<sup>1</sup>)

Medical Ethics

---

### Physics 222 (C)

Medical Physics. *Not offered in 1995-96.*

---

### Political Science 327 (B<sup>2</sup>)

International Organization. *Not offered in 1995-96.*

---



# Theatre Studies

Lecturer: *Bosch, Parkinson*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

---

## 203 (1) (A) Plays, Production, and Performance

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience. 1.25 units of credit. *Open to all students.*

*Ms. Hussey*

---

## 204 (2) (A) Techniques of Acting

An introduction to the vocal, interpretative and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting.

*Ms. Bosch*

---

## 205 (1) (A) Acting and Scene Study

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from plays ranging from Greek tragedies to modern dramas will be rehearsed and performed in the appropriate period style for class criticism. *Prerequisite: 203 or by permission of the instructor. Not offered in 1995-96.*

*Ms. Bosch*

---

## 207 (2) (A) Stagecraft for Performance

Study of the craft and theory of the production arts in the theatre. The course will cover the process, the designers function in the production: creating working drawings, problem solving, use of theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships. *Prerequisite: same as for 205.*

*Mr. Loewit*

---

## 212 (2) (A) Representations of Women on Stage

Study of the specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says

and implies about women: their "nature," their roles, their place in the society reflected, their options for individuality and for activity affecting others, etc. Consideration of the male dominance in both playwrighting and performance in historic cultures. *Open to all students. Offered in 1995-96. Not offered in 1996-97.*

*Ms. Parkinson*

---

## 220 (2) (A) Classic Plays in Performance

An historical survey of dramatic texts as realized in performance. Videotapes of performances approximating the original production style are the primary objects of study. Analytical and critical writing skills are emphasized in written critiques. *Open to all students. Not offered in 1995-96.*

*Ms. Parkinson*

---

## 250 (1) (2) Research, Independent Study, or Production Apprenticeship

Open by permission to qualified students.

---

## 315 (1) (A) Acting Shakespeare

Study and practice of skills and techniques for the performance of poetic speech and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes performed for class criticism. *Prerequisite: 203, 204 and 205 or permission of the instructor after audition. Offered in 1995-96. Not offered in 1996-97.*

*Ms. Bosch*

---

## 350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

# Theatre Studies

## AN INDIVIDUAL MAJOR

Director: *Hussey*

A major in Theatre Studies may be designed according to the provision of the Individual Major option. See p. 55.

Early consultation with the director is essential because some relevant courses are not offered every year and careful planning is necessary.

Students electing to design an individual major in Theatre Studies will usually take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley. Extensive courses are offered in the Drama program at MIT, and students may also elect certain courses at Brandeis.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre Studies will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations.

In addition to the offerings of the Theatre Studies Program, the following courses count towards an individual major in Theatre Studies:

---

Africana Studies 207 (2) (B<sup>2</sup>) (MR)  
Images of African People through the Cinema

Africana Studies 222 (1) (B<sup>1</sup>) (MR)  
Images of Blacks and Women in American Cinema

Africana Studies 266 (2) (A) (MR)  
Black Drama. *Not offered in 1995-96.*

Art 165 (1) (A)  
Introduction to Film and Video Production

Art 364 (2) (A)  
Women Filmmakers: Resisting/Deflecting/Subverting the Gaze

Chinese 243 (2) (A) (MR)  
Chinese Cinema. *Not offered in 1995-96.*

Classical Civilization 210/310 (2) (A)  
Greek Drama in Translation

English 112 (1) (A)  
Introduction to Shakespeare

English 204 (1) (A)  
The Art of Screenwriting

English 223 (1) (A)  
Shakespeare Part I: The Elizabethan Period

English 224 (2) (A)  
Shakespeare Part II: The Jacobean Period

English 324 (A)  
Advanced Studies in Shakespeare. Topic for 1995-96: Shakespeare and National History

English 325 (2) (A)  
Advanced Studies in Sixteenth- and Seventeenth-Century Literature. *Not offered in 1995-96.*

English 335 (1) (A)  
Advanced Studies in Restoration and Eighteenth-Century Literature. Topic for 1995-96: The Restoration and Its Drama

Extrdepartmental 231 (1) (A)  
Interpretation and Judgment of Films

French 213 (1) (A)  
From Myth to the Absurd: French Drama in the Twentieth Century

French 240 (1) (A)  
Images of Women in French Film

French 303 (1) (A)  
Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Molière, Racine

French 314 (2) (A)  
Cinema: François Truffaut

French 321 (2) (A)  
Seminar. Topic: Women Playwrights at the Comédie Française. *Not offered in 1995-96.*

German 285 (1) (A)  
German Cinema (in English). *Not offered in 1995-96.*

Italian 261/361 (1) (A)  
Italian Cinema (in English)

Japanese 251 (1) (A)  
Japan Through Literature and Film

Latin 251 (1) (A)  
Roman Drama

Philosophy 203 (1) (B<sup>1</sup>)  
Philosophy of Art

Russian 253 (1) (A)  
Russian Drama

Spanish 300 (2) (A)  
Honor, Monarchy and Religion in the Golden  
Age Drama.

Technology Studies 140  
Television Technology and Projects Workshop.  
*Not offered in 1995-96.*

Writing 125 13 (2)  
Strong Women in Film

Other courses also may on occasion be counted  
towards the Theatre Studies individual major.

## Women's Studies

Professor: *Reverby*<sup>A1</sup>

Associate Professor: *Kapteijns* (Chair)

Assistant Professor: *Creef*

Instructor: *Dawit, Patel*

---

A major in Women's Studies offers an opportunity for the interdisciplinary study of women's experience as it is reflected in the humanities, the sciences, and the social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about women and men. They also pursue knowledge of the gendered experience in diverse cultures and across time.

A major in Women's Studies has a number of core requirements. Students must take Women's Studies 120 (Introduction to Women's Studies), and Women's Studies 222 (Women in Contemporary Society). They must also elect a multi-cultural course that focuses on women. In addition, students will choose one course above the Grade I level in the humanities (A group). And finally, majors elect a "concentration" of four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Chair or another faculty adviser of the department. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. It is strongly recommended that majors elect basic method and theory courses in their field of concentration and at least one additional appropriate multicultural course.

Majors design their own programs in consultation with the Chair or another faculty adviser of the Women's Studies Department.

The following courses are listed as Women's Studies courses and may be used to satisfy the Group A, Group B<sup>1</sup> or Group B<sup>2</sup> distribution requirement as indicated. Other courses are available each semester through cross registration with MIT.

---

### 120 (1) (2) (B<sup>1</sup>) Introduction to Women's Studies

Introduction to the interdisciplinary field of Women's Studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads and popular culture, the course explores how gender inequalities have

been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity and sexuality will be studied. Exposure to some of the critiques made by Women's Studies' scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration of one of the central dilemmas of contemporary feminist thinking: the necessity to make gender both matter and not matter at the same time.

Ms. Creef, Ms. Patel

---

### 222 (1) (2) (B<sup>1</sup>) (MR) Women in Contemporary Society

An introductory examination of how changes in social structure, ideology, culture and politics have affected women in the Third World and in the U.S. since World War II. "Separated" and "connected" ways of knowing, as well as feminism as a positive form of critical thinking, are discussed. Issues such as cross-cultural meanings of motherhood, economic and reproductive oppression, and the possibility for many feminisms are examined. Then the focus shifts to women's lives in the U.S., the "happy days" of the 1950s, the impact of the Women's Movement of the 1960s, 70s and 80s, with an emphasis upon work, welfare, and feminist ways of knowing.

Ms. Creef, Ms. Patel

---

### 224 (2) (B<sup>1</sup>) Women's Lives through Oral History

If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach. *Prerequisite: 120 or 222 recommended, written permission of the instructor required.*

Ms. Reverby

---

### 226 (B<sup>2</sup>) (MR) Korean Women and Politics

Examination of the lives of women in the Korean diaspora—specifically, north and south Korea, Japan and the U.S.—and their relationship to politics from an historical and cross-cultural perspective. Issues of if and how public-private dualities are applicable to Korean women, the changing meaning and content of "power" in these wom-

en's lives and environments, their participation in overtly political activities (such as anti-colonial movements, labor and student protests, running for elected office, reparation efforts on behalf of former "comfort women" under Japanese colonialism, efforts at Korean reunification, and civil rights activism in the U.S.) will be addressed. Particular emphasis will be on the domestic and international coalition-building efforts and failures of these women in pursuit of specific causes. *Prerequisite: 120, 222, 250 or permission of the instructor. Not offered in 1995-96.*

---

### 230 (B<sup>1</sup>) The Body Politic

Exploration of some of the ways in which politics, human agency and identity are represented in relation to the body. If representation, especially representations of the body, can be considered "political," what are its politics, where are they located and to what uses may they be turned? Consideration of how "the body" is represented as possessing gender, race, class and sexuality. Emphasis on multiple readings of theories of representation that take the body as an historical category using approaches drawn from feminist theory, lesbian and gay studies, and cultural studies. *Prerequisite: Written permission of the instructor. Not offered in 1995-96*

---

### 235 (1) (B<sup>1</sup>) (MR) Cross-Cultural Sexuality

Examination and exploration of sexuality from cross-cultural perspectives, focussing on the production of sexuality in the context of different disciplines—literature, anthropology, history and sociology. Course will address the intersections between sexual and socio-cultural, political and economic discourses. How is sexuality constructed in relation to other considerations, ideological, social and political? How are sexual "norms" established, circulated and maintained in different cultures and at different historical junctures? What if anything constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the US? *Prerequisite: WOST 120, 222, or 250*

Ms. Patel

---

### 248 (1) (A) (MR) Asian American Women Writers

This course surveys the historical development of Asian American women's literature. Among the questions central to our examination: How is

Asian American writing positioned within the larger field of American literature (as well as within the subfields of other ethnic minority literatures)? Is there such a thing as a "canon" in Asian American literature? The first half of this course will survey the literature of Asian American women writers since the early 20th century (including autobiography, fiction, and poetry) in their social and historical contexts. During the second half of the semester we will look at the work of contemporary writers and interrogate, for example, the commercial success of such writers as Maxine Hong Kingston and Amy Tan. *Prerequisite: Written permission of the instructor.*

Ms. Creef

---

### 250 (B<sup>1</sup>) (MR) Asian Women in America

This course takes Asian women in the U.S. as the focus of critical analyses of the politics of identity, knowledge construction and culture. The course emphasizes selected scholarly studies and cultural productions by and about Asian/American women in an effort to interrogate the intersections of race, ethnicity, gender, sexuality, nationality, class, and language. Using an interdisciplinary framework, we will study the ways in which Asian/American women have been both objects and/or subjects of investigation, documentation and representation in such diverse arenas as film, literature, history, sociology and political economy. *Open to all students. Not offered in 1995-96.*

Ms. Creef

---

### 254 (1) (B<sup>1</sup> or B<sup>2</sup>) Women as Subjects of International Law

Focus on the use of international legal instruments to protect and promote the rights of women in various regional settings. The meaning of concepts such as gender, equality and discrimination will be discussed through pertinent regional and national case-law. These concepts will be applied to documents such as the European Convention of Human rights, the International Bill of Rights, the convention of Human Rights, the international Bill of Rights, the convention on the Elimination of All Forms of Discrimination Against Women, the African Charter on Human and People's Rights, and the Inter-American convention on the Rights of Men. *Prerequisite: a course in (or cross-listed with) WOST or by permission of the instructor.*

Ms. Dawit

---

### 301 (B<sup>1</sup>) Seminar. The Politics of Caring

This seminar examines how and why caring is assumed to be a significant part of female character and women's work. Critical examination of explanations of women's roles as caregivers and nurturers, including biosocial, psychoanalytic, and socialization theories and research. Critique of the philosophical debates about caring. Historical study of the work of caring: the relationship between women's unpaid labor in the home and the work of caring in paid occupations and professions, such as medicine, nursing, day care and social work. Study of how caring has become politicized and the basis for women's political action. *Prerequisite: Open to Juniors and Seniors with written permission from instructor. WOST 120, or 222, or 220 or Psychology 303 required. Not offered in 1995-96. Offered in 1996-97.*

Ms. Reverby

---

### 302 (B<sup>2</sup>) (MR) Seminar: Women, War and Peace

This course involves a cross-cultural examination of the relationship between gender and various institutions of war, military establishments, decision-making, strategy, and culture—and peace—religious pacifism, women's peace camps and other women-led grass-roots antiwar/weapons movements. Specific issues include the politics surrounding women as soldiers, camp followers, and civilian supporters of military establishments, as well as the politics of "maternal thinking" and eco-feminism as challenges to military ideology and practice. The course will draw from a wide range of sources—from Greek mythology and literature on women in the Crusades, to studies on female peace crusaders in the early 1900s, to contemporary arguments about the role of women in combat and military prostitution, to the rationales for and effectiveness of women-only peace camps, such as Greenham Common. *Prerequisites: at least one of the following: WOST 120, 220; POLS 221, 305 and by permission of the instructor. Not offered in 1995-96.*

---

### 303 (B<sup>2</sup>) (MR) Seminar. Political Economy of the Body: Sex Industry in Asia

Examination of the uses and abuses of women's and children's sexual labor in the "economic development" efforts of Asian countries. Different forms of sexual labor, such as prostitution, massage parlor work, escort services, "field wives," mail-order brides, and their relationship to poverty, tourism, export-oriented development strategy, and political repression will be

explored. Particular focus will be on issues of class, race, rural-urban divisions and the consequences of the sex industry on the lives of sex-workers (e.g., health, social marginalization, psychological problems). The course will also examine the efforts of various groups to address the individual and societal problems associated with the sex industry, from the United Nations and transnational human rights agencies, to grass-roots level medical and women's advocacy groups. Specific countries covered include China, India, the Philippines, South Korea, and Thailand. Prerequisites: *At least one of the following: WOST 120, 230, POLS 204, 239, 307 and by permission of the instructor. Not offered in 1995-96.*

---

**305 (2) (B<sup>1</sup>) (MR) Seminar. Topics in Gender, Ethnicity and Race**

Topic for 1995-96: Representations of Women of Color in the U.S. A feminist cultural studies approach to the theories and methodologies of self-representation of women of color in literature, film, art, and photography. This course surveys the development of contemporary U.S. third world feminism/feminist theories and places at its center historical representations of the body as possessing gender, race, class and sexuality. *Prerequisite: 120, 222, or 224; or Africana Studies 212, 222, 230, or 305; or English 114, 364, or 383; and permission of the instructor.*

*Ms. Creef*

---

**317 (2) (B<sup>1</sup>) (MR) Seminar. History of Sexuality: Queer Theory**

This seminar will introduce the concepts central to queer theory, starting with Foucault and Laqueur and discussions of sexual difference and deviance. It will examine queerness in its various manifestations and practices, butch-femme, transgenering, cross-dressing, bisexuality and third gender. The conflicts and continuities between identity politics and queer identities will be explored in the context of racialization, class, and different abledness and under the markers of nationhood and subalternity. Finally, what impact do the debates on the production of sexuality in different sites (African American, Native American, Latino, Asian American and non-US) and historical periods have on theories of queerness? *Prerequisite: Open to Juniors and Seniors with written permission of the instructor.*

*Ms. Patel*

---

**320 (2) (B<sup>1</sup>) (MR) American Health Care History in Gender, Race and Class Perspective**

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed. *Open to Juniors and Seniors by written permission of the instructor.*

*Ms. Reverby*

---

**330 (B<sup>1</sup>) (MR) Seminar. Twentieth-Century Feminist Movements in the First and Third World**

Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper. *Open by written permission of the instructor. Not offered in 1995-96.*

---

**360 (1) (2) Senior Thesis Research**

By permission of the department. See p. 69, Departmental Honors.

---

**370 (1) (2) Senior Thesis**

*Prerequisite: 360.*

---

## Cross-Listed Courses

---

*For Credit*

---

**Africana Studies 208 (2) (B<sup>2</sup>) (MR)**

Women in the Civil Rights Movement

---

**Africana Studies 212 (2) (A) (MR)**

Black Women Writers

---

**Africana Studies 217 (2) (B<sup>2</sup>) (MR)**

The Black Family

---

Africana Studies 218 (2) (B<sup>2</sup>) (MR)  
Domestic Service in Cross-Cultural Perspective

---

Africana Studies 222 (1) (B<sup>1</sup>) (MR)  
Images of Blacks and Women in American Cinema

---

Africana Studies 230 (1) (B<sup>2</sup>) (MR)  
The Black Woman in America

---

Africana Studies 305 (1) (B<sup>2</sup>) (MR)  
African American Feminism

---

Africana Studies 318 (B<sup>2</sup>) (MR)  
Seminar. Women and the African Quest for Modernization and Liberation. *Not offered in 1995-96.*

---

Africana Studies 335 (B<sup>2</sup>) (MR)  
Women Writers of the English-Speaking Caribbean. *Not offered in 1995-96.*

---

Anthropology 236 (2) (B<sup>2</sup>)  
Witchcraft, Magic and Ritual: Theory and Practice

---

Anthropology 269 (1) (B<sup>2</sup>) (MR)  
The Anthropology of Gender Roles, Marriage and the Family

---

Art 233 (A)  
Domestic Architecture and Daily Life. *Not offered in 1995-96.*

---

Art 265 (1) (A)  
Intermediate Video Production: the World of the Documentary Producer

---

Art 309 (2) (A)  
Seminar. Problems in Architectural History. Topic for 1995-96: "The Fifties"

---

Art 364 (2) (A)  
Women Filmmakers: Resisting/Deflecting/Subverting the Gaze

---

Chinese 330 (2) (A) (MR)  
Women in Chinese Literature

---

Classical Civilization 104 (1) (A)  
Classical Mythology

---

---

Economics 229 (2) (B<sup>2</sup>)  
Women in the Labor Market

---

Economics 243 (B<sup>2</sup>)  
Race and Gender in U.S. Economic History. *Not offered in 1995-96.*

---

Economics 249 (1) (B<sup>2</sup>)  
Seminar. Marxist and Post-Marxist Economics

---

Education 306 (2) (B<sup>1</sup> or B<sup>2</sup>)  
Seminar. Women, Education and Work. *Not offered in 1995-96.*

---

Education 312 (1) (B<sup>1</sup>)  
Seminar. History of Child Rearing and the Family

---

English 114 (1) (A) (MR)  
Race, Class and Gender in Literature

---

English 272 (1) (A)  
The Victorian Novel

---

English 355 (2) (A)  
Advanced Topics in Twentieth-Century Literature. Topic for 1995-96: Outside England: James Joyce to Nadine Gordimer

---

English 383 (2) (A)  
Women in Literature, Culture, and Society. Topic for 1995-96: The Problem of Reading Asian-American Literature: Genre vs. Gender

---

Extrdepartmental 103 (2) (B<sup>1</sup> B<sup>2</sup>)  
Introduction to Reproductive Issues

---

Extrdepartmental 203 (2) (B<sup>1</sup> or B<sup>2</sup>)  
Ethical and Social Issues in Genetics

---

French 208 (2) (A)  
Women and the Literary Tradition

---

French 240 (1) (A)  
Images of Women in French Film

---

French 304 (A)  
Male and Female Perspectives in the Eighteenth Century Novel. *Not offered in 1995-96.*

---

---

**French 318 (A)**

Modern Fiction. *Not offered in 1995-96.*

---

**French 319 (1) (A)**

Women, Language, and Literary Expression

---

**French 327 (2) (A)**

The Feminine in Nineteenth-Century Texts

---

**German 329 (A)**

Eighteenth-Century Literature and Culture: Of Fathers, Daughters and Sons. *Not offered in 1995-96.*

---

**German 349 (2) (A)**

Christa Wolf

---

**History 257 (2) (B<sup>1</sup>)**

History of Women and Gender in America

---

**History 294 (B<sup>1</sup>)**

Immigration in America. *Not offered in 1995-96.*

---

**History 301 (2) (B<sup>1</sup>)**

Women of Russia: A Portrait Gallery

---

**History 342 (1) (B<sup>1</sup>) (MR)**

Seminar. Women, Work and the Family in African History

---

**History 345 (1) (B<sup>1</sup>)**

Seminar: The American South. Topic for 1995-96: Southern Women's History

---

**History 348 (2) (B<sup>1</sup>)**

Seminar. History of Medicine. Topic for 1995-96: The Female Body in Medieval and Early Modern Europe

---

**History 354 (B<sup>1</sup>)**

Seminar: Family History. *Not offered in 1995-96.*

---

**History 364 (B<sup>1</sup>) (MR)**

Seminar. Women in Islamic Society: Historical Perspectives. *Not offered in 1995-96.*

---

**Language Studies 238 (B<sup>2</sup>)**

Sociolinguistics. *Not offered in 1995-96.*

---

---

**Music 235/335 (2) (A)**

Music in Historical/Critical Context. Topic for 1995-96: Women in Music

---

**Philosophy 227 (1) (B<sup>1</sup>)**

Philosophy and Feminism

---

**Philosophy 249 (1) (B<sup>1</sup>)**

Medical Ethics

---

**Political Science 307 (2) (B<sup>2</sup>) (MR)**

Seminar. Women and Development

---

**Political Science 320 (2) (B<sup>2</sup>)**

Seminar. Inequality and the Law

---

**Political Science 336 (B<sup>2</sup>)**

Seminar. Women, the Family and the State. *Not offered in 1995-96.*

---

**Political Science 338 (B<sup>2</sup>)**

Seminar. Gay and Lesbian Politics in the United States. *Not offered in 1995-96.*

---

**Political Science 343 (1) (B<sup>2</sup>) (MR)**

Seminar. New Theoretical Perspectives: The Politics of Identity

---

**Political Science 344 (1) (B<sup>2</sup>)**

Feminist Political Theory

---

**Political Science 345 (2) (B<sup>2</sup>)**

Seminar: Human Rights

---

**Psychology 245 (2) (B<sup>2</sup>) (MR)**

Cultural Psychology

---

**Psychology 303 (1) (B<sup>2</sup>)**

Psychology of Gender

---

**Psychology 317 (2) (B<sup>2</sup>)**

Seminar. Psychological Development in Adults

---

**Psychology 325 (2) (B<sup>2</sup>)**

Seminar. History of Psychology

---

**Psychology 329 (B<sup>2</sup>)**

Seminar: Lives in Transition. *Not offered in 1995-96.*

---



---

Psychology 340 (B<sup>2</sup>)

Organizational Psychology. *Not offered in 1995-96.*

---

Psychology 347 (1) (B<sup>2</sup>) (MR)

Seminar: Ethnicity and Social Identity

---

Religion 225 (B<sup>1</sup>)

Women in Christianity. *Not offered in 1995-96.*

---

Religion 243 (B<sup>1</sup>) (MR)

Women in the Biblical World. *Not offered in 1995-96.*

---

Religion 316 (1) (B<sup>1</sup>)

Seminar: The Virgin Mary

---

Sociology 111 (1) (B<sup>2</sup>)

Sociology of the Family: An Introduction to Sociology

---

Sociology 208 (2) (B<sup>2</sup>)

Social Construction of Gender

---

Sociology 209 (1) (B<sup>2</sup>)

Social Inequality: Class, Race, and Gender

---

Sociology 217 (B<sup>2</sup>)

Power: Personal, Social, and Institutional Dimensions. *Not offered in 1995-96.*

---

Sociology 228 (B<sup>2</sup>)

Sociology of the Workplace. *Not offered in 1995-96.*

---

Sociology 311 (2) (B<sup>2</sup>)

Seminar: Family and Gender Studies

---

Spanish 253 (2) (A) (MR)

The Spanish American Short Story

---

Spanish 260 (2) (A)

Women Writers of Spain, 1970 to the Present. *Not offered in 1995-96.*

---

Technology Studies 209

Women and Technology. *Not offered in 1995-96.*

---

Theatre Studies 212 (2) (A)

Representations of Women on the Stage

## Writing Program

Director: *Wood*

Assistant Professor: *Schwartz, Viti*

Lecturer: *Johnson*

---

Writing is central to academic life at Wellesley, and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. Writing 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley, and is also assumed to provide the base for writing assigned in later courses. Writing 125 courses are taught by faculty from many departments as well as by a team of writing professionals; these faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All Writing 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for a third period each week), or to take a standard Writing 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise).

