

Course Catalog

2013-14

Courses of Instruction

Africana Studies
American Studies
Anthropology
Arabic
Architecture
Art
Art History
Asian American Studies
Astronomy
Astrophysics
Biological Chemistry
Biological Sciences
Calderwood Seminars
in Public Writing
Chemistry
Chinese Language &
Culture
Cinema & Media
Studies
Classical Civilization
Classical Studies

Cognitive & Linguistic
Sciences
Comparative Literature
Computer Science
East Asian Languages
& Cultures
East Asian Studies
Economics
Education
English
Environmental Studies
Experimental
Extrdepartmental
First-Year Seminar
Program
French
French Cultural Studies
Geosciences
German Studies
Greek
Hebrew

Hindi/Urdu
History
International Relations
Italian Studies
Japanese Language &
Culture
Jewish Studies
Korean Language &
Culture
Latin
Latin American Studies
Linguistics
Mathematics
Media Arts & Sciences
Medieval/Renaissance
Studies
Middle Eastern Studies
Music
Neuroscience
Peace & Justice Studies
Philosophy

Physical Education,
Recreation & Athletics
Physics
Political Science
Psychology
Quantitative Reasoning
Program
Religion
Russian
Russian Area Studies
Sociology
South Asia Studies
Spanish
Studio Art
Sustainability Certificate
Program
Swahili
Theatre Studies
Women's & Gender
Studies
The Writing Program

WELLESLEY



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2013-2014 COURSE CATALOG

Welcome.

You are currently viewing the 2013-2014 Wellesley College Course Catalog.

The information contained within is accurate as of September 3, 2013. Wellesley College reserves the right to make changes at its discretion.

To assist students in their course selections, we offer this link to the Wellesley College Bookstore.

Catalog Statement Regarding Courses

A semester course that carries one unit of credit requires approximately 11 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 0.5 unit course requires approximately 5.5 hours of work each week, including scheduled class time and preparation. A semester course that carries 1.25 units of credit 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.

Legend

Distribution Abbreviations

ARS=Arts, Music, Theatre, Film, Video distribution attribute

EC=Epistemology and Cognition distribution attribute

HS=Historical Studies distribution attribute

LAB=Laboratory

LL=Language and Literature distribution attribute

MM=Mathematical Modeling distribution attribute

NPS=Natural and Physical Science distribution attribute

QRB=Fulfills the basic skills component of the Quantitative Reasoning requirement

QRF=Fulfills the course overlay component of the Quantitative Reasoning requirement

REP=Religion, Ethics, and Moral Philosophy

SBA=Social and Behavioral Analysis distribution attribute

W=First-Year Writing requirement

Course Number Suffix

G=Group Study

H=0.5 unit course

P=Plus

R=Research methods course

W=Immersion language course taught during Wintersession when follows course number

Catalog Archive

Previous course catalogs (1903-1904 to 2011-2012) are available from the Internet Archive or the Wellesley College Digital Scholarship and Archive.

Contact Us

If you have questions about this site or the curriculum, please contact the Office of the Registrar (registrar@wellesley.edu).

DEPARTMENT OF AFRICANA STUDIES

Professor: *Cudjoe, Maparyan, Steady (Chair, Sem. II)*

Associate Professor: *Obeng (Chair, Sem. I)*

Assistant Professor: *Patterson*

Visiting Lecturer: *Osoro*

Africana Studies is the critical, intellectual, and representational expression of the history, culture, and ideas of people of Africa and the African Diaspora, past and present. Founded in 1969, it is an interdisciplinary and transnational program of study that includes theoretical and methodological approaches reflective of the experience and intellectual traditions of Black people. It also includes studies of political and social movements, such as Négritude, Garveyism, Pan-Africanism, the Civil Rights Movement, Decolonization, Black Consciousness, Black Identities, and Black Feminism. Zora Neale Hurston, Frantz Fanon, Walter Rodney, C.L.R. James, W.E.B. Du Bois, Kwame Nkrumah, Patricia Hill Collins, Angela Davis, Audre Lorde, Ama Ata Aidoo, Buchi Emecheta, Samir Amin, and Oyeronke Oyewumi are among the writers and intellectuals studied. Through the disciplines of history, literature, psychology, sociology, anthropology, political science, economics, religion, the cinema, and the creative arts, students examine the African world and the relationship between Africana people and the larger world system. Students obtain a wide range of knowledge and analytical tools as well as intellectual grounding, coherence, and integrity of the major. Each student will be assigned a faculty advisor, and be required to take the introductory course and attend a colloquium titled: "Africana Colloquium: The Common Intellectual Experience," offered each semester.

As an intellectual expression of Africana peoples, Africana Studies is designed to acquaint students with a critical perspective on the Africana world that is found primarily in Africa, the United States, the Caribbean, and South America, but also among peoples of African descent in Asia and Europe. Grounded in the history, culture, and philosophy of Africana peoples, Africana Studies promotes knowledge of the contributions of Africana people to the world, develops a critical perspective to examine the Africana experience, and cultivates a respect for the multiracial and multicultural character of our common world humanity. Although Africana Studies emphasizes an interdisciplinary and multicultural approach to scholarship and learning, it also seeks to ground its students in a specific discipline and an understanding of the breadth of the Africana experience. As a result, the Africana Studies Department expects its students to develop a critical and analytic apparatus to examine knowledge, seeks to contribute to a student's self-awareness, and attempts to broaden her perspective in ways that allow her to understand the world in its diversity and complexity.

Africana Studies Major

Goals for the Africana Studies Major

- To understand the concepts, theories, knowledge, research methodologies, and skills in Africana Studies from a multidisciplinary perspective, through a series of required, core, elective, and experiential courses and mandatory colloquia
- To develop the ability to understand and communicate specialized and general knowledge in the field of Africana Studies that includes Africa and the African Diaspora in the United States, the Caribbean, Latin America, Europe, and Asia

- To obtain a representational and wide-ranging multidisciplinary education and an ability to apply knowledge to critical thinking that is creative, persuasive, and linked to problem solving
- To develop skills and abilities necessary to conduct high-quality library and field research; to apply methodological tools and use modern technology to discover information and to interpret data
- To synthesize and develop knowledge of Africana world issues through the "Africana Colloquium: The Common Intellectual Experience"
- To achieve an understanding of the discourses of the African Diaspora through a variety of disciplines
- To develop skills that are essential for a range of careers and leadership roles in an increasingly global and diverse world

Requirements for the Africana Studies Major

A major in Africana Studies requires nine units. A student can choose one of three possible concentrations, Africa, the Caribbean, or the United States, each of which encompasses an interdisciplinary approach while allowing a student to focus on a particular area of study and gain expertise in a discipline.

By the end of the junior year, each major must take AFR 105, which introduces her to the content and methodology of Africana Studies. She also must attend the "Africana Studies Colloquium: The Common Experience" that is offered each semester. Of the nine units required for an Africana Studies major, at least two must be at the 300 level. Ordinarily, not more than two units may be taken outside the department.

For all concentrations, students are encouraged to gain firsthand experiential insights in the Africana world. Students in the Africa and Caribbean concentrations are encouraged to consider the Wintersession courses in Ghana and Jamaica, respectively. They are also strongly encouraged to consider international study programs in these geographic areas. Those focusing on the United States should consider spending a semester or year at a historically Black college or in a relevant U.S. internship. Credit toward the major may be given for such experiences when appropriate.

Courses for Credit in the Major

The United States

As with the other concentrations, students who choose the United States should approach their study of African America through many disciplines. The concentration requires five courses focusing on the United States: one in history, one in the humanities, one in social science, and two in the discipline in which the student chooses to concentrate. (See the Africa concentration for the specific disciplines considered "humanities" and "social sciences.") To ensure students' breadth of knowledge of the Africana world, however, this track also requires two courses focused on one or more geographic areas other than the United States. The following courses are appropriate for the United States concentration:

History: AFR 105, AFR 206, AFR 208, AFR 214 [2010-11], AFR 239, AFR 340

Social Sciences: AFR 214 [2010-11], AFR 217, AFR 225, AFR 306, POL1 337

Humanities: AFR 201, AFR 212, AFR 222, ARTH 322 [2009-10], MUS 209, MUS 300

AFR 105	Introduction to the Black Experience
AFR 206	Introduction to African American History (from 1500)
AFR 208	Women in the Civil Rights Movement
AFR 239	Islam in Black America: From Slavery to the Present
AFR 340-01-F	Seminar. Topics in African American History
AFR 217	The Black Family
AFR 225	Introduction to Black Psychology
AFR 306	Urban Development and the Underclass: Comparative Case Studies
POL1 337	The Politics of Minority Groups in the United States
AFR 201	The African American Literary Tradition
AFR 212	Black Women Writers
AFR 222	Blacks and Women in American Cinema
MUS 209	A History of Jazz
MUS 300	Seminar. Studies in History, Theory, Analysis, Ethnomusicology

Africa

This program of study is designed to provide students with an interdisciplinary and integrated understanding of the peoples of the African continent, from its ancient foundation through its current geopolitical situation. However, to ensure students' breadth of knowledge of the Africana world, two courses that focus on a geographic area other than Africa are required. Six courses that focus on Africa are the foundation of this concentration: one course must be in history; one must be in a social science (economics, political science, sociology, anthropology, or psychology); one must be chosen from the humanities (literature, language, art, music, philosophy, and religion); and two should be chosen from a specific discipline. The following courses are appropriate for the Africa concentration:

History: AFR 105, AFR 340, HIST 265

Social Sciences: AFR 204, AFR 235, AFR 236/POL2 203 [2010-11], AFR 280, AFR 297, AFR 301, AFR 306, AFR 318, AFR 341

Humanities: SWA 101-SWA 102, AFR 202/PHIL 202, AFR 207, AFR 211, AFR 222, AFR 251, AFR 316, FREN 218 [2007-08], FREN 330, MUS 209

AFR 105	Introduction to the Black Experience
AFR 340-01-F	Seminar. Topics in African American History
HIST 265	History of Modern Africa
AFR 204	"Third World" Urbanization
AFR 235	Societies and Cultures of Africa
AFR 280	Wintersession in Ghana
AFR 297	Medical Anthropology: A Comparative Study of Healing

	Systems
AFR 301	Seminar. South Africa
AFR 306	Urban Development and the Underclass: Comparative Case Studies
AFR 318	Seminar. African Women, Social Transformation, and Empowerment
AFR 341	Neglected Africans of the Diaspora
SWA 101	Elementary Swahili
SWA 102	Elementary Swahili
AFR 202/PHIL 202	Introduction to African Philosophy
AFR 207	Images of Africana People Through the Cinema
AFR 211	Introduction to African Literature
AFR 222	Blacks and Women in American Cinema
AFR 251	Religion in Africa
FREN 330	French and Francophone Studies
MUS 209	A History of Jazz
PHIL 202/AFR 202	Introduction to African Philosophy

The Caribbean

This program of study also provides students with an interdisciplinary knowledge of a particular geographic area: the Caribbean—its history, peoples, culture, and significance in the world system. As with the other concentrations, students focusing on the Caribbean are expected also to acquire some breadth of knowledge about the Africana world; thus, two courses focused on other areas are required. Of the five courses on the Caribbean, one must be a humanities course; one must be a social science; one must be a history course; and two must be chosen from one discipline. (See the African track for the specific disciplines considered “humanities” and “social sciences.”) The following courses are appropriate for the Caribbean concentration:

History: AFR 340

Social Sciences: AFR 105, AFR 299 [2010-11], AFR 300, AFR 306

Humanities: AFR 207, AFR 234, AFR 310, FREN 218, FREN 330, SPAN 269

AFR 340-01-F	Seminar. Topics in African American History
AFR 105	Introduction to the Black Experience
AFR 300	Heritage and Culture in Jamaica: A Wintersession Experience
AFR 306	Urban Development and the Underclass: Comparative Case Studies
AFR 207	Images of Africana People Through the Cinema
AFR 234	Introduction to West Indian Literature
AFR 310	Seminar. Reading Du Bois
FREN 330	French and Francophone Studies
SPAN 269	Caribbean Literature and Culture

Honors in Africana Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level. The department may petition on her behalf if her GPA in the major is between 3.3 and 3.5. See Academic Distinctions.

Africana Studies Minor

Requirements for the Africana Studies Minor

A minor in Africana Studies will consist of five units, including one 300-level course. A student who minors in Africana Studies is required to take AFR 105 and must attend the “Africana Studies Colloquium: The Common Experience” that is offered each semester. Minors are strongly encouraged to take courses in at least two geographic areas (e.g., the United States and the Caribbean) and in two or more disciplines. Minors are also encouraged to attend departmentally sponsored extracurricular lectures, especially those (required of majors) that focus on methodology.

AFR - Africana Studies Courses

AFR 105 - Introduction to the Black Experience (1.0)

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. This course provides an overview of many related themes, including slavery, Africanisms, gender, colonialism, civil rights, and pan-African exchange.

Instructor: Patterson, Cudjoe

Prerequisite: None
Distribution: SBA; HS
Term(s): Fall; Spring

AFR 201 - The African American Literary Tradition (1.0)

A survey of the Afro-American experience as depicted in literature from the eighteenth 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.

Instructor: Cudjoe
Prerequisite: None
Distribution: LL
Term(s): Not Offered

AFR 202 - Introduction to African Philosophy (1.0)

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.

Instructor: Menkiti (Philosophy)
Prerequisite: Open to first-year students who have taken one other course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Cross-Listed as: PHIL 202
Distribution: EC; REP
Term(s): Spring

AFR 204 - "Third World" Urbanization (1.0)

Beginning with the origins and characteristics of cities in selected “Third World” countries, the course then focuses on the socioeconomic structure of pre-industrial cities and the later impact of colonialism and corporate globalization, concluding with an examination of contemporary issues of “Third World” cities, sometimes referred to as cities of the Global South.

Instructor: Steady
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

AFR 206 - Introduction to African American History (from 1500) (1.0)

An introductory survey of the political, social, economic, and cultural development of African Americans from their African origins to the present. This course examines the foundations of the discipline of African American history, slavery, Africans in colonial America, migration, Reconstruction, and Harlem Renaissance artistry and scholarship.

Instructor: Patterson
Prerequisite: None
Distribution: HS
Term(s): Spring

AFR 207 - Images of Africana People Through the Cinema (1.0)

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, Brazil, and the Caribbean. The class covers pre-colonial, colonial, and postcolonial experiences and responses of Africana people. Films shown will include *Sugar Cane Alley*, *Zan Boko*, and *Sankofa*.

Instructor: Obeng
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

AFR 208 - Women in the Civil Rights Movement (1.0)

A social and historical examination of the role of women in the Civil Rights Movement in the United States. Particular attention will be paid to the interplay between historical and social factors. Women's impact on the Civil Rights Movement and the effects of the movement on the women involved are the foci of this course.

Instructor: Patterson
Prerequisite: None
Distribution: SBA; HS
Term(s): Not Offered

AFR 211 - Introduction to African Literature (1.0)

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 Thiong'o, Camara Laye, Wole Soyinka, Miriama 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.

Instructor: Cudjoe
Prerequisite: None
Distribution: LL
Term(s): Fall

AFR 212 - Black Women Writers (1.0)

The Black woman writer's efforts to shape images of herself as Black, as women, and as an 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.

Instructor: Cudjoe
Prerequisite: None
Distribution: LL
Term(s): Not Offered

AFR 222 - Blacks and Women in American Cinema (1.0)

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

Instructor: Obeng
Prerequisite: None
Distribution: ARS
Term(s): Fall

AFR 226 - Environmental Justice, "Race," and Sustainable Development (1.0)

An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality and the devaluation of indigenous peoples. The course will examine how the poor, indigenous peoples and people of color are subjected to environmental hazards. Topics include the link between negative environmental trends and social inequality; the social ecology of slums, ghettos, and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals, and carcinogens; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will evaluate Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Instructor: Steady
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

AFR 234 - Introduction to West Indian Literature (1.0)

A survey of contemporary prose and poetry from the English-speaking West Indies. Special attention is paid to the development of this literary tradition in a historical-cultural context and in light of recent literary theories. Authors to include V.S. Naipaul, Derek Walcott, Wilson Harris, Jean Rhys, and others.

Instructor: Cudjoe
Prerequisite: None
Distribution: LL
Term(s): Not Offered

AFR 235 - Societies and Cultures of Africa (1.0)

The objective of this course is to provide students with an introduction to the richness, diversity, and complexity of African societies and cultures while appreciating their unifying features. Topics to be discussed include forms of social organization; the importance of kinship and marriage systems; the centrality of religion; the position of women; urbanization and problems of development, democratization, and political transformation; political instability; and armed conflicts. In order to understand a people's view of themselves and of their relationship to the outside world, an in-depth

case study will be made of one ethnic group: the Yoruba of southwestern Nigeria.

Instructor: Steady
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

AFR 242 - New World Afro-Atlantic Religions (1.0)

With readings, documentary films, discussions, and lectures, this course will examine the complex spiritual beliefs and expressions of peoples of African descent in Brazil, Cuba, Haiti, Jamaica, and North America. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Shango, and African American religions. Attention will be paid to how diasporic Africans practice religion for self-definition, community building, and sociocultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Instructor: Obeng
Prerequisite: None
Distribution: REP
Term(s): Not Offered

AFR 243 - The Black Church (1.0)

This course examines the development of the Black Church and the complexities of black religious life in the United States. Using an interdisciplinary approach, this course explores the religious life of African Americans from twin perspectives: 1) historical, theological dimensions, and 2) the cultural expression, particularly music and art. Special emphasis will be placed on gospel music, Womanist and Black Liberation theologies as forms of political action and responses to interpretations of race in the context of American religious pluralism.

Instructor: Obeng
Prerequisite: None
Distribution: ARS; REP
Term(s): Not Offered

AFR 251 - Religion in Africa (1.0)

An examination of African experience and expression of religion, the course surveys African religions among the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, the Zulu of South Africa, and the Bemazava-Sakalava of Madagascar. The course will focus on how gender, age, status, and cultural competence influence Africans' use of architecture, ritual, myth, dance, and music to communicate, elaborate on the cosmos, and organize their lives. Special attention will be paid to the resiliency of African deities and indigenous cultural media during their encounter with Christianity and Islam.

Instructor: Obeng
Prerequisite: None
Distribution: REP
Term(s): Not Offered

AFR 252 - Francophone Africa (1.0)

This course studies the history of Francophone Africa in the eighteenth through twentieth centuries, focusing on cultural and political transformations. "Francophone Africa" is far from a monolithic place. It covers peoples and cultures from the Mediterranean Sea to the Congo basin, from the Atlantic to the Red Sea. It also had two colonial powers, France and Belgium, whose theories and practices would impact all aspects of life during and after the imperial period. Themes may include slavery, Christianity, Islam, Negritude, the Rwandan genocide, and "Eurafrican" exchange.

Instructor: Patterson
Prerequisite: None
Distribution: HS

Term(s): Spring

AFR 254 - History of West Africa (1.0)

This course introduces students to the history of West Africa. Bordered by the Sahara desert and the Atlantic ocean, this region had two fronts to the world. The course begins by examining the political organizations, social structures, and economic systems in existence before colonization, moves to the transformations that occurred under foreign rule, and ends with a historical understanding of the myths and realities of the subregion's postcolonial states. Taking the perspective that West Africa has long been a part of global systems, it will particularly investigate the connections with Northern Africa and Western Europe.

Instructor: Patterson
Prerequisite: None
Distribution: SBA; HS
Term(s): Not Offered

AFR 261 - History of Black American Cinema (1.0)

This course examines the historical development of filmic representations of African Americans from *The Birth of a Nation* by Griffith; the first generation of Black American filmmakers such as Micheaux through the Civil Rights Movement and the Black Power Era; the new black culture of the 1970s and "blaxploitation" films; the *Roots* phenomenon; and the Black film renaissance of the 1980s including Spike Lee, Gordon Parks, and Julie Dash to the present. We explore changing and interlocking relationships of race and representation, class and color, gender and sexuality, and the media. We investigate 1) how media institutions shape and shift notions of race as a social construct and a lived reality, and 2) theorize the future of black American cinema as "post-racial" or otherwise.

Instructor: Obeng
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

AFR 265 - African American Autobiographies (1.0)

This course traces the life stories of prominent African Americans, which, in their telling, have led to dramatic changes in the lives of African American people. Some were slaves; some were investigative journalists; some were novelists; and one is the president of the United States. We will examine the complex relationship between the community and the individual, the personal and the political and how these elements interact to form a unique African American person. The course also draws on related video presentations to dramatize these life stories. Authors include Linda Brent, Frederick Douglass, Ida B. Wells, Richard Wright, Maya Angelou, Malcolm X, and Barack Obama.

Instructor: Cudjoe
Prerequisite: None
Distribution: LL
Term(s): Fall

AFR 266 - Black Drama (1.0)

This course will examine twentieth-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 1960s and 1970s. 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.

Instructor: Cudjoe
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

AFR 280 - Wintersession in Ghana (0.5)

This course is an introduction to Ghanaian history and society, with two foci: spirituality (Christianity, Santonofa, Islam, etc.) and women. Based at the University of Ghana in Legon, students will attend lectures by university professors, visit historic sites around Accra, and travel to the coast (Cape Coast and Elmina) and inland (to Kumasi and parts of the historic Ashanti region) to visit other historic sites as well as to study village and rural life.

Instructor: Obeng, Cudjoe
Prerequisite: By permission of the department.
Application required.
Distribution: EC
Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval.

AFR 292 - African Art and the Diaspora: From Ancient Concepts to Postmodern Identities (1.0)

We will investigate the transmission and transformation of African art and culture and their ongoing significant impact on the continent, in Europe, and in the Americas. This course explores the arts of primarily western and central Africa, including the communities of the Bakongo, Yoruba, and Mandé, among many others. The influences of early European contact, the Middle Passage, colonialism, and postcolonialism have affected art production and modes of representation in Africa and the African Diaspora for centuries. Documentary and commercial films will assist in framing these representations. The study of contemporary art and artists throughout the African Diaspora will allow for a particularly intriguing examination of postmodern constructions of African identity.

Instructor: Greene (Art)
Prerequisite: None
Cross-Listed as: ARTH 292
Distribution: ARS
Term(s): Not Offered

AFR 297 - Medical Anthropology: A Comparative Study of Healing Systems (1.0)

This course examines alternative healing systems that attempt to treat the whole person as a physical, social, and spiritual being and to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the sociocultural context of the causes, diagnosis, prevention, and cure of disease. Examples of healing systems will be taken from Third World countries, particularly in Africa, the Caribbean, and Latin America, and from industrialized societies, particularly from African American and indigenous communities in the United States. Examination will be made of healing systems that include divination, herbal medicine, folk medicine, and faith healing.

Instructor: Steady
Prerequisite: None
Distribution: SBA
Term(s): Spring

AFR 300 - Heritage and Culture in Jamaica: A Wintersession Experience (0.5)

Jamaica is a country that provides a unique opportunity for the study of multiculturalism in action. Its national motto is "Out of many, one

people." The international study Wintersession course in Jamaica will explore the history, culture, and political economy of the country and promote an understanding of the Caribbean as a whole through seminars, participatory field research, and internships. The program will give students an opportunity for total immersion in the Jamaican environment and allow them to participate in several community-based projects that will add experiential value to their classroom-based education.

Instructor: Steady
Prerequisite: By permission of the department.
Application required.
Distribution: SBA
Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval.

AFR 301 - Seminar. South Africa (1.0)

An examination of the degree of success or failure in social transformation from a racist, centralized, and oppressive apartheid system to a nonracial, democratic, and participatory system that seeks to promote social and economic justice for all its citizens. Topics include the structural challenges to social transformation; socioeconomic development and resource distribution; the persistence of *de facto* apartheid; the Truth and Reconciliation Commission; increasing poverty among the African population; the HIV/AIDS epidemic; the impact of globalization; and South Africa's place in Africa and the world at large.

Instructor: Steady
Prerequisite: A 200-level course of relevance to Africana studies or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

AFR 302 - Caribbean Intellectual Thought in the Twentieth Century (1.0)

During the twentieth century the Anglophone Caribbean produced a rich body of ideas that had an enormous impact upon the colonial and postcolonial worlds. These ideas cover fields such as history, politics, economics, and culture. This course traces the development of these ideas, examines their applicability to the specific circumstances in the Caribbean, and analyzes how they resonated in the larger world of ideas. We will look at the works of writers and thinkers that could include: A.R.F.

Webber, Marcus Garvey, Arthur Lewis, Eric Williams, C.L.R. James, Amy Ashwood Garvey, Jamaica Kincaid, Patricia Mohammed, Erna Brodber, Cheddi Jagan, Walter Rodney, Maurice Bishop, and Michael Manley.

Instructor: Cudjoe
Prerequisite: One 200-level course of relevance to Africana studies or permission of the instructor.
Distribution: HS
Term(s): Not Offered

AFR 306 - Urban Development and the Underclass: Comparative Case Studies (1.0)

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 special focus on the most disadvantaged cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

Instructor: Steady
Prerequisite: One 200-level course of relevance to Africana Studies or permission of the instructor.
Distribution: SBA
Term(s): Spring

AFR 310 - Seminar. Reading Du Bois (1.0)

This seminar examines various works of W.E.B. Du Bois within their historical, social, and cultural contexts. Although this course will pay special attention to Du Bois's literary endeavors, it will also examine his concept of race and color and his approaches to colonialism, civil rights, and politics. This seminar will examine *The Souls of Black Folk*, *Darkwater*, *John Brown*, *The Autobiography of W.E.B. Du Bois*, and *The Suppression of the African Slave-Trade* as well as some of his poems and other fiction.

Instructor: Cudjoe
Prerequisite: One 200-level course of relevance to Africana Studies or permission of the instructor.
Distribution: LL
Term(s): Spring

AFR 316-01-F - Topics in African/African American Art (1.0)

Topic for 2013-14: The Jazz Aesthetic

This course will examine intersections of African American visual arts with the rise of jazz music from African-derived work-songs and spirituals of the nineteenth century to the later development of rock-n-roll, funk, and hip-hop into the 1990s. We will explore multifaceted themes in art, literature, and film, such as the color theories of Wassily Kandinsky, Ralph Ellison's *Invisible Man*, the photomontages of Romare Bearden, and Sun Ra's AfroFuturist film *Space is the Place*. We will treat the art and artists related to cubism, the Harlem Renaissance, Social Realism, Abstract Expressionism, and the Black Arts Movement, among others, and will consider individuals such as Aaron Douglas, Josephine Baker, Norman Lewis, David Hammons, Miles and Betty Davis, and Betye Saar.

Instructor: Greene (Art)
Prerequisite: Open only to juniors and seniors, by permission of the instructor.
Cross-Listed as: ARTH 316-01-F
Distribution: ARS
Term(s): Fall

AFR 318 - Seminar. African Women, Social Transformation, and Empowerment (1.0)

A 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. We will explore women's participation in social and political movements and ways to improve the status of women.

Instructor: Steady
Prerequisite: One 200-level course of relevance to Africana studies or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

AFR 320 - Seminar. Blackness in the American Literary Imagination (1.0)

An examination of how blackness has been represented in the American and Caribbean imagination and how it shaped some of the seminal texts in American and Caribbean literature. Implicitly, the course will also examine the obverse of the question posed by Toni Morrison: "What parts do the invention and development of whiteness play in the construction of what is loosely described as 'American' literature?"

Instructor: Cudjoe
Prerequisite: Permission of the instructor.
Cross-Listed as: AMST 320
Distribution: LL
Term(s): Not Offered

AFR 340-01-F - Seminar. Topics in African American History (1.0)**Topic for 2013-14: Health, Medical Professionals, and the Body in the African Diaspora**

This course examines the major nineteenth- and twentieth-century local and global health developments that have impacted the public and private lives of people of African descent. The course includes an assessment of how pharmacists, nurses, and physicians navigate their respective medical fields in the African-Atlantic world, with emphasis on the United States, Senegal, and Cuba. This course considers how traditional and modern medical philosophies converge and diverge in urban planning, disease management, and public-health policy. It further considers how individuals and communities respond to these policies.

Instructor: Patterson

Prerequisite: One 200-level course of relevance to Africana studies or permission of the instructor.

Distribution: SBA; HS

Term(s): Fall

AFR 341 - Neglected Africans of the Diaspora (1.0)

This course explores the nature and composition of the African Diaspora and its changing meanings. We will examine the sociocultural connections among diasporic Africans such as the forced migrations of enslaved Africans and voluntary emigration of Africans out of continental Africa. The seminar also explores the historical, religious, and cultural factors that foster distinctive diasporic African identities and how these people constitute and contribute to global citizenry.

Instructor: Obeng

Prerequisite: One 200-level course of relevance to Africana studies or permission of the instructor.

Distribution: SBA

Term(s): Fall

AFR 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

AFR 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

AFR 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

AFR 370 - Senior Thesis (1.0)

Prerequisite: AFR 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

Swahili Courses**SWA 101 - Elementary Swahili (1.0)**

The primary focus of Elementary Swahili is to develop listening, speaking, reading, and writing skills. Aspects of Swahili/African culture will be introduced and highlighted as necessary components toward achieving communicative competence.

Instructor: Osoro

Prerequisite: None

Distribution: None

Term(s): Fall

Each semester of SWA 101 and SWA 102 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SWA 102 - Elementary Swahili (1.0)

The primary focus of Elementary Swahili is to develop listening, speaking, reading, and writing skills. Aspects of Swahili/African culture will be introduced and highlighted as necessary components toward achieving communicative competence.

Instructor: Osoro

Prerequisite: SWA 101

Distribution: None

Term(s): Spring

Each semester of SWA 101 and SWA 102 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SWA 201 - Intermediate Swahili (1.0)

Intermediate Swahili builds on Elementary Swahili to enhance listening, speaking, reading, and writing skills at a higher level. Aspects of Swahili/African culture will be expanded upon and highlighted as necessary components toward increasing communicative competence.

Instructor: Osoro

Prerequisite: SWA 102

Distribution: None

Term(s): Fall

SWA 202 - Intermediate Swahili (1.0)

Intermediate Swahili builds on Elementary Swahili to enhance listening, speaking, reading, and writing skills at a higher level. Aspects of Swahili/African culture will be expanded upon and highlighted as necessary components toward increasing communicative competence.

Instructor: Osoro

Prerequisite: SWA 201

Distribution: LL

Term(s): Spring

SWA 203 - Intermediate Swahili (Intensive) (1.0)

Intermediate Swahili builds on Elementary Swahili to enhance listening, speaking, reading, and writing skills at a higher level. Aspects of Swahili/African culture will be expanded upon and highlighted as necessary components toward increasing communicative competence.

Instructor: Osoro

Prerequisite: SWA 101 and SWA 102

Distribution: LL

Term(s): Not Offered

AMERICAN STUDIES

AN INTERDEPARTMENTAL MAJOR

Director: *Lee (English)*

Associate Professor: *Fisher*

Assistant Professor: *Jeffries*

Visiting Lecturer: *Blanton*

Mellon Postdoctoral Fellow: *Orquiza*

Advisory Faculty: *Cain (English), Creef (Women's and Gender Studies), Imber (Sociology), Kodera (Religion), Lee (English), Quintana (History), Reverby (Women's and Gender Studies), Shetley (English)*

Advisory Faculty for Asian American Studies: *Creef (Women's and Gender Studies), Kodera (Religion), Lee (English)*

American Studies is the academic area of inquiry that seeks an integrated and interdisciplinary understanding of American culture. Rooted in the traditional disciplines of literature and history, the field has evolved from its establishment in the first half of the twentieth century to include artifacts, methodologies, and practitioners drawn from a wide variety of disciplines within the humanities, including Political Science, Sociology, Religion, Anthropology, Music, Art History, Film Studies, Architecture, Women's and Gender Studies, and other fields of inquiry.

American Studies Major

Goals for the American Studies Major

- To expose students to exemplary models of interdisciplinary learning and critical inquiry in the arts, humanities, and social sciences
- To provide a broad understanding of American culture and society and their complex interrelationships
- To delineate the influence and impact of America beyond its borders and the transnational, racial, ethnic, and religious interactions that, in turn, define its own identity
- To introduce students to the many innovations within disciplines that attend to changes in historical understanding, literary and artistic sensibilities, and social life
- To enable students to make connections among disciplines in sharp and critical ways
- To offer students the opportunity to become critical thinkers, cogent writers, and skillful researchers on a broad range of topics in American life through their course work, individual study, and honors work

Requirements for the American Studies Major

The American Studies major seeks to understand the American experience through a multidisciplinary program of study. The requirements for the major are as follows: Nine units of course work are required for the major, at least six of which should be taken at Wellesley College. These courses include AMST 101, which should be completed before the end of the junior year; at least two courses in historical studies; one course in literature; one course in the arts; and one course from any one of the following three areas: social and behavioral analysis; or epistemology and cognition; or religion, ethics, and moral philosophy. Students are also expected to take at least two 300-level courses, one of which should be AMST 300-399, taken in the junior or senior year. AMST 350, AMST 360, and AMST 370 do not count toward this requirement.

Within this structure, students should focus on an area or field of American society, such as law or

gender. The focus, chosen in consultation with the major advisor, should consist of three or more courses in this topic from two or more departments.

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. American Studies majors are encouraged to take as part of, or in addition to, their major courses surveys of American history, literature, and art (for example, HIST 203/HIST 204, ENG 262/ENG 266, ARTH 231/ARTH 232) and a course on the U.S. Constitution and political thought (for example, POL4 340). In addition, students are urged to take one or more courses outside the major that explore the theory and methods of knowledge creation and production (for example, ECON 103/SOC 190, PHIL 345, POL 199, QR 180).

Honors in American Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Interested students should apply to the director in the spring of the junior year.

Courses for Credit Toward the American Studies Major

The following is a list of courses 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 studied in more than one department, she should consult the director.