All students are required to take Writing 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take Writing 125 in the fall, and to select one of the sections designated for underconfident writers (11, 12, 15, 16). Davis Scholars and transfer students who have not met the Writing Requirement may opt to take English 200 instead of Writing 125.

Students who wish to pursue the study of writing beyond Writing 125 may select independent study in writing (Writing 250) with a member of the Writing Program staff, but should also be aware that many courses at Wellesley are taught writing-intensively, offering students the opportunity to study writing as part of their disciplinary study.

Below are descriptions of the Writing 125 sections offered in 1995-96. Students are invited to indicate a list of preferences, which will be honored as far as possible.

## SEMESTER I

---

### 125 01,02/English 120 (1) (A) Critical Interpretation

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.

*Ms. Hickey, Mr. Shetley, Department of English*

---

### 125 03/Classical Civilization 120 (1) (A) The Trojan War

Heroes and heroines at Troy; Greek victory and Trojan defeat; the homecoming of the heroes. Selected readings in translation from Homer's *Iliad* and *Odyssey*, the *Homeric Hymn to Aphrodite*, and Vergil's *Aeneid*. Recent critical essays on the epics. Open to all first year students, this course both satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the Classical Civilization major. Includes a third session each week.

*Ms. Geffcken, Departments of Greek and Latin*

---

### 125 04/Education 102 (1) (B) Education in Philosophical Perspective

Reflective and analytical inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. Open to all first-year students, this course both satisfies the Writing 125 requirement and fulfills a requirement for the Education minor and a Group B distribution requirement. Includes a third session each week.

*Mr. Haues, Department of Education*

---

### 125 05,06/Art 100 (1) (A) Introduction to the History of Art: Ancient and Medieval Art

A foundation course in the history of art, part 1. The course introduces students to the ancient and medieval art and architecture of Western Europe, Africa, Asia, and the Islamic world. Students in

this section of Art 100 will attend the same twice-weekly lectures and weekly conferences as the other Art 100 students, but their assignments will be different and they will attend a fourth meeting each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. Open to all first year students, this course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture or Studio Art.

*Ms. Bedell; Mr. Rhodes, Department of Art*

---

### 125 07/German 121 (1) (A) Turn-of-the-Century Vienna: the Birth of Modernism

The brilliant culture of *fin de siècle* Vienna reveals the early concerns of the 20th century. While the 600-year old Hapsburg monarchy represents stable continuity in Austria, a nervous sense of finality pervades the period. Nostalgia clashes with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reach breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology, Arnold Schönberg, Gustav Mahler, and Richard Strauss in music, Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Robert Musil in literature; Theodor Herzl in the area of social thought. Students will explore this phenomenon through close analysis and writing about representative works. Open to all first-year students. The course satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the German Studies major. Includes a third session each week.

*Mr. Hansen, Department of German*

---

### 125 08/Political Science 101 (1) (B) Politics in Theory and Practice

Study of political conflict and consensus through comparison of democratic and authoritarian systems. A course designed to teach critical writing on political topics, drawing on readings from Plato, Madison, Hitler, Marx, and Mao Zedong as well as contemporary analysts. Open to all first-year students, this course both satisfies the Writing 125 requirement and counts as a unit of the Group B distribution requirement and a major unit in political science. Includes a third session each week.

*Mr. Stettner, Department of Political Science*

---

---

**125 09/Philosophy 101 (1) (B) Plato and Aristotle**

Study of selected dialogues of Plato and treatises of Aristotle. Plato topics to be discussed and written about include his account of the human “psyche,” his theory of Forms, and his portrait of Socrates. Studies of Plato’s student Aristotle will include learning to speak, write and analyze the philosophical vocabulary which Aristotle developed and which became standard for subsequent Western Philosophy. Includes a third session each week. *Open to first-year students.*

*Ms. Congleton, Department of Philosophy*

---

**125 10/Philosophy 103 (1) (B) Self and World: Introduction to Metaphysics and Epistemology**

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students’ own critical perspective on the problems discussed. Open to all first-year students, this course satisfies the Writing 125 requirement, fulfills a Group B distribution requirement, and counts as a unit toward a major in philosophy.

*Mr. Galloway, Department of Philosophy*

---

**125 11, 12 (1) The Role of Stories**

This course looks at the rich and various roles stories can play. We begin by reading very different types of stories and we consider how these stories convey complex ideas in an effective and compelling manner (think of all the times you understood some principle or subtle truth because it was communicated to you in the form of a story). We also look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories).

*Mr. Schwartz, The Writing Program*

---

**125 13 (1) Spiritual Journeys**

We will examine the spiritual reflections of women and men across cultures and history through our reading and writing. We will focus

on the nature and meaning of spirituality, the attainment of inner and outer peace as a goal of spiritual life, and the significance of place as a locus of spiritual awareness and connection. Among others, we will read from the reflections of a current-day Buddhist monk, Thich Nhat Hanh; the twentieth century American pilgrim, Peace Pilgrim; Black Elk, Mary Crow Dog, and Joseph Iron Eye Dudley of the Sioux people; and Katherine Norris, a South Dakotan writer.

*Ms. Ward, Class Dean*

---

**125 14 (1) Women and Law**

We will read cases and articles about the way courts have changed existing laws affecting American women and their roles in the workplace, the academy, and the home. Readings will be selected from such cases as *Roe v. Wade* and *Webster v. Reproductive Health Services* (abortion), *In Re Baby M* (surrogacy), and *Marvin v. Marvin* (divorce and “rehabilitative alimony”), and from recent cases on gender discrimination, affirmative action, and parental rights.

*Ms. Viti, The Writing Program*

---

**125 15 (1) Women and Memoir: A Revision of Life**

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this “revision” of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

*Ms. Johnson, The Writing Program*

---

**125 16 (1) The Observing Eye: The Autobiographical Essay**

True autobiography, Patricia Hampl notes, “is written in an attempt to find not only a self but a world.” Yet how does a writer discover the universal truth embedded in her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan

Didion, George Orwell, E.B. White and James Baldwin have used personal observation to shape important social statements.

*Ms. Jobson, The Writing Program*

---

### 125 17 (1) Facts and Passions

The mind and the heart have a powerful relationship, but at times they are in conflict. In this course, we'll try to untangle what we know from what we believe. Students will work on assignments calling for objective observation, then on pieces drawing on their personal feelings; finally they will use the strengths of both stances in new works. As investigators and objective writers, students will learn how to research, examine evidence, then present a balanced picture of complex issues. Other assignments will call on students to take a stand on moral, social, or political debates. Using the logical power of objectivity and the emotional fire of subjectivity, students will tackle assignments ranging from critiques to first person essays to speeches. Topics, to be chosen by students, may range from campus issues to personal crises to global politics.

*Ms. Smith, Public Affairs*

---

### 125 18 (1) Modern Drama

Important works of modern drama from Ibsen to Holly Hughes. We'll begin with Europeans—Chekhov, Brecht, Artaud, Ionesco—and conclude with Americans—Hansberry, Fornes, Kennedy, and Hughes. Recurring themes: The political and artistic functions of theater, the nature of dramatic realism, the relations between players and audience, the relation between the personal and the theatrical.

*Mr. Rosenwald, Department of English*

---

### 125 19 (1) Complaint and Criticism

This course explores the relations between the everyday activity of complaining and the act of social criticism. What makes up the difference? How can a complaint become both public and legitimate? Looking at contemporary as well as eighteenth and nineteenth-century examples, we'll give particular attention to complaints about reversed gender roles, consumerism, injustice and vulgarity. Readings will include Carlyle, Marx, Matthew Arnold, and theories about social criticism: we'll also examine contemporary journalism in different media.

*Ms. Lee, Department of English*

---

### 125 20 (1) The Fey Tradition in Southern Literature

The major writers for this course will be Tennessee Williams, Carson McCullers, and Truman Capote; some attention will be given early on to William Faulkner, the giant and odd father of these even odder descendants.

*Mr. Tyler, Department of English*

---

### 125 21 (1) Appearance and Identity

One of the most cherished ideas in our culture, especially since the Renaissance, is that we should assess people by what's inside them, the quality of their (hidden) inner essences, selves, minds, or souls, and not by their outward appearances. Yet our culture is nonetheless obsessed by how people look. This course will present participants an opportunity to think about this paradox, in a series of discussions, collaborative presentations, and written essays. To stimulate this work conceptually, we will read some nonfictional prose, from Montaigne's "On Physiognomy" to current discussions about gender and performance. But we'll emphasize fictional text, including Swift's *Gulliver's Travels*, Shelley's *Frankenstein*, Brönte's *Jane Eyre*, Wilde's *The Picture of Dorian Grey*, Morrison's *The Bluest Eye*, and at least one film, Hitchcock's *Vertigo*—focusing on ways in which physical appearance is used to construct power relations among genders and social and ethnic groups.

*Mr. Noggle, Department of English*

---

### 250 (1) Research or Individual Study

Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

---

## SEMESTER II

---

### 125 01,02/English 120 (2) (A) Critical Interpretation

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.

*Mr. Cain, Ms. Mikalacki, Department of English*

---

125 03/Art 101 (2) (A) Introduction to the History of Art: Renaissance to the Present

A foundation course in the history of art, part 2. The course concentrates on art and architecture in Europe and North and Central America from the Renaissance period to the present; some consideration is given to post-medieval Islamic and African art. Students in this section of Art 101 will attend the same twice-weekly lectures and weekly conferences as the other Art 101 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. Open to all first-year students, this course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit toward a major in Art History, Architecture, or Studio Art.

*Ms. Bedell, Department of Art*

---

125 04/CIV 120 (2) (A) Law and Society in Classical Greece

The development of a complex and subtle legal code in ancient Athens; the provisions of the law and its effects on society; the relationship between the law and actual behavior, focusing on the law of persons (legal status, the family, marriage, slavery) and business law (contracts). Methods of persuading a jury then and the audiences for your writing now. Readings in translation from real speeches delivered in Greek courtrooms; exercises focusing on reasoning, argumentation, persuasion; recreating legal situations and simulating courtroom presentations.

*Mr. Starr, Departments of Greek and Latin*

---

125 05 (2) The Art of Fiction

This course examines the basic elements of short fiction, but it might also be titled "How Writers Write." In conjunction with reading and writing about short stories, we will study commentaries about the art of fiction by such writers as Flannery O'Connor, Eudora Welty, Grace Paley and Leslie Marmon Silko. We will approach these texts as a source of instruction and inspiration for our own efforts to master the writing process. In order to better appreciate a short story writer's technical and artistic strategies, we will occasionally try our hand at some fictional exercises. Note: This is not a fiction writing course; the fiction exercises are assigned in conjunction with analytical papers.

*Mr. Schwartz, The Writing Program*

---

125 06 (2) The Observing Eye: The Autobiographical Essay

True autobiography, Patricia Hampl notes, "is written in an attempt to find not only a self but a world." Yet how does a writer discover the universal truth embedded in her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, E.B. White and James Baldwin have used personal observation to shape important social statements.

*Ms. Johnson, The Writing Program*

---

125 07 (2) Women and Memoir: A Revision of Life

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this "revision" of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

*Ms. Johnson, The Writing Program*

---

125 08 (2) Law in Contemporary Society

We will read cases and articles about the ways in which courts have changed existing laws, and in so doing, have transformed American society. Readings will be selected from such cases as *Brown v. Board of Education* (school desegregation), *Roe v. Wade* (abortion), *In Re Brophy* (withholding of nourishment from terminally ill patients), and from recent cases on the rights of high school students, surrogate parenting, and criminal procedure.

*Ms. Viti, The Writing Program*

---

125 09 (2) Cultural Crossings

This course explores the experience of crossing from the familiar to the foreign, whether the movement is between nations, neighborhoods, ethnic groups, or families. Our readings will range from Richard Rodriguez's account of his

California childhood as the son of Mexican immigrants, to Claude Levi-Strauss's descriptions of anthropological research in Brazil.

*Ms. Brogan, Department of English*

---

#### 125 10 (2) Jewish Literature in Exile

Readings in Jewish literature from Eastern Europe, Germany, and the United States. We'll begin with Eastern Europe and works by Mendele Moykher-Sforim, Ansky, and Sholem Aleichem; proceed to Germany and works by Franz Kafka; and finish with the United States and works by Moyshe-Leyb Halpern, Philip Roth, and Cynthia Ozick. We'll read, talk, and write enough to have a sense of the particular characteristics of the three places and times these various texts emerge from; our discussions will focus on the nature of writing in exile, the attempts to forge an authentically Jewish artistic language and the relations in these literatures between the pressures of tradition and the need for artistic freedom.

*Mr. Rosenwald, Department of English*

---

#### 125 11 (2) Analyzing Culture

Why are there more nude paintings of women than of men in the European tradition? Why were nineteenth-century scientists interested in measuring the skulls of black people? Why is Donald Duck so much smarter than the criminal Beagle Boys? What is the white master like in African-American folktales? We'll consider such questions in this course as we analyze a variety of products of our culture—paintings, short stories, comic books, scientific texts, songs, poems, folk tales, gossip—paying particular attention to the ways in which these works reflect or contest the prevailing system of cultural values. Readings will include: John Berger, et al., *Ways of Seeing*, Stephen Jay Gould, *Ever Since Darwin: Reflections in Natural History*, and Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic*.

*Ms. Meyer, Department of English*

---

#### 125 12 (2) Self and Community

The course will consider aspects of the troubled relations between the self and community. Readings will include Sophocles' *Antigone*, Shakespeare's *Othello*, Wharton's *The Age of Innocence*, Hong Kingston's *Woman Warrior*, and shorter essays on the subject. These works will provide opportunities not only to examine social pressures on individuals from angles such as gender and race, but also to appreciate collective interests and the sense of larger belonging that

such pressures foster. The writing assignments, which will include narrative as well as critical essays, will focus primarily on the ambiguous negotiations required of the self in a community.

*Mr. Ko, Department of English*

---

#### 125 13 (2) Strong Women in Film

Beginning with Katherine Hepburn's role as a test pilot in Dorothy Arzner's 1933 *Christopher Strong*, we will examine the evolution of Hollywood's portrayal of women, contrasting the surprisingly strong (but rare) images of women with the far more familiar portrayals of women as objects of male desire and imagination. Writing assignments will ask students to draw from readings in film history and criticism to develop their own interpretations of the women they view.

*Ms. Wood, The Writing Program*

---

#### 126 (2) Writing Tutorial

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Open to students from all classes by permission of the instructor.*

*Ms. Wood, The Writing Program*

---

#### 250 (2) Research or Individual Study

Open to qualified students who have completed 125. Permission of the instructor and the Director of the Writing Program required.

# Courses in Film and Video

---

The courses of instruction include the following courses in film and video:

- Africana Studies 207 (2) (B<sup>2</sup>)**  
Images of Africana People through the Cinema
- African Studies 222 (1) (B<sup>1</sup>) (MR)**  
Images of Blacks and Women in American Cinema
- Art 165 (1) (A)**  
Introduction to Film and Video Production
- Art 265 (1) (A)**  
Intermediate Video Production: The World of the Documentary Producer
- Art 364 (2) (A)**  
Women Filmmakers: Resisting/ Deflecting/ Subverting the Gaze
- Art 365 (2) (A)**  
Advanced Video Production: The Narrative Form
- Chinese 243 (A) (MR)**  
Chinese Cinema. *Not offered in 1995-96.*
- Chinese 244 (A) (MR)**  
Chinese American Culture. *Not offered in 1995-96.*
- English 200 (2) (A)**  
Intermediate Expository Writing. Topic for Spring: Writing and Contemporary British Film
- English 204 (1) (A)**  
The Art of Screenwriting
- Extrdepartmental 231 (1) (A)**  
Interpretation and Judgment of Films
- French 240 (1) (A)**  
Images of Women in French Film. *Not offered in 1996-97.*
- French 314 (2) (A)**  
Cinema. *Not offered in 1996-97.*
- German 285 (1) (A)**  
German Cinema (in English). *Not offered in 1995-96.*
- Italian 249 (2) (A)**  
Seminar. The Cinema of Transgression (in English)
- Italian 261/361 (1) (A)**  
Italian Cinema (in English)

- Italian 349 (2) (A)**  
The Cinema of Transgression
- Japanese 251 (1) (A) (MR)**  
Japan Through Literature and Film
- Sociology 216 (1) (B<sup>2</sup>)**  
Sociology of Mass Media and Communications
- Sociology 232 (B<sup>2</sup>)**  
Class, Status, and Power: Explorations of Social Institutions Through Documentary Film. *Not offered in 1995-96.*
- Spanish 315 (2) (A) (MR)**  
Seminar. Luis Buñuel and The Search For Freedom and Morality. *Not offered in 1995-96.*
- Technology Studies 140**  
Television Technology and Projects Workshop. *Not offered in 1995-96.*
- Writing 125 13 (2)**  
Strong Women in Film

# Courses in Legal Studies

---

Law is a central institution in the organization of social life, and legal doctrines and procedures play an important role in establishing collective values, mediating conflicts between individuals and groups, and resolving questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in legal studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School on p. 57 of this catalog.

## Legal Institutions, Policies and Practices

Anthropology 212 (B<sup>2</sup>) (MR)  
Anthropology of Law and Justice. *Not offered in 1995-96.*

Economics 325 (1) (B<sup>2</sup>)  
Law and Economics

Political Science 215 (1) (2) (B<sup>2</sup>)  
Courts, Law, and Politics

Political Science 312 (B<sup>2</sup>)  
The Criminal Justice System. *Not offered in 1995-96.*

Sociology 207 (B<sup>2</sup>)  
Criminology. *Not offered in 1995-96.*

Sociology 338 (2) (B<sup>2</sup>)  
Seminar. Topics in Deviance, Law and Social Control. Topic for 1995-96: Social Control in Contemporary America

## Legal Ideas and Interpretations

Classical Civilization 243 (2) (B<sup>1</sup>)  
Roman Law. *Not offered in 1995-96.*

History 258 (2) (B<sup>1</sup>)  
Freedom and Dissent in American History

Philosophy 326 (1) (B<sup>1</sup>)  
Philosophy of Law

Political Science 311 (1) (B<sup>2</sup>)  
The Supreme Court in American Politics

Political Science 320 (2) (B<sup>2</sup>)  
Seminar. Inequality and the Law

Political Science 329 (B<sup>2</sup>)  
International Law. *Not offered in 1995-96.*

Political Science 335 (B<sup>2</sup>)  
Seminar. The First Amendment. *Not offered in 1995-96.*



# Courses on Multicultural Issues

The following courses fulfill the multicultural distribution requirement described on p. 55, Multicultural Requirement:

**Africana Studies 105 (1) (B<sup>2</sup>)**

Introduction to the Black Experience

**Africana Studies 150 (2)**

First-Year Student Sophomore Colloquia. Topic for 1995-96: The Internationalization of Black Power

**Africana Studies 200 (1) (B<sup>1</sup>)**

Africans in Antiquity

**Africana Studies 201 (1) (A)**

The Afro-American Literary Tradition

**Africana Studies 202 (2) (B<sup>1</sup>)**

Introduction to African Philosophy

**Africana Studies 203 (1) (B<sup>2</sup>)**

Introduction to African-American Sociology. *Not offered in 1995-96. Offered in 1996-97.*

**Africana Studies 204 (2) (B<sup>2</sup>)**

Third World Urbanization. *Not offered in 1995-96. Offered in 1996-97.*

**Africana Studies 205 (2) (B<sup>2</sup>)**

The Politics of Race Domination in South Africa. *Not offered in 1995-96.*

**Africana Studies 206 (2) (B<sup>1</sup>)**

Introduction to African-American History, 1500-Present. *Not offered in 1995-96. Offered in 1996-97.*

**Africana Studies 207 (2) (B<sup>2</sup>)**

Images of Africana People through the Cinema

**Africana Studies 208 (2) (B<sup>2</sup>)**

Women in the Civil Rights Movement

**Africana Studies 210 (2) (A)**

Folk and Ritual Music of the Caribbean

**Africana Studies 211 (1) (A)**

Introduction to African Literature. *Not offered in 1995-96.*

**Africana Studies 212 (2) (A)**

Black Women Writers

**Africana Studies 213 (2) (B<sup>2</sup>)**

Economy and Society in Africa. *Not offered in 1995-96.*

**Africana Studies 214 (1) (B<sup>2</sup>)**

The Supreme Court and Racial Equality. *Not offered in 1995-96.*

**Africana Studies 215 (1) (B<sup>2</sup>)**

Introduction to Afro-American Politics. *Not offered in 1995-96.*

**Africana Studies 216 (1) (B<sup>1</sup>)**

History of the West Indies. *Not offered in 1995-96. Offered in 1996-97.*

**Africana Studies 217 (2) (B<sup>2</sup>)**

The Black Family

**Africana Studies 218 (2) (B<sup>2</sup>)**

Domestic Service in Cross-Cultural Perspective. *Not offered in 1995-96.*

**Africana Studies 219 (1) (B<sup>2</sup>)**

Economic Issues in the African American Community

**Africana Studies 220 (B<sup>2</sup>)**

History of African American Economic Thought. *Not offered in 1995-96.*

**Africana Studies 221 (2) (B<sup>2</sup>)**

Public Policy and Afro-American Interests

**Africana Studies 222 (1) (B<sup>1</sup>)**

Images of Blacks and Women in American Cinema

**Africana Studies 223 (1) (B<sup>2</sup>)**

African Development Since 1940. *Not offered in 1995-96.*

**Africana Studies 225 (1) (B<sup>2</sup>)**

Introduction to Black Psychology. *Not offered in 1995-96.*

**Africana Studies 229 (B<sup>1</sup> or B<sup>2</sup>)**

Color, Race and Class in Latin American Development. *Not offered in 1995-96.*

**Africana Studies 230 (1) (B<sup>2</sup>)**

The Black Woman in America

**Africana Studies 234 (1) (A)**

Introduction to West Indian Literature

**Africana Studies 245 (2) (B<sup>2</sup>)**

Caribbean and African Comparative Politics. *Not offered in 1995-96.*

**Africana Studies 251 (1) (B<sup>1</sup>)**

Religion in Africa An Introduction. *Not offered in 1995-96.*

\* For those courses marked with an asterisk, only the particular title or topic listed below satisfies the multicultural requirement.