AFR 201	The African American Literary Tradition
AFR 206	Introduction to African American History (from 1500)
AFR 207	Images of Africana People Through the Cinema
AFR 208	Women in the Civil Rights Movement
AFR 212	Black Women Writers
AFR 222	Blacks and Women in American Cinema
AFR 243	The Black Church
AFR 261	History of Black American Cinema
AFR 265	African American Autobiographies
AFR 266	Black Drama
AFR 310	Seminar. Reading Du Bois
AFR 316-01-F/ARTH 316-01-F	Topics in African/African American Art
AFR 340-01-F	Seminar. Topics in African American History
AMST 240/ENG 266-01-S	The Rise of an American Empire: Wealth and Conflict in the Gilded Age
AMST 363-01-F/ENG 363-01-F	Advanced Studies in American Literature
ANTH 214	Race and Human Variation
ANTH	Anthropology of Media

232/CAMS 232

ARTH 205

ARTH 225

ARTH 226/CAMS 207

ARTH 228

ARTH 230

ARTH 231

ARTH 232

ARTH 236

ARTH 245

ARTH 316-01-F/AFR 316-01-F

ARTH 318

ARTH 319

ARTH 320

ARTH 380

CAMS 207/ARTH 226

CAMS 209

CAMS 213 /GER 288

CAMS 222

CAMS 227

CAMS 232/ANTH 232

CAMS 240/WGST 223

CAMS 241/WGST 249

ECON 232

ECON 238

ECON 242

ECON 243

ECON 246/PHIL 246

ECON 306

ECON 310

ECON 311

ECON 318

ECON 329

ECON 332

ECON 334

Breaking Boundaries: The Arts of Mexico and the United States

Modern Art Since 1945

History of Photography: From Invention to Media Age

Modern Architecture

Frank Lloyd Wright and the American Home

Architecture and Urbanism in North America

American Art

Art, Architecture, and Culture in the Ancient Americas

House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900

Topics in African/African American Art

Seminar. New England Arts and Architecture

Seminar. American Art

Seminar. Topics in American Architecture

Seminar. American Women Artists in Italy: Art, Tourism, and Gender

History of Photography: From Invention to Media Age

Desiring Difference: Gender and Sexuality in Cinema

From Berlin and London to Hollywood (in English)

"Being There": Documentary Film and Media

Television

Anthropology of Media

Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

Asian American Women in Film

Health Economics

Economics and Politics

The Information Economy

The Political Economy of Gender, Race, and Class

Inequality

Economic Organizations in U.S. History

Public Economics

Economics of Immigration

Economic Analysis of Social Policy

Labor Economics

Advanced Health Economics

Domestic Macroeconomic Policy

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EDUC 117	First-Year Seminar: Diversity in Education	HIST 277	China and America: Evolution of a Troubled Relationship	REL 319	Seminar. Religion, Law, and Politics in America
EDUC 212	Seminar. History of American Education	HIST 298	United States and the Middle East Since World War II	SOC 103	Social Problems of Youth: An Introduction to Sociology
EDUC 215	Understanding and Improving Schools	HIST 312	Seminar. Understanding Race in the United States, 1776-1918	SOC 105	Doing Sociology: Applying Sociological Concepts to the Real World
EDUC 216	Education and Social Policy	HIST 313	College Contests: The History of U.S. Intercollegiate Sport	SOC 205/WGST 211	American Families and Social Equality
EDUC 312	Seminar. History of Childhood and Child Welfare	HIST 314	Fashion Matters: Dress, Style, and Politics in U.S. History	SOC 209	Social Inequality: Class, Race, and Gender
EDUC 335	Seminar. Urban Education	HIST 319	Seminar. Fear and Violence in Early America	SOC 221	Globalization
ENG 251	Modern Poetry	HIST 320	Seminar. The Hand that Feeds: A History of American Food	SOC 251	Racial Regimes in the United States and Beyond
ENG 253-01-S	Contemporary American Poetry	HIST 320	Seeing Black: African Americans and United States Visual Culture	SOC 306/WGST 306	Seminar. Women and Work
ENG 262-01-F	American Literature to 1865	HIST 340	A History of Jazz	SOC 307/WRIT 307	Learning by Giving: Nonprofit Organizations and American Cities in the Twenty-First Century
ENG 266-01-F	American Literature from the Civil War to the 1930s	MUS 209	Jazz Theory	SOC 309-01-F	Seminar. Topics in Inequality
ENG 267-01-S	American Literature from the 1940s to the Present	MUS 220	American Popular Music in the Twentieth Century	SOC 309-03	Seminar. Topics in Inequality
ENG 269/AMST 269	Asian American Literature	MUS 276	Inequality	SOC 311/WGST 311	Seminar. Family and Gender Studies: The Family, the State, and Social Policy
ENG 281	American Drama and Musical Theater	PHIL 246/ECON 246	American Politics	SOC 314	Global Health and Social Epidemiology
ENG 283-01-F	Southern Literature	POL1 200	Political Participation and Influence	SOC 318	Punishment
ENG 363-01-F/AMST 363-01-F	Advanced Studies in American Literature	POL1 210	Courts, Law, and Politics	SOC 334	Consumer Culture
ENG 364-01-S/AMST 364-01-S	Race and Ethnicity in Literature	POL1 215	Constitutional Law	SPAN 245	Maps and Minds: Inventing the Americas Through Geographic Imagination
ENG 385-01-S	Advanced Studies in a Genre	POL1 247	Public Policymaking in American Politics	SPAN 255	Chicano Literature: From the Chronicles to the Present
ENG 387-01-F	Authors	POL1 300	The Politics of Crime	SPAN 305	Seminar. Hispanic Literature of the United States
ES 381/POL1 381	U.S. Environmental Politics	POL1 316	Media and American Democracy	THST 210	Echoes of the Homeland
FREN 229	America Through French Eyes: Perceptions and Realities	POL1 317	Health Politics and Policy	THST 215	Twenty Plays, Twenty Years
GER 288/CAMS 213	From Berlin and London to Hollywood (in English)	POL1 319	Seminar. Campaigns and Elections	WGST 211/SOC 205	American Families and Social Equality
HIST 203	Out of Many: American History to 1877	POL1 320	Seminar. Inequality and the Law	WGST 214	Women and Health
HIST 204	The United States History in the Twentieth Century	POL1 324	Seminar. Gender and Law	WGST 216	Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots
HIST 207	Contemporary Problems in Latin American History	POL1 330S	Seminar. Race, Gender, and Representation	WGST 217	Growing Up Gendered
HIST 220	United States Consumer Culture and Citizenship	POL1 331	Seminar. Political Organizing: People, Power, and Change	WGST 218	Stage Left: Chican@/Latin@ Theatre and Performance
HIST 244	History of the American West: Manifest Destiny to Pacific Imperialism	POL1 337	The Politics of Minority Groups in the United States	WGST 219	Gender in the Workplace
HIST 245	The Social History of American Capitalism from Revolution to Empire	POL1 362	Seminar. Religion and Politics in the United States	WGST 220	American Health Care History in Gender, Race, and Class Perspective
HIST 249	Cold War Culture and Politics in the United States	POL1 381/ES 381	U.S. Environmental Politics	WGST 222	Women in Contemporary American Society
HIST 252	The Twentieth-Century Black Freedom Struggle	POL3 222	The United States in World Politics	WGST 223/CAMS 240	Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film
HIST 253	First Peoples: An Introduction to Native American History	POL3 227	The Vietnam War	WGST 230	Female or Feminist: Women's Movements in U.S. History
HIST 256	Brave New Worlds: Colonial American History and Culture	POL3 374	America's New Asia-Pacific Strategy	WGST 240	U.S. Public Health: Theory and Practice
HIST 260	Pursuits of Happiness: America in the Age of Revolution	POL4 343	Seminar. Democracy and Difference	WGST 249/CAMS 241	Asian American Women in Film
HIST 262	Higher Education from the Massachusetts Bay Colony to Online Education	POL4 340	American Political Thought	WGST 305	Seminar. Representations of Women, Natives, and Others
HIST 267	Deep in the Heart: The American South in the Nineteenth Century	PSYC 330	Psychology of Law	WGST 306/SOC 306	Seminar. Women and Work
		PSYC 337	Seminar. Prejudice and Discrimination		
		PSYC 338	Social Influence		
		REL 218	Religion in America		
		REL 220	Religious Themes in American Fiction		
		REL 221	Contemporary Catholicism		

WGST 311/SOC 311	Seminar. Family and Gender Studies: The Family, the State, and Social Policy	of American Capitalism from Revolution to Empire
WGST 317	Seminar. History of Sexuality: Queer Theory	2. Courses about the history, culture, religion, or politics of East Asia or South Asia, such as CAMS 205/JPN 56 History of Japanese Cinema; REL 259 Christianity in Asia; or SAS 302 Traditional Narratives of South Asia
WGST 324	Seminar. History, Memory, and Women's Lives	3. Courses about minority groups defined by race, ethnicity, class, caste, or gender in either of the above regions, such as HIST 252 The Twentieth-Century Black Freedom Struggle; HIST 275 The Emergence of Ethnic Identities in Modern South Asia; or SPAN 255 Chicano Literature: From the Chronicles to the Present
WGST 326	Seminar. Crossing the Border(s): Narratives of Transgression	4. Courses about comparative or theoretical frameworks for comprehending America and Asia, including empire, immigration, and globalization, such as LING 312 Bilingualism: An Exploration of Language, Mind, and Culture; POL3 227 The Vietnam War; SOC 221 Globalization; or WGST 206 Migration, Gender, and Globalization
WRIT 307/SOC 307	Learning by Giving: Nonprofit Organizations and American Cities in the Twenty-first Century	

Asian American Studies Minor

The interdisciplinary field of Asian American Studies examines the lives, cultures, and histories of Asian Americans. Emerging from the ethnic identity movements of the late 1960s, it has become an established academic field that encompasses history, sociology, psychology, literary criticism, political science, and women's and gender studies. It intersects significantly with the study of other minority groups in the United States and the study of the Asia-Pacific region.

Goals for the Asian American Studies Minor

- To be introduced to the interdisciplinary study of the fastest-growing racial group in the United States
- To understand how history has shaped the lives and experiences of Asian Americans
- To examine the relationships between this group and other minority groups within the United States
- To illuminate the transnational ties and global contexts of Asian Americans

Requirements for the Asian American Studies Minor

The Asian American Studies minor consists of five units:

1. AMST 151, The Asian American Experience
2. A course that examines race, ethnicity, immigration, or minority politics in the North American or South American context, such as EDUC 212, HIST 203, HIST 244, POL1 210
3. A course that examines history, culture, or politics in the Asian or South Asian region, such as CHIN 209, JPN 352, HIST 270, HIST 277, REL 259
4. Two courses on Asian American topics, such as ENG 269, AMST 211, WGST 249, WGST 305

A maximum of two units, including AMST 151, may be taken at the 100 level. At least one unit must be at the 300 level. Four units must be taken at Wellesley. American Studies majors minoring in Asian American Studies must decide whether to count an eligible course toward the major or the minor.

Courses for Credit Toward the Asian American Studies Minor

To fulfill requirements 2 and 3, the following categories of courses may be included in an Asian American Studies minor. To ensure that appropriate courses have been selected, students should consult with the program director or their minor advisor.

1. Courses about the history, culture, religion, or politics of America, such as ARTH 205 Breaking Boundaries: The Arts of Mexico and the United States; EDUC 212 Seminar: History of American Education; or HIST 245 The Social History

AMST - American Studies Courses

AMST 101 - Introduction to American Studies (1.0)

An interdisciplinary examination of some of the varieties of American experience, aimed at developing a functional vocabulary for further work in American Studies or related fields. After a brief review of American history, the course will direct its focus toward important moments in that history, investigating each of them in relation to selected cultural, historical, artistic, and political events, figures, institutions, and texts. Course topics include ethnic and gender studies, consumption and popular culture, urban and suburban life, and contemporary American literature.

Instructor: Fisher
Prerequisite: This course is required of American Studies majors and should be completed before the end of the junior year.
Distribution: HS
Term(s): Fall

AMST 120 - Sport and Society (1.0)

Commonplace understandings of sport tend to assign either an entertainment or recreational value to participation and attention paid to such activities. A closer look at competitive athletics reveals that its meaning and significance stretch far beyond entertainment and recreation. Sport studies tell us about ourselves and our society, as sport's impact extends to the business world, to community building and child socialization, to race, gender, and sexual politics. This course introduces the academic study of sport, touching on a wide range of topics primarily through a sociological lens. Students are encouraged to think critically about their own experiences and to follow current events and pop cultural debates about sports, in order to apply methods and theory from the readings to their everyday sports lives.

Instructor: Jeffries
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

AMST 151 - The Asian American Experience (1.0)

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 "coolie labor" and the "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 contributions to a more pluralistic, tolerant, and just American society. Readings, films, lectures, and discussions.

Instructor: Lee (English)
Prerequisite: None
Distribution: REP; HS
Term(s): Fall

AMST 152 - Race, Ethnicity, and Politics in America (1.0)

The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Jeffries
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

AMST 211 - Contemporary Asian American Immigration and Food (1.0)

Chinese explorers traveled to North America before Christopher Columbus landed in the Caribbean. American merchants traded in Japan and China before the American Civil War. South Asians, Koreans, and Filipinos created their own immigrant communities in the US before World War I. Yet many scholars of Asian American studies simply focus on Asian American immigration after World War II. More dangerously, they present Asian American immigration as exceptional and fail to compare the American immigrant experience to immigration in South America, Europe, and Africa. This class uses food to compare Asian immigration experiences in different times and continents. We will use the adaptation of recipes and culinary techniques by Asian immigrants in different parts of the world to place the Asian immigrant experience in the context of historical global economics, nineteenth-century empire, world politics, and the transnational modern world.

Instructor: Orquiza
Prerequisite: None
Distribution: SBA
Term(s): Spring

AMST 212 - Korean American Literature and Culture (1.0)

What is Korean American Literature and what is the justification for setting it apart from the rest of Asian American literature? The course approaches this question by taking up a range of fictional and dramatic writings, almost all of which were turned out between 1995 and 2012. Many writings not on the syllabus will also be introduced, in order to convey a broader picture. Films on Korean Americans help us look beyond literature per se to a wider cultural perspective. As the semester evolves

we will continue to keep an eye on the range of styles, issues, and silences that characterize this field. We will also consider how Korean American literature relates to other literary traditions, such as modern Korean literature and Asian American literature. Finally, we will take up the problem of language: the ways in which English is used to evoke a specifically Korean American idiom and the contrary process through which certain Korean American works reach beyond the "ethnic" designation and into the mainstream. By the end of the semester we will have assembled some tools for deciding whether a piece of literature qualifies as "Korean American."

Instructor: Widmer (East Asian Languages and Cultures)
Prerequisite: None
Distribution: LL
Term(s): Spring

AMST 230 - Through the Transatlantic Mirror: French-American Encounters from the Age of Revolution to the Age of Disney (1.0)

France and the United States have fascinated each other throughout their history, beginning with the founding of the American republic. Americans from the nineteenth to the mid-twentieth centuries viewed France, and Paris in particular, as a beacon of art, culture, literature, and philosophy. For some, especially African Americans, Paris offered a refuge from discrimination back home. Although the French initially perceived the United States as a rustic backwater, by the dawn of the twentieth century it had emerged as a symbol of the future and as the vehicle of a worldwide mass culture epitomized by Hollywood, Coca-Cola, McDonald's, and Disney. This course traces the evolving relationship between France and the United States in the nineteenth and twentieth centuries. Drawing on a variety of historical and literary documents, among them novels and essays as well as films, we will investigate the ways in which each country served as a mirror for the other's culture and experience.

Instructor: Datta (French)
Prerequisite: None
Cross-Listed as: FREN 230
Distribution: LL; HS
Term(s): Spring

AMST 240 - The Rise of an American Empire: Wealth and Conflict in the Gilded Age (1.0)

An interdisciplinary exploration of the so-called Gilded Age and the Progressive era in the United States between the Civil War and World War I, emphasizing both the conflicts and achievements of the period. Topics will include Reconstruction and African American experience in the South; technological development and industrial expansion; the exploitation of the West and resistance by Native Americans and Latinos; feminism, "New Women," and divorce; tycoons, workers, and the rich-poor divide; immigration from Europe, Asia, and new American overseas possessions; as well as a vibrant period of American art, architecture, literature, music, and material culture, to be studied by means of the rich cultural resources of the Boston area.

Instructor: Fisher
Prerequisite: None
Cross-Listed as: ENG 266-01-S
Distribution: LL; HS
Term(s): Spring

AMST 241 - A Nation in Therapy (1.0)

What is therapy? Although historically tied to the values and goals of medicine, the roles that therapy and therapeutic culture play in defining life, liberty, and the pursuit of happiness are now ubiquitous. The impact of therapeutic culture on every major social

institution, including the family, education, and the law, has created a steady stream of controversy about the ways in which Americans in particular make judgements about right and wrong, about others, and about themselves. Are Americans obsessed with their well being? Is there a type of humor specific to therapeutic culture? This course provides a broad survey of the triumph of the therapeutic and the insights into the character and culture that triumph reveals.

Instructor: Imber (Sociology)
Prerequisite: None
Cross-Listed as: SOC 241
Distribution: SBA
Term(s): Spring

AMST 249 - Celebrity, Fame, and Fortune (1.0)

A critical examination of the concept of status in sociological and social-scientific thinking. Focus on the historical rise of fame and its transformation into celebrity in the modern era. The relationship of status and violence. The meaning of sudden changes in good and bad fortune as attributes of status, including contemporary examples such as lottery winners, disgraced politicians, and media-driven attention to the powerful and pathetic. Fame and celebrity among women and minorities. The psychopathologies of leadership and conformity in political, religious, and educational institutions.

Prerequisite: One 100-level unit or permission of the instructor.
Cross-Listed as: SOC 249
Distribution: SBA
Term(s): Not Offered

AMST 269 - Asian American Literature (1.0)

A survey course of the history of Asian American writing. Beginning with the 1920s novella *And China Has Hands*, by the Marxist writer H.T. Tsiang, we look at fiction by early Asian American writers. Next, we examine Asian American writing from the World War II period; we end by considering some of the literature that emerged from the Asian American identity movement, and more recent works that seem less preoccupied with questions of identity. How did these writers understand history? How important is the idea of the nation? Is there a movement toward a global perspective? Attention is given to writers' formal choices as well. Why, for example, is the interlinked short-story collection such a common form? Why is it so rare to find continuous, lengthy narratives?

Prerequisite: None
Cross-Listed as: ENG 269
Distribution: LL
Term(s): Not Offered

AMST 274 - Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns (1.0)

Westerns, a complex category that includes not only films but also novels, photographs, paintings, and many forms of popular culture, have articulated crucial mythologies of American culture from the nineteenth century to the present. From Theodore Roosevelt to the Lone Ranger, myths of the trans-Mississippi West have asserted iconic definitions of American masculinity and rugged individualism. Yet as a flexible, ever-changing genre, Westerns have challenged, revised, and subverted American concepts of gender and sexuality. Westerns have also struggled to explain a dynamic and conflictive "borderlands" among Native Americans, Anglos, Latinos, Blacks, and Asians. This team-taught, interdisciplinary course will investigate Westerns in multiple forms, studying their representations of the

diverse spaces and places of the American West and its rich, complicated, and debated history.

Instructor: Creef (Women's and Gender Studies), Fisher
Prerequisite: None
Cross-Listed as: WGST 274
Distribution: LL; ARS
Term(s): Fall

AMST 286 - Radical Voyagers: Queer Literature in an American and Global Context (1.0)

This course will explore the development of American and transnational LGBTQ literature from the nineteenth century to the present in the context of U.S. and global transformations of society, politics, and consciousness. The course will introduce elements of "queer theory" and gender theory; it will address historical and present-day constructions of sexuality primarily through works of poetry, autobiography, and fiction. Readings will include such writers as Walt Whitman, Henry James, Willa Cather, James Baldwin, Audre Lorde, Adrienne Rich, Gloria Anzaldúa, and Leslie Feinberg.