- Africana Studies 266 (2) (A)**  
Black Drama. *Not offered in 1995-96.*
- Africana Studies 304 (2) (B<sup>1</sup>)**  
Comparative Historical Redress in Modern Society. *Not offered in 1995-96.*
- Africana Studies 305 (1) (B<sup>2</sup>)**  
African American Feminism. *Not offered in 1995-96.*
- Africana Studies 306 (2) (B<sup>2</sup>)**  
Urban Development and Planning: Comparative Case Studies
- Africana Studies 310 (1) (A)**  
Seminar. Black Literature: Blackness and the American Literary Imagination
- Africana Studies 315 (2) (B<sup>2</sup>)**  
Seminar. The Psychology of Race Relations
- Africana Studies 318 (2) (B<sup>2</sup>)**  
Seminar. Women and the African Quest for Modernization and Liberation. *Not offered in 1995-96.*
- Africana Studies 319 (2) (B<sup>1</sup>)**  
Pan-Africanism. *Not offered in 1995-96.*
- Africana Studies 335 (2) (A)**  
Women Writers of the English-Speaking Caribbean. *Not offered in 1995-96.*
- Africana Studies 340 (2) (B<sup>1</sup>)**  
Seminar. Topics in African-American History. Topic for 1995-96: Booker T. Washington, Marcus Garvey and W.E.B. DuBois.
- Anthropology 104 (1) (2) (B<sup>2</sup>)**  
Introduction to Anthropology
- Anthropology 210 (2) (B<sup>2</sup>)**  
Racism and Ethnic Conflict in the United States and the Third World. *Not offered in 1995-96.*
- Anthropology 212 (B<sup>2</sup>)**  
The Anthropology of Law and Justice. *Not offered in 1995-96.*
- Anthropology 234 (2) (B<sup>2</sup>)**  
Urban Poverty
- Anthropology 244 (B<sup>2</sup>) (MR)**  
Societies and Cultures of the Middle East. *Not offered in 1995-96.*
- Anthropology 245 (B<sup>2</sup>)**  
Popular Cultures in Latin America. *Not offered in 1995-96.*
- Anthropology 247(1) (B<sup>2</sup>)**  
Societies and Cultures of Eurasia
- Anthropology 249(1) (B<sup>2</sup>)**  
Traditional Societies of Post-Conquest South America
- Anthropology 257 (B<sup>2</sup>)**  
Prehistory of North America. *Not offered in 1995-96.*
- Anthropology 269 (1) (B<sup>2</sup>)**  
The Anthropology of Gender Roles, Marriage and the Family
- Anthropology 319 (1) (B<sup>2</sup>)**  
Nationalism, Politics, and the Use of the Remote Past
- Anthropology 342 (B<sup>2</sup>)**  
Seminar. Native American Ethnology. *Not offered in 1995-96.*
- Anthropology 346 (1) (B<sup>2</sup>)**  
Seminar. Colonialism, Development, and Nationalism: The Nation State and Traditional Societies
- Art 211 (1) (A)**  
African Art
- Art 241 (1) (A)**  
Egyptian Art
- Art 246 (2) (A)**  
The Arts of Greater India. *Not offered in 1995-96.*
- Art 247 (1) (A)**  
Islamic Art & Culture
- Art 248 (1) (A)**  
Arts of China
- Art 249 (2) (A)**  
Arts of Japan. *Not offered in 1995-96. Offered in 1996-97.*
- Art 337 (2) (A)**  
Seminar. Topics in Chinese Painting. *Not offered in 1995-96. Offered in 1996-97.*
- Chinese 106 (1) (A)**  
Traditional Chinese Literature
- Chinese 107 (2) (A)**  
Modern Chinese Literature. *Not offered in 1996-97.*
- Chinese 213 (2) (A)**  
Diverse Cultures of China. *Not offered in 1995-96.*
- Chinese 243 (2) (A)**  
Chinese Cinema. *Not offered in 1995-96.*

- Chinese 244 (A)  
Chinese American Culture. *Not offered in 1995-96.*
- Chinese 330 (2) (A)  
Women in Chinese Literature
- Chinese 340 (1) (A)  
Topics in Chinese Literature
- Economics 220 (1) (B<sup>2</sup>)  
Development Economics
- Economics 239 (2) (B<sup>2</sup>)  
The Political Economy of East Asian Development
- Economics 243 (2) (B<sup>2</sup>)  
Race and Gender in U.S. Economic History. *Not offered in 1995-96.*
- English 114 (1) (A)  
Race, Class, and Gender in Literature
- English 364 (1) (A)  
Race and Ethnicity in American Literature. Topic for Fall: The Jew in Early Twentieth-Century American Literature
- English 384 (A) \*  
Literature and Empire. *Not offered in 1995-96. Offered in 1996-97.*
- Experimental 151 (1)  
The Asian-American Experience
- French 218 (A)\*  
Voices and Perspectives from the Francophone World. *Not offered in 1995-96.*
- French 330 (1) (A)\*  
French and Francophone Studies. *Not offered in 1996-97.*
- History 103 (1) (B<sup>1</sup>)  
History in Global Perspective: Cultures in Contact and Conflict
- History 219 (2) (B<sup>1</sup>)  
The Jews of Spain and the Lands of Islam
- History 263 (2) (B<sup>1</sup>)  
South Africa in Historical Perspective
- History 264 (B<sup>1</sup>)  
History of Precolonial Africa. *Not offered in 1995-96. Offered in 1996-97.*
- History 265 (B<sup>1</sup>)  
History of Modern Africa. *Not offered in 1995-96. Offered in 1996-97.*
- History 266 (B<sup>1</sup>)  
The Struggle over North Africa, 1800-Present. *Not offered in 1995-96.*
- History 269 (B<sup>1</sup>)  
Japan's Foreign Relations, 1853-1973. *Not offered in 1995-96.*
- History 270 (B<sup>1</sup>)  
Japan Before 1840. *Not offered in 1995-96.*
- History 271 (1) (B<sup>1</sup>)  
Modern Japan 1840-1960
- History 273 (B<sup>1</sup>)  
The Past as Present in Latin America. *Not offered in 1995-96.*
- History 275 (1) (B<sup>1</sup>)  
Imperial China
- History 276 (2) (B<sup>1</sup>)  
China in Revolution
- History 284 (2) (B<sup>1</sup>)  
The Middle East in Modern History
- History 286 (B<sup>1</sup>)  
Islamic Society in Historical Perspective. *Not offered in 1995-96. Offered in 1996-97.*
- History 327 (2) (B<sup>1</sup>)  
Zionism and Irish Nationalism: A Comparative Perspective
- History 342 (1) (B<sup>1</sup>)  
Seminar. Women, Work and the Family in African History
- History 344 (B<sup>1</sup>)  
Seminar. Japanese History. *Not offered in 1995-96.*
- History 346 (2) (B<sup>1</sup>)  
China and America: The Evolution of a Troubled Relationship
- History 347 (B<sup>1</sup>)  
The Cultural Revolution in China. *Not offered in 1995-96.*
- History 351 (2) (B<sup>1</sup>)  
Seminar. Asian Settlement in North America, 1840 to the Present
- History 364 (B<sup>1</sup>)  
Seminar. Women in Islamic Society: Historical Perspectives. *Not offered in 1995-96. Offered in 1996-97.*
- Japanese 251 (1) (A)  
Japan Through Literature and Film

Japanese 351 (2) (A)  
Seminar. Selected Topics in Japanese Literature.  
*Not offered in 1995-96.*

Music 105 (1) (A)  
Introduction to World Music

Music 209 (2) (A)  
History of Jazz

Music 225/325 (2) (A)  
Topics in Ethnomusicology: Africa and the Caribbean. *Not offered in 1995-96. Offered in 1996-97.*

Philosophy 202 (2) (B<sup>1</sup>)  
Introduction to African Philosophy

Philosophy 205 (B<sup>1</sup>)  
Chinese Philosophy. *Not offered in 1995-96.*

Political Science 204 (1) (B<sup>2</sup>)  
Political Economy of Development and Underdevelopment

Political Science 207 (2) (B<sup>2</sup>)  
Politics of Latin America

Political Science 208 (B<sup>2</sup>)  
Politics of East Asia. *Not offered in 1995-96.*

Political Science 209 (1) (B<sup>2</sup>)  
African Politics

Political Science 211 (2) (B<sup>2</sup>)  
Politics of South Asia

Political Science 214 (B<sup>2</sup>)  
Politics of Race and Ethnicity. *Not offered in 1995-96.*

Political Science 239 (B<sup>2</sup>)  
Political Economy of East Asian Development

Political Science 305 (1) (B<sup>2</sup>)  
Seminar. The Military in Politics

Political Science 307 (2) (B<sup>2</sup>)  
Seminar. Women and Development

Political Science 337 (B<sup>2</sup>)  
Seminar. The Politics of Minority Groups in the United States. *Not offered in 1995-96.*

Political Science 343 (1) (B<sup>2</sup>)  
Seminar. New Theoretical Perspective: The Politics of Identity

Psychology 245 (2) (B<sup>2</sup>)  
Cultural Psychology

Psychology 347 (1) (B<sup>2</sup>)  
Seminar. Ethnicity and Social Identity

Religion 104 (1) (2) (B<sup>1</sup>)  
Introduction to the Hebrew Bible/Old Testament

Religion 108 (1) (B<sup>1</sup>)  
Introduction to Asian Religions

Religion 108M (2) (B<sup>1</sup>)  
Introduction to Asian Religions.

Religion 160 (B<sup>1</sup>)  
Introduction to Islamic Civilization. *Not offered in 1995-96. Offered in 1996-97.*

Religion 204 (B<sup>1</sup>)  
Law, Social Order and Religious Practice in Hebrew Bible/Old Testament. *Not offered in 1995-96. Offered in 1996-97.*

Religion 205 (2) (B<sup>1</sup>)  
Genesis and the Ancient Near East Mythologies. *Not offered in 1995-96. Offered in 1996-97.*

Religion 206 (1) (B<sup>1</sup>)  
Wisdom, Love and Life's Meaning in the Hebrew Bible/Old Testament

Religion 226 (1) (B<sup>1</sup>)  
Liberation Theology

Religion 229 (2) (B<sup>1</sup>)  
Christianity and the Third World

Religion 241 (B<sup>1</sup>)  
Introduction to Rabbinic Literature. *Not offered in 1995-96. Offered in 1996-97.*

Religion 243 (B<sup>1</sup>)  
Women in the Biblical World. *Not offered in 1995-96. Offered in 1996-97.*

Religion 245 (B<sup>1</sup>)  
The Holocaust. *Not offered in 1995-96. Offered in 1996-97.*

Religion 251 (B<sup>1</sup>)  
Religions of India. *Not offered in 1995-96. Offered in 1996-97.*

Religion 253 (2) (B<sup>1</sup>)  
Buddhist Thought and Practice

Religion 254 (B<sup>1</sup>)  
Chinese Thought and Religion. *Not offered in 1995-96. Offered in 1996-97.*

Religion 255 (1) (B<sup>1</sup>)  
Japanese Religion and Culture

Religion 262 (2) (B<sup>1</sup>)  
The Formation of Islam

Religion 263 (1) (B<sup>1</sup>)  
Islam in the Modern World

- Religion 271 (B<sup>1</sup>)**  
Native American Religions. *Not offered in 1995-96.*
- Religion 303 (2) (B<sup>1</sup>)**  
Seminar. Human Sacrifice in Religion
- Religion 342 (B<sup>1</sup>)**  
Rabbis, Romans and Archaeology. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 351 (2) (B<sup>1</sup>)**  
Religion and Identity in Modern India
- Religion 353 (B<sup>1</sup>)**  
Seminar. Zen Buddhism. *Not offered in 1995-96. Next offered in 1997-98.*
- Religion 355 (2) (B<sup>1</sup>)**  
Seminar. Modern Japanese Thought
- Religion 356 (B<sup>1</sup>)**  
Seminar. Ideal Society in Asian Religions. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 362 (B<sup>1</sup>)**  
Seminar. Religion and State in Islam. *Not offered in 1995-96. Offered in 1996-97.*
- Religion 363 (B<sup>1</sup>)**  
Seminar. Literature of Islamic Societies. *Not offered in 1995-96. Next offered in 1997-98.*
- Sociology 203 (B<sup>2</sup>)**  
Introduction to Afro-American Sociology. *Not offered in 1995-96.*
- Sociology 204 (B<sup>2</sup>)**  
Third World Urbanization. *Not offered in 1995-96.*
- Spanish 251 (2) (A)**  
Freedom and Repression in Latin American Literature. *Not offered in 1995-96.*
- Spanish 253 (2) (A)**  
The Spanish American Short Story
- Spanish 255 (2) (A)**  
Chicano Literature: From the Chronicles to the Present. *Not offered in 1995-96.*
- Spanish 257 (2) (A)**  
The Word and the Song: Contemporary Latin American Poetry
- Spanish 259 (1) (A)**  
Women Writers of Latin America. *Not offered in 1995-96.*
- Spanish 263 (1) (A)**  
Latin American Literature: Fantasy and Revolution
- Spanish 265 (1) (A)**  
Introduction to Latin American Cinema
- Spanish 267 (2) (A)**  
The Writer and Human Rights in Latin America. *Not offered in 1995-96.*
- Spanish 269 (2) (A)**  
Caribbean Literature and Culture. *Not offered in 1995-96.*
- Spanish 305 (2) (A)**  
Seminar. Hispanic Literature of the United States. *Not offered in 1995-96.*
- Spanish 311 (2) (A)**  
Seminar. The Literary World of Gabriel García Márquez and the Post-Boom. *Not offered in 1995-96.*
- Spanish 315 (2) (A)**  
Seminar. Luis Buñuel and the Search for Freedom and Morality. *Not offered in 1995-96.*
- Spanish 317 (1) (A)**  
Seminar. The New World in Its Literature: Conquest and Counter-Conquest
- Women's Studies 222 (1) (2) (B<sup>1</sup>)**  
Women in Contemporary Society
- Women's Studies 226 (B<sup>2</sup>)**  
Korean Women and Politics. *Not offered in 1995-96.*
- Women's Studies 235 (1) (B<sup>1</sup>)**  
Cross-Cultural Sexuality
- Women's Studies 248 (1) (A)**  
An Introduction to Asian American Women Writers: "Breaking Silences and Coming to Voice"
- Women's Studies 250 (2) (B<sup>1</sup>)**  
Asian Women in America. *Not offered in 1995-96.*
- Women's Studies 302 (B<sup>2</sup>)**  
Seminar: Women, War and Peace. *Not offered in 1995-96.*
- Women's Studies 303 (B<sup>2</sup>)**  
Seminar. Political Economy of the Body: Sex Industry in Asia. *Not offered in 1995-96.*
- Women's Studies 305 (2) (B<sup>1</sup>)**  
Seminar. Topics in Gender, Ethnicity and Race. Topic for 1995-96: Representations of Women of Color in the U.S.
- Women's Studies 317 (2) (B<sup>1</sup>)**  
Seminar. History of Sexuality: Queer Theory

Women's Studies 320 (2) (B<sup>1</sup>)  
American Health Care History in Gender, Race  
and Class Perspective

Women's Studies 330 (B<sup>1</sup>)  
Seminar. Twentieth-Century Feminist Move-  
ments in the First and Third World. *Not offered in  
1995-96.*

## Literature in Translation

---

Students should note that a number of foreign  
language departments offer literature courses in  
translation. All material and instruction is in  
English and no knowledge of the foreign lan-  
guage is required for these courses.

Chinese 106 (1) (A) (MR)  
Traditional Chinese Literature

Chinese 107 (2) (A) (MR)  
Modern Chinese Literature

Chinese 243 (A) (MR)  
Chinese Cinema. *Not offered in 1995-96.*

Chinese 330 (2) (A) (MR)  
Women in Chinese Literature

Classical Civilization 104 (1) (A)  
Classical Mythology

Classical Civilization 105 (2) (A)  
Greek and Latin Literature in Translation

Classical Civilization 120/ Writing 125 03 (1) (A)  
The Trojan War

Classical Civilization 121/ Writing 125 04 (2) (A)  
Law and Society in Classical Greece

Classical Civilization 243 (2) (B<sup>1</sup>)  
Roman Law. *Not offered in 1995-96. Next  
offered in 1997-98.*

Extradepartmental 200 (A)  
Classical Western Texts in Contemporary Per-  
spective. *Not offered in 1995-96.*

Extradepartmental 330 (2) (A)  
Seminar. Comparative Literature. Topic for  
1995-96: Literature and Medicine

German 275 (2) (A)  
Kafka and Mann

German 285 (1) (A)  
German Cinema (in English). *Not offered in  
1995-96.*

Italian 249 (2) (A)  
The Cinema of Transgression (in English)

Italian 261/361 (1) (A)  
Italian Cinema (in English)

Italian 263 (1) (A)  
Dante (in English)

- Italian 265 (2) (A)  
Literature of the Italian Renaissance (in English).  
*Not offered in 1995-96.*
- Japanese 251 (1) (A) (MR)  
Japan Through Literature and Film
- Japanese 351 (2) (A) (MR)  
Seminar. Selected Topics in Japanese Literature.  
*Not offered in 1995-96.*
- Medieval/Renaissance Studies 247 (2) (A)  
Arthurian Legends
- Russian 251 (1) (A)  
Russian Literature in Translation: the Nineteenth  
Century
- Russian 252 (2) (A)  
Russian Literature in Translation: the Twentieth  
Century
- Russian 253 (1) (A)  
Russian Drama. *Not offered in 1996-97.*
- Russian 271 (1) (A)  
Russia's "Golden Age"
- Russian 272 (2) (A)  
Ideology and the Russian Novel. *Not offered in  
1995-96. Offered in 1996-97.*
- Russian 282 (2) (A)  
Contemporary Russian Literature
- Russian 286 (1) (A)  
Vladimir Nabokov. *Not offered in 1996-97.*
- Spanish 263 (1) (A) (MR)  
Latin American Literature: Fantasy and  
Revolution

## **Faculty**



# Faculty

## Legend

- A Absent on leave  
A<sup>1</sup> Absent on leave during the first semester  
A<sup>2</sup> Absent on leave during the second semester
- 

### David Aaron

*Assistant Professor of Religion*  
B.A., State University of New York (Albany);  
M.A., Hebrew Union College; Ph.D., Brandeis  
University

### Marjorie Agosin

*Professor of Spanish*  
B.A., University of Georgia; M.A., Ph.D.,  
Indiana University

### Robin M. Akert

*Professor of Psychology*  
B.A., University of California (Santa Cruz);  
M.A., Ph.D., Princeton University

### Jean Poole Alderman

*Instructor in Piano*  
B.A., University of Rochester; M.A., Columbia  
University

### Mary Mennes Allen

*Jean Glasscock Professor of Biological Sciences*  
B.S., M.S., University of Wisconsin; Ph.D.,  
University of California (Berkeley)

### Harold E. Andrews III

*Professor of Geology*  
B.A., College of Wooster; M.A., University of  
Missouri; Ph.D., Harvard University

### Marcellus Andrews

*Whitehead Associate Professor of Critical  
Thought*  
*Associate Professor of Economics*  
B.S., University of Pennsylvania; M.A., M.Phil.,  
Ph.D., Yale University

### Peter Andruchow

*Applied Arts Assistant in Art*  
Diploma, School of the Museum of Fine Arts

### Lilian Armstrong

*Mildred Lane Kemper Professor of Art*  
B.A., Wellesley College; M.A., Harvard  
University; Ph.D., Columbia University

### Chris R. Arumainayagam

*Assistant Professor of Chemistry*  
A.B., Harvard University; Ph.D., Stanford  
University

### Adrienne Asch

*Henry R. Luce Professor in Biology, Ethics, and  
the Politics of Human Reproduction*  
B.A., Swarthmore College; M.S., Columbia  
University School of Social Work; Ph.D.,  
Columbia University

### Jerold S. Auerbach<sup>A1</sup>

*Professor of History*  
B.A., Oberlin College; M.A., Ph.D., Columbia  
University

### John Babington

*Instructor in Physical Education and Athletics*  
B.A., Williams College; J.D., Harvard  
University

### Joan Bamberger

*Associate Professor of Anthropology*  
B.A., Smith College; M.A., Ph.D., Harvard  
University

### Paul Barringer

*Instructor in Jazz Piano*  
*Director of "Prism"*  
B.A., Bard College; M.M., New England  
Conservatory of Music

### Ann Streeter Batchelder

*Professor of Physical Education and Athletics*  
B.A., Wheaton College; M.Ed., Framingham  
State College; Ed.D., Boston University

### De Ama Battle

*Instructor in Physical Education and Athletics*  
Ed.M., Cambridge School; Certificate, Burdett  
School

### Thomas J. Bauer

*Laboratory Instructor in Physics*  
B.A., Wabash College; M.A., University of  
Idaho

### Wendy Hagen Bauer

*Professor of Astronomy*  
B.A., Mount Holyoke College; M.S., Ph.D.,  
University of Hawaii

### Connie Lynn Bauman

*Associate Professor of Physical Education,  
Recreation, and Athletics*  
*Athletic Trainer*  
B.S., Illinois State University; M.S., Arizona  
State University; Certificate, Indiana State  
University

### Barbara R. Beatty

*Associate Professor of Education*  
A.B., Radcliffe College; Ed.M., Ed.D., Harvard  
University

- Rebecca Bedell**  
*Assistant Professor of Art*  
B.A., Wellesley College; M.A., Ph.D., Yale University
- Barbara S. Beltz**  
*Associate Professor of Biological Sciences*  
B.A., Mount Holyoke College; M.S., Ph.D., Princeton University
- Priscilla J. Benson**  
*Associate Professor of Astronomy*  
B.A., Smith College; M.A., Ph.D., Massachusetts Institute of Technology
- Robert S. Berg<sup>A2</sup>**  
*Associate Professor of Physics*  
A.B., Princeton University; M.A., Ph.D., University of California (Berkeley)
- Joanne Berger-Sweeney**  
*Assistant Professor of Biological Sciences*  
B.A., Wellesley College; M.P.H., University of California (Berkeley); Ph.D., Johns Hopkins University
- Patricia Gray Berman**  
*Associate Professor of Art*  
B.A., Hampshire College; M.A., Ph.D., New York University
- Stanley Berman**  
*Associate Professor of Psychology*  
B.A., University of Rochester; Ed.M., M.A., Ph.D., Temple University
- James R. Besancon**  
*Associate Professor of Geology*  
B.S., Yale University; Ph.D., Massachusetts Institute of Technology
- Frank L. Bidart**  
*Professor of English*  
B.A., University of California (Riverside); A.M., Harvard University
- Graham Bird**  
*Visiting Professor of Economics*  
B.A., M.A., University of Cambridge (Pembroke College)
- Judith B. Black<sup>A</sup>**  
*Assistant Professor of Art*  
B.A., Quincy College; M.A., M.S., Massachusetts Institute of Technology
- Beverly A. Blazar**  
*Associate Professor of Biological Sciences*  
B.A., Ph.D., Brown University; Ed.M., Harvard University
- Brock Blomberg**  
*Assistant Professor of Economics*  
B.S., M.A., Ph.D., Johns Hopkins University
- Marianne Palmer Bonz**  
*Instructor in Religion*  
B.A., Brown University; M.A., Andover Newton Theological Seminary
- Josefina Bosch**  
*Lecturer in Theatre Studies*  
B.A., Dartmouth College; Diploma, London Academy of Music and Dramatic Arts
- Enric Bou**  
*Associate Professor of Spanish*  
Licenciado en Filosofía y Letras, Doctor en Filología, Universidad Autonoma de Barcelona
- Sheila P. Brachfeld-Child**  
*Assistant Professor of Psychology*  
B.A., Tufts University; M.A., Boston University; Ph.D., Brandeis University
- Barbara Miriam Brenzel<sup>A</sup>**  
*Professor of Education*  
B.A., University of Toronto; Ed.M., Ed.D., Harvard University
- Martin Alan Brody<sup>A2</sup>**  
*Catherine Mills Davis Professor of Music*  
B.A., Amherst College; M.M., D.M.A., Yale University School of Music
- Kathleen Brogan<sup>A1</sup>**  
*Assistant Professor of English*  
B.A., Queens College; Ph.D., Yale University
- Judith Claire Brown**  
*Professor of Physics*  
B.A., Rice University; Ph.D., University of California (Berkeley)
- Charles Qiyue Bu<sup>A</sup>**  
*Assistant Professor of Mathematics*  
B.S., M.S., Shanghai Jiao Tong University; M.S., Michigan State University; Ph.D., University of Illinois
- Lynn C. Burbridge**  
*Assistant Professor of Africana Studies*  
B.A., University of California (Berkeley); M.A., Ph.D., Stanford University
- Tom Burke**  
*Instructor in Political Science*  
B.A., University of Minnesota (Minneapolis); M.A., University of California (Berkeley)
- Tammy Buzzell**  
*Teaching Assistant in Chinese*  
B.A., Wellesley College

- William E. Cain**  
*Mary Jewett Gaiser Professor of English*  
 B.A., Tufts University; M.A., Ph.D., Johns Hopkins University
- Edward Caliguri**  
*Assistant Professor of Chemistry*  
 B.S., Ph.D., Boston College
- John S. Cameron**  
*Associate Professor of Biological Sciences*  
*Academic Director of the Science Center*  
 B.S., College of William and Mary; M.S., Ph.D., University of Massachusetts (Amherst)
- Linda Carli**  
*Visiting Associate Professor of Psychology*  
 B.A., University of Connecticut; Ph.D., University of Massachusetts (Amherst)
- Robert Carriker**  
*Instructor in Tuba*  
 B.Mus., New England Conservatory of Music
- Margaret Deutsch Carroll**  
*Professor of Art*  
 B.A., Barnard College; A.M., Ph.D., Harvard University
- Karl E. Case**  
*Professor of Economics*  
 B.A., Miami University; A.M., Ph.D., Harvard University
- Margaret Cezaire-Thompson**  
*Assistant Professor of English*  
 A.B., Barnard College; M.A., New York University; Ph.D., City University of New York
- Pamela Chang<sup>A</sup>**  
*Assistant Professor of Economics*  
 B.A., Johns Hopkins University; Ph.D., Stanford University
- Maud H. Chaplin**  
*Professor of Philosophy*  
 B.A., Wellesley College; M.A., Ph.D., Brandeis University
- Jonathan M. Cheek<sup>A</sup>**  
*Professor of Psychology*  
 B.A., George Washington University; M.A., University of Texas (Austin); Ph.D., Johns Hopkins University
- Partha Chowdhury**  
*Assistant Professor of Physics*  
 B.Sc., Indian Institute of Technology (India); M.A., Ph.D., State University of New York (Stony Brook)
- James David Christie**  
*Instructor in Organ*  
 B.A., Oberlin College; M.M.A., New England Conservatory of Music
- Nancy Cirillo**  
*Instructor in Violin*  
*Director, Chamber Music Society*  
 Mannes School of Music; Manhattan School of Music
- Anne de Coursey Clapp<sup>A</sup>**  
*Professor of Art*  
 B.A., Smith College; M.F.A., Yale University; A.M., Ph.D., Harvard University
- Suzanne Cleverdon**  
*Instructor in Harpsichord and Continuo*  
 B.M., M.M., New England Conservatory of Music
- Blythe McVicker Clinchy**  
*Professor of Psychology*  
 B.A., Smith College; M.A., New School for Social Research; Ph.D., Harvard University
- Carine Cloux**  
*French House Assistante*
- Paul A. Cohen**  
*Edith Stix Wasserman Professor of Asian Studies and History*  
 B.A., University of Chicago; A.M., Ph.D., Harvard University
- Randall M. Colaizzi**  
*Assistant Professor of Greek and Latin*  
 B.A., University of Wisconsin; M.A., Ph.D., University of California (Berkeley)
- Louise E. Colby**  
*Instructor in Physical Education and Athletics*  
 Dipl., Iyengar Yoga Institute of San Francisco
- William F. Coleman**  
*Professor of Chemistry*  
 B.S., Eckerd College; Ph.D., Indiana University (Bloomington)
- Glorianne Collver-Jacobson**  
*Instructor in Guitar and Lute*  
*Coach in Collegium Musicum*  
 B.A., University of California (Berkeley)

**Ann Congleton**

*Professor of Philosophy*

B.A., Wellesley College; M.A., Ph.D., Yale University

**Michael A. Cooper**

*Assistant Professor of English*

B.A., University of Michigan (Ann Arbor); M.A., Ph.D., Harvard University

**Robert F. Couture**

*Instructor in Trombone*

B.M., New England Conservatory of Music; M.A., University of Massachusetts (Boston)

**Mary D. Coyne**

*Professor of Biological Sciences*

B.A., Emmanuel College; M.A., Wellesley College; Ph.D., University of Virginia

**Elena Tajima Creef**

*Assistant Professor of Women's Studies*

B.A., University of California (Riverside); M.A., Ph.D., University of California (Santa Barbara)

**Armelle Couzières**

*Instructor in French*

D.E.A., Université Paris (Sorbonne); M.A., Boston College

**Lee Cuba<sup>A2</sup>**

*Professor of Sociology*

*Associate Dean of the College*

B.S., Southern Methodist University; M.A., M.Phil., Ph.D., Yale University

**Selwyn R. Cudjoe**

*Marion Butler McLean Professor in the History of Ideas*

*Professor of Africana Studies*

B.A., M.A., Fordham University; Ph.D., Cornell University

**Thomas Orton Cushman**

*Associate Professor of Sociology*

B.A., Saint Michael's College; M.A., Ph.D., University of Virginia

**Venita Datta**

*Assistant Professor of French*

A.B., Bryn Mawr College; M.A., Ph.D., New York University

**Seble Dawit**

*Instructor in Women's Studies*

B.A., Howard University; L.L.M., Essex University (U.K.)

**Jane I. Dawson**

*Assistant Professor of Political Science*

A.B., Bryn Mawr College; M.A., Harvard University; M.A., Johns Hopkins University; Ph.D., University of California (Berkeley)

**Eleanor P. DeLorme**

*Lecturer in Art*

*Adjunct Curator, Davis Museum*

B.A., Wellesley College; M.A., Harvard University

**David Del Principe**

*Assistant Professor of Italian*

B.A., University of Connecticut; M.A., New York University; Ph.D., Rutgers University

**Bonnie M. Dix**

*Assistant Professor of Physical Education and Athletics*

B.S., University of Vermont; M.S., University of Tennessee (Knoxville)

**Nicholas K. Doe**

*Laboratory Instructor in Chemistry*

B.A., M.S., University of California (Santa Cruz); M.A., Stanford University

**Carlos G. Dorrien**

*Associate Professor of Art*

Montserrat School of Visual Art, Diploma in Sculpture

**Carol Dougherty**

*Associate Professor of Greek and Latin*

B.A., Stanford University; M.A., University of California (Santa Barbara); M.A., Ph.D., Princeton University

**Elizabeth Driscoll**

*Instructor in Physical Education and Athletics*

B.S., Franklin Pierce College

**Wei Du**

*Assistant Professor of Mathematics*

B.S., Zhengzhou Institute of Technology; M.S., Wuhan University; Ph.D., Brandeis University

**Michael J. Dube**

*Assistant Professor of Chemistry*

B.S., Southeastern Massachusetts University; Ph.D., Brown University

**Theodore W. Ducas<sup>A2</sup>**

*Professor of Physics*

B.A., Yale University; Ph.D., Massachusetts Institute of Technology

**Marie Ebersole**

*Laboratory Instructor in Chemistry*  
B.A., M.S., University of Massachusetts  
(Boston); Ph.D., University of Massachusetts  
(Amherst)

**Sylvaine V. Egron-Sparrow**

*Lecturer in French*  
*Director, French House*  
Licence de Lettres Modernes, Université de  
Haute Bretagne; Maitrise de Français et de  
Linguistique, Université de Vincennes

**Sharon K. Elkins**

*Associate Professor of Religion*  
B.A., Stetson University; M.T.S., Harvard  
Divinity School; Ph.D., Harvard University

**Ziad Magdy Elmarsafy**

*Assistant Professor of French*  
B.A., Cornell University; M.A., Johns Hopkins  
University; Ph.D., Emory University

**Christina Fastnow**

*Instructor in Political Science*  
B.A., Wheaton College; M.A., University of  
Iowa

**Faith I. T. Ferguson**

*Instructor in Sociology*  
B.A., Wellesley College; M.A., Brown  
University

**Peter J. Fergusson<sup>A2</sup>**

*Theodora L. and Stanley H. Feldberg Professor  
of Art*  
B.A., Michigan State University; A.M., Ph.D.,  
Harvard University

**Victor Feske**

*Assistant Professor of History*  
B.S., M.D., Louisiana State University; M.A.,  
Rice University; Ph.D., Yale University

**Philip J. Finkelpearl**

*Anne Pierce Rogers Professor of English*  
B.A., Princeton University; A.M., Ph.D.,  
Harvard University

**Charles B. Fisk<sup>A</sup>**

*Phyllis Henderson Carey Associate Professor  
of Music*  
*Instructor in Piano*  
A.B., Harvard College; M.M.A., D.M.A., Yale  
University School of Music

**Gerdès Fleurant**

*Associate Professor of Music*  
B.A., New England Conservatory of Music;  
M.A., Northeastern University; M.M., Ph.D.,  
Tufts University

**Claire A. Fontijn**

*Assistant Professor of Music*  
B.A., Oberlin College; M.A., Ph.D., Duke  
University

**Rita Freed**

*Visiting Professor of Art*  
B.A., Wellesley College; M.A., Ph.D., New  
York University

**Richard G. French**

*Class of 1966 Professor of Astronomy*  
B.A., M.S., Ph.D., Cornell University

**Alice T. Friedman<sup>A1</sup>**

*Professor of Art*  
B.A., Radcliffe College; M.Phil., University of  
London; Ph.D., Harvard University

**Marta C. Frisardi**

*Assistant Professor of Biological Sciences*  
B.S., University of California (Los Angeles);  
M.S., Cornell University; Ph.D., Brandeis  
University

**Laurel Furumoto**

*Professor of Psychology*  
B.A., University of Illinois; M.A., Ohio State  
University; Ph.D., Harvard University

**Nona Gainsforth**

*Instructor in French Horn*  
B.M., Indiana University

**David W. Galloway**

*Assistant Professor of Philosophy*  
B.Mus., University of North Wales; M.Phil.,  
London University; Ph.D., Massachusetts  
Institute of Technology

**Paula J. Garbarino**

*Applied Arts Assistant in Art*  
M.A., Goddard College; Cert., North Bennett  
Street School

**Elena Gascón-Vera**

*Professor of Spanish*  
Licenciatura, University of Madrid; M.Phil.,  
Ph.D., Yale University

**Edward P. Gazouleas**

*Instructor in Viola*  
B.A., Curtis Institute of Music

**Katherine Allston Geffcken**

*Professor of Greek and Latin*  
B.A., Agnes Scott College; M.A., Ph.D., Bryn  
Mawr College

- Nancy P. Genero**  
*Assistant Professor of Psychology*  
*Program Director, The Stone Center*  
 A.B., Cornell University; M.A., Ph.D.,  
 University of Michigan (Ann Arbor)
- Emily B. Giffin**  
*Associate Professor of Biological Sciences*  
 B.A., College of Wooster; M.A., University of  
 Wisconsin; Ph.D., George Washington  
 University
- Anne T. Gillain**  
*Professor of French*  
*Associate Director, Wellesley-in-Aix*  
 Licence de Lettres Classiques, Université de  
 Paris (Sorbonne); M.A., Tufts University; Ph.D.,  
 Harvard University
- Marshall Irwin Goldman**  
*Kathryn Wasserman Davis Professor of*  
*Economics*  
 B.S., Wharton School, University of  
 Pennsylvania; A.M., Ph.D., Harvard University
- Lauren Heim Goldstein**  
*Assistant Professor of Psychology*  
 B.A., University of California (Berkeley); M.A.,  
 Ph.D., University of Michigan (Ann Arbor)
- Nelson Gore**  
*Instructor in Oboe*  
 B.A., New England Conservatory of Music;  
 M.A., Boston Conservatory of Music
- Katie Fowle Griswold**  
*Instructor in Physical Education and Athletics*  
 B.A., University of California (Los Angeles);  
 M.A., American University
- K. Robert Gutschera<sup>A</sup>**  
*Assistant Professor of Mathematics*  
 B.A., Harvard College; Ph.D., University of  
 Chicago
- Vachik Hacopian**  
*Laboratory Instructor in Biological Sciences*  
 B.A., University of California (Los Angeles);  
 M.S., University of Massachusetts (Boston)
- Kathy Hagerstrom**  
*Assistant Professor of Physical Education and*  
*Athletics*  
 B.A., University of Nebraska (Lincoln); M.S.,  
 Central Missouri State University
- David R. Haines**  
*Associate Professor of Chemistry*  
 B.A., Earlham College; Ph.D., University of  
 Illinois (Urbana)
- Bruce Hall**  
*Instructor in Trumpet*
- Mona Lambracht Hall**  
*Laboratory Instructor in Chemistry*  
 B.A., Russell Sage College; Ph.D., Tufts  
 University
- Nancy Abraham Hall**  
*Assistant Professor of Spanish*  
 B.A., Smith College; M.A., Ph.D., Harvard  
 University
- Korinna Hansen**  
*Assistant Professor of Economics*  
 B.A., University of Pireaus (Greece); M.A.,  
 Ph.D., University of Rochester
- Thomas S. Hansen**  
*Professor of German*  
 B.A., M.A., Tufts University; Ph.D., Harvard  
 University
- Barbara Leah Harman<sup>A1</sup>**  
*Professor of English*  
 B.A., Tufts University; M.A., Ph.D., Brandeis  
 University
- Gary C. Harris**  
*Professor of Biological Sciences*  
 B.S., Bates College; M.S., Ph.D., University of  
 Massachusetts (Boston)
- Bunny Harvey<sup>A1</sup>**  
*Professor of Art*  
 B.F.A., M.F.A., Rhode Island School of Design
- Kenneth S. Hawes**  
*Assistant Professor of Education*  
 B.S., Massachusetts Institute of Technology;  
 Ed.M., Ed.D., Harvard University
- R. Lee Hawkins**  
*Laboratory Instructor in Astronomy*  
 B.S., M.S., Appalachian State University
- Michael J. Hearn**  
*Professor of Chemistry*  
 B.A., Rutgers University; M.S., M.Phil., Ph.D.,  
 Yale University  
 Simone Helluy Laboratory Instructor in  
 Biological Sciences  
 Maîtrise des Sciences, Doctorat, USTL (France);  
 Ph.D., University of Alberta (Canada)
- Beth Ann Hennessey**  
*Associate Professor of Psychology*  
 A.B., Brown University; M.Ed., Lesley College;  
 Ph.D., Brandeis University
- Mark S. Henry**  
*Instructor in Bass*  
 B.M., Berklee College of Music; M.M.,  
 University of Massachusetts (Lowell)

**Jean Herbst**

*Laboratory Instructor in Computer Science*  
B.S., University of Wisconsin (Madison); M.S.,  
University of Rhode Island

**Dorothy Hershkowitz**

*Instructor in Physical Education and Athletics*  
B.A., University of New Hampshire

**Dorothy Hert**

*Assistant Professor of Physical Education and  
Athletics*  
B.A., University of the Pacific; M.A., Brown  
University

**Rosanna Hertz**

*Associate Professor of Sociology*  
B.A., Brandeis University; M.A., Ph.D.,  
Northwestern University

**Donna Hewitt-Didham**

*Instructor in Voice*  
A.B., Atlantic Union College

**Alison Hickey**

*Assistant Professor of English*  
A.B., Harvard and Radcliffe Colleges; M.A.,  
M.Phil., Ph.D., Yale University

**Sonja E. Hicks**

*Professor of Chemistry*  
B.S., University of Maine (Augusta); Ph.D.,  
Indiana University (Bloomington)

**Anne Higonnet**

*Associate Professor of Art*  
B.A., Harvard College; M.A., Ph.D., Yale  
University

**Ellen C. Hildreth**

*Associate Professor of Computer Science*  
B.S., M.S., Ph.D., Massachusetts Institute of  
Technology

**Philip Steven Hirschhorn**

*Professor of Mathematics*  
B.S., Brooklyn College of City University of  
New York; Ph.D., Massachusetts Institute of  
Technology

**Edward Craig Hobbs<sup>A</sup>**

*Professor of Religion*  
Ph.B., S.T.B., Ph.D., University of Chicago

**Thomas Peter Hodge<sup>A</sup>**

*Assistant Professor of Russian*  
B.A., Pomona College; M.A., Oxford  
University; M.A., Ph.D., Stanford University

**Britt Hogan**

*Instructor in Physical Education and Athletics*  
B.S., Carleton College

**Yue Hu<sup>A1</sup>**

*Clare Boothe Luce Assistant Professor of  
Physics*  
B.S., Beijing University; M.S., Ph.D., Cornell  
University

**Louisa G. Fitzgerald Huber**

*Lecturer in Art*  
B.A., Goucher College; M.A., Ph.D., Harvard  
University

**Nora Hussey**

*Director of Theatre and Theatre Studies*  
B.A., Mundelein College

**Jonathan B. Imber**

*Professor of Sociology*  
B.A., Brandeis University; M.A., Ph.D.,  
University of Pennsylvania