Instructor: Fisher
Prerequisite: None
Cross-Listed as: ENG 286
Distribution: LL
Term(s): Spring

AMST 290 - LBGT Liberation and American Popular Culture (1.0)

Beginning with the 1960s-1970s Stonewall-era liberation movement and continuing to the present, this course explores the diversity and intensity of approaches that LGBT artists and authors have used to represent themselves, the movement for LGBT civil rights, and the issues and experiences of gender and sexual nonconformity. Topics to be addressed include LGBT activism in/as art, documenting personal and community histories, appropriating and revising mainstream images, queer aesthetics/sensibilities, and intersections with race, class, and national identity.

Instructor: San Filippo
Prerequisite: None
Distribution: ARS
Term(s): Summer II

AMST 315 - Beats, Rhymes, and Life: Hip-Hop Studies (1.0)

This course offers an intensive exploration of hip-hop studies where students learn about the history of hip-hop as a social movement and art form composed of the following four elements: DJing, MCing, break dancing, and graffiti art. Once a common understanding of hip-hop's genesis and history is established, attention is turned to how hip-hop is studied in the academy. This section of the course features a wide range of interdisciplinary studies of hip-hop music and culture in order to demonstrate the different methodological and theoretical frames used in hip-hop scholarship. In the final section of the course, we focus on hip-hop-related debates and discussions in popular culture, such as racial authenticity, global consumption of hip-hop, sampling and musical technologies, and sexism and gender scripts within hip-hop culture.

Instructor: Blanton
Prerequisite: Permission of the instructor. Preference given to American Studies majors and juniors and seniors.
Distribution: SBA
Term(s): Fall

AMST 317 - Seminar. Advanced Topics in American Studies (1.0)

Distribution: SBA; HS

Term(s): Not Offered

AMST 318 - Seminar. Interning the "Enemy Race": Japanese Americans in World War II (1.0)

A close examination of the rationale by the U.S. government for the incarceration of American citizens of Japanese ancestry, and Japanese nationals living in the United States and Latin America, after Japan's attack in December 1941 of Pearl Harbor. The course also examines the dynamics of overwhelming popular support for the incarceration, as well as the aftermath of the internment. The topics include Japan's rise as a colonial power, starting in the late nineteenth century; the place of Asian migrant workers and the "yellow peril"; life in the camps; the formation of the Japanese American Citizens League; the valor of the Japanese American soldiers in Europe during World War II; how the United States has since responded to its "enemies," especially after 9/11; changing immigration laws; race and politics in America.

Instructor: Kodera

Prerequisite: Permission of the instructor. Enrollment is limited and preference is given to American Studies majors and Asian American Studies minors.

Distribution: SBA; HS

Term(s): Fall

AMST 320 - Seminar. Blackness in the American Literary Imagination (1.0)

An examination of how blackness has been represented in the American and Caribbean imagination and how it shaped some of the seminal texts in American and Caribbean literature. Implicitly, the course will also examine the obverse of the question posed by Toni Morrison: "What parts do the invention and development of whiteness play in the construction of what is loosely described as 'American' literature?"

Instructor: Cudjoe (Africana Studies)

Prerequisite: Permission of the instructor.

Cross-Listed as: AFR 320

Distribution: LL

Term(s): Not Offered

AMST 321 - The United States and the Philippines, 1898-1946 (1.0)

From 1898 to 1946, Americans ruled the Philippines. They made English the official language, transformed the land for mining and industrial agriculture, and killed 2 million Filipinos—or one-fourth of the population—to subdue rebellion. But amid wanton destruction, Americans modernized sanitation, created free public schools, and built an infrastructure connecting the archipelago to foreign markets. This course explores the complicated and contradictory Philippine-American relationship. Some of the themes we will examine are differences in Filipino society and culture under American and Spanish rule; the application of Progressive and New Deal policies by Americans in the imperial context; the construction of racial differences by American ethnologists and anthropologists among the Filipino population; and the consolidation of power by the minority Filipino oligarchy.

Instructor: Orquiza

Prerequisite: Permission of the instructor required.

Distribution: HS

Term(s): Fall

AMST 340 - Seminar. Disneyland and American Culture (1.0)

One of the most-visited tourist attractions in the world, subject of thousands of books and articles, adored by millions, yet reviled by many intellectuals, Disneyland has occupied a prominent place in

American culture since it opened in 1955. This seminar will examine Disneyland as an expression of middle-class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, and as an influence upon architecture and urban design. In a broader sense, we will use Disney to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture.

Instructor: Bedell (Art)

Prerequisite: AMST 101 or ARTH 101 and a 200-level course in American or modern culture (history, art, literature, economics, etc). Permission of the instructor required.

Cross-Listed as: ARTH 340

Distribution: ARS; HS

Term(s): Not Offered

AMST 342 - Sexualities in Whitman's America (1.0)

Along with the social revolutions of the 1970s, the most dramatic transformation of gender and sexual roles in the United States took place between the 1860s and the 1920s, when urbanization, women's activism, and emerging homosexual subculture radically altered American society. Literature imagined, enacted, and recorded such changes, and, with Walt Whitman as a bold early voice for sexual liberation, feminist and queer writers such as Emma Goldman, Emily Dickinson, Henry James, Willa Cather, and Langston Hughes paved the way for sexual modernity. This advanced course will provide students with feminist and queer theory and social history in order to pursue in-depth interpretations of key literary figures and to document American contributions to the wider international transformation of gender and sexual roles during this period.

Instructor: Fisher

Prerequisite: Permission of the instructor required.

AMST 101, or at least one 200-level course in American studies or English.

Distribution: LL

Term(s): Not Offered

AMST 344 - Greed in America (1.0)

A sociologically grounded examination of acquisitiveness in American society, examining the history of social thought on the "sin" of avarice and the "virtues" of thrift and self-control, as a backdrop for understanding the ongoing tension between morality and acquisition of material wealth in the United States from its earliest history to the present. Focus on the moral critique of greed; the representation of greed in popular culture; and the cultural contradictions of American capitalist society in which the profit motive competes with values and norms of restraint and temperance. Students will read classical and contemporary theoretical social science texts—Adam Smith, Karl Marx, Max Weber, Thorstein Veblen, R.H. Tawney—and apply the insights to the interpretation of acquisitiveness in American life, past and present. Special attention will be given to the examination of the critique of greed and the mobilization of class resentment in the 2012 presidential campaign and in the Occupy Wall Street movement.

Instructor: Cushman (Sociology)

Prerequisite: Open to juniors and seniors only.

Permission of the instructor required. Enrollment is limited and preference is given to American Studies and Sociology majors.

Cross-Listed as: SOC 344

Distribution: SBA; HS

Term(s): Not Offered

AMST 348 - Conservatism in America (1.0)

An examination of conservative movements and ideas in terms of class, gender, and race. Historical survey and social analysis of such major conservative movements and ideas as paleoconservatism, neoconservatism, and compassionate conservatism. The emergence of conservative stances among women, minorities, and media figures. The conservative critique of American life and its shaping of contemporary national discourse on morality, politics, and culture.

Instructor: Imber (Sociology)

Prerequisite: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.

Cross-Listed as: SOC 348

Distribution: SBA

Term(s): Spring

AMST 350 - Research or Individual Study (1.0)

Prerequisite: Open by the permission of the director to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

AMST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the director.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

AMST 363-01-F - Advanced Studies in American Literature (1.0)

Topic for 2013-14: Visions of the American City

This course examines how American cities have been represented in fiction, poetry, creative nonfiction, film, television, and photography. We'll examine how descriptions of the city's public spaces and private enclosures—its crowds, streets, shops, apartments, and grand buildings—return us to crucial questions of perspective, identity, and ownership. Our literary readings include works by Walt Whitman, Herman Melville, Edith Wharton, Ralph Ellison, Ann Petry, Langston Hughes, Anna Devereaux Smith, Dinaw Mengestu, Edward P. Jones, and Colum McCann. We'll look at urban photography by Jacob Riis, Lewis Hine, Arnold Genthe, Berenice Abbott, Helen Levitt, Bruce Davidson, and others, and we'll consider how the city is represented in two urban television dramas: *The Wire* and *Treme*. Assignments include critical writing and a project in creative nonfiction or photojournalism.

Instructor: Brogan (English)

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Cross-Listed as: ENG 363-01-F

Distribution: LL

Term(s): Fall

AMST 364-01-S - Race and Ethnicity in Literature (1.0)

Topic for 2013-14: Twenty-First Century American Literature of Immigration and Diaspora

This course explores the exciting new literature produced by writers transplanted to the United States. We'll consider how the perspectives of recent immigrants redefine what is American by sustaining linkages across national borders, and we'll examine issues of hybrid identity and multiple allegiances, collective memory, traumatic history, nation, home and homeland, and globalization. Our course

materials include novels, essays, and films. We'll be looking at writers in the United States with cultural connections to Egypt, Nigeria, Dominican Republic, India, Greece, Vietnam, Bosnia, Ethiopia, Korea, and Mexico. Some authors to be included: André Aciman, Teju Cole, Junot Díaz, Kiran Desai, Lê Thi Diem Thúy, Jeffrey Eugenides, Aleksandar Hemon, Dinaw Mengestu, and Téa Obreht.

Instructor: Brogan (English)

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Cross-Listed as: ENG 364-01-S

Distribution: LL

Term(s): Spring

AMST 370 - Senior Thesis (1.0)

Prerequisite: AMST 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF ANTHROPOLOGY

Professor: *Karakasidou (Chair), Kohl*
 Assistant Professor: *Matzner, Van Arsdale*
 Mellon Postdoctoral Fellow: *Falconi*

Visiting Lecturer: *Vining*

Anthropology is a vibrant discipline that explores the diversity of ways of life, as well as the commonality of the human condition across the world. Anthropologists work in both far away places and “at home,” analyzing the contemporary moment as well as the distant past. We study not only cultural practices, but also the dynamics of power and inequality, change, and global processes.

Attending to these facets of human life, anthropology at Wellesley encompasses socio/cultural studies, historical work, archeology, and biological analysis of human characteristics and practices. Putting these methods into conversation, an education in anthropology orients students to understanding and analyzing human nature and how culture operates in their own everyday lives, as well as the lives of others.

The anthropological perspective is inherently multicultural and multidisciplinary. By studying anthropology, students are “led out” (educio) of their own personal backgrounds to appreciate the incredible cultural diversity of humanity, receiving an exceptionally broad liberal arts education.

Particular thematic strengths of our faculty and curriculum include:

- Nationalism and Ethnic Rivalry
- Cultures of Health and Medicine
- Archaeology and the Reception of Antiquity
- Anthropology of Media and Visual Culture
- Forensic Anthropology
- Gender and Class
- Ethnography of the Built Environment
- Ethnographic Film
- Human Origins, Evolution, and Variation

Our faculty carries out field research in places as varied as Wellesley, Massachusetts; Mumbai, India; the Balkans; Central America; and the Caucasus.

Anthropology Major

Goals for the Anthropology Major

- An understanding of cultural diversity throughout the world that evaluates cultures at different levels of economic and social development on their own terms
- A familiarity with the vast ways in which human cultures vary in their social institutions and practices from small bands of egalitarian hunter-foragers to sharply stratified states
- An understanding of how diverse cultures have traditionally adapted to and interacted with their environment and how today they are responding to and confronting the challenges of globalization
- An awareness of how humans have evolved as a species and how and why they exhibit patterned physical variation today, including a critical social and biological understanding of “racial” diversity
- A familiarity with basic features of world prehistory and human cultural evolution from the Old Stone Age to the emergence of early civilizations

- Critical knowledge of methods used in anthropological field research, including the excavation of paleo-anthropological and archaeological sites and the construction of ethnographies based upon personal interaction with local cultures
- An appreciation for the different theoretical approaches used to understand human variation in its myriad of forms

Requirements for the Anthropology Major

A major in anthropology consists of a minimum of nine units (which may include courses from MIT’s anthropology offerings), of which ANTH 104, ANTH 204/ANTH 206, ANTH 300, and ANTH 301 are required. Students may also elect other relevant courses (such as statistics and biology), depending on the particular need and interest of the student. Majors are encouraged to take other courses that have a cultural or multicultural focus.

Honors in Anthropology

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Anthropology Related Courses

Attention Called

AFR 226	Environmental Justice, “Race,” and Sustainable Development
AFR 235	Societies and Cultures of Africa
AFR 297	Medical Anthropology: A Comparative Study of Healing Systems
ARTH 236	Art, Architecture, and Culture in the Ancient Americas
LING 114	Introduction to Linguistics
PEAC 259-01-F	Peace and Conflict Resolution
WGST 205	Love and Intimacy: A Cross-Cultural Perspective

Anthropology Minor

Requirements for the Anthropology Minor

A minor in anthropology consists of five units: ANTH 104, two 200-level courses, and two 300-level courses. Students minoring in anthropology are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

ANTH - Anthropology Courses

ANTH 104 - Introduction to Cultural and Social Anthropology (1.0)

A comparative approach to the concept of culture and an analysis of how culture structures the worlds we live in. The course examines human societies from their tribal beginnings to the postindustrial age. We will consider the development of various types of social organization and their significance based on family and kinship, economics, politics, and religion.

Instructor: Armstrong, Karakasidou
 Prerequisite: None
 Distribution: SBA
 Term(s): Fall; Spring; Summer I

WRIT 113-ANTH-113 - Reading and Writing Culture: Thinking and Writing Like an Anthropologist (1.0)

Cultural anthropology has been described as the process of making the familiar strange and the strange familiar, and it is through this translation of culture that the experiences of anthropologists “in the field” are made available to a wider audience. In this course, we will read classic and current ethnographies (written documents of anthropological fieldwork) as a foundation for producing our own ethnographies. For one class meeting per week, we will foray to strangely familiar locales in and around Wellesley (and Boston!). Our other two weekly meetings will provide an opportunity to carefully examine the practice of reading and writing culture. All semester we will read great works of cultural anthropology and think like anthropologists by conducting interviews, making field notes, taking photographs, and exploring experimental methodologies. If you’ve ever wondered why people do what they do, this course will give you the tools to unpack the layers of culture that surround you.

Instructor: Armstrong (The Writing Program)
 Prerequisite: None. Open only to first-year students.
 Distribution: SBA; W
 Term(s): Spring

This course both satisfies the First-Year Writing requirement and counts toward the Anthropology major. Includes a third session each week.

ANTH 201 - The Ancient World beyond Greece and Rome: Archaeology, Texts, and the Myths of Modernity (1.0)

This course explores the rise of civilization in the Near East, Inner Asia, and South Asia from the perspective of archaeology, philology, and history. Special attention is paid to crosscurrents between these regions in antiquity and to how our interpretative vocabulary—for example, our notions of culture, civilization, the city, the state, and ethnicity—is defined in social sciences and ancient texts. The course contrasts evolutionary, comparativist, particularist, indigenist, and nationalist approaches to the study of culture and society in the ancient world. Readings include modern scholarship and original texts in translation. The course pays significant attention to cultures and polities that are often treated as peripheral (Kush, Meroe, Urartu, Colchis, Bactria-Margiana, Jiroft, Scythia, Khorezm, and Sogdiana).

Prerequisite: None
 Distribution: SBA
 Term(s): Not Offered

ANTH 203 - Indigenous People, Global Development, and Human Rights (1.0)

The course focuses on the processes and consequences of the encroachment of Western societies on indigenous peoples. We will examine issues raised by colonial enterprises that continue to be crucial to the current situations of indigenous societies vis-à-vis nation-states: political power, economic development, cultural difference, gender relations, health, education, and religion. We will study ethnographic cases drawn from different parts of the world and analyze these topics from a historical and comparative perspective. Special attention will be given to indigenous peoples and ongoing struggles in Latin America. Key to this

course will be issues of indigenous autonomy, development, and rights within human rights movements, international law, and global politics.

Prerequisite: None
Distribution: SBA
Term(s): Not Offered

ANTH 204 - Physical Anthropology (1.0)

This course will examine the evolutionary foundations of human variability. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. For this purpose, the course will address the principles of human evolution, fossil evidence, behavior, and morphological characteristics of human and nonhuman primates. Explanation of the interrelationships between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex, are discussed. In addition, human inter-population differences and environmental factors that account for these differences will be evaluated.

Instructor: Staff
Prerequisite: None
Distribution: SBA
Term(s): Fall

ANTH 206 - Archaeology (1.0)

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. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Instructor: Kohl
Prerequisite: None
Distribution: SBA
Term(s): Fall

ANTH 207 - Hominid Evolution (1.0)

The hominid fossil record provides direct evidence for the evolution of humans and our ancestors through the past 5 million to 7 million years. This will provide an overview of human evolutionary history from the time of our last common ancestor with the living great apes through the emergence of "modern" humans. Emphasis is placed on evolutionary mechanisms, and context is provided through an understanding of the prehuman primates. The human story begins with origins and the appearance of unique human features such as bipedality, the loss of cutting canines, the appearance of continual sexual receptivity, births requiring midwifery, and the development of complex social interactions. An early adaptive shift sets the stage for the subsequent evolution of intelligence, technology, and the changes in physical form that are the consequences of the unique feedback system involving cultural and biological change.

Instructor: Van Arsdale
Prerequisite: None
Distribution: SBA
Term(s): Fall

ANTH 209 - Forensic Anthropology with Laboratory (1.0)

The identification of human remains for criminological and political purposes is widespread. This course explores issues in the identification and interpretation of human bones including methods for determining sex, age, stature, and ancestry as well as

for identifying pathologies and anomalies. The course will pay particular attention to those anatomical elements, both soft tissue and bones, that aid in the reconstruction of individuals and their lifestyles. In addition, the course explores search and recovery techniques, crime-scene analysis, the use of DNA in solving crimes, and the role of forensic anthropology in the investigation of mass fatalities from both accidents and human rights violations. It also addresses ballistics and the use of photography in forensic investigation. The course will include a weekly lab component focused on human osteology and skeletal analysis.