**Shirley Jackson**

*Teaching Fellow in Sociology*  
B.A., Wayne State University; M.A., University  
of California (Santa Barbara)

**Rachel Jacoff**

*Professor of Italian*  
B.A., Cornell University; A.M., M.Phil.,  
Harvard University; Ph.D., Yale University

**Laura Jeppesen**

*Instructor in Viola da Gamba*  
*Coach, Collegium Musicum*  
B.A., Wheaton College; M.M., Yale University

**Alexandra M. Johnson**

*Lecturer in the Writing Program*  
B.A., University of California (Berkeley)

**Roger A. Johnson<sup>A2</sup>**

*Elisabeth Luce Moore Professor of  
Christian Studies*  
*Professor of Religion*  
B.A., Northwestern University; B.D., Yale  
Divinity School; Th.D., Harvard Divinity  
School

**Kristina Jones**

*Assistant Professor of Biological Sciences*  
B.S., Stanford University; Ph.D., University of  
California (Davis)

**Reid Jorgensen**

*Instructor in Percussion*  
B.S., Merrimack College; Composition  
Diploma, Berklee College of Music

**William A. Joseph**

*Professor of Political Science*  
B.A., Cornell University; M.A., Ph.D., Stanford  
University

- Joseph P. Joyce**  
*Associate Professor of Economics*  
B.S., Georgetown University; M.S., Ph.D.,  
Boston University
- Marion R. Just<sup>A2</sup>**  
*Professor of Political Science*  
B.A., Barnard College; M.A., Johns Hopkins  
University; Ph.D., Columbia University
- Philip Kafalas**  
*Instructor in Chinese*  
B.A., Harvard College
- Gamil Kaliouby**  
*Coach in Physical Education and Athletics*  
B.A., Ain Shams University (Egypt)
- Lidwien Kapteijns**  
*Associate Professor of History*  
B.A., Amsterdam University; M.A., University  
of London; Ph.D., Amsterdam University
- Kyle D. Kauffman**  
*Assistant Professor of Economics*  
B.S., M.S., Ph.D., University of Illinois (Urbana-  
Champaign)
- Margaret Keane**  
*Assistant Professor of Psychology*  
A.B., Harvard College; Ph.D., Massachusetts  
Institute of Technology
- James Kelly**  
*Instructor in Physical Education and Athletics*  
B.S., Suffolk University
- Cecily R. Kiefer**  
*Instructor in Physical Education and Athletics*  
B.S., University of New Hampshire
- Judith Klein**  
*Instructor in Physical Education and Athletics*  
B.A., University of Massachusetts (Boston)
- Jonathan B. Knudsen**  
*Professor of History*  
B.A., Michigan State University; Ph.D.,  
University of California (Berkeley)
- Yu Jin Ko**  
*Assistant Professor of English*  
B.A., Columbia University; M.A., Cambridge  
University (Clare College); Ph.D., Yale  
University
- T. James Kodera**  
*Professor of Religion*  
B.A., Carleton College; M.A., M.Phil., Ph.D.,  
Columbia University
- Elissa Koff**  
*Margaret Hamm Kelley Professor of  
Psychology*  
B.S., Queens College of City University of New  
York; M.S., Ph.D., Tufts University
- Philip L. Kohl**  
*Professor of Anthropology*  
B.A., Columbia University; A.M., Ph.D.,  
Harvard University
- Nancy Harrison Kolodny**  
*Nellie Zuckerman Cohen and Anne Cohen  
Heller Professor of Health Sciences*  
*Professor of Chemistry*  
*Dean of the College*  
B.A., Wellesley College; Ph.D., Massachusetts  
Institute of Technology
- Martha Königer**  
*Assistant Professor of Biological Sciences*  
Diploma, Ph.D., Bayerische-Julius-  
Maximilians-Universität (Germany)
- Joel Krieger**  
*Norma Wilentz Hess Professor of Political  
Science*  
B.A., Yale College; Ph.D., Harvard University
- Christopher Krueger**  
*Instructor in Flute*  
*Director of Performance Workshop*  
B.M., New England Conservatory of Music
- Jens Kruse**  
*Associate Professor of German*  
*Associate Dean of the College*  
Staatsexamen, Universität Hamburg; M.A.,  
Indiana University; Ph.D., University of  
California (Los Angeles)
- Kyra Kulik-Johnson**  
*Assistant Professor of Psychology*  
B.A., Boston College; Ed.M., Harvard  
University; Ph.D., Boston College
- Michael LaFargue**  
*Visiting Professor of Religion*  
B.A., Immaculate Conception College; Th.D.,  
Harvard Divinity School
- Yuan-Chu Ruby Lam**  
*Associate Professor of Chinese*  
B.A., M.A., Ph.D., Harvard University
- Sue Landau**  
*Assistant Professor of Physical Education  
and Athletics*  
B.A., Connecticut College; M.Ed., Boston  
University



- Flavia Laviosa<sup>A</sup>**  
*Assistant Professor of Italian*  
 B.A., University of Bari (Italy); M.A., Ph.D.,  
 State University of New York (Buffalo)
- Nicole LaVoi**  
*Instructor in Physical Education and Athletics*  
 B.A., Gustavus Adolphus College; M.A.,  
 University of Minnesota
- Sharon L. Leavitt**  
*Laboratory Instructor in Biological Sciences*  
 B.S., Daemen College; M.S., State University of  
 New York (Buffalo)
- Yelena Lebedinsky**  
*Language Instructor in Russian*  
 B.S., M.S., College of Fine Chemical  
 Technology (Russia); M.S., Ph.D., Rutgers  
 University
- Yoon Sun Lee**  
*Assistant Professor of English*  
 A.B., Harvard College; Ph.D., Yale University
- Mary Rosenthal Lefkowitz**  
*Andrew W. Mellon Professor in the Humanities*  
*Professor of Greek and Latin*  
 B.A., Wellesley College; A.M., Ph.D., Radcliffe  
 College
- Mary V. Lenihan**  
*Laboratory Instructor in Biological Sciences*  
 B.A., M.A., Wellesley College
- Anne Leoni**  
*Visiting Professor of French*
- Mary Rebecca Leuchak**  
*Instructor in Art*  
 B.S., Georgetown University; M.S., University  
 of Pennsylvania
- Jean H. Leventhal**  
*Assistant Professor of German*  
 A.B., Radcliffe College; M.A.T., Harvard  
 University; M.A., Brown University; Ph.D.,  
 Harvard University
- Phil Levine**  
*Assistant Professor of Economics*  
 B.S., M.S., Cornell University; Ph.D., Princeton  
 University
- Andrea Gayle Levitt**  
*Professor of French and Linguistics*  
 B.A., Wellesley College; M.A., M.Phil., Ph.D.,  
 Yale University
- Elizabeth C. Lieberman**  
*Laboratory Instructor in Chemistry*  
*Assistant Dean of the College*  
*Director, Office of Sponsored Research*  
 B.A., Wellesley College; M.A., Brandeis  
 University
- David Lindauer**  
*Professor of Economics*  
 B.S., City College of City University of New  
 York; A.M., Ph.D., Harvard University
- Irene R. Little-Marenin**  
*Associate Professor of Astronomy*  
 B.A., Vassar College; M.A., Ph.D., Indiana  
 University
- James Herbert Loehlin**  
*Professor of Chemistry*  
 B.A., College of Wooster; Ph.D., Massachusetts  
 Institute of Technology
- Kenneth Loewit**  
*Instructor in Theatre Studies*  
*Theatre Production Manager*
- Eleanor D. Lonske**  
*Lecturer in Computer Science*  
*Director of Information Technology Services*  
 B.S., Boston College; M.Ed., Worcester State  
 College; M.S., Worcester Polytechnic Institute
- Margery Lucas**  
*Associate Professor of Psychology*  
 B.S., Pennsylvania State University; M.S.,  
 Ph.D., University of Rochester
- Barry Lydgate<sup>A</sup>**  
*Professor of French*  
*Director, Wellesley-in-Aix*  
 B.A., M.Phil., Ph.D., Yale University
- Kathryn L. Lynch**  
*Associate Professor of English*  
 B.A., Stanford University; M.A., Ph.D.,  
 University of Virginia
- Jing-Heng Sheng Ma**  
*Professor of Chinese*  
 B.Ed., Taiwan Normal University; M.A., Phillip  
 Women's University (Philippines); M.A., Ph.D.,  
 University of Michigan
- Martin A. Magid**  
*Professor of Mathematics*  
 B.A., Brown University; M.S., Yale University;  
 Ph.D., Brown University

**Frances Malino**

*Sophia Moses Robison Professor of  
Jewish Studies and History*  
B.A., Skidmore College; M.A., Ph.D., Brandeis  
University

**Helen C. Mann**

*Laboratory Instructor in Chemistry*  
B.A., Fresno Pacific College; M.A., Wellesley  
College

**Annick F. Mansfield**

*Associate Professor of Psychology*  
A.B., Radcliffe College; Ph.D., Columbia  
University

**Stephen Anthony Marini**

*Professor of Religion*  
B.A., Dickinson College; Ph.D., Harvard  
University

**Louise Marlow**

*Associate Professor of Religion*  
B.A., Cambridge University; M.A., Ph.D.,  
Princeton University

**Anthony C. Martin**

*Professor of Africana Studies*  
Barrister-at-Law, Gray's Inn (London); B.S.,  
University of Hull (England); M.A., Ph.D.,  
Michigan State University

**Miranda Constant Marvin**

*Professor of Art and of Greek and Latin*  
B.A., Bryn Mawr College; Ph.D., Harvard  
University

**Catherine Masson**

*Assistant Professor of French*  
Licence, Maîtrise, Université de Haute Bretagne  
(Rennes); Ph.D., University of Michigan (Ann  
Arbor)

**Katherine Matasy**

*Instructor in Clarinet and Saxophone*  
B.A., M.M.A., New England Conservatory of  
Music

**Y. Tak Matsusaka**

*Assistant Professor of History*  
B.A., Brandeis University; M.A., Ph.D.,  
Harvard University

**Julie Ann Matthaei**

*Professor of Economics*  
B.A., University of Michigan (Ann Arbor);  
M.A., M.Phil., Ph.D., Yale University

**Phyllis McGibbon**

*Assistant Professor of Art*  
B.F.A., M.F.A., University of Wisconsin  
(Madison)

**Alison G. McIntyre**

*Associate Professor of Philosophy*  
B.A., M.A., Tufts University; Ph.D., Princeton  
University

**Salem Mekuria**

*Assistant Professor of Art*  
B.A., Macalester College; M.A., San Francisco  
State University

**Ifeanyi A. Menkiti**

*Professor of Philosophy*  
B.A., Pomona College; M.S., Columbia  
University; M.A., New York University; Ph.D.,  
Harvard University

**Margaret V. Merritt<sup>A</sup>**

*Professor of Chemistry*  
B.A., College of Wooster; Ph.D., Cornell  
University

**Sally Engle Merry**

*Class of 1949 Professor in Ethics and  
Professor of Anthropology*  
B.A., Wellesley College; M.A., Yale University;  
Ph.D., Brandeis University

**Takis Metaxas<sup>A</sup>**

*Assistant Professor of Computer Science*  
B.Sc., University of Athens (Greece); Ph.D.,  
Dartmouth College

**Susan L. Meyer**

*Associate Professor of English*  
B.A., Johns Hopkins University; M.A.,  
University of California (Los Angeles); M.A.,  
M.Phil., Ph.D., Yale University

**Nathalie Meyfren**

*French House Assistante*

**Jodi Mikalachki**

*Assistant Professor of English*  
B.A., M.A., University of Toronto; M.A., Johns  
Hopkins University; Ph.D., Yale University

**Linda B. Miller**

*Professor of Political Science*  
A.B., Radcliffe College; M.A., Ph.D., Columbia  
University

**Vicki E. Mistacco**

*Professor of French*  
B.A., New York University; M.A., Middlebury  
College; M.Phil., Ph.D., Yale University

**Julia Hendrix Miwa**

*Assistant Professor of Chemistry*  
B.A., Haverford College; Ph.D., Massachusetts  
Institute of Technology

**Joel Moerschel**

*Instructor in Violoncello*

B.M., Performance Certificate, Eastman School of Music

**Katharine H.S. Moon**

*Assistant Professor of Political Science*

A.B., Smith College; M.A., Ph.D., Princeton University

**Marianne V. Moore**

*Assistant Professor of Biological Sciences*

B.A., Colorado College; M.S., Iowa State University; Ph.D., Dartmouth College

**Michael E. Moore**

*Assistant Professor of History*

A.B., A.M., Ph.D., University of Michigan (Ann Arbor)

**Carolyn A. Morley**

*Associate Professor of Japanese Studies*

B.A., Oberlin College; M.A., University of British Columbia; Ph.D., Columbia University

**Rodney J. Morrison**

*Professor of Economics*

B.S., M.A., Boston College; M.S., Ph.D., University of Wisconsin (Madison)

**Patrick Morton**

*Associate Professor of Mathematics*

B.A., University of Arizona; Ph.D., University of Michigan (Ann Arbor)

**Sherry Jenq-yunn Mou**

*Assistant Professor of Chinese*

B.A., Fu Jen Catholic University (Taiwan); M.A., Northern Illinois University; M.A., Ph.D., Ohio State University

**H. Adlai Murdoch**

*Assistant Professor of French*

B.A., University of the West Indies; M.A., Howard University; Ph.D., Cornell University

**Craig N. Murphy**

*Professor of Political Science*

B.A., Grinnell College; M.A., Ph.D., University of North Carolina (Chapel Hill)

**Maria C. Nadakavukaren**

*Laboratory Instructor in Geology*

B.A., Wellesley College; M.S., University of Massachusetts (Amherst)

**Barbara G. Nathanson<sup>A</sup>**

*Associate Professor of Religion*

A.B., Princeton University; M.A., Ph.D., Duke University

**Yudith Nave**

*Assistant Professor of Religion*

B.A., University of Tel Aviv; M.A., University of Haifa; Ph.D., Brandeis University

**Sophia Neely**

*Assistant Coach in Physical Education and Athletics*

B.A., Dartmouth College

**Andrew Nelson**

*Assistant Professor of Physical Education and Athletics*

B.S., West Chester University; M.S., Pennsylvania State University

**John A. Noakes**

*Assistant Professor of Sociology*

B.A., Bard College; M.A., Ph.D., University of Pennsylvania

**James William Noggle**

*Assistant Professor of English*

B.A., Columbia University; Ph.D., University of California (Berkeley)

**Thomas Nolden**

*Assistant Professor of German*

Staatsexamen, Universität Tübingen; M.A., Ph.D., Yale University

**Julie K. Norem<sup>A</sup>**

*Assistant Professor of Psychology*

A.B., University of Chicago; Ph.D., University of Michigan

**Linda Normandeau**

*Instructor in Physical Education and Athletics*

B.A., University of Vermont

**Clyde J. Northrup**

*Instructor in Geology*

B.S., University of New Mexico; M.S., University of Arizona

**Pashington Obeng**

*Assistant Professor of Africana Studies*

B.A., University of Ghana; M.A., Princeton Theological Seminary; Ph.D., Boston University

**Hazel F. O'Donnell**

*Instructor in Voice*

B.M., M.M., Boston University

**James F. O'Gorman<sup>A2</sup>**

*Grace Slack McNeil Professor of the History of American Art*

B.Arch., Washington University; M.Arch., University of Illinois (Urbana); A.M., Ph.D., Harvard University

- Moyo Okediji**  
*Instructor in Art*  
B.A., University of Ife (Nigeria); M.F.A.,  
University of Benin (Nigeria); Ph.D., University  
of Wisconsin (Madison)
- James Oles**  
*Instructor in Art*  
B.A., Yale University; J.D., University of  
Virginia; M. Phil., Yale University
- Yasuhiro Omoto**  
*Language Instructor in Japanese Studies*  
B.A., M.A., Nihon University
- Louise O'Neal**  
*Professor of Physical Education and Athletics  
Chair/Athletic Director*  
B.S., North Texas State University; M.S.,  
University of Wisconsin
- Ann O'Neill**  
*Laboratory Instructor in Physics*  
B.A., Bryn Mawr College; M.S., University of  
Illinois
- Kazuko Ozawa**  
*Language Instructor in Japanese Studies*  
B.A., Sacred Heart University (Tokyo)
- Robert L. Paarlberg**  
*Professor of Political Science*  
B.A., Carleton College; Ph.D., Harvard  
University
- V. J. Panetta**  
*Assistant Professor of Music*  
A.B., Harvard College; M.A., Smith College;  
A.M., Ph.D., Harvard University
- Katharine Park<sup>A1</sup>**  
*Professor of History*  
A.B., Radcliffe College; M.Phil., University of  
London; Ph.D., Harvard University
- Gloria Parkinson**  
*Lecturer in Theatre Studies*  
A.B., Harvard College; M.A., Brandeis  
University
- Geeta Patel**  
*Instructor in Women's Studies*  
B.A., Wellesley College; M.Phil., Columbia  
University
- Carol Ann Paul**  
*Laboratory Instructor in Biological Sciences*  
B.A., Keele University (England)
- Abigail Peck**  
*Assistant Professor of Physical Education  
and Athletics*  
B.S., Skidmore College; M.S., Smith College
- Timothy Walter Hopkins Peltason**  
*Professor of English*  
A.B., Harvard College; M.A., Ph.D., Yale  
University
- T. Kaye Peterman**  
*Associate Professor of Biological Sciences*  
B.S., Texas A & M University; Ph.D., Duke  
University
- James Michael Petterson**  
*Assistant Professor of French*  
B.A., Reed College; M.A., Columbia University;  
Ph.D., University of California (Berkeley)
- David Burrell Pillemer**  
*Professor of Psychology*  
*Faculty Director, Learning and Teaching Center*  
B.A., University of Chicago; Ed.D., Harvard  
University
- Jane Traupmann Pillemer**  
*Lecturer in Psychology*  
B.S., M.S., University of Wisconsin  
(Milwaukee); M.S., Ph.D., University of  
Wisconsin
- Adrian M.S. Piper**  
*Professor of Philosophy*  
A.A., School of Visual Arts; B.A., City College  
of New York; M.A., Ph.D., Harvard University
- Thayer Plante**  
*Instructor in Physical Education and Athletics*  
B.S., University of Massachusetts (Boston)
- Isabelle C. Plaster**  
*Instructor in Bassoon*  
*Assistant Director, Chamber Music Society*  
B.A., Wellesley College; M.M.A., New England  
Conservatory of Music
- Elinor Preble**  
*Instructor in Flute*  
B.M., New England Conservatory of Music
- Ruth Anna Putnam**  
*Professor of Philosophy*  
B.S., Ph.D., University of California (Los  
Angeles)
- James Quattrochi**  
*Assistant Professor of Biological Sciences*  
B.S., Syracuse University; Ph.D., Ohio State  
University

**William W. Quivers**

*Associate Professor of Physics*  
B.S., Morehouse College; S.M., Ph.D.,  
Massachusetts Institute of Technology

**Sabine Raffy<sup>A</sup>**

*Associate Professor of French*  
Licence, Maitrise, Doctorat Certificate,  
Université de Paris; Ph.D., New York University

**Arati Rao**

*Assistant Professor of Political Science*  
B.A., Wellesley College; M.A., M. Phil., Ph.D.,  
Columbia University

**James Wilson Rayen**

*Elizabeth Christy Kopf Professor of Art*  
B.A., B.F.A., M.F.A., Yale University

**Georg Reinhart**

*Assistant Professor of Mathematics*  
Prediploma, University of Ulm (Germany);  
M.S., Ph.D., University of Illinois (Urbana-  
Champaign)

**Paul I. Reisberg**

*Assistant Professor of Chemistry*  
B.S., Rensselaer Polytechnic Institute; Ph.D.,  
Rice University

**Joy Renjilian-Burgy**

*Lecturer in Spanish*  
B.A., Mount Holyoke College; A.M., Harvard  
University

**Michèle M. Respaut**

*Professor of French*  
Faculté des Lettres, Université de Montpellier;  
M.A., Assumption College; Ph.D., Brown  
University

**Susan M. Reverby<sup>A1</sup>**

*Luella LaMer Professor of  
Women's Studies*  
B.S., Cornell University; M.A., New York  
University; Ph.D., Boston University

**John G. Rhodes**

*Lecturer in Art and in the Writing Program*  
A.B., A.M., Ph.D., Harvard University

**Naomi R. Ribner**

*Assistant Professor of Art*  
B.A., State University of New York (Buffalo);  
M.F.A., Tufts University/Museum of Fine Arts

**Wilbur C. Rich**

*Professor of Political Science*  
B.S., Tuskegee Institute; Ed.M., Ph.D.,  
University of Illinois

**Lucy B. Rinehart**

*Instructor in Psychology*  
A.B., Cornell University; M.S., University of  
Massachusetts (Amherst)

**Nicholas L. Rodenhouse**

*Assistant Professor of Biological Sciences*  
A.B., Hope College; M.S., Iowa State  
University; Ph.D., Dartmouth College

**Guy M. Rogers**

*Associate Professor of Greek and Latin and  
of History*  
B.A., University of Pennsylvania; B.A.,  
University of London; M.A., Ph.D., Princeton  
University

**Nathalie Rogers**

*Assistant Professor of French*  
Licence, Maitrise, Agrégation, Ecole Normale  
Supérieure de Fontenay aux Roses and  
Université de la Sorbonne Nouvelle (Paris);  
M.A., Ph.D., Brown University

**Virginia Rogers**

*Instructor in Physical Education and Athletics*  
B.A., Cornell University

**Judith Rollins**

*Professor of Africana Studies*  
B.A., M.A., Howard University; Ph.D.,  
Brandeis University

**Lauren L. Rose**

*Assistant Professor of Mathematics*  
B.A., Tufts University; M.S., Ph.D., Cornell  
University