Instructor: Van Arsdale
Prerequisite: None
Distribution: NPS
Term(s): Spring

Does not fulfill the laboratory requirement.

ANTH 211 - Wintersession Program in the Republic of Georgia (0.5)

Students travel to Tbilisi, Georgia, for Wintersession. They attend lectures in English at Tbilisi State University on Georgian history, language, and culture and on contemporary political developments there and visit sites of historical interest in and around Tbilisi. They live with Georgian families and spend three weeks completing a self-designed internship with a local organization.

Prerequisite: One course in anthropology or Russian area studies. Application required.
Cross-Listed as: RAST 211
Distribution: SBA; HS
Term(s): Winter

Not offered every year. Subject to Provost's Office approval.

ANTH 214 - Race and Human Variation (1.0)

This is a course about race concepts and human biological variation, viewed from historical and biological perspectives. This course thus has two intertwined emphases. One is placed on the historical connection between science and sociopolitical ideologies and policies. The other is on the evolutionary origin of human biological and cultural diversity. Through lecture and discussion section, topics explored include the role of polygenism, historically and in current scientific thought; biological determinism and scientific racism; the Holocaust and other examples of "applied biology"; and the role of the race concept in current scientific debates, such as those over the place of the Neanderthals in human evolution, as well as those over the book *The Bell Curve*. The course seeks to guide students through a critical exercise in studying the evolutionary origins of contemporary human biological variation and its close relationship with scientific and popular concepts of race.

Instructor: Van Arsdale
Prerequisite: None
Distribution: SBA
Term(s): Spring

ANTH 217 - Peoples, Histories, and Cultures of the Balkans (1.0)

The Balkan region has been a major trade and cultural crossroads for millennia and encompasses a variety of landscapes, peoples, and cultures. We will read authoritative historical studies and ethnographies as well as short stories, poetry, books of travel, and fiction. We will consider the legacy of the classical world, the impact of Islam, the emergence of European commercial empires, the impact of the European Enlightenment in national movements, the emergence of modernization, and the socialist experiments in the hinterlands. The

course offers a critical overview of the politics of historical continuity and the resurgence of Balkan nationalism during the last decade of the twentieth century.

Instructor: Karakasidou
Prerequisite: None
Distribution: SBA
Term(s): Fall

ANTH 219 - Balkan Cinematic Representations (1.0)

In the course of Europe's road to modernity, the southeastern corner of the continent became known as the Balkans. The Western imagination rendered the peoples and the rich cultures of the area as backward, violent, and underdeveloped. This course examines the imagery of the area and its people through film. We will explore the use of history by filmmakers and the use of films in understanding a number of issues in the history of the Balkans. The course will trace the adoration of ancient Greek antiquity and the legacy of Byzantium and Orthodox Christianity as well as the Ottoman influence and the appearance of Islam. The historical past is (re)constructed and (re)presented in film, as are the national awakenings and liberation movements. The list of films we will watch and the anthropological and historical readings we will do aspire to cover various aspects of Balkan societies as revealed through visual and cinematic representations. Balkan film is politically, socially, and historically engaged, and we will use film narratives and stories to understand the area's diverse landscapes and cultures, religions and identities, love and hatred.

Instructor: Karakasidou
Prerequisite: None
Cross-Listed as: CAMS 219
Distribution: SBA
Term(s): Not Offered

ANTH 225 - The Power of Words: Language and Social Inequality in the Americas (1.0)

This course explores the relationship between language and social structures of inequality, discussing issues including language-based discrimination, language shift, and language endangerment. Through lectures and course readings we will investigate how speakers construct relationships between particular linguistic varieties (languages, dialects, registers, accents) and particular characteristics of groups of people. We begin with an overview of pre-colonial American societies to provide the necessary background for understanding the impact of European conquest and colonization on indigenous American populations. We then consider the implications of these historical processes for contemporary American communities and discuss how linguistic practices interact with social divisions to produce unequal power relations.

Instructor: Falconi
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

ANTH 226 - Archaeology of Environmental Change (1.0)

Modern concerns about climate change and human impact on the environment are the most recent in a long history of human-environmental interactions. Closer attention to long-term human-environmental interactions shows we have a constant history of impacting environments —both subtly and profoundly—throughout the world. This class will examine such interactions from a long-term perspective spanning the past 10,000 years. Through case studies in Environmental Archaeology, we will examine notions of "pristine wildernesses," how past

cultural adaptations have created sustainable environments or caused environmental deterioration, and will scrutinize environmentally driven models of societal change. With this focus on anthropogenic environments, we will look critically at models that externalize humans as ecological forces. We will also explore selected multidisciplinary approaches to reconstructing past human-environmental dynamics.

Instructor: Vining

Prerequisite: None. Prior course work in anthropology (socio-cultural, archaeology, or bioarchaeology), environmental studies, earth sciences, or related disciplines preferred.

Cross-Listed as: ES 226

Distribution: SBA

Term(s): Spring

ANTH 227 - Living in Material Worlds: Archaeological Approaches to Material Culture (1.0)

Do you ever wonder what your possessions say about you? Our possessions and other things we use lie at the hearts of our everyday lives. We inadvertently generate material culture during our daily activities and interactions. In turn, material culture helps us structure negotiations with one another in our cultured worlds. Archaeology is unique among anthropological endeavors in its reliance on material culture to reconstruct and understand past human behavior. We will learn methodological and theoretical approaches from archaeology and ethnography for understanding material culture. Lecture topics will be explored in hands-on labs. Studying the world of material can help us understand the nature of objects and how humans have interacted with them across time and space. In addition, material culture indicates how humans mobilize objects in their cross-cultural interactions.

Instructor: Vining

Prerequisite: None

Distribution: SBA

Term(s): Not Offered

ANTH 230 - The Mexico of Anthropology (1.0)

This course provides students with a foundation in anthropological literature on Mexican cultures and society as well as an overview of the history of applied anthropology in Mexico. Mexico has long been a hub of anthropological studies as well as something of a social-scientific laboratory for testing out state-sponsored strategies for the incorporation, assimilation, and education of indigenous, frequently non-Spanish-speaking populations. Beginning after the Mexican Revolution, many anthropologists worked in the dual capacity of researchers and employees of the state. Using Mexico as a case study, students will consider the relationship between social scientific practice and state development policies.

Instructor: Falconi

Prerequisite: None

Distribution: SBA; HS

Term(s): Not Offered

ANTH 232 - Anthropology of Media (1.0)

This course introduces students to key analytic frameworks through which media and the mediation of culture have been examined. Using an anthropological approach, students will explore how media as representation and as cultural practice have been fundamental to the (trans)formation of modern sensibilities and social relations. We will examine various technologies of mediation—from the Maussian body as “Man’s first technical instrument” to print capitalism, radio and cassette

cultures, cinematic and televisual publics, war journalism, the digital revolution, and the political milieu of spin and public relations. Themes in this course include: media in the transformation of the senses; media in the production of cultural subjectivities and publics; and the social worlds and cultural logics of media institutions and sites of production.

Instructor: Karakasidou

Prerequisite: None

Cross-Listed as: CAMS 232

Distribution: SBA

Term(s): Spring

ANTH 237 - Ethnography in/of South Asia (1.0)

Anthropology has a fraught and complex history within South Asia. Many of its techniques of knowledge production were honed within the colonial context. In the postcolonial period, these techniques have been taken up by scholars within the region and beyond to update and challenge long-standing understandings of the region. Much historical and recent scholarship grapples with how one ought to understand the unique nature of the region’s forms of culture and social organization, and to place them in relation to modernity and the West. South Asia proves an insistently fruitful case for assessing the universality or provincial nature of Western social theory and to consider the connections between knowledge and power. In this course, students will come to comprehend and assess the history of ethnography and anthropology in India, Pakistan, and other parts of South Asia. Through contemporary ethnographic texts, they will also gain insight into the major social and cultural categories and phenomena that have come to define South Asia today such as caste, kinship and gender, class, nationalism, and popular culture. Throughout, we will consider the politics of representation and knowledge production that are particularly fraught in this postcolonial context.

Instructor: Matzner

Prerequisite: None

Distribution: SBA

Term(s): Not Offered

ANTH 238 - The Vulnerable Body: Anthropological Understandings (1.0)

This course begins with the assumption that the human body is a unit upon which collective categories are engraved. These categories can vary from social values, to religious beliefs, to feelings of national belonging, to standards of sexuality and beauty. Readings in this course will concentrate on the classic and recent attempts in the social and historical sciences to develop ways of understanding this phenomenon of “embodiment.” We will begin with an overview of what is considered to be the “construction” of the human body in various societies and investigate how the body has been observed, experienced, classified, modified, and sacralized in different social formations.

Instructor: Karakasidou

Prerequisite: None

Distribution: SBA

Term(s): Not Offered

ANTH 239 - Visual Culture of South Asia (1.0)

The Indian subcontinent is iconic for its rich and varied visual traditions—from Mughal miniatures to calendar art, monumental architecture to television soap operas. With the spread of “Bollywood” films beyond the subcontinent, and with American television now representing Indian culture during prime time, an anthropological perspective on South Asian visual culture is particularly timely. In this course, we will examine many of the diverse visual

forms and practices of the region from an anthropological perspective—that is, focusing on the social practices and cultural formations that arise around and shape them. We will learn how anthropologists study South Asian visual practices, including photography, film, textiles, and comic books, and assess the implications of these practices for Western theories about visuality and modernity.

Instructor: Matzner

Prerequisite: None

Distribution: ARS; SBA

Term(s): Not Offered

ANTH 242 - “Civilization” and “Barbarism” during the Bronze Age, 3500–2000 B.C.E. (1.0)

A review of the earliest emergence of state-stratified societies in the Old World (Pharaonic Egypt, Mesopotamia, the Indus Valley, and Shang China) and their integration through trade, conflict, migrations, and diffusions of technologies, particularly metalworking, with neighboring illiterate societies on their peripheries. The course concludes with a comparison with core-periphery relations in pre-Columbian Mesoamerica and Peru.

Instructor: Kohl

Prerequisite: None

Distribution: SBA; HS

Term(s): Not Offered

ANTH 247 - Societies and Cultures of Eurasia (1.0)

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-Karabakh).

Instructor: Kohl

Prerequisite: One unit in anthropology, economics, history, political science, or sociology.

Distribution: SBA; HS

Term(s): Not Offered

ANTH 250 - Research or Individual Study (1.0)

Prerequisite: ANTH 104 and permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ANTH 350G - Research or Group Study (1.0)

Topic for 2013-14: Life Across Borders: Migration, Language and Culture in Latin America

This research-focused course examines the diverse linguistic and cultural communities that comprise the Latin America through the lens of migration. The flow of people back and forth across national, regional, and social borders, is a defining attribute of 21st century life in Latin America and across the globe. Students will conduct collaborative research projects that engage the complex historical foundations of migration in the region, as well as the central role of migration in the redefinition, transformation and vitality of nations and societies. We will approach the study of human mobility anthropologically, and in their individual research investigations students will consider such factors as culture, language, race, class, and community, as they

think critically about the categories used to define and describe mobile populations (e.g. refugees, emigrants, immigrants, exiles).

Instructor: Falconi
Prerequisite: By permission of instructor
Distribution: None
Term(s): Spring

ANTH 250H - Research or Individual Study (0.5)

Prerequisite: ANTH 104 and permission of the instructor.
Distribution: None
Term(s): Fall; Spring

ANTH 251 - Cultures of Cancer (1.0)

This course critically examines cancer as a pervasive disease and a metaphor of global modern cultures. Students will be exposed to the ways cancer is perceived as a somatic and social standard within locally constructed cognitive frameworks. They will investigate the scientific and emotional responses to the disease and the ways cancer challenges our faith and spirituality, our ways of life, notions of pollution and cleanliness, and our healing strategies. This approach to cancer is comparative and interdisciplinary and focuses on how specialists in different societies have described the disease, how its victims in different cultures have narrated their experiences, how causality has been perceived, and what interventions (sacred or secular) have been undertaken as therapy and prevention.

Instructor: Karakasidou
Prerequisite: None
Distribution: SBA
Term(s): Spring

ANTH 255 - Paleoanthropology (with Fieldwork) (1.25)

This course will provide students with a unique opportunity to participate in ongoing field excavations at the Paleolithic site of Dmanisi, Georgia. Students will work alongside an international group of students and researchers, learning field methods in paleoanthropology. Students will also receive daily lectures on a variety of topics important for understanding the ongoing research at the site, including geology, taphonomy, archaeology, and paleontology. Throughout the four-week program students will also be given time to work on independent projects that will be presented at the end of the field school. Weekend excursions to other important prehistoric sites in the region will provide additional context to the ongoing work at Dmanisi.

Instructor: Van Arsdale
Prerequisite: ANTH 207 or ANTH 209 or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval. Does not satisfy the laboratory requirement.

ANTH 256 - A History of Archaeological Thought (1.0)

A History of Archaeological Thought is an intermediate-level course intended to introduce students to the development of archaeological theory from the early nineteenth-century realization that the remote past could be reconstructed solely on the basis of the archaeological record to later developments, such as attempts to identify ethnic/linguistic groups exclusively from material remains. It will trace the emergence of archaeology as a subfield within anthropology and its continuing close interaction with broader developments in

anthropological theory. The course contrasts perspectives that emphasize internal social evolution and adaptation to local environmental settings with postmodern responses that stress multiple perspectives on a contingent past. Students will be introduced to different theoretical approaches to interpreting the archaeological record, such as cultural ecology, feminist or engendered archaeology, Marxist historical materialism, world systems theory, and so-called symbolic/cognitive archaeology. The suitability of these theoretical approaches for interpreting the archaeological record will be critically examined.

Prerequisite: ANTH 104 or ANTH 206 or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

ANTH 274 - Anthropological Genetics (1.0)

This course will provide an introduction into the core concepts of population genetics, with special focus on their application to human and nonhuman primate evolution. Population genetics is the branch of evolutionary biology concerned with how genetic variation is patterned within and between populations and how these patterns change over time. Though the theory is applicable to all organisms, specific examples drawn from the human and nonhuman primate literature will be used as case studies. Topics will also include the genetic basis for disease, pedigree analysis, and personal genomics. The course will be structured around lectures and discussion with regular computer labs to provide firsthand experience working with anthropological genetic topics and analyses of genetic data sets.

Instructor: Van Arsdale
Prerequisite: BISC 110, or BISC 111, or permission of the instructor.
Distribution: NPS
Term(s): Not Offered

ANTH 279 - Life Across Borders: Migration, Language, and Culture in Latin America (1.0)

This course examines the diverse linguistic and cultural communities that comprise Latin America through the lens of migration. The flow of people back and forth across national, regional, and social borders is a defining attribute of twenty-first century life in Latin America and across the globe. Throughout the course we will consider the complex historical foundations of migration in the region as well as the central role of migration in the redefinition, transformation, and vitality of nations and societies. We will approach the study of human mobility anthropologically, considering such factors as culture, language, race, class, and community, as we think critically about the categories used to define and describe mobile populations (e.g. refugees, emigrants, immigrants, exiles, invaders).

Instructor: Falconi
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

ANTH 281 - Ancient South America: Society, Politics, and Ritual (1.0)

The Andean, Amazonian, and Caribbean regions of South America present a rich archaeological heritage that is often overshadowed by their Colonial and post-Colonial past. We will emphasize how economy, ritualized ancestry and politics, and social differences created a mosaic of civilizations that transformed the societies and landscapes of this region, from its earliest occupation to the Spanish Conquest. The course will explore the cultural and historical uniqueness of South America while

analyzing anthropological concepts such as the development of social differentiation, how gender roles and ethnic groups interacted, and what happens as civilizations develop and wane. We will also look at the contemporary salience of these cultures for modern economic development and tourism, nation-state identities and international policy, and environmental management.

Instructor: Vining
Prerequisite: None
Distribution: SBA
Term(s): Fall

ANTH 299 - Home and Away: Human Geography and the Cultural Dimensions of Space and Place (1.0)

Have you ever wondered why some places evoke strong emotions, why myths and legends are so often tied to geography, or why particular locations are charged with powerful cultural resonances? How do natural, architectural, rural, and urban spaces inform our everyday lives? This course will explore the diverse ways that cultures interact with their surroundings to continually create (and recreate) meaning. As an ethnographic field course that uses Iceland as its staging ground, this three-week excursion examines the cultural significance of Iceland's capital city, Reykjavik, and its rural hinterlands (including Iceland's northernmost settlement, the tiny island of Grimsey). Students will gain hands-on experience in the practical methods of cultural anthropology, including participant-observation, interviewing, writing field notes, photography, and critical analysis. This course presents a once-in-a-lifetime opportunity to conduct ethnographic research in a spectacular natural and cultural setting.

Instructor: Armstrong
Prerequisite: None
Distribution: SBA
Term(s): Summer I

Not offered every year. Subject to Provost's Office approval.

ANTH 300 - Ethnographic Methods and Ethnographic Writing (1.0)

An exploration of anthropological research and writing through the analytical and practical study of "fieldwork" and "ethnography." Examines a variety of anthropological research methods and genres of representation, paying particular attention to questions of knowledge, location, evidence, ethics, power, translation, experience, and the way theoretical problems can be framed in terms of ethnographic research. Students will be asked to apply critical knowledge in a fieldwork project of their own design.

Instructor: Falconi
Prerequisite: ANTH 301 or two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.
Distribution: SBA
Term(s): Spring

ANTH 301 - History and Theory in Anthropology (1.0)

This course introduces students to contemporary anthropology by tracing its historical development and its specific application in ethnographic writing. It examines the social context in which each selected model or "paradigm" took hold and the extent of cognitive sharing, by either intellectual borrowing or breakthrough. The development of contemporary theory will be examined both as internal to the discipline and as a response to changing intellectual climates and social milieu. The course will focus on

each theory in action, as the theoretical principles and methods apply to ethnographic case studies.

Instructor: Karakasidou

Prerequisite: Two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.

Distribution: SBA

Term(s): Fall

ANTH 305 - Ethnographic Film (1.0)

This seminar explores ethnographic film as a genre for representing "reality," anthropological knowledge and cultural lives. We will examine how ethnographic film emerged in a particular intellectual and political economic context as well as how subsequent conceptual and formal innovations have shaped the genre. We will also consider social responses to ethnographic film in terms of the contexts for producing and circulating these works; the ethical and political concerns raised by cross-cultural representation; and the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we will situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices, including written ethnography, museum exhibitions, and documentary film.

Instructor: Matzner

Prerequisite: ANTH 301 or two 200-level units in anthropology, cinema and media studies, economics, history, political science, or sociology or permission of the instructor.

Cross-Listed as: CAMS 305

Distribution: SBA

Term(s): Not Offered

ANTH 310 - Wintersession in the Southern Balkans (0.5)

This course aspires to familiarize students with the subtleties of national Balkan rifts and cultural divisions, through international study in the Southern Balkans during Wintersession. The overall theme of the course will center on national majorities and ethnic minorities. The cultural diversity of the area will be examined both as a historical and as contemporary phenomenon. Students will be exposed to the legacy of the classical world, the impact of Christianity and Islam, the role of European commercial empires, the impact of the European Enlightenment in national movements, the emergence of modernization, and the socialist experiments in Macedonia and Bulgaria. The course will also offer a critical overview of the politics of historical continuity and the resurgence of Balkan nationalism during the last decade of the twentieth century.

Instructor: Karakasidou

Prerequisite: ANTH 217 or ANTH 219, or some familiarity with the area.

Distribution: SBA

Term(s): Winter

Not offered every year. Subject to Provost's Office approval.

ANTH 314 - Human Biology and Society (1.0)

This seminar will provide an anthropological perspective on the intersection between human biology and society in three related topics. The first unit will focus on human genetic diversity and the increasing use of genetic information in society. Included in this unit will be discussions of genetic ancestry testing and the construction of identity. The second unit will examine in more detail the genetic basis of phenotypic traits and disease, exploring what our genes can reveal about us while also

considering the problems of biological determinism. The final unit will extend the understanding of human biological variation by looking at the relationship between humans and our environment, how our environment changed throughout prehistory and contemporary times, and what role the environment plays in shaping human variation.

Instructor: Van Arsdale

Prerequisite: ANTH 204, ANTH 214, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

ANTH 319 - Nationalism, Politics, and the Use of the Remote Past (1.0)

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 biased assessment 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. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous.

Instructor: Kohl

Prerequisite: One 200-level unit in anthropology, economics, political science, sociology, or permission of the instructor.

Distribution: SBA; HS

Term(s): Spring

ANTH 344 - The Middle East: Anthropological Perspectives (1.0)

This course discusses traditional subsistence economies (e.g., irrigation agriculture, pastoral nomadism) and tribal forms of social organization and analyzes their transformation with the emergence of independent territorial nation-states and the advent of oil wealth during the twentieth century. The course considers different sects and expressions of Islam in specific countries and discusses kinship structures and family relationships, including the varying roles of women in specific societies. Contemporary political and economic issues and conflicts in Afghanistan, Iran, Turkey, Iraq, and Israel/Palestine will be studied from an anthropologically informed perspective of cultural continuity and change and the continuous refashioning of religious, ethnic, and national identities over time.

Instructor: Kohl

Prerequisite: Normally open to students who have taken a grade II unit in anthropology and/or a 200-level unit in a relevant area/subject matter.

Distribution: SBA

Term(s): Not Offered

ANTH 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ANTH 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ANTH 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ANTH 370 - Senior Thesis (1.0)

Prerequisite: ANTH 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ARABIC

For elementary and intermediate Arabic see Middle Eastern Studies

ARCHITECTURE

AN INTERDEPARTMENTAL MAJOR

Co-directors: *Rivera (Studio Art), Friedman, McNamara (Art History)*
 Advisory Committee: *Friedman (Art History), McNamara (Art History), Rivera (Studio Art), Dorrien (Studio Art)*

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following the ancient Roman architect 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 that lead to the appreciation of the principles of design and the fundamental techniques of architecture.

Architecture Major

Goals for the Architecture Major

The goals of the Architecture major are threefold:

- To develop skills in design and spatial thinking through the practices of drawing, design, modeling, and digital media production
- To understand architecture and urban form in their historical contexts
- To have an appreciation of the roles of client, program, and economic conditions on the practice of architecture and the shaping of the built environment

Requirements for the Architecture Major

Students considering an Architecture major should choose an advisor in their area of concentration and work out a program of study.

The Architecture major consists of 11 units, which may be weighted toward architectural history or studio investigation.

For students entering in the Fall of 2011 or later, the requirements are listed below.

- ARTH 100 and ARTH 101. There is no exemption from this requirement by Advanced Placement, or by International Baccalaureate, or by an exemption examination.
- ARTS 105 and ARTS 113
- ARTH 200 or ARTH 231 or ARTH 228 or ARTS 216
- Two additional intermediate courses in architectural history, studio art, or design (200 level)
- Two advanced courses in architectural history, studio art, or architectural design (300 level). At least one of these units must be taken in the Department of Art at Wellesley.
- Two additional courses related to architecture

Notes:

Attention is drawn to ARTS 109 (Two Dimensional design), which serves as a prerequisite for intermediate and advanced studios involving new technology.

Courses in Sociology, Anthropology, Philosophy, and Women's and Gender Studies may also apply. Consult your advisor. Olin College courses may also be applicable to the major. See Department of Art website for recommended courses at Wellesley, MIT, and Olin.

Architecture majors who entered before the fall of 2011 are required to take ARTH 100/ARTH 101 and

ARTS 105; at least four units of intermediate level course work (two must be taken at Wellesley); two 300-level units of course work (at least one in the Department of Art); and two additional courses related to architecture.

Honors in Architecture

Seniors are encouraged to develop independent research projects and portfolios in the context of advanced studios and seminars which provide opportunities for sustained discussion, reflection and critique. In extraordinary circumstances, students who meet the College's eligibility requirements for honors may, with the permission of the directors and advisory committee, elect ARCH 360/ARCH 370 independent work as a path to honors.

Transfer Credit in 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 international study as important aspects of their education in architecture. Normally, no more than three units of transfer credit—two units at the 200 level and one unit taken at MIT at the 300 level—may be applied toward the minimum requirements for the major.

Courses for Credit Toward the Architecture Major

The following courses are recommended to students designing a program of study in architecture. Additional courses may be applicable and some courses are not offered yearly, so each student should develop her program of study in active consultation with her advisor.

History of Art

ARTH 100	Global Perspectives on Art and Architecture: Ancient to Medieval
ARTH 101	Global Perspectives on Art and Architecture: Renaissance to Contemporary
ARTH 200	Architecture and Urban Form
ARTH 201	Medieval Art and Architecture, 400-1400
ARTH 202	Byzantine Art and Architecture
ARTH 203	Near Eastern Art and Architecture
ARTH 228	Modern Architecture
ARTH 230	Frank Lloyd Wright and the American Home
ARTH 231	Architecture and Urbanism in North America
ARTH 236	Art, Architecture, and Culture in the Ancient Americas
ARTH 237	Art, Architecture, and Culture in Post-Conquest Mexico
ARTH 238	Chinese Art and Architecture
ARTH 240	Asian Art and Architecture
ARTH 241	Egyptian Art and Archaeology
ARTH 243	Roman Art and Architecture
ARTH 245	House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900
ARTH 247	Islamic Art and Architecture,

ARTH 249	650-1500 Japanese Art and Architecture
ARTH 259	The Art and Architecture of the European Enlightenment
ARTH 266	New Perspectives on the Global City
ARTH 267	Cross-Cultural Encounters in the Medieval Mediterranean
ARTH 289	Nineteenth-Century European Art
ARTH 303/ARTS 303	Calderwood Seminar in Public Writing: Artist and Critic
ARTH 309-01-F	Seminar. Problems in Architectural History
ARTH 318	Seminar. New England Arts and Architecture
ARTH 320	Seminar. Topics in American Architecture
ARTH 325	Seminar. Rococo and Neoclassical Interiors
ARTH 332	Seminar. Topics in Medieval Art
ARTH 340/AMST 340	Seminar. Disneyland and American Culture
ARTH 344-01-S	Seminar. Topics in Islamic Art
Studio Art	
ARTS 105	Drawing I
ARTS 109	Two-Dimensional Design
ARTS 113	Three-Dimensional Design
ARTS 207	Sculpture I
ARTS 216	Spatial Investigations
ARTS 217	Life Drawing
ARTS 219	Introductory Print Methods: Lithography/Monotype
ARTS 220	Introductory Print Methods: Intaglio/Relief
ARTS 221/CAMS 239	Digital Imaging
ARTS 222	Introductory Print Methods: Typography/Book Arts
ARTS 255/CAMS 225	Dynamic Interface Design
ARTS 303/ARTH 303	Calderwood Seminar in Public Writing: Artist and Critic
ARTS 307	Advanced Sculpture
ARTS 314	Advanced Drawing
ARTS 317	Seminar. Topics in the Visual Arts
ARTS 321/CAMS 321	Advanced New Media
ARTS 322	Advanced Print Concepts

MIT

The following introductory courses (200-level) may be taken for credit toward the major:

- 4.111*** Introduction to Architecture and Environmental Design or **4.11A** (an IAP version of the same course)
- 4.112*** Architecture Design Fundamentals I
- 4.401** Architecture Building Systems
- 4.500** Introduction to Design Computing

The following advanced courses (300-level) may be taken for credit toward the major (one unit only):

4.113 Architecture Design Fundamentals II

4.114 Architectural Design Studio I

4.115 Applied Architectural Design Studio II

4.411J D-Lab Schools: Building Technology Laboratory

4.440J Building Structural Systems I

*Note: courses marked with * are counted "within the Department of Art"; all others are counted as courses outside the department.

Olin

ENGR 2199 Engineering for Humanity

Mathematics

MATH 115 Calculus I

MATH 116 Calculus II

MATH 120 Calculus IIA

MATH 205 Multivariable Calculus

Note: More advanced courses may also be counted toward the major.

Physics

PHYS 104 Fundamentals of Mechanics with Laboratory

PHYS 107 Principles and Applications of Mechanics with Laboratory

Theatre Studies

THST 209 Introduction to the Art of Scenic Design

sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ARCH - Architecture Courses

ARCH 301 - Introduction to AutoCAD (0.5)

This course explores the use of computer aided design and drafting techniques. The primary aim is to provide students with solid working knowledge of AutoCAD 2008 and its applications in architecture and design.

Prerequisite: ARTS 105, plus two 200-level courses in either architectural history, drawing, or design, or MIT studio (at least one of these must be a studio art course). Preference to architecture majors.

Distribution: None

Term(s): Not Offered

ARCH 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ARCH 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the directors and advisory committee.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ARCH 370 - Senior Thesis (1.0)

Prerequisite: ARCH 360 and permission of the directors and the advisory committee.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If

DEPARTMENT OF ART

Professor: *Berman, Carroll, Dorrien (Director, Studio Art), Friedman, Harvey, McGibbon, Mekuria, Musacchio (Chair)*

Associate Professor: *Bedell, Liu*

Assistant Professor: *Cassibry, Greene, Kelley, Martin, Olsen, Rivera*

Senior Lecturer: *Meng, Oles*

Visiting Lecturer: *Freed, Glover, Ivy, Lynn-Davis, Mowbray, Seder*

Instructor: *Balafrej*

Administrative Teaching Staff: *McNamara, Fischman, R. Rogers, Ruffin*

Major programs of study in the Department of Art are deeply integrated with Wellesley College's overall liberal arts educational mission. The ability to understand the way visual information and physical space have been constructed, presented, and construed throughout history is vital to the transition from college student to active and engaged global citizen. The Department of Art is committed to equipping students with the knowledge and skills to navigate, understand, and shape the increasingly mediated and complex visual and physical environments around them. A critical awareness of visual culture, a breadth of knowledge of art in its historical and global contexts, and explorations in practice enable students to make unexpected and transformative connections among images, ideas, materials, and histories. The Department of Art's close relationship with the Davis Museum is critical to our goals, as are the study trips to Boston, New York, and elsewhere that the department arranges for our students.

Within the Department of Art, students may choose to major in Studio Art or Art History. Students may also consider pursuing a major in one of the interdepartmental majors that intersect with the Art Department: Architecture, Cinema and Media Studies, and Media Arts and Sciences.

Goals for the Art Major

The study of art is an integral component of a strong liberal arts curriculum. Our curriculum is designed so that those majoring in the Department of Art develop:

- A more critical awareness of visual culture as well as enhanced visual literacy
- A sophisticated understanding of art, its history, and the philosophical and cultural conditions that shape it in any society
- An understanding of the breadth of knowledge and complexity of art and its global practices
- A well-considered, original body of work, written and/or visual, in preparation for advanced study

Transfer Credit in Art History and Studio Art

All Art History and Studio Art majors and minors planning to study internationally or at an institution other than Wellesley for a semester, year, or summer must arrange a meeting with their major or minor advisors prior to departure to discuss how their plans will impact the completion of their majors/minors and their Wellesley degrees. We also recommend that nondepartmental students intending to take an art course elsewhere for distribution credit meet with the relevant member of our faculty regarding their plans. Without such a meeting and ongoing consultation, there is no guarantee that courses will transfer as expected.

ART HISTORY COURSES

The Art Department grants transfer credit for 200-level Art History courses only; 100- and 300-level requirements for the major or minor must be completed on campus. Normally, no more than two units of transfer credit in Art History can be applied toward the minimum requirements of a major or minor in Art History. Majors and minors must take their one required Studio class on campus. If approved by the Registrar and the relevant department, additional transfer credits will count toward completion of your Wellesley degree.

STUDIO COURSES

The Art Department grants transfer credit for 100- and 200-level Studio courses only; 300-level requirements for the major or minor must be completed on campus. Normally, no more than two units of transfer credit in Studio can be applied toward the minimum requirements of a major or minor in Studio. Studio majors may also request transfer credit for one 200-level modern or contemporary Art History course, but Art History 100 and 101 must be taken on campus. If approved by the Registrar and the relevant department, additional transfer credits will count toward completion of your Wellesley degree.

PROCEDURE

For either departmental or distribution credit in Art History and Studio, students must visit the Registrar's home page and follow the procedures outlined there. Transfer of credit for Art History classes always requires a full syllabus (translated if necessary) that must be sent directly to the Art Department Chair as an attachment.

The Art Department will not act on any transfer of credit requests without completed paperwork and (if relevant) portfolio; the sooner you submit this information, the sooner we can inform you of the departmental decision. As this may affect your major or graduation plans it is to your advantage to complete this process in a timely fashion.

Studio Art, Architecture, and MAS majors who have taken a Studio course elsewhere must present a portfolio of work produced in each Studio course to determine whether it may be credited toward the major. This portfolio review must be scheduled with the Director of Studio Art or relevant program director (in the case of Architecture or MAS) before completing a confirmation of major form in the fall of the senior year.

TRANSFER STUDENTS

Students arriving at Wellesley as transfer students in their junior or senior years may transfer up to five classes toward a departmental major in Art History or Studio Art; these credits cannot take the place of 300-level courses. All transfer students must arrange an appointment with the department chair and/or relevant program director to review transcripts and syllabi. Normally, we require transfer students in Art History to enroll in ARTH 100 and ARTH 101.

History of Art Major

Requirements for the History of Art Major

1. ARTH 100 and ARTH 101. AP credit will not be accepted in fulfillment of this requirement.
2. One of the following courses in studio art: ARTS 105, ARTS 106, ARTS 108/CAMS 138, ARTS 109, ARTS 113, ARTS 165/CAMS 135, ARTS 204 [2010-11].

3. A minimum of six further units in the history of art to make a total of nine units, which must include distribution requirements. At least two of these must be 300-level courses. Students may elect to pursue an ARTH 350, but may not substitute this course for one of the 300-level academic courses.

Among the six units, a student must select one from each of the following four distribution areas:

a. *Ancient/Medieval or Art before 1400:* ARTH 201, ARTH 202, ARTH 203, ARTH 227 [2010-11], ARTH 241, ARTH 242, ARTH 243, ARTH 256, ARTH 267, ARTH 268 [2010-11], ARTH 290, ARTH 302, ARTH 332, ARTH 343 [2010-11], ARTH 373

b. *Renaissance/Baroque/Rococo or Art of Fifteenth to the Eighteenth Centuries:* ARTH 218, ARTH 221, ARTH 244, ARTH 246, ARTH 251, ARTH 259, ARTH 305 [2010-11], *ARTH 311, ARTH 325, ARTH 330, ARTH 333, ARTH 331, *ARTH 342/CAMS 342 [2010-11]

c. *Art of Nineteenth to the Twenty-First Centuries:* ARTH 200, ARTH 205, ARTH 224, ARTH 225, ARTH 226/CAMS 207, ARTH 228, ARTH 230, ARTH 231, ARTH 232, ARTH 235 [2009-10], ARTH 237, *ARTH 255, ARTH 261 [2009-10], ARTH 289, ARTH 303, ARTH 309, *ARTH 311, *ARTH 316, ARTH 318, ARTH 320, *ARTH 322 [2009-10], ARTH 333 [2010-11], ARTH 334 [2010-11], ARTH 335 [2010-11], ARTH 338, ARTH 340/AMST 340, *ARTH 342/CAMS 342 [2010-11], ARTH 380, ARTH 391/CAMS 341

d. *Art Outside the European Tradition:* ARTH 203 [2011-12], ARTH 211 [2010-11], ARTH 236, ARTH 238, ARTH 239 [2010-11], ARTH 240, ARTH 247, ARTH 248, ARTH 249, *ARTH 255, ARTH 258 [2009-10], ARTH 264 [2009-10], *ARTH 316, *ARTH 322 [2009-10], ARTH 337 [2010-11], ARTH 341, ARTH 346, ARTH 364, ARTH 397 [2009-10]

*Double-listed courses ARTH 255, ARTH 311, ARTH 316, ARTH 322 [2009-10], ARTH 342 [2010-11] can be used to fulfill either of the two listed distribution areas but not both.