**Barbara Hemley Rosenn**

*Assistant Professor of Psychology*  
A.B., Mount Holyoke College; M.A., New  
York University; Psy.D., Massachusetts School  
of Professional Psychology

**Lawrence A. Rosenwald**

*Professor of English*  
B.A., M.A., Ph.D., Columbia University

**Lorraine Elena Roses**

*Professor of Spanish*  
B.A., Mount Holyoke College; A.M., Ph.D.,  
Harvard University

**Mary Jane Rupert**

*Instructor in Harp*  
B.A., Oberlin College; M.A., Ph.D., Indiana  
University (Bloomington)

**Joan Ruttenberg**

*Assistant Professor of Political Science*  
B.A., University of Illinois; J.D., Harvard  
University

- Margery M. Sabin**  
*Lorraine C. Wang Professor of English*  
B.A., Radcliffe College; M.A., Ph.D., Harvard University
- Katya Salkever**  
*Instructor in Physical Education and Athletics*  
B.A., Haverford College
- Alan Henry Schechter**  
*Professor of Political Science*  
B.A., Amherst College; Ph.D., Columbia University
- R. Steven Schiavo<sup>A</sup>**  
*Professor of Psychology*  
B.A., Lehigh University; Ph.D., Columbia University
- Leslie Meral Schick**  
*Instructor in Art*  
B.A., Yale University; M.A., Harvard University
- Sara Schley**  
*Laboratory Instructor in Psychology*  
B.A., Reed College; M.A., Northeastern University; Ed.D., Harvard University
- Adam Schwartz**  
*Assistant Professor in the Writing Program*  
B.A., Macalester College; M.A., University of Chicago; M.F.A., Ph.D., University of Iowa
- Elena Semeka**  
*Lecturer in Russian*  
B.S., State Pedagogical Institute (Moscow); Ph.D., Institute of Oriental Studies (Moscow)
- Lois Shapiro**  
*Instructor in Piano*  
B.Mus., Peabody Institute of Music; M.Mus., Yale University School of Music; D.Mus., Indiana University School of Music (Bloomington)
- Frances E. Shawcross**  
*Laboratory Instructor in Chemistry*  
B.S., University of Wisconsin; M.S., Northeastern University
- Tari Shea**  
*Laboratory Instructor in Chemistry*  
B.S., Saint John Fisher College; Ph.D., University of Texas (Austin)
- Andrew Shennan<sup>A2</sup>**  
*Associate Professor of History*  
B.A., M.A., Ph.D., Cambridge University (Corpus Christi College)
- Accra Shepp**  
*Assistant Professor of Art*  
B.A., Princeton University; M.A., New York University Institute of Fine Arts
- Vernon L. Shetley**  
*Associate Professor of English*  
A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University
- Annemarie A. Shimony**  
*Professor of Anthropology*  
B.A., Northwestern University; Ph.D., Yale University
- Alan Shuchat**  
*Professor of Mathematics*  
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan (Ann Arbor)
- Randy Shull<sup>A1</sup>**  
*Associate Professor of Computer Science*  
B.A., Humboldt State University; M.S., University of New Hampshire; M.A., Ph.D., Dartmouth College
- Frederic W. Shultz**  
*Professor of Mathematics*  
B.S., California Institute of Technology; Ph.D., University of Wisconsin (Madison)
- Marilyn Sides<sup>A2</sup>**  
*Assistant Professor of English*  
B.A., M.A., University of Utah; Ph.D., Johns Hopkins University
- Susan S. Silbey<sup>A</sup>**  
*Professor of Sociology*  
B.A., Brooklyn College; M.A., Ph.D., University of Chicago
- Kanwal Singh**  
*Assistant Professor of Physics*
- Susan E. Skeath<sup>A1</sup>**  
*Assistant Professor of Economics*  
B.A., Haverford College; M.A., Ph.D., Princeton University
- Dennis M. Smith**  
*Professor of Biological Sciences*  
B.S., Ph.D., Loyola University (Chicago)
- Elaine Smith**  
*Pre-Health Professions Advisor*  
B.A., M.A., Wellesley College
- Nancy DuVergne Smith**  
*Lecturer in the Writing Program*  
B.F.A., Tulane University (Newcomb College); M.L.A., Harvard University

- Vandana Sodder**  
*Postdoctoral Research Associate*  
 B.A., M.S., University of Bombay; Ph.D.,  
 Boston University
- Sharon E. Soltzberg**  
*Laboratory Instructor in Biological Sciences*  
 B.A., University of Delaware; M.S., University  
 of Pennsylvania
- Alexia Henderson Sontag**  
*Professor of Mathematics*  
 B.A., Pacific Lutheran University; M.A., Ph.D.,  
 University of Minnesota (Minneapolis)
- Elaine Spatz-Rabinowitz<sup>A1</sup>**  
*Associate Professor of Art*  
 B.A., Antioch College; M.F.A., Tufts University
- Jennifer Spencer**  
*Instructor in Physical Education and Athletics*  
 B.A., Bates College
- Michele Sprengnether**  
*Assistant Professor of Chemistry*  
 B.A., Wellesley College; Ph.D., Massachusetts  
 Institute of Technology
- Ingrid H. Stadler**  
*Professor of Philosophy*  
 B.A., Vassar College; A.M., Radcliffe College;  
 Ph.D., Harvard University
- Jean A. Stanley<sup>A</sup>**  
*Associate Professor of Chemistry*  
 B.S., University of London; M.S., Ph.D.,  
 University of Nebraska (Lincoln)
- Glenn Stark<sup>A2</sup>**  
*Associate Professor of Physics*  
 B.S., Massachusetts Institute of Technology;  
 M.A., Ph.D., University of California (Berkeley)
- Raymond James Starr**  
*Professor of Greek and Latin*  
 B.A., University of Michigan (Ann Arbor);  
 M.A., Ph.D., Princeton University
- Jennifer Marie Stephan**  
*Instructor in Computer Science*  
 B.S., Johns Hopkins University; M.S., Carnegie  
 Mellon University
- Edward A. Stettner**  
*Ralph Emerson and Alice Freeman Palmer*  
*Professor of Political Science*  
 B.A., Brown University; M.A., Ph.D., Princeton  
 University
- Daniel Stillman**  
*Instructor in Recorder*  
*Coach, Collegium Musicum*  
 B.A., Brandeis University
- Suzanne E. Stumpf**  
*Assistant Coach, Chamber Music Society*  
*Concert Coordinator*  
 B.A., Wellesley College
- Joel Suben**  
*Conductor, Wellesley College Philharmonic*  
 B.Mus., Eastman School of Music; M.F.A.,  
 Ph.D., Brandeis University
- Andrew J. Swensen**  
*Assistant Professor of Russian*  
 A.B., University of Michigan; M.A., Ph.D.,  
 University of Wisconsin
- Jill Ann Syverson-Stork**  
*Assistant Professor of Spanish*  
 B.A., Smith College; M.A., Ph.D., Harvard  
 University
- Susan M. Taylor**  
*Lecturer in Art*  
*Director, Davis Museum and Cultural Center*  
 A.B., Vassar College; M.A., New York  
 University
- Kristen Teevens**  
*Instructor in Physical Education and Athletics*  
 B.S., University of North Carolina (Chapel Hill)
- Marcia E. Thomas**  
*Laboratory Instructor in Biological Sciences*  
 B.S., University of Massachusetts; M.A., Smith  
 College
- Margaret D. Thompson<sup>A1</sup>**  
*Professor of Geology*  
 B.A., Smith College; A.M., Ph.D., Harvard  
 University
- Anita Tien**  
*Assistant Professor of History*  
 B.A., Yale University; M.A., University of  
 Michigan; Ph.D., University of California  
 (Berkeley)
- Eiko Torii**  
*Lecturer in Japanese Studies*  
 B.A., Kansai University (Osaka)
- Ann Trenk<sup>A</sup>**  
*Assistant Professor of Mathematics*  
 A.B., Harvard University; M.S., Ph.D., Johns  
 Hopkins University
- Randolph Trumbull<sup>A</sup>**  
*Assistant Professor of Chinese*  
 A.B., Middlebury College; M.A., Ph.D.,  
 Stanford University

- Nina Tumarkin**  
*Professor of History*  
B.A., University of Rochester; M.A., Ph.D.,  
Harvard University
- Franklyn A. Turbak**  
*Assistant Professor of Computer Science*  
S.B., M.S., Ph.D., Massachusetts Institute of  
Technology
- Marilyn T. Turnbull**  
*Laboratory Instructor in Chemistry*  
B.A., Wellesley College; M.A., University of  
California (Berkeley)
- L. Terrell Tyler, Jr.<sup>A2</sup>**  
*Associate Professor of English*  
B.A., Southwestern University (Memphis);  
M.A., M.Phil., Ph.D., Yale University
- Mary Tyler**  
*Assistant Coach in Physical Education  
and Athletics*  
B.A., Northeastern University
- Satoshi Uehara**  
*Assistant Professor of Japanese Studies*  
B.A., Osaka University; Ph.D., University of  
Michigan
- Guy Urban**  
*Instructor in Piano*  
*Instructor in Basic Keyboard Skills*  
B.M., M.M., New England Conservatory of  
Music
- Elizabeth R. Varon**  
*Assistant Professor of History*  
B.A., Swarthmore College; M.A., M.Phil.,  
Ph.D., Yale University
- Linda Kent Vaughan**  
*Professor of Physical Education and Athletics*  
B.S., M.A., Russell Sage College; Ph.D., Ohio  
State University
- Carlos Alberto Vega**  
*Associate Professor of Spanish*  
A.B., Columbia University; A.M., University of  
Virginia; Ph.D., Harvard University
- Ann Velenchik**  
*Assistant Professor of Economics*  
B.S.F.S., Georgetown University; Ph.D.,  
Stanford University
- Carla M. Verschoor**  
*Assistant Professor of Chemistry*  
B.S., University of Illinois (Urbana); Ph.D.,  
University of Wisconsin (Madison)
- Maurizio S. Viano**  
*Associate Professor of Italian*  
Laurea in Lettere Moderne, University of  
Genova; Ph.D., University of Oregon
- Lynne Spigelmirre Viti**  
*Assistant Professor in the Writing Program*  
B.A., Barnard College; M.A., Columbia  
University; Ph.D., J.D., Boston College
- Richard William Wallace**  
*Professor of Art*  
B.A., Williams College; M.F.A., Ph.D.,  
Princeton University
- Suzanne Walmsley**  
*Assistant Athletic Director*  
B.A., Harvard University; M.A., University of  
Massachusetts (Amherst)
- Diana Chapman Walsh**  
*Professor of Sociology and Public Health  
President*  
B.A., Wellesley College; M.S., Ph.D., Boston  
University
- Helen P. Wang**  
*Professor of Mathematics*  
B.A., University of Wisconsin (Madison); M.A.,  
Ph.D., Harvard University
- David Ward**  
*Associate Professor of Italian*  
B.A., University of East Anglia; M.A., Ph.D.,  
Cornell University
- Lorraine Garnett Ward**  
*Lecturer in the Writing Program*  
*Class Dean*  
A.B., Mount Holyoke College; M.A., McGill  
University
- Margaret Ellen Ward**  
*William R. Kenan, Jr. Professor of German*  
B.A., Wilson College; M.A., Ph.D., Indiana  
University
- Lauri L. Wardell**  
*Laboratory Instructor in Physics*  
B.S., Fort Lewis College; M.S., University of  
Kentucky
- Lois Wasserspring**  
*Lecturer in Political Science*  
B.A., Cornell University; M.A., Princeton  
University
- Deborah Weaver**  
*Assistant Professor of Physical Education  
and Athletics*  
Certificate, London School of Contemporary  
Dance



- Andrew C. Webb**  
*Professor of Biological Sciences*  
 B.S., Ph.D., University of Southampton
- Johnny Webster**  
*Assistant Professor of Spanish*  
 B.A., Hunter College; M.A., City University of  
 New York; Ph.D., State University of New York  
 (Albany)
- Adam Weiner**  
*Assistant Professor of Russian*  
 B.A., M.A., Ph.D., University of Wisconsin  
 (Madison)
- Keith Whitescarver**  
*Instructor in Education*  
 B.A., University of Florida; M.Ed., Auburn  
 University
- Dorothea J. Widmayer**  
*Professor of Biological Sciences*  
 B.A., M.A., Wellesley College; Ph.D., Indiana  
 University
- Howard J. Wilcox**  
*Professor of Mathematics*  
 B.A., Hamilton College; Ph.D., University of  
 Rochester
- Paul M. Wink<sup>A</sup>**  
*Assistant Professor of Psychology*  
 B.A., M.A., University of Melbourne; Ph.D.,  
 University of California (Berkeley)
- Kenneth P. Winkler**  
*Class of 1919-50th Reunion Professor of  
 Philosophy*  
 B.A., Trinity College; Ph.D., University of Texas  
 (Austin)
- Ann D. Witte<sup>A2</sup>**  
*Professor of Economics*  
 B.A., University of Florida; M.A., Columbia  
 University; Ph.D., North Carolina State  
 University
- Adele Wolfson**  
*Associate Professor of Chemistry*  
 B.A., Brandeis University; Ph.D., Columbia  
 University
- Winifred Jane Wood**  
*Lecturer in the Writing Program*  
*Director of the Writing Program*  
 B.A., University of Illinois (Urbana); M.A.,  
 University of Iowa
- Linus Yamane**  
*Visiting Associate Professor of Economics*  
 B.S., Massachusetts Institute of Technology;  
 M.A., M.Phil., Ph.D., Yale University
- Holly Ann Yanco**  
*Instructor in Computer Science*  
 B.A., Wellesley College; M.S., Massachusetts  
 Institute of Technology
- Theresa C. Yao**  
*Lecturer in Chinese*  
 B.A., Taiwan Normal University
- Penn Young**  
*Assistant Coach in Physical Education  
 and Athletics*  
 A.B., Dartmouth College
- Elise Hae-Ryung Yun**  
*Instructor in Music*  
 B.A., Wellesley College; M.Mus., Juilliard  
 School of Music
- Arlene Zallman**  
*Professor of Music*  
 Diploma, Juilliard School of Music; M.A.,  
 University of Pennsylvania
- Nancy Zeltsman**  
*Instructor in Marimba*  
 B.Mus., New England Conservatory of Music
- Claire Zimmerman**  
*Professor of Psychology*  
 B.A., Wellesley College; Ph.D., Radcliffe  
 College
- Aiyun Zong**  
*Language Instructor in Chinese*  
 B.A., Shaanxi Teachers University (China);  
 M.A., University of Iowa (Iowa City)

## Professors and Administrators Emeriti

**Delaphine Grace Rosa Wyckoff Ph.D.**  
*Professor of Bacteriology*

**Harriet B. Creighton B.A.**  
*Ruby F.H. Farwell Professor of Biology*

**Sarah J. Hill Ph.D.**  
*Lewis Atterbury Stimson Professor of  
Astronomy*

**Justina Ruiz-de-Conde Ph.D.**  
*Helen J. Sanborn Professor of Spanish*

**Virginia M. Fiske Ph.D.**  
*Ellen A. Kendall Professor of Biological  
Sciences*

**Ruth Deutsch M.A.**  
*Lecturer in German*

**Janet Guernsey Ph.D.**  
*Louise S. McDowell Professor of Physics*

**Lucetta Mowry Ph.D.**  
*Professor of Religion and Biblical Studies and  
Andrew W. Mellon Professor in the Humanities*

**Grazia Avitabile Ph.D.**  
*Professor of Italian*

**Edward Gulick Ph.D.**  
*Elizabeth Hodder Professor of History*

**Alice T. Schafer Ph.D.**  
*Helen Day Gould Professor of Mathematics*

**Helen Storm Corsa Ph.D.**  
*Martha Hale Shackford Professor of English*

**Katherine Lever Ph.D.**  
*Professor of English*

**Beverly J. Layman Ph.D.**  
*Professor of English*

**Jean V. Crawford Ph.D.**  
*Charlotte Fitch Roberts Professor of Chemistry*

**Patrick F. Quinn Ph.D.**  
*Professor of English*

**Eleanor R. Webster Ph.D.**  
*Professor of Chemistry*

**Evelyn C. Barry A.M.**  
*Professor of Music*

**Elizabeth Vecder, M.D.**  
*Associate Physician, Health Service*

**Gabriel H. Lovett Ph.D.**  
*Professor of Spanish*

**Eleanor A. Gustafson M.S.**  
*Librarian*

**Kathryn C. Preyer Ph.D.**  
*Professor of History*

**Carolyn Shaw Bell Ph.D.**  
*Katharine Coman Professor of Economics*

**David R. Ferry Ph.D.**  
*Sophie Chantal Hart Professor of English*

**D. Scott Birney Ph.D.**  
*Professor of Astronomy*

**Irina Borisova-Morosova Lynch Ph.D.**  
*Professor of Russian*

**Phyllis J. Fleming Ph.D.**  
*Sarah Frances Whiting Professor of Physics*

**Owen H. Jander Ph.D.**  
*Catherine Mills Davis Professor of Music*

**Elizabeth V. Rock Ph.D.**  
*Nellie Zuckerman Cohen and Anne Cohen  
Heller Professor of Health Sciences  
Professor of Chemistry*

**René Galand Ph.D.**  
*Professor of French*

**Maja J. Goth Ph.D.**  
*Carla Wenckebach Professor of German*

**Eugene L. Cox Ph.D.**  
*Mary Jewett Gaiser Professor of History*

**Alice B. Robinson Ph.D.**  
*Professor of History*

**Doris Drescher Cook B.S.**  
*Secretary of the College and Clerk of the  
Board of Trustees*

**Robert E. Garis Ph.D.**  
*Katharine Lee Bates Professor of English*

**Paul Rogers Barstow M.F.A.**  
*Professor of Theatre Studies*

**Barbara V. Cochran Ed.D.**  
*Associate Professor of Physical Education  
and Athletics*

**Ella P. Bones Ph.D.**  
*Professor of Russian*



**Administration / Alumnae**

# Board of Trustees

Gail Heitler Klapper J.D.

*Chair*

Denver, Colorado

Edward P. Lawrence LL.B.

*Vice Chair*

Brookline, Massachusetts

Estelle Newman Tanner B.A.

*Vice Chair*

Scarsdale, New York

Johanna B. Cole Ph.D.

Atlanta, Georgia

Allison Stacey Cowles M.A.

Spokane, Washington

Prudence Slitor Crozier Ph.D.

Wellesley, Massachusetts

Nader F. Darehshori B.A.

Wellesley, Massachusetts

Elisabeth Kaiser Davis B.A.

Westwood, Massachusetts

Kathryn Wasserman Davis Ph.D.

Tarrytown, New York

Henry A. DePhillips, Jr. Ph.D.

Wethersfield, Connecticut

M. Dozier Gardner M.B.A.

Brookline, Massachusetts

Luella Gross Goldberg B.A.

Minneapolis, Minnesota

Peter J. Gomes M.Div.

Cambridge, Massachusetts

Margaret Jewett Greer B.A.

Chevy Chase, Maryland

Daniel S. Gregory M.B.A.

Westwood, Massachusetts

Jerome H. Grossman M.D.

Chestnut Hill, Massachusetts

Victoria J. Herget M.B.A.

Chicago, Illinois

Judith Gaillard Jones B.A.

Pacific Palisades, California

Lois D. Juliber M.B.A.

New York, New York

Amalie Moses Kass M.Ed.

Lincoln, Massachusetts

Nancy Lee Smith Kemper M.B.A.

Kansas City, Missouri

Pamela Leach Lewis LL.M.

Jamaica Estates, New York

Regina T. Montoya J.D.

Dallas, Texas

Theresa Mall Mullarkey B.A.

Locust Valley, New York

Susan Marley Newhouse B.A.

New York, New York

Vivian W. Pinn M.D.

Washington, D.C.

Barbara Scott Preiskel LL.B.

New York, New York

Colleen A. Richards B.A.

Brooklyn, New York

William L. Saltonstall M.B.A.

Manchester, Massachusetts

Meredith Riggs Spangler M.A.

Chapel Hill, North Carolina

Charles M. Vest Ph.D.

Cambridge, Massachusetts

Lulu Chow Wang M.B.A.

New York, New York

Dorothy Collins Weaver B.A.

Miami, Florida

Shirley Young B.A.

Grosse Pointe, Michigan

Diana Chapman Walsh Ph.D., *ex officio*

President of Wellesley College

Wellesley, Massachusetts

Walter M. Cabot M.B.A., *ex officio*

Treasurer of Wellesley College

Dover, Massachusetts

Ellen Gill Miller M.B.A., *ex officio*

President of the Wellesley College

Alumnae Association

Arlington, Virginia

Jamie A. Goodbinder B.A.

Clerk of the Board of Trustees

## Trustees Emeriti

Harriet Segal Cohn B.A.  
Westwood, Massachusetts

Dorothy Dann Collins B.A.  
Dallas, Texas

Nelson J. Darling, Jr. LL.B.  
Swampscott, Massachusetts

Byron Kauffman Elliott D.Sc.  
Boston, Massachusetts

Alexander Cochrane Forbes B.A.  
Manchester, Massachusetts

Camilla Chandler Frost B.A.  
Los Angeles, California

Mary Jewett Gaiser B.A.  
Spokane, Washington

Barbara Barnes Hauptfuhrer B.A.  
Huntingdon Valley, Pennsylvania

Anne Cohen Heller M.D.  
New York, New York

Walter Hunnewell M.B.A.  
Wellesley, Massachusetts

David O. Ives M.B.A.  
Cambridge, Massachusetts

Barbara Loomis Jackson Ed.D.  
New York, New York

Carol Johnson Johns M.D.  
Baltimore, Maryland

Betty K. Freyhof Johnson M.A.  
Cincinnati, Ohio

Howard Wesley Johnson M.A.  
Cambridge, Massachusetts

Mary Gardiner Jones LL.D.  
Washington, D.C.