Normally ARTH 299, ARTH 345, and ARTH 369 do not count toward these distribution requirements. ARTH 345 and ARTH 369 do count toward the major.

If approved by the department chair, up to two courses elected at other institutions may be used to meet the distribution requirement. Courses from two-year colleges will not be credited to the major.

Although the department does not encourage over-specialization, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

Honors in Art History

A Senior Thesis in Art History engages a topic involving substantial, independent, year-long

research, normally resulting in a polished, professional paper of between 50-100 pages in length. For a student who has a clear idea of what she wants to investigate, a well-considered plan of research, and a willingness to accept the responsibility of working independently, a senior thesis can be a rewarding experience. Candidates for departmental honors in Art History complete a senior thesis in two units of independent study/thesis (ARTH 360, ARTH 370) undertaken in the fall and spring of the senior year. Admission to the honors program in the department is open to students who complete the following requirements: a 3.5 GPA in the major; a minimum of five units in Art History above the 100 level. Four of the five units must be taken in the department, and one of the five units must be at the 300 level in the department. To be eligible for honors in Art History, a student must have taken at least one 300-level seminar in the art department. A 350 does not count.

Graduate Study in Art History

For students considering graduate study in the history of art, ARTH 345 is strongly recommended. Graduate programs in the history of Western art require students to pass foreign language exams. Please consult your advisor regarding your expected concentration.

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.

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.

Courses for Credit Toward the History of Art Major

Only one of these courses may be counted toward the minimum major or minor.

AFR 207	Images of Africana People Through the Cinema
AFR 222	Blacks and Women in American Cinema
CAMS 101	Introduction to Cinema and Media Studies
CAMS 203/CHIN 243	Chinese Cinema (in English)
CAMS 205/JPN 256	History of Japanese Cinema (in English)
CAMS 228	Avant-Garde Film
CAMS 241/WGST 249	Asian American Women in Film
CHIN 243/CAMS 203	Chinese Cinema (in English)
FREN 222	French Cinema from the Lumière Brothers to the Present: The Formation of Modernity
ITAS 261	Italian Cinema (in English)
JPN 256/CAMS 205	History of Japanese Cinema (in English)
PHIL 203	Philosophy of Art
SPAN 265	Latin American Cinema
WGST 249/CAMS 241	Asian American Women in Film

History of Art Minor

Only one related course may be counted toward the minimum major. No more than one unit of ARTH 350 credit may be counted toward the minimum major. Ordinarily, no more than two units of transfer credit (one studio, one art history) may be counted toward the minimum major.

Requirements for the History of Art Minor

An art history minor must elect a minimum of six units. Students considering a minor in Art History should choose an advisor and work out a program of study with her or him. The minimum minor is comprised of six units according to the following requirements:

1. ARTH 100 and ARTH 101
- 2.

A minimum of four units above the 100 level. Of the four units, one each should be taken in three of the following four fields:

- a. *Ancient/Medieval or Art before 1400*: ARTH 201, ARTH 202, ARTH 203, ARTH 227, [2010-11], ARTH 241, ARTH 242, ARTH 243, ARTH 256, ARTH 267, ARTH 268 [2010-11], ARTH 290, ARTH 302, ARTH 332, ARTH 343 [200-10], ARTH 373
- b. *Renaissance/Baroque/Rococo or Art of the Fifteenth to Eighteenth Centuries*: ARTH 218, ARTH 221, ARTH 244, ARTH 246, ARTH 251, ARTH 259 [2010-11], ARTH 305 [2010-11], ARTH 310 [2008-09], *ARTH 311, ARTH 325, ARTH 330, ARTH 331, *ARTH 342/CAMS 342 [2010-11]
- c. *Art of the Nineteenth to Twenty-First Centuries*: ARTH 200, ARTH 205 [2010-11], ARTH 224 [2010-11], ARTH 225, ARTH 226/CAMS 207, ARTH 228, ARTH 230, ARTH 231, ARTH 232, ARTH 235 [2009-10], ARTH 237, *ARTH 255, ARTH 261 [2009-10], ARTH 289, ARTH 309, *ARTH 311, *ARTH 316, ARTH 318, ARTH 320, *ARTH 322 [2009-10], ARTH 333 [2010-11], ARTH 334 [2010-11], ARTH 335 [2010-11], ARTH 338, ARTH 340/AMST 340, *ARTH 342/CAMS 342 [2010-11], ARTH 380, ARTH 391/CAMS 341
- d. *Art Outside the European Tradition*: ARTH 211 [2010-11], ARTH 227 [2010-11], ARTH 236, ARTH 238, ARTH 239 [2010-11], ARTH 240, ARTH 247, ARTH 248, ARTH 249, *ARTH 255, ARTH 258 [2009-10], ARTH 264 [2009-10], *ARTH 316, *ARTH 322 [2009-10], ARTH 337 [2010-11], ARTH 341, ARTH 346, ARTH 364, ARTH 397 [2009-10]

*Double-listed courses; ARTH 255, ARTH 311, ARTH 316, ARTH 322 [2009-10], ARTH 342 [2010-11] can be used to fulfill either of the two listed distribution areas but not both.

Normally ARTH 345 and ARTH 369 do not count toward these distribution requirements, but can count toward the minor or major as additional courses.

Furthermore, at least four of the six units must be taken at Wellesley College. At least two of the six units must be 300-level courses. Only one cross-listed course may be counted toward the minor. A 350 will not count toward the minor.

History of Art/Studio Art Double Major

For the double major in Art History and Studio Art, a student must elect ARTH 100 and ARTH 101, six additional units in art history (following the

requirements for the art history major, with the added requirement that one course be in modern art), and eight additional units in studio art (according to the requirements in studio art for the studio major), for a total of 16 units. A minimum of two courses must be taken at the 300 level in each major. At least one course must consider art made before 1500, one must address the history of modern or contemporary art, and one must be outside the tradition of Western art.

Interdepartmental Majors

The attention of students is called toward affiliated majors in Architecture, Media Arts and Sciences, Cinema and Media Studies, Medieval/Renaissance Studies, and American Studies. Many of these interdepartmental programs draw upon courses and faculty based in the Department of Art, so students should consult a faculty advisor for more information.

Note

For the purposes of meeting the "18 units" requirement (See Academic Program, Other Requirements or Articles of Legislation, Book II, Article I, Section 8, A), Art History and Studio Art are considered separate departments. Courses in Studio Art are counted as units "outside the department" for the Art History major. Courses in Art History are counted as courses "outside the department" for the Studio Art major.

Studio Art Major

Prospective Studio Art majors and minors should complete all 100-level art requirements (including the Art History survey) during their first two years at Wellesley before concentrating in a particular medium or studying internationally. Note that AP or IB courses may not be counted toward fulfillment of a major or minor in Studio Art. Given that most studio courses have prerequisites, students are advised to pace their course selections carefully so as to be ready to concentrate on advanced and independent studio work culminating in a major gallery exhibition in their senior year.

Requirements for the Studio Art Major

A Studio Art major must elect a minimum of 11 units:

- ARTH 100 and ARTH 101 (Introduction to the History of Art, Parts I and II). There is no exemption from this requirement by Advanced Placement, by International Baccalaureate, or by an exemption examination.
- ARTS 105 (Drawing I)
- Any two of the following: ARTS 106, ARTS 108/CAMS 138, ARTS 109, ARTS 113, ARTS 115/WRIT 115, ARTS 165
- An Art History course addressing twentieth-century or contemporary art.
- At least five studio courses above the 100 level. At least two of these must be at the advanced (300) level. Note that some 300-level Studio Art courses may be elected more than once for credit in the major.
- Formal presentation of an independent, thesis, or advanced studio project in a senior exhibition.

Honors in Studio Art

Honors in Studio Art is earned by the demonstration of excellence in both course work and a self-directed senior thesis project. A Studio Art thesis consists of a sustained body of visual work produced over two semesters, culminating in a formal exhibition in the Jewett Arts Center galleries, and accompanied by a paper of 15-20 pages documenting the development of the project. Seniors who have completed all foundational requirements in the major and have a

grade point average of at least 3.5 in studio courses above the 100 level may propose a thesis project for honors in the fall of the senior year. If approved, this yearlong project is guided by a studio faculty advisor and assessed periodically by the full studio faculty. The gallery exhibitions and thesis paper are reviewed by an oral thesis committee in the spring in order to determine honors. A Studio Art major interested in pursuing an honors project should discuss her ideas with a potential thesis advisor in the spring of her junior year and take at least one advanced course in her proposed media concentration before the senior year.

Graduate Study in Studio Art

Students considering M.F.A programs in the visual arts should aim to develop a deep major (more than the minimum 11 units) and pursue affiliated course work in Art History, Philosophy and Visual Culture whenever possible. Since contemporary art is often interdisciplinary, students are encouraged to discuss the breadth of their course selections with their studio advisors.

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.

Due to the nature of studio-based investigation, enrollment in all studio art courses is limited and prerequisites apply.

Most 100-level courses have space reserved for first-year students. Sophomores, juniors, and seniors may also enroll in these courses, but must apply for permission of the instructor prior to registration. Check the art department Web page a week before online registration begins for more information about submitting an application. Prospective majors in Studio Art, Architecture, Media Arts and Sciences, Art History, and Cinema and Media Studies will be granted priority whenever possible, but non-majors are also welcome in these courses as space allows.

Please note that any student registered for a studio art course must attend the first class session in order to retain her spot in the course. Those who are unable to register initially are encouraged to attend the first week of classes to see if space becomes available. Once instruction begins, students must obtain permission of the instructor in order to be added to the class list.

Studio Art Minor

Requirements for the Studio Art Minor

A Studio Art minor must elect a total of seven units consisting of ARTH 101, ARTS 105, one unit of either ARTS 106, ARTS 108/CAMS 138, ARTS 109, ARTS 113, ARTS 115/WRIT 115, or ARTS 165/CAMS 135, plus four additional units in Studio Art, one of which is at the 300 level (ARTS 250s and ARTS 350s excluded).

ARTH - Art History Courses

ARTH 100 - Global Perspectives on Art and Architecture: Ancient to Medieval (1.0)

Sweeping in its chronological and geographical scope, this two-part survey engages students in the analytical study of art, architecture, and urban form. It is a foundational course in critical and visual analysis; being able to look and analyze what you see is fundamental to a liberal arts education. Two lectures and one conference per week; conferences emphasize the interpretation of original works of art

and hands-on historical materials and techniques. This is a required class for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and ARTH 101 in their first or second year at Wellesley.

Instructor: Bedell, Lynn-Davis, TBA, TBA
Prerequisite: None
Distribution: ARS
Term(s): Fall

ARTH 100 is also taught as part of the First-Year Writing program. At least one of these combined sections is offered each semester and open to first-year students only. A course description can be found below as WRIT 107 and in the Writing Program curriculum.

ARTH 101 - Global Perspectives on Art and Architecture: Renaissance to Contemporary (1.0)

Sweeping in its chronological and geographical scope, this two-part survey engages students in the analytical study of art, architecture, and urban form. It is a foundational course in critical and visual analysis; being able to look and analyze what you see is fundamental to a liberal arts education. Two lectures and one conference per week; conferences emphasize the interpretation of original works of art and hands-on historical materials and techniques. This is a required class for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and ARTH 101 in their first or second year at Wellesley.

Instructor: Carroll, Greene, Lynn-Davis, Galvez, Oles
Prerequisite: ARH 100 and ARTH 101 can be selected separately, but students are advised to elect ARTH 100 before ARTH 101.
Distribution: ARS
Term(s): Spring

ARTH 101 is also taught as part of the First-Year Writing program. At least one of these combined sections is offered each semester and open to first-year students only. A course description can be found below as WRIT 108 and in the Writing Program curriculum.

WRIT 107-ARTH 100 - Global Perspectives on Art and Architecture: Ancient to Medieval (1.0)

Sweeping in its chronological and geographical scope, this two-part survey engages students in the analytical study of art, architecture, and urban form. It is a foundational course in critical and visual analysis; being able to look and analyze what you see is fundamental to a liberal arts education. Two lectures and one conference per week; conferences emphasize the interpretation of original works of art and hands-on historical materials and techniques. This is a required class for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and ARTH 101 in their first or second year at Wellesley. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special WRIT 107 conferences each week. Through writing about art, students in WRIT 107/ARTH 100 will develop skills in visual and critical analysis.

Instructor: Bedell (Art)
Prerequisite: None. Open only to first-year students.
Distribution: ARS; W
Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Art History, Architecture, or Studio Art.

WRIT 108-ARTH 101 - Global Perspective on Art and Architecture: Renaissance to Contemporary (1.0)

Sweeping in its chronological and geographical scope, this two-part survey engages students in the analytical study of art, architecture, and urban form. It is a foundational course in critical and visual analysis; being able to look and analyze what you see is fundamental to a liberal arts education. Two lectures and one conference per week; conferences emphasize the interpretation of original works of art and hands-on historical materials and techniques. This is a required class for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and ARTH 101 in their first or second year at Wellesley. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special WRIT 108 conferences each week. Through writing about art, students in WRIT 108/ARTH 101 will develop skills in visual and critical analysis.

Instructor: Lynn-Davis (Art)
Prerequisite: None. Open only to first-year students.
Distribution: ARS; W
Term(s): Spring

This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Art History, Architecture, Studio Art, or Media Arts and Sciences.

ARTH 200 - Architecture and Urban Form (1.0)

An introduction to the study of architecture and the built environment.

Instructor: Friedman
Prerequisite: None
Distribution: ARS
Term(s): Fall

ARTH 201 - Medieval Art and Architecture, 400-1400 (1.0)

This course surveys the visual cultures of Medieval Europe and the Mediterranean. Topics include religious art and architecture and their ritual aspects, the Medieval approaches to the human body and the material world, the intersection between gender and devotional practices, relationships between script and image in illuminated manuscripts, cross-cultural encounters around the Mediterranean.

Instructor: Balafrej
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Spring

Normally offered in alternate years.

ARTH 202 - Byzantine Art and Architecture (1.0)

This course serves as an introduction to the arts of Byzantium (312-1453 C.E.). Through the examination of diverse media, including buildings, mosaics, icons, manuscripts, and liturgical arts, this course aims to develop an understanding of the Byzantine culture within the larger context of medieval Europe and the Mediterranean.

Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Not Offered

ARTH 203 - Near Eastern Art and Architecture (1.0)

This course will offer an introduction to the art and architecture of the Ancient Near East, from the flourishing of the first cities in the fourth millennium B.C.E. to the beginning of the Islamic conquests in the seventh century C.E. In addition to the lands of the Sumerians, Akkadians, Babylonians, Phoenicians, and Cypriots, we will focus especially on the great empires of ancient Assyria (Iraq) and Persia (Iran). Topics will include urban development, palatial architecture, portraiture, representations of empire, cross-cultural connections, early forms of mass media, temples, and votive dedications. We will conclude by considering how Near Eastern antiquities came to be estheticized and politicized in nineteenth- and twentieth-century Europe and North America. Trips to local museums will be required.

Instructor: Cassibry

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 205 - Breaking Boundaries: The Arts of Mexico and the United States (1.0)

An artificial boundary has long divided the art histories of Mexico and the United States, placing them in separate textbooks, classes, and exhibitions. This lecture course breaks that model. We will compare and contrast the arts of these two nations, beginning with the independence movements of the eighteenth century and ending with the rise of modernism in the 1950s. Topics include representations of native peoples, responses to the machine age, and the battle of woman artists like Frida Kahlo and Georgia O'Keeffe for a respected place in the art world.

Instructor: Bedell, Oles

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 218 - From Van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries (1.0)

Focusing on the works of Jan van Eyck, Hieronymus Bosch, and Peter Bruegel the Elder, this course surveys the development of devotional panel painting and the emergence of the independent genres of portraiture, landscape, and scenes from daily life. Of special interest will be the changing role of art in an era of momentous political and religious change, and the ways in which that change is registered in the works of these particularly "engaged" artists.

Instructor: Carroll

Prerequisite: None. ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 221 - Seventeenth-Century Dutch and Flemish Painting (1.0)

The course focuses on Flemish artists painting for the Baroque courts of Europe (Rubens and van Eyck) and on Dutch artists painting during the Golden Age of the Dutch Republic (Rembrandt, Vermeer, Ruisdael).

Instructor: Carroll

Prerequisite: None. ARTH 101 recommended.

Distribution: ARS

Term(s): Fall

Normally offered in alternate years.

ARTH 222 - Art and Science in Northern Europe (1.0)

This course will explore how northern European artists in the fifteenth through seventeenth centuries registered the changing ways in which they and their contemporaries came to understand and represent the origins and structure of the universe; the cycle of the seasons; human anatomy and psychology; differences of race and gender; and the "natural" foundations of social life. Special attention will be paid to the works of the Limbourg Brothers, Hieronymus Bosch, Albrecht Dürer, Pieter Bruegel the Elder, Jan Bruegel the Elder, Rubens, Jacob van Ruisdael, Maria Sibylla Merian, and Jan Steen.

Instructor: Carroll

Prerequisite: ARTH 101 or permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 224 - Modern Art to 1945 (1.0)

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 and gender, national, and cultural identities, will be examined.

Instructor: Greene

Prerequisite: None. ARTH 101 recommended.

Distribution: ARS

Term(s): Fall

ARTH 225 - Modern Art Since 1945 (1.0)

A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, social and intermedial practices, and the mass media. Critical issues to be examined include the art market, feminist art practices, the politics of identity, and artistic freedom and censorship.

Instructor: Berman

Prerequisite: None. ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

ARTH 226 - History of Photography: From Invention to Media Age (1.0)

Photography is so much a part of our private and public lives, and it plays such an influential role in our environment, that we often forget to examine its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, aesthetic directions, markets, and meanings.