Hilda Rosenbaum Kahne Ph.D.  
Lexington, Massachusetts

George H. Kidder LL.B.  
Concord, Massachusetts

Robert A. Lawrence B.A.  
Dedham, Massachusetts

Elisabeth Luce Moore B.A.  
New York, New York

Suzanne Kibler Morris B.A.  
Houston, Texas

Suzanne Carreau Mueller B.A.  
New York, New York

Horace S. Nichols B.S.  
Boston, Massachusetts

George Putnam M.B.A.  
Manchester, Massachusetts

Rose Clymer Rumford B.A.  
Cockeysville, Maryland

Allene Lummis Russell B.A.  
Chestnut Hill, Massachusetts

John K. Spring M.B.A.  
Concord, Massachusetts

Mary Ann Dilley Staub B.A.  
Winnetka, Illinois

David B. Stone LL.D.  
Boston, Massachusetts

Nancy Angell Streeter B.A.  
New York, New York

Margaret Westheimer Tishman M.A.  
New York, New York

Mary Sime West B.A.  
Needham, Massachusetts

## Presidents

Ada Howard  
1875-1881

Alice Freeman Palmer  
1881-1887

Helen Shafer  
1887-1894

Julia Irvine  
1894-1899

Caroline Hazard  
1899-1910

Ellen Fitz Pendleton  
1911-1936

Mildred McAfee Horton  
1936-1949

Margaret Clapp  
1949-1966

Ruth M. Adams  
1966-1972

Barbara W. Newell  
1972-1980

Nannerl Overholser Keohane  
1981-1993

Diana Chapman Walsh  
1993-

# Administration

## Office of the President

Diana Chapman Walsh Ph.D.  
President  
Professor of Sociology and Public Health

Patricia M. Byrne M.Ed.  
Executive Assistant to the President

Lee Elliott Brown J.D.  
Director, Equal Opportunity and Multicultural  
Programs

Nancy F. Weinstein M.B.A.  
Assistant to the President  
Director, Corporate and Foundation Relations

Shannon W. Hartmann A.B.  
Writer for the President  
Special Programs Writer

Jane E. Bachman B.A.  
Executive Secretary to the President

Margery F. Perry B.A.  
Administrative Assistant

Jamie A. Goodbinder B.A.  
Clerk of the Board of Trustees

---

## Office of Admission

Janet A. Lavin A.M.  
Dean

Robin A. Gaynor B.A.  
Associate Director

Kim Barth Kembel M.Ed.  
Associate Director

Wendy Sibert Secor M.A.  
Associate Director

Pamela Roth Appleton M.Ed.  
Senior Assistant Director

Terri L. James M.S.  
Senior Assistant Director

Jayne Rowe Jones B.A.  
Senior Assistant Director

Judith E. Rich M.Ed.  
Assistant Director

Luis M. Gonzalez B.S.  
Assistant Director

---

## Office of the Dean of the College

Nancy H. Kolodny Ph.D.  
Dean of the College  
Nellie Zuckerman Cohen and Anne Cohen  
Heller Professor of Health Sciences  
Professor of Chemistry

Jens Kruse Ph.D.  
Associate Dean of the College  
Associate Professor of German

Lee Cuba Ph.D.  
Associate Dean of the College  
Professor of Sociology

Elizabeth C. Lieberman M.A.  
Assistant Dean of the College  
Director, Office of Sponsored Research  
Laboratory Instructor in Chemistry

Barbara Viechnicki B.A.  
Academic Budget Officer

## Office of Sponsored Research

Elizabeth C. Lieberman M.A.  
Director

### Registrar

Marguerite L. Daly M.M.  
Registrar

Erin Harrington VanSpeybroeck A.B.  
Associate Registrar

## Child Study Center

Mary Eames Ucci M.Ed.  
Educational Director

David Burrell Pillemer Ed.D.  
Psychological Director  
Professor of Psychology  
Faculty Director, Learning and Teaching Center

Martha Maxwell B.A.  
Head Teacher

Mary Ruth W. Negro B.A.  
Head Teacher

Sally V. Z. Turk M.Ed.  
Head Teacher

Janet C. Thomson  
Assistant to the Director

## Science Center

John S. Cameron Ph.D.  
Academic Director, Science Center

Rosamond V. White B.S.  
Administrative Director, Science Center

Barbara A. Lonergan  
Assistant to the Directors

Elaine L. Smith M.A.  
Chair, Health Professions Advisory Committee

---

## Whitin Observatory

Richard G. French Ph.D.  
Director  
Professor of Astronomy

---

## Office of the Dean of Students

Molly S. Campbell M.A.  
Dean of Students

S. Joanne Murray Ed.M..  
Associate Dean of Students  
Director, Career Center

Dorothy Folino  
Administrative Assistant

Linda Brothers J.D.  
Director, Harambee House

Sylvia S. Hiestand M.A.  
Director, Slater Center  
Director, International Studies & Services

### Class Deans

Lorraine Garnett Ward M.A.  
Dean of the Class of 1996

Pamela Daniels M.A.  
Dean of the Class of 1997

Susan R. Cohen Ph.D.  
Dean of the Class of 1998

Voncile White Ed.D.  
Dean of First-Year Students

Ruth A. Samia B.A.  
Coordinator, First-Year Students Office

## Learning and Teaching Center

Bonnie D. Leonard Ed.D.  
Student Services Director  
Dean of Continuing Education

David Burrell Pillemer Ed.D.  
Faculty Director  
Professor of Psychology  
Psychological Director, Child Study Center

Barbara C. Boger Ed.D.  
Director of Programs  
Director, Summer Enrichment Program

Emiko I. Nishino B.A.  
Coordinator of Services for Persons with  
Disabilities



## Continuing Education

Bonnie D. Leonard Ed.D.  
Dean of Continuing Education  
Student Services Director,  
Learning and Teaching Center

Susan R. Cushing B.A.  
Continuing Education Coordinator

## Career Center

S. Joanne Murray Ed.M.  
Director  
Associate Dean of Students

Rosaria Crawford  
Assistant to the Associate Dean of Students  
Office Manager

Barbara Peoples  
Associate Director/Prelaw Advisor

Eleanor V. Perkins M.A.  
Assistant Director

Karen F. Single M.Ed.  
Director, Experiential Programs

Floy Stryker M.L.S.  
Career Center Librarian

Irma Tryon  
Assistant Director/Recruitment Coordinator  
Advisor to Latina Students

Sherry Turner M.Ed.  
Career Counselor

## College Health Service

Charlotte K. Sanner M.D.  
Director

Alice M. Cort M.D.  
Staff Physician

Gloria J. Cater M.S.N., R.N., C.  
Assistant Director, Nursing  
Nurse Practitioner

Sloane Crawford C.N.M.  
GYN Nurse Practitioner

Jane Kurina R.N.  
Assistant Director, Administration

Catherine A. Collins R.N., C., C.H.E.S.  
Health Educator

## Stone Center for Developmental Services and Studies

Margarita Alvarez Ph.D.  
Staff Psychologist—Counseling Division

Jean Baker Miller M.D.  
Director, Jean Baker Miller Training Institute

Gail Fioretti  
Office Manager—Counseling Division

Robin Cook-Nobles Ed.D.  
Director of Counseling

Nancy P. Genero Ph.D.  
Research Program Director—Mother's Project

Nancy Gleason M.S.W., L.I.C.S.W.  
Senior Social Worker—Counseling Division  
Director, Project W.A.I.T.

Lauren Heim Goldstein Ph.D.  
Assistant Research Scientist—Mother's Project

Ann Hughes  
Secretary to the Director of Counseling

Eileen Kern M.S.W., L.I.C.S.W.  
Staff Social Worker—Counseling Division

Mary A. Melo  
Assistant to the Director

Ellen Pashall M.D.  
Staff Psychiatrist—Counseling Division

Janet L. Rubenstein  
Assistant to the Director

Pamela Y. Seigle M.A.  
Program Director—Reach Out to Schools  
Program

Jann J. Sulzen  
Financial Manager

## Office, Dean of Religious Life

**The Reverend Victor H. Kazanjian Jr. M.Div.**  
Dean of Religious Life

**Rabbi Ilene Lerner Bogosian M.Ed.**  
Jewish Chaplain/Hillel Director

**Susan Koehler M.Div.**  
Associate Catholic Chaplain

**The Reverend Donald C. Leach M.Div.**  
Interim Protestant Chaplain

**Idrisa Pandit Ph.D.**  
Advisor to Al Muslimat

**Father Vincent Poirier M.Div.**  
Catholic Chaplain

**Patricia A. Walton A.B.**  
Assistant to Dean of Religious Life  
Chaplaincy Administrator

## Residence

**June Murphy-Katz M.Ed.**  
Director

**Deloris Glanton**  
Administrative Assistant

**Allyson E. Hopkins B.A.**  
Head of House, Tower Court

**Laura Kadish M.B.A.**  
Head of House, Claflin

**Jolene Lane B.A.**  
Head of House, Freeman

**Donald C. Leach M.Div.**  
Head of House, Stone-Davis

**Anne Manning A.B.**  
Head of House, Munger

**Ann Ogletree M.B.A.**  
Head of House, Bates

**Patricia A. O'Riordan M.A.**  
Head of House, Shafer

**Nova Pisani M.Ed.**  
Head of House, Pomeroy

**Michelle Porche M.Ed.**  
Head of House, McAfee

**Martha Pott Ph.D.**  
Head of House, Cazenove

**Peter H. Raymond Ed.M.**  
Head of House, Severance

**Lisa Smith M.A.**  
Head of House, Dower

## Schneider Center

**Marilynn Madzar B.A.**  
Coordinator

---

## Office for Finance and Administration

**William S. Reed M.P.A.**  
Vice President

**René Stewart Poku M.P.P.**  
Assistant Vice President, Finance  
Associate Treasurer

**Frances E. Adams**  
Manager, College Post Office

**Molly Ambrose M.B.A.**  
Director, Human Resources

**Robert S. Bossange B.A.**  
Director, Conferences and Special Events

**Robert A. Bower M.B.A./C.P.A.**  
Controller

**Peter S. Eastment B.S.**  
Director, Housing and Transportation

**Dennis Fox M.S.ed.**  
Director, Purchasing

**Stephanie Lorber Karger M.S./C.P.A.**  
Associate Controller and Bursar

**Barry F. Monahan M.A.**  
Assistant Vice President for Administration

**Richard Moriarty**  
Safety Manager

**Lynne Spence Newton B.S.**  
Manager, Wellesley College Club  
Conference Director

**Anthony R. Oteri**  
Assistant Director, Physical Plant

**Adel A. Rida B.S.**  
Assistant Vice President  
Director, Physical Plant

## Office of Budget and Planning

Linda Murphy Church B.A.  
Associate Budget Director

Carol Maguire  
Budget and Planning Assistant

## Office of Financial Aid

Kathryn Osmond M.B.A.  
Director

Sylvia Watkins B.S.  
Senior Associate Director and Coordinator of  
Student/Parent Loans

Elizabeth Kim Ed.M.  
Associate Director  
Advisor to Asian Students

Lee Hanna  
Assistant Director

---

## Office for Resources and Public Affairs

Vice President for Resources and Public Affairs

Janet M. Sullivan B.A.  
Assistant to the Vice President

## Office for Resources

Christine Atwood M.S.  
Director, Leadership Gifts  
Interim Vice President for Resources

Barbara M. Colonna  
Bequests and Securities Administrator

Janice R. Cooper M.Ed.  
Assistant Director, Wellesley College Fund  
Programs

Blair F. Cruickshank B.A.  
Assistant Director, Wellesley College Fund  
Programs

Peter V. K. Doyle B.A.  
Director, Planned Giving Program

Jill Fainberg B.A.  
Manager, Resources Information Systems

Edith H. Fischer B.A.  
Assistant Director, Development Research

Tamara E. Golden M.A.  
Manager, Gift Administration

Barbara D. Gross B.A.  
Senior Development Officer  
Director, Business Leadership Council

Allison K. Groves B.A.  
Planned Giving Officer

Shannon W. Hartmann A.B.  
Special Programs Writer  
Writer for the President

Lydia S. Horton B.A.  
Director, Resources Communications

Gail Jong  
Assistant Director, Wellesley College Fund  
Programs

Claire P. Kohn B.A.  
Director, Development Research

Lydia Luz J.D.  
Associate Director, Regional Special Gifts and  
Class Programs

Lynn C. Miles B.A.  
Senior Development Officer

Elizabeth Ryan-Catalano B.A.  
Assistant Director, Wellesley College Fund  
Programs

Alice Schwartz B.A.  
Associate Director, Corporate and Foundation  
Relations

Katherine C. Small B.A.  
Senior Development Officer  
Director, Parents Leadership Gift Program

Raffaella A. Torchia B.A.  
Director, Development Services and  
Stewardship

Nancy F. Weinstein M.B.A.  
Director, Corporate and Foundation Relations  
Assistant to the President

## Office for Public Affairs

Rosemarie K. Cummings  
Director, Publications and Communications  
Publications/Multimedia Coordinator

Jennifer McKnight B.A.  
Public Information Coordinator

Janet Mendelsohn B.A.  
Assistant Director, Public Information

Laurel R. Stavis B.Mus.  
Director, Public Information and Government  
Relations

---

## Office for Information Services

Micheline E. Jedrey M.S.  
Vice President  
College Librarian

Richard C. Schofield B.S.  
Senior Technical Consultant

## Information Systems & Telecommunications

Perry Hanson III Ph.D.  
Director

Lorraine Keating B.A.  
Manager, Computers and Networks

Sandra Roberts  
Manager, Telecommunications

## Information Technology Services

Eleanor D. Lonske M.S.  
Director

Pattie Orr M.Ed.  
Manager, User Services

Joanne Hallisey M.S.  
Manager, Residential Computing and  
Technical Service

Kenneth Freundlich B.A.  
Manager, Advanced Technology Applications

## The Wellesley College Library

Micheline E. Jedrey M.S.  
College Librarian  
Vice President, Information Services

Margaret Bartley M.L.S.  
Collection Management Specialist/Analyst

Lisa C. Brainard M.S.  
Science Librarian

Joan E. Campbell M.S.  
Reference Librarian

Elizabeth Games M.S.  
Assistant Monograph Services Librarian

David Gilbert M.A.  
Music Librarian

Eileen D. Hardy M.L.S.  
Collection Management Officer

Jane Ann Hedberg M.S.  
Serials Librarian and Preservation  
Administrator

Carl A. Jones M.L.I.S.  
Systems Librarian

Irene Shulman Laursen M.S.  
Science Librarian

Sally Blumberg Linden M.S.  
Research Librarian

Claire Tucker Loranz M.S.  
Government Documents Librarian

Richard McElroy M.S.  
Art Librarian

Ruth R. Rogers M.S.  
Special Collections Librarian

Wilma Ruth Slaughter Ph.D.  
Archivist

Joan Spillsbury Stockard M.S.  
Research Librarian

Ross Wood D.M.A.  
Head of Monograph Acquisitions and  
Cataloging

---

## Davis Museum and Cultural Center

Susan M. Taylor M.A.  
Director

Lucy Flint-Gohlke M.A.  
Curator

Judith Hoos Fox M.A.  
Curator

Corinne L. Fryhle M.A.  
Curator, Education

Nancy B. Gunn B.F.A.  
Director, Museum Membership and Alumnae Relations

Kathleen Harleman M.A., M.B.A.  
Associate Director

Santiago Hernandez M.F.A.  
Assistant Museum Technician

Melissa R. Katz M.S.  
Curatorial Coordinator

Patricia Kelly M.A.  
Intern in Education

Irene Kestenbaum B.A.  
Development Assistant

Eric Knudson  
Security Manager

Margaret Lafferty B.A.  
Special Events Coordinator

Lisa McDermott M.A.  
Registrar

John Rossetti B.F.A.  
Museum Technician

Janet E. Saad B.A.  
Administrative Assistant

Peter Walsh M.A.  
Director, Information and Institutional Relations

---

## Center for Research on Women

Odette Alarcon M.D.  
Senior Research Associate

Susan McGee Bailey Ph.D.  
Executive Director

Larry Baldwin Ph.D.  
Research Consultant

Rosalind Barnett Ph.D.  
Research Associate

Lynn C. Burbridge Ph.D.  
Deputy Director

Ellen Cantarow Ph.D.  
Senior Research Associate

Jan Civian Ed.D.  
Research Associate

Sumru Erkut Ph.D.  
Senior Research Associate

Jacqueline Fields Ph.D.  
Senior Research Associate

Ellen Gannett M.Ed.  
Research Associate

Linda Gardiner Ph.D.  
Senior Research Associate

Caryl Goodman Ph.D.  
Research Associate

Barbara Hernberg B.S.  
Administrative Director

Pauline Houston  
Director, Finance/Grants

Elaine Lawrence  
Director, Annual Fund Programs

Nancy Marshall Ph.D.  
Senior Research Associate

Fern O. Marx M.H.S.M.  
Senior Research Associate

Peggy McIntosh Ph.D.  
Associate Director

Beth Miller Ph.D.  
Research Associate

Susan O'Connor M.S.W.  
Research Associate

Laura Palmer B.A.  
Director, External Relations

Wendy Wagner Robeson Ed.D.  
Research Associate

Michelle Seligson Ed.M.  
Associate Director

Nan Stein Ed.D.  
Senior Research Associate

## Alumnae Association

### Alumnae Office

Barbara LeWin Luton M.P.P.M.  
Executive Director

Laura Lobenthal Katz B.A.  
Associate Editor, *Wellesley*

Carmen Konzem B.A.  
Receptionist and Office Assistant

Lee LoPorto A.A.  
Assistant Director, Clubs & Regional Programs

Leigh Maccini A.A.  
Director, Special Programs

Ruth Emanuel Maffa B.A.  
Associate Director

Phyllis Méras M.S.  
Editor, *Wellesley*

Inger Nielsen B.A.  
Director, Classes and Reunion

Jean MacKinnon Perkinson B.A.  
Manager, Information Services

Mary Porazzo  
Office and Financial Administrator

Lisa Priest  
Administrative Assistant

## Board of Directors

### President

Ellen Gill Miller  
Arlington, Virginia

### First Vice President

Elaine Woo  
Newton Centre, Massachusetts

### Second Vice President

Georgia Sue Herberger Black  
Dallas, Texas

### Treasurer/Secretary

Nami Park  
New York, New York

### Chair, Campus Committee

Karen Day Pierce  
Dover, Massachusetts

### Chair, Class Officers and Reunion

Alice Warner Jones  
Falmouth, Maine

### Chair, Wellesley College Fund Programs

Jane A. Risser  
Palo Alto, California

### Chair, Clubs and Regional Alumnae Representatives

Dawn Fleming Jackson  
Salt Lake City, Utah

### Chair, Alumnae/Student Communications

Lisa Sullivan Macalaster  
Wellesley, Massachusetts

### Chair, Academic Programs

Jean B. Kendall  
Ashland, Massachusetts

### Chair, Alumnae Admission Representatives

Lynn Bryan Trowbridge  
Orinda, California

### Chair, Career Services Representatives

Alecia Ann DeCoudreaux  
Indianapolis, Indiana

### Ex Officiis

Barbara LeWin Luton  
Executive Director

Phyllis Méras  
Editor, *Wellesley*, the alumnae magazine

Amalie Moses Kass  
Trustee and Chair, National Development and  
Outreach Council

### Alumnae Trustees

Judith Gaillard Jones (1990-1996)  
Pacific Palisades, California

Nancy Lee Smith Kemper (1993-1998)  
Kansas City, Missouri

Lois D. Juliber (1994-2000)  
New York, New York

Vivian W. Pinn (1995-2001)  
Washington, D.C.

Colleen A. Richards (1995-1998)  
Brooklyn, N.Y.

## National Development and Outreach Council

The mission of the National Development and Outreach Council is to provide a forum in the coordination of Wellesley's extensive internal and external programs and activities relating to the College's visibility and communications as well as fund raising for the College and its Centers.

Mrs. Amalie Moses Kass (*Amalie Moses '49*)  
Chair, National Development and Outreach Council  
Member, Board of Trustees

**Members of the National Development and Outreach Council as of July 24, 1995**

Ms. Tamara Nash Ammons (*Tamara S. Nash '79*)  
Regional Representative/Careers

Susan Asher Calechman (*Susan Asher '60/CE'78*)  
Continuing Education Program Representative

Mr. Nader F. Darehshori  
Member, Board of Trustees

Mrs. Stanton W. Davis (*Elisabeth Kaiser '32*)  
Member, Board of Trustees

Mrs. Luella G. Goldberg (*Luella Gross '58*)  
Past Chair, Board of Trustees

Ms. Victoria J. Herget (*Victoria Jean Herget '73*)  
Member, Board of Trustees

Dawn Fleming Jackson (*Dawn Fleming '77*)  
Chair, Alumnae Clubs

Mrs. Steaven K. Jones (*Judith B. Gaillard '60*)  
Admission Representative  
Member, Board of Trustees

Nancy Lee Smith Kemper (*Nancy Lee Smith '73*)  
Member, Board of Trustees

Ms. Sarah L. Knutson (*Sally Lemly '64*)  
Chair, Planned Giving Program

Mrs. Donald E. Newhouse (*Susan Marley '55*)  
Chair, Leadership Gift Committee  
Member, Board of Trustees

Mrs. Carl H. Pforzheimer III  
(*Elizabeth "Betty" Strauss '59*)  
Chair, Durant Society

Colleen Richards (*Colleen A. Richards '95*)  
Young Alumnae Representative  
Member, Board of Trustees

Jane Risser (*Jane A. Risser '73*)  
Chair, Wellesley College Fund Programs

Ms. Anne-Marie Soulliere (*Anne-Marie Soulliere '69*)  
Chair, Corporations and Foundations

Mrs. Myron K. Stone (*Natalie Gordon '38*)  
Regional Representative

Ms. Jaan Whitehead (*Jaan Walther '64*)  
Regional Representative

Mrs. Frederic D. Wolfe (*Mary Tebbetts '54*)  
Regional Representative

### Ex Officiis

Diana Chapman Walsh, Ph.D. (*Diana Chapman '66*)  
President

Gail H. Klapper (*Gail Heitler '65*)  
Chair, Board of Trustees

Estelle "Nicki" Newman Tanner  
(*Estelle Newman '57*)  
Vice Chair, Board of Trustees

Ellen Gill Miller (*Ellen F. Gill '73*)  
President, Alumnae Association





## Index

# Index

---

- Academic advising, 58
- Academic assistance, 58
- Academic calendar 1995-96, 3
- Academic distinctions, 69-70
  - departmental honors, 69
  - other academic distinctions, 69-70
- Academic policies and procedures, 59-65
  - academic standards, 59
  - academic review board, 59
  - acceleration, 63-64
  - adding or dropping courses, 63
  - auditing courses, 63
  - credit for advanced placement examinations, 59-60
  - credit for other academic work, 59-60
  - credit for summer school, 60
  - examinations, 62
  - exemption from required studies, 61
  - grading system, 61-62
  - incomplete work, 62
  - leave of absence, 64
  - limitations on outside credit, 61
  - readmission, 65
  - registration for courses, 63
  - required withdrawal, 64
  - research or individual study, 56
  - summer school and transfer course credit after matriculation, 60
  - transcripts and grade reports, 63
  - voluntary withdrawal, 64
- Academic program, 52-70
  - see academic distinctions
  - see academic policies and procedures
  - see curriculum
  - see special academic programs
- Academic requirements, financial aid, 45-46
- Academic Review Board, 59
- Academic standards, 59
- Acceleration, 63-64
- Adding or dropping courses, 63
- Administration, 297-307
- Admission, 28-34
  - see admission plans
  - see continuing education
  - see criteria for admission
  - see international students
  - see for transfer students
- Admission plans, 30-31
  - accelerating candidates, 31
  - deferred entrance, 31
  - early decision, 30
  - early evaluation, 30
  - regular decision, 30
  - U.S. citizens living abroad, 31
- Advanced placement examinations, credit for, 59-60
- Advising, academic, 58
- Africana studies, 72-78
- African-American student center, 13
- "A"-Levels, credit for, 60
- Alumnae,
  - Association, 307
  - Board of directors, 308
  - Hall, 13
  - National Development and Outreach Council, 309
  - trustees, 308
- American studies,
  - interdepartmental major, 78-82
- Anthropology courses, 82-85
- Application form,
  - admission, 29
  - financial aid, 47
- Applying for financial aid, 47
- Archaeology, classical and near eastern,
  - interdepartmental major, 120
- Architecture,
  - interdepartmental major, 86-87
- Art courses, 87-100
  - Boston Museum of Fine Arts, 94-95
  - history, 87-96
  - studio, 96-100
- Arts center, 11
- Assistance for families not eligible for aid, 47
- Astronomy courses, 100-102
- Athletic facilities, 12-13
- Auditing courses, 63
- Babson College, cooperative program with, 66
- Bachelor of arts degree
  - Davis Scholars, 33-34
  - requirements for, 52-53
- Biological chemistry,
  - interdepartmental major, 103
- Biological sciences courses, 103-109
- Black student center, 13
- Board of Trustees, 298
- Brandeis University, cooperative program with, 66-67
- Buildings, see campus
- Calendar, 3
- Campus, 10-14
  - see facilities and resources
- Campus map, 320
- Campus visit, 29
- Career center, 23-25
  - counseling, 24
  - graduate schools, 24
  - internships, 24
  - job search, 24
  - library, 25
  - recommendations, 25
  - recruiting, 24
  - scholarships and fellowships, 25
  - summer stipends, 25
- Career Counseling, 24
- CEEB, see College Board tests
- Center for Research on Women, 14
- Chapel, 13
- Chaplaincy, see religious services
- Chemistry courses, 110-113
- Child Study Center, 12
- Chinese courses, 114-116
- Chinese studies,
  - interdepartmental major, 116-117
- Classical civilization,
  - interdepartmental major, 118-120
- Classical and near eastern archaeology,
  - interdepartmental major, 120
- Classrooms, 10

- Cognitive science,  
interdepartmental major, 121-122
- College, description of, 6-9
- College Board tests, 29-30, see Standard Tests
- College Club, 14
- College Counseling Service, 19, 24
- College government, 22
- College health service, 21
- College Scholarship Service (CSS) Profile, 47-48
- Computer facilities, 11
- Computer science courses, 122-125
- Confidentiality of student records, 22-23
- Contents, 2
- Continuing Education, 33-34  
admission, 34  
Elisabeth Kaiser Davis Degree Program, 33-34  
fees and refunds, 38  
financial aid, 46  
house, 12  
Postbaccalaureate study, 34
- Cooperative programs  
Babson College, 66  
Brandeis University, 66-67
- Correspondence, 4
- Costs, 36-43  
see fees and expenses  
see financing options  
see payment plans
- Counseling and advising resources, 19-20, 24, 58
- Courses, registration for, 63
- Courses of instruction, 71  
directions for election, 71  
legend, 71
- Credit,  
for advanced placement examination, 59-60  
for "A"-Levels, 60  
for summer school, 60  
limitations on outside credit used toward the  
degree, 61  
summer school and transfer course credit after  
matriculation, 60
- Credit/No-Credit option limits for Honors, 62
- Criteria for admission, 28-30  
application, 29  
campus visit, 29  
College Board tests, 29-30  
dates of College Board tests, 30  
general requirements for first-year student  
applicants, 28  
interview, 29
- Cross-registration program,  
Massachusetts Institute of Technology, 65-66
- Curriculum, 52-58  
academic advising, 58  
distribution requirements, 53-54  
foreign language requirement, 54  
Learning and Teaching Center, 58  
major, 55-56  
multicultural requirement, 55  
other requirements, 56  
preparation for engineering, 57-58  
preparation for law school, 57  
preparation for medical school, 57  
requirements for degree, 52-53  
writing requirement, 54-55
- Dates of Standard tests, 30
- Davis Degree Program, 33-34
- Davis Museum and Cultural Center, 11-12
- Davis Scholars, financial aid for, 46
- Deferred entrance, 31
- Deferre,
- B.A., requirements for, 52-53  
double degree program, 66  
exceptions to degree requirements, 52, 61
- Departmental honors, 69
- Development and Outreach Council, National, 309
- Directory information, 23
- Disabilities, see services for students with disabilities
- Distribution requirements, 53-54
- Dormitories, see residence halls
- Double degree program, 66
- Drama, see Theatre studies, 254
- Dropping courses, 63-64
- Early decision admission, 30
- Early evaluation admission, 30
- Economics courses, 125-130
- Education courses, 131-133
- Elisabeth Kaiser Davis Degree Program, 33-34
- Emeriti,  
administrators, 295  
professors, 295  
trustees, 299
- Employment, student, 44
- Engineering, preparation for, 57-58
- English courses, 134-141
- Enrollment statistics, 25-26
- Examinations,  
advanced placement, 59-60  
exemption, 62  
semester, 62
- Exchange programs,  
Twelve College, 67  
Wellesley-Mills, 67  
Wellesley-Spelman, 67
- Exemption,  
required studies, 61  
examinations, 62
- Expenses, see fees and expenses
- Experimental courses, 141-142
- Extracurricular courses, 142-144
- Facilities and resources, 10-14  
Alumnae Hall, 13  
Center for Research on Women, 14  
chapel, 13  
Child Study Center, 12  
classrooms, 10  
computer facilities, 11  
Continuing Education house, 12  
Davis Museum and Cultural Center, 11-12  
Green Hall, 14  
greenhouses, 10  
Harambee House, 13  
infirmary, 14  
Jewett Arts Center, 11  
Margaret Clapp Library, 12  
Nannerl Overholser Keohane Sports Center,  
12-13  
Pendleton West, 11

- president's house, 14  
 Schneider College Center, 13  
 Science Center, 10  
 Slater International/Multicultural Center,  
   13-14  
   society houses, 14  
   Wellesley College Club, 14  
   Whitin Observatory, 11  
 Facilities fee, 36  
 Faculty, 277-295  
 FAFSA/CSS Profile forms, 47-48  
 Federal Parent Loan for Undergraduate Students  
   (PLUS), 40  
 Federal Unsubsidized Stafford Loan, 40-41  
 Fees and expenses, 36-38  
   continuing education, 38  
   facilities fee, 36  
   general deposit, 37  
   high school student fees and refunds, 38  
   personal expenses, 37  
   postbaccalaureate study fees and refunds, 38  
   refund policy, 37  
   special fees and expenses, 37  
   student activity fee, 36  
   student health and insurance program, 36-37  
 Fellowships,  
   information, 25  
   graduate, 48-49  
 Film and Video courses, 268  
 Financial aid, 44-48  
   academic requirements, 45-46  
   application form, 47  
   applying for, 47  
   assistance for families not eligible, 47  
   Davis Scholars, 46  
   FAFSA/Profile forms, 47-48  
   financial aid form, 47-48  
   further information, 47  
   grants, 45  
   international students, 46  
   loans, 45  
   repayment of loans from the college, 45  
   ROTC, 46  
   town tuition grants, 46  
   transfer students, 46  
   Wellesley Students' Aid Society, 46  
   work, 44  
 Financial assistance for families not eligible, 47  
 Financing options, 39-43  
   Federal Parent Loan for Undergraduate Students  
     (PLUS), 40  
   Federal Unsubsidized Stafford Loan, 40-41  
   Knight Achiever Loan (KAL), 40  
   Knight Insured Tuition Payment Plan (ITPP), 40  
   Loan Plans, 40-41  
   MassPlan, 40  
   other financing, 41  
   Savings Plan, 40  
   summary of, 42-43  
 First-year  
   student admission requirements, 28-30  
   INCIPIIT program, 65, 145-146  
   student summer enrichment program, 65  
 Foreign language requirement, 54  
 French courses, 146-153  
 French cultural studies,  
   interdepartmental major, 153-154  
 Freshman, see first-year student  
 General deposit, 37  
 General requirements for first-year student  
   applicants, 28  
 Geographic distribution chart, 26  
 Geology courses, 154-156  
 German courses, 156-159  
 German studies,  
   interdepartmental major, 160-161  
 Grade reports, 63  
 Grading system, 61-62  
 Graduate fellowships, 48-49  
 Graduate school information, 24  
 Grants, 45  
 Greek courses, 161-162  
 Green Hall, 14  
 Greenhouses, 10  
 Group A, B, C requirements, 53-54  
 Harambee House, 13  
 Health service, 21  
   infirmary, 14  
   medical insurance, 36-37  
 Hebrew courses, see religion  
 High school student fees and refunds, 38  
 Hillel, see religious resources  
 History courses, 165-176  
 History of art courses, 87-96  
 Honor code, 21-22  
 Honors, see Academic Distinctions  
 Honors  
   awarded, 70  
   departmental, 69  
 Houghton Memorial Chapel, 13  
 INCIPIIT, 65, 145-146  
 Incomplete work, 62  
 Individual,  
   majors, 55-56  
   study, 56  
 Infirmary, 14  
 Inquiries, visits & correspondence, 4  
 Insurance, medical, 36-37  
 International Baccalaureate, credit for, 60  
 International center, 13-14  
 International relations,  
   structured individual major, 177-178  
 International students,  
   admission of, 31-32  
   applying from U.S. high schools, 32  
   financial aid for, 46  
   statistics on, 26  
 International study, 67-68  
 Internships,  
   information, 24  
   summer, 68-69  
 Interview, 29  
 Italian courses, 179-180  
 Italian culture,  
   interdepartmental major, 181

- Japanese courses, 182-183  
 Japanese studies  
   interdepartmental major, 183-184  
 Jewett Arts Center, 11  
 Jewish studies,  
   interdepartmental major, 185-186  
 Jobs,  
   recruiting, 24  
   search, 24  
   work-study, 44
- Keohane Sports Center, Nannerl Overholser, 12-13  
 Knight Achiever Loan (KAL), 40  
 Knight Insured Tuition Payment Plan (ITPP), 40
- Language studies,  
   interdepartmental major, 187-188  
 Latin American studies,  
   structured individual major, 189-190  
 Latin courses, 163-165  
 Law school, preparation for, 57  
 Learning and teaching center, 58  
 Leave of absence, 64  
 Legal studies, courses in, 269  
 Legend, 71  
 Library,  
   art, 11-12  
   astronomy, 11-12  
   Margaret Clapp, 12  
   music, 11-12  
   science, 12  
 Literature in translation, 275-276  
 Loans, 45  
 Loan Plans, 40-41  
   Federal Parent Loan for Undergraduate Students (PLUS), 40  
   Federal Unsubsidized Stafford Loan, 40-41  
   Knight Achiever Loan (KAL), 40  
   MassPlan, 40
- Major, 55-56  
 Margaret Clapp Library, 12  
 Margaret C. Ferguson Greenhouses, 10  
 Massachusetts Institute of Technology,  
   cross-registration, 65-66  
   double degree program, 66  
 MassPlan Massachusetts Educational Financing  
   Authority, 40  
 Mathematics courses, 191-194  
 Meal plan, 36  
 Medical insurance, 36-37  
 Medical school, preparation for, 57  
 Medieval/Renaissance studies,  
   interdepartmental major, 194-197  
 Mills-Wellesley exchange program, 67  
 Minor, 56  
 Multicultural center, 13-14  
 Multicultural Issues  
   courses, 270-275  
   requirement, 55  
 Museum and Cultural Center, Davis, 11-12  
 Music courses, 197-202  
   performing music, 202-203  
   performing organizations, 203
- Nannerl Overholser Keohane Sports Center, 12-13  
 National Development and Outreach Council, 309  
 Newman Catholic Ministry, see religious resources  
 Nondiscrimination, policy of, inside back cover
- Observatory, Whitin, 11  
 Orchestra, 203
- Parent Loan for Undergraduate Students (PLUS), 40  
 Parking and transportation, 19  
 Payment plans, 38-39  
   payments for financial aid students, 39  
   prepaid tuition stabilization plan (PTSP), 39  
   semester plan, 39  
   summary of, 42-43  
   ten-month plan, 39  
 Payments for students receiving financial aid, 39  
 Peace studies program, 204-205  
 Pendleton West, 11  
 Personal expenses, 37  
 Philosophy courses, 205-210  
 Physical education and athletics courses, 210-211  
 Physical education facilities, 12-13  
 Physics courses, 212-214  
 Placement examinations, see individual departments  
 Political science courses, 214-224  
 Postbaccalaureate study,  
   admission, 34  
 Prepaid Tuition Stabilization Plan (PTSP), 39  
 Preparation,  
   for engineering, 57-58  
   for law school, 57  
   for medical school, 57  
 Presidents, 299  
 President's house, 14  
 Professors emeriti, 295  
 Psychobiology,  
   interdepartmental major, 224  
 Psychology courses, 225-230
- Readmission, 65  
 Recommendations, 25  
 Recruiting, 24  
 Refund policy, 37  
 Registration for courses, 63  
 Regular decision admission, 30  
 Religion courses, 231-238  
 Religious resources/services, 20  
 Repayment of loans from the College, 45  
 Required studies,  
   exemption from, 61  
 Required withdrawal, 64  
 Requirements  
   admission, 28-30  
   B.A. degree, 52-53  
   distribution, 53-54  
   exemptions, 61  
   foreign language, 54  
   multicultural, 55  
   other, 56  
   writing, 54-55  
 Research or individual study, 56  
 Residence halls, 17-19  
 Resources and facilities, 10-14

- ROTC scholarships, 46  
 Russian area studies,  
   interdepartmental major, 242-243  
 Russian courses, 239-241
- SAT test dates, 30, see Standard Tests  
 Savings Plan,  
   Knight Insured Tuition Payment Plan (ITPP), 40  
 Schneider College Center, 13  
 Scholarships and fellowships, 25, 46, 48-49  
 Scholastic assessment and achievement tests, 29-30  
 Science Center, 10  
 Semester payment plan, 39  
 SEP (summer enrichment program), 65  
 Services for students with disabilities, 19, 71  
 Simpson Infirmary, 14  
 Slater International/Multicultural Center, 13-14  
 Society houses, 14  
 Sociology courses, 243-248  
 Spanish courses, 248-252  
 Special academic programs, 65-69  
   cooperative program, Babson College, 66  
   cooperative program, Brandeis University, 66-67  
   cross-registration, MIT, 65-66  
   first-year INCIPIIT program, 65  
   first-year summer enrichment program, 65  
   study abroad, 67-68  
   summer internships, 68-69  
   summer study abroad, 68  
   Twelve College exchange program, 67  
   Washington summer internship program, 69  
   Wellesley double degree program, 66  
   Wellesley-Mills exchange program, 67  
   Wellesley-Spelman exchange program, 67  
   Wintersession, 65  
 Special fees and expenses, 37  
 Spelman-Wellesley exchange program, 67  
 Sports Center, Nannerl Overholser Keohane, 12-13  
 Sports facilities, 12-13  
 Standard Tests, 29-30  
 Stone Center, see counseling and advising  
   resources  
 Student activity fee, 36  
 Student center, 13  
 Student government, 21-23  
   college government, 22  
   confidentiality of student records, 22-23  
   directory information, 23  
   honor code, 21-22  
 Student health and insurance program, 36-37  
 Student life, 16-26  
   see career center  
   see student government  
   see student residences and resources  
 Student parking and transportation, 19  
 Student records, confidentiality of, 22-23  
 Student residences and resources, 17-21  
   College health service, 21  
   counseling and advising resources, 19-20  
   religious resources, 20  
   residence halls, 17-19  
   services for students with disabilities, 19, 71  
   student parking and transportation, 19
- Students,  
   international and transfer, 31-33  
   geographic distribution, 26  
   summary of, 25  
 Students' aid society, 46  
 Studio art courses, 96-100  
 Study abroad, 67-68  
   junior year, 67-68  
   summer, 68  
 Summary of students, 25-26  
 Summer,  
   enrichment program, 65  
   internships, 68-69  
   school credit, 60  
   stipend information, 25  
   study abroad, 68
- Technology studies program, 253  
 Ten-Month payment plan, 39  
 Theatre studies courses, 254  
 Theatre studies,  
   individual major, 254-256  
 Town tuition grants, 46  
 Transcripts and grade reports, 63  
 Transfer credit  
   after matriculation, 60  
   limits on, 61  
 Transfer students,  
   admission, 32-33  
   distribution units required at Wellesley, 33  
   financial aid, 46  
 Travel directions, 319  
 Trustees  
   alumnae, 308  
   board of, 298  
   emeriti, 299  
 Trustee scholarships, 49  
 Tuition  
   see payment plans  
 Twelve College exchange program, 67
- U.S. citizens living abroad, admission of, 31  
 Unsubsidized Stafford loan, 40, 41
- Visitors, 4  
 Voluntary withdrawal, 64
- Washington summer internship program, 69  
 Wellesley College Center for Research on Women, 14  
 Wellesley College Club, 14  
 Wellesley double degree program, 66  
 Wellesley-Mills exchange program, 67  
 Wellesley-Spelman exchange program, 67  
 Wellesley Students' Aid Society, 46  
 Wintersession, 65  
 Withdrawal,  
   required, 64  
   voluntary, 64  
 Women's research center, 14  
 Women's studies courses, 256-262  
 Work, 44  
 Writing Program, 262-267  
 Writing requirement, 54-55

## **Travel Directions**





## Travel Directions

### IF YOU DRIVE

#### From the West:

Take the Massachusetts Turnpike East to Exit 14 (Weston). Then go south on Interstate 95 (Route 128) for ½ mile to Route 16, Exit 21B. Follow Route 16 West for 3 miles to the town of Wellesley, go straight on Route 135 (West). At the third traffic light take a left into the main entrance of the College. Follow signs for admission parking.

#### From the East:

Take the Massachusetts Turnpike West to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles to the town of Wellesley, directions above.

#### From the North:

Take Interstate 95 (Route 128) South to Exit 21B (Route 16 West). Follow Route 16 West, directions above.

#### From the South:

Take Interstate 95 (Route 128) North to Exit 21B (Route 16 West). Follow Route 16 West, directions above.

### IF YOU ARRIVE BY PLANE

From Logan International Airport, you can travel to Wellesley by subway or by taxi. By MBTA (subway): At the airport, take the shuttle bus (free) to the Airport MBTA stop. Then take an inbound Blue Line car four stops to Government Center. Go upstairs and change

to a Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop. (The fare is 85 cents.)

**From Woodland:** Take a taxi (approximately \$13.00). If necessary, call Veteran's Taxi at 235-1600.

Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.

#### Taxi:

The taxi cost from Logan Airport and other points in the City, including tolls, is approximately \$40.00. There is a small additional charge when more than three people share a cab. If no cab is available, call Veteran's Taxi at 235-1600.

### IF YOU ARRIVE BY TRAIN

Take Amtrak to South Station in Boston. From there, take the Red Line car (MBTA subway) two stops to Park Street. Change to an outbound Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop (the MBTA fare is 85 cents). Then follow the above directions from Woodland.

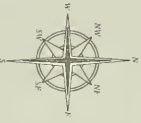
### IF YOU ARRIVE BY BUS

Take the Greyhound or Peter Pan bus to the RIVERSIDE terminal, one stop before Boston. From there, take a taxi to the College (approximately \$13.00). If necessary, call Veteran's Taxi at 235-1600.

All fares quoted are subject to change.



# Wellesley College Campus



Lake Waban

ENTRANCE Casanova Promway

139

Wabash Road

139

ENTRANCE

Nehden Golf Course

Dover Road

16

Cross Street

Church Street

Waban Street

Abbot Street

16

Central Street

Wabash Road

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

From Boston

139

16

Wellesley Turn Station

The information contained in this Bulletin is accurate as of July 1995. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 1988, on a full-time basis, was 87.4%. (The period covered is equal to 150% of the normal time for graduation.)

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

Wellesley,  
Massachusetts 02181

Second Class Postage  
Paid at Boston,  
Massachusetts

A dark green circular logo containing the text "Wellesley College Bulletin" in white, bold, sans-serif font.

**Wellesley  
College  
Bulletin**