Instructor: Berman

Prerequisite: None. ARTH 100 and ARTH 101 strongly recommended.

Cross-Listed as: CAMS 207

Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

ARTH 228 - Modern Architecture (1.0)

A survey of the major movements in architecture in Europe and the Americas from neoclassicism to the present.

Instructor: Friedman

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 230 - Frank Lloyd Wright and the American Home (1.0)

An investigation of Wright's domestic architecture in its cultural and historical context.

Instructor: Friedman

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

ARTH 231 - Architecture and Urbanism in North America (1.0)

This course will present a survey of American architecture and urbanism from prehistory to the late twentieth century. Lectures and discussions will focus particularly on placing the American-built environment in its diverse political, economic, and cultural contexts. We will also explore various themes relating to Americans' shaping of their physical surroundings, including the evolution of domestic architecture, the organization and planning of cities and towns, the relationships among urban, suburban and rural environments, the impact of technology, and Americans' ever-changing relationship with nature.

Instructor: McNamara

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 232 - American Art (1.0)

This course surveys American art from the Colonial period to World War II, a time of tumultuous change when Americans were in the process of inventing themselves. All through this period, American art was implicated in the larger social, political, and economic developments of its time. We will investigate these intersections as we focus on major artists and major movements. Themes will include the place of art in a democratic society, the rise of women artists, American encounters with art from other parts of the world, and the roles that art played in such areas as identity formation, westward expansion, and cultural anxieties about American masculinity.

Instructor: Bedell

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Spring

ARTH 236 - Art, Architecture, and Culture in the Ancient Americas (1.0)

Before the arrival of the Europeans in the late fifteenth century, several brilliant civilizations emerged in North and South America, including the Maya, Aztec, Moche, and Inca. Incorporating the tools of art history, cultural studies, and archaeology, this course explores the visual culture of these pre-Conquest peoples. Lectures that introduce the broader aspects of each civilization will be accompanied by workshops that explore cutting-edge issues. We will also work extensively with objects on display in the Davis Museum.

Instructor: Oles

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

ARTH 237 - Art, Architecture, and Culture in Post-Conquest Mexico (1.0)

A survey of visual culture in Mexico from the Spanish conquest in the 1520s to current developments in contemporary art. Against a rich spectrum of historical events, we will examine key works of art and architecture, from colonial manuscripts to Frida Kahlo's self-portraits to recent videos, focusing on how art has served to build a sense of cultural or national identity. Specific topics to be addressed include the construction of race and gender, official patronage of public art, and the myths that have shaped, and continue to shape, what it means to be "Mexican."

Instructor: Oles
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Not Offered

Normally offered in alternate years.

ARTH 238 - Chinese Art and Architecture (1.0)

This course is a survey of the art and architecture of China from the Neolithic period to the turn of the twentieth century in two simultaneous approaches: chronologically through time and thematically with art in the tomb, at court, in the temple, in the life of the élite, and in the marketplace. It is designed to introduce students to the major monuments and issues of Chinese art and architecture by exploring the interactions of art, religion, culture, society, and creativity, especially how different artistic styles were tied to different intellectual thoughts, historical events, and geographical locations.

Instructor: Liu
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Not Offered

ARTH 240 - Asian Art and Architecture (1.0)

This course is a survey of the major artistic traditions of Asia—including India, Southeast Asia, Tibet, China, Korea, and Japan—from Neolithic times to the turn of the twentieth century. It introduces students to Asian art and architecture by exploring the interactions of art, religion, culture, and society, especially how different artistic styles were tied to different intellectual thoughts, political events, and geographical locations. Students are expected to acquire visual skills in recognizing artistic styles, analytical skills in connecting art with its historical contexts, and writing skills in expressing ideas about art. Field trips to the Museum of Fine Arts in Boston, Harvard's Sackler Museum, the Metropolitan Museum of Art in New York, and/or the Peabody Essex Museum in Salem, depending on available exhibitions.

Instructor: Liu
Prerequisite: None. ARTH 100 recommended.
Distribution: ARS
Term(s): Not Offered

ARTH 241 - Egyptian Art and Archaeology (1.0)

The greater Nile Valley has yielded some of the world's most ancient and compelling monuments. In this course we will survey the art and architecture of ancient Egypt from Neolithic times (c. 6000 B.C.) through the Roman period (c. second century A.D.). One class session per month will meet in the Museum of Fine Arts.

Instructor: Freed
Prerequisite: None. ARTH 100 recommended.
Distribution: ARS
Term(s): Spring

Normally offered in alternate years.

ARTH 242 - Greek Art and Architecture (1.0)

This course surveys Greek Art and Architecture, from the emergence of Athens as a leading cultural center in the eighth century B.C.E. to the fall of the last Hellenistic kingdom in the first century B.C.E. Key topics include cross-cultural connections and colonialism; the changing visual identities of women; the development of naturalistic portraiture; inscriptions and artists' identities on Greek vases; the symposium as a context for art; polychromy, the colorful painting of marble buildings and sculptures; urbanism and the components of a Greek city; and architecture in the service of religious festivals (including processions, athletic games, and theatrical competitions). Field trips to Boston's Museum of Fine Arts, the Davis Museum, the classics department's archaeology collection, and Wellesley's Greek theatre.

Instructor: Cassibry
Prerequisite: None. ARTH 100 or one unit of classical civilization recommended.
Distribution: ARS
Term(s): Not Offered

ARTH 243 - Roman Art and Architecture (1.0)

This course will survey the material culture of the Roman Empire. We will consider how art and architecture helped define the empire's key social events, from grandiose triumphal processions to intimate household banquets. In order to gain a better understanding of the empire's diversity, we will look at sites throughout Europe, the Near East, and North Africa, in addition to the city of Rome itself. Frequent class trips to the Museum of Fine Arts, Boston.

Instructor: Cassibry
Prerequisite: None. ARTH 100 or one unit of classical civilization recommended.
Distribution: ARS
Term(s): Not Offered

ARTH 244 - Art, Patronage, and Society in Sixteenth-Century Italy (1.0)

This course will examine the so-called High Renaissance and Mannerist periods in Italy. We will focus in particular on papal Rome, ducal Florence, and republican Venice, and the work of Leonardo da Vinci, Michelangelo, Raphael, Titian, and their followers in relation to the social and cultural currents of the time. Issues such as private patronage, female artists, contemporary sexuality, and the connections between monumental and decorative art will be examined in light of recent scholarship in the field.

Instructor: Musacchio
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Spring

Normally offered in alternate years.

ARTH 245 - House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900 (1.0)

Domestic architecture is perceived as both a setting for private life and a means of public self-expression. This course will explore the duality of "house and home" by paying close attention to the changing nature of domestic environments in North America from 1600 to 1900. Topics will include the gendering of domestic space; the role of architects, designers, and prescriptive literature in shaping domestic environments; technological change; the marketing and mass production of domestic furnishings; the relationship of houses to their natural environments; and visions for alternative, reform, or utopian

housing arrangements. Site visits and walking tours are a central component of the course.

Instructor: McNamara
Prerequisite: None. ARTH 101 recommended.
Distribution: ARS
Term(s): Fall

ARTH 246 - Collectors, Saints, and Cheese-Eaters in Baroque Italy (1.0)

This course surveys a selection of the arts in Italy from circa 1575 to circa 1750. The works of artists such as the Carracci, Caravaggio, Bernini, Gentileschi, and Longhi will be examined within their political, social, religious, and economic settings. Particular emphasis will be placed on Rome and the impact of the papacy on the arts, but Bologna, Florence, and Venice will also play a part, especially in regard to the growing interest in scientific enquiry and the production of arts in the courts and for the Grand Tour.

Instructor: Musacchio
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Not Offered

Normally offered in alternate years.

ARTH 247 - Islamic Art and Architecture, 650-1500 (1.0)

Until recently, most scholarship approached Islamic art through stylistic taxonomies or technical studies, while limiting its effects to aesthetic pleasure. In contrast, this course seeks to bridge Islamic art and social history, in order to show how Islamic objects and monuments served to mediate a broad range of social relations, that shaped in turn the formal characteristics of the artworks. We will look at the interplay between the invention of the mosque and the construction of the new Muslim community from the seventh century onward, the use of early Islamic palaces as stages for political and disciplinary spectacles, the exchange of portable objects designed as gifts and commodities around the Mediterranean, and the female patronage of public devotional spaces.

Instructor: Balafrej
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Fall

Normally offered in alternate years.

ARTH 248 - Chinese Painting (1.0)

Chinese painting is the only tradition in world art that can rival the European painting tradition in the quantity and diversity of its output, the number of recorded artists of note, the complexity of aesthetic issues attached to it, and the sophistication of the written literature that accompanies it through the centuries. This course examines Chinese painting from early times to the turn of the twentieth century with an introduction to traditional connoisseurship. Issues to be considered include major themes, styles, formats, and functions of Chinese painting. Special attention is given to imperial patronage; the relationship between painting, calligraphy, and poetry; literati ideal versus professionalism; gender and display; and the tension between tradition and creativity. Trips to the Museum of Fine Arts, Boston, and the Metropolitan Museum of Art, New York City.

Instructor: Liu
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Not Offered

Normally offered in alternate years.

ARTH 249 - Japanese Art and Architecture (1.0)

This course is a survey of the rich visual arts of Japan from the Neolithic period to the turn of the twentieth century with emphasis on painting, ceramics, sculpture, and architecture in the tenth to eighteenth centuries. It examines Japan's early cultural ties to India, China, and Korea and the development of a distinct Japanese national identity and style in narrative hand scrolls and screen paintings, and the emergence of genre in woodblock prints. Special attention is given to the sociopolitical forces, religious thoughts, and intellectual discourses that shaped the representation and expression of these arts.

Instructor: Liu

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 250H - Research or Individual Study (0.5)

Prerequisite: ARTH 100 or ARTH 101 or permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ARTH 251 - The Arts in Renaissance Italy Before and After the Black Death (1.0)

This course surveys a selection of the arts in Renaissance Italy, focusing primarily on Tuscany and central Italy. This period witnessed the rise of the mendicant orders, the devastation of the Black Death, the growth of civic and private patronage, and, finally, the exile of the Medici family, all of which had a profound impact on the visual arts. The work of major artists and workshops will be examined and contextualized within their political, social, and economic settings by readings and discussions of contemporary texts and recent scholarship.

Instructor: Musacchio

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

ARTH 255 - Twentieth-Century Chinese Art (1.0)

This course examines Chinese art in the socially and politically tumultuous twentieth century that has witnessed the end of the more than 2,000-year-long imperial China, the founding of the Republic, the rise of the People's Republic, the impact of the West, and the ongoing reform. Critical issues of examination include the encounters of East and West, the tensions of tradition and revolution, the burdens of cultural memory and historical trauma, the interpretations of modernism, the emergence of avant-garde, and the problems of globalization and national identity. The major theme is art and society. The focus is from the Cultural Revolution (1966-1976) to the turn of the twenty-first century. The course is designed to develop an understanding of the diverse threads of twentieth-century Chinese art.

Instructor: Liu

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 256 - Etruscan and Celtic Art: Cross-Cultural Connections in Ancient Europe (1.0)

This course will offer an introduction to Etruscan and Celtic Art. The Etruscans dominated early Italy and became notorious for the prominence of women in their society as well as for their love of Greek pottery. Etruscan artists reinterpreted the themes

and styles of this imported Greek art in distinctive tomb paintings, engraved mirrors, and statues. Etruscan artists also served the early kings of Rome, and we find their work at the heart of this ancient city. At the same time, Celtic tribes dominated much of Europe, and their tombs reveal a fascination with Greek and Etruscan art. It was partly in response to such imports that the Celts developed the Western world's first great abstract style, which experienced a revival in Britain under Anglo-Saxon rule.

Instructor: Cassibry

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 259 - The Art and Architecture of the European Enlightenment (1.0)

An introduction to European art and architecture in the Age of Enlightenment (1660-1815). Beginning with Louis XIV's development of Versailles and ending with Napoleon's Egyptian campaign, we will examine works of art in relation to social, political, cultural, and scientific debates of the period. Topics include new ideas of nature and landscape design; medical theory and the representation of the body; spaces of social reform and libertinage; travel and the rediscovery of antiquity; colonialism; and counter-Enlightenment trends. The course combines recent scholarship in art history with readings from the history of science, French and English literature, and cultural studies.

Instructor: Martin

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

ARTH 262 - African American Art (1.0)

This course will study art made by African Americans from early colonial America to the present. We will also examine images of African Americans by artists of diverse cultural backgrounds. Throughout the course we will analyze construction(s) of subjectivity of African-American identity (black, Negro, colored) as it relates to visual worlds. Although the course is outlined chronologically, the readings and class discussions will revolve around specific themes each week. The course is interdisciplinary, incorporating a variety of social and historical issues, media, and disciplines, including music, film, and literary sources.

Instructor: Greene

Prerequisite: None

Distribution: ARS

Term(s): Spring

Not open to students who have taken this course as a topic of ARTH 316.

ARTH 263 - Domesticity and Its Discontents (1.0)

The course will study changing representations of domestic life and domestic interiors from the seventeenth century through the present. The first part of the course will focus on paintings of family life in the home from the seventeenth through the nineteenth centuries. The second part of the course will focus on the analysis of films, particularly domestic melodramas, that are concerned with family life and interior spaces.

Instructor: Carroll

Prerequisite: None. ARTH 101 or CAMS 101 recommended.

Distribution: ARS

Term(s): Not Offered

ARTH 267 - Cross-Cultural Encounters in the Medieval Mediterranean (1.0)

This course focuses on the visual and material culture (architecture, art, everyday objects) of the various cultures of the medieval Mediterranean, and explores specific sites of interaction such as the early Islamic Levant, Norman Sicily, Byzantine North Africa, Islamic Spain, and crusader Palestine.

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

ARTH 289 - Nineteenth-Century European Art (1.0)

This course surveys European art from the French Revolution of 1789 to the Paris Universal Exhibition of 1900. Focusing on such major movements as Neoclassicism, Romanticism, Realism, Impressionism, and Art Nouveau, we will examine the relationship of art to tradition, revolution, empire, social change, technology, and identity. Emphasis is placed on the representation and experience of modern life, in paintings by David, Goya, Turner, Manet, Seurat, and others, and in venues ranging from political festivals to avant-garde art galleries to London's Crystal Palace. Topics include the expanded audience for art, Orientalism, gender and representation, and the aesthetics of leisure.

Instructor: Galvez

Prerequisite: None. ARTH 100 and ARTH 101 recommended.

Distribution: ARS

Term(s): Fall

Normally offered in alternate years.

ARTH 290 - Pompeii (1.0)

Frozen in time by the eruption of Vesuvius in 79 C.E., Pompeii's grand public baths, theatres, and amphitheaters, its seedy bars and businesses, its temples for Roman and foreign gods, and its lavishly decorated townhomes and villas preserve extremely rich evidence for daily life in the Roman Empire. Lecture topics include urbanism in ancient Italy, with comparisons to Herculaneum and Ostia; the structure and rituals of the Roman home; the styles and themes of Pompeian wall paintings and mosaics; and the expression of non-elite identities. We conclude by analyzing Pompeii's rediscovery in the eighteenth century and the city's current popularity in novels, television episodes, and traveling exhibits.

Instructor: Cassibry

Prerequisite: None. ARTH 100 or one unit of classical civilization recommended.

Distribution: ARS

Term(s): Fall

ARTH 292 - African Art and the Diaspora: From Ancient Concepts to Postmodern Identities (1.0)

We will investigate the transmission and transformation of African art and culture and their ongoing significant impact on the continent, in Europe, and in the Americas. This course explores the arts of primarily western and central Africa, including the communities of the Bakongo, Yoruba, and Mandé, among many others. The influences of early European contact, the Middle Passage, colonialism, and postcolonialism have affected art production and modes of representation in Africa and the African Diaspora for centuries. Documentary and commercial films will assist in framing these representations. The study of contemporary art and artists throughout the African Diaspora will allow for

a particularly intriguing examination of postmodern constructions of African identity.

Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Cross-Listed as: AFR 292
Distribution: ARS
Term(s): Not Offered

ARTH 299 - History of the Book from Manuscript to Print (1.0)

A survey of the evolution of the book, both as a vessel for the transmission of text and image and as evidence of material culture. Through close examination of rare books in Clapp Library's Special Collections, we will explore the social and political forces that influenced the dissemination and reception of printed texts. Lectures will cover the principle techniques and materials of book production from the ancient scroll to the modern codex, including calligraphy, illumination, format and composition, typography, illustration, papermaking, and bookbinding. Weekly reading, discussion, and analysis of specimens will provide the skills needed to develop a critical vocabulary and an investigative model for individual research. Additional sessions on the hand press in the Book Arts Lab and in the Pendleton paper studio.

Instructor: Rogers (Curator of Special Collections)
Prerequisite: Permission of the instructor.
Distribution: ARS
Term(s): Not Offered

ARTH 302 - Seminar. Ancient Palaces and Villas (1.0)

This seminar will focus on the palatial art and architecture of the ancient Mediterranean, Mesopotamia, and Persia. We will analyze the surprisingly diverse functions of these ancient complexes, which could include residences for kings and queens, tombs for their dynasties, offices for administrators, spaces for religious ceremonies, and even elaborate circuses for chariot-racing. We will also examine the urban significance of palaces, some of which anchored newly founded cities, some of which redefined the spaces of cities already hundreds of years old, and some of which rejected the city altogether in favor of the countryside. We will also consider the art of adornment. Genres of art deemed appropriate for palaces ranged from historical relief sculptures detailing violent military campaigns to whimsical floor mosaics imitating unswept floors.

Instructor: Cassibry
Prerequisite: ARTH 100 or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

ARTH 303 - Calderwood Seminar in Public Writing: Artist and Critic (1.0)

In this seminar Art History and Studio Art students will work together to consider the symbiotic relationship between artists and critics. The course will heighten awareness of the critical discourses that surround and shape the field, and allow students to engage in the critical reading and writing of the genres at its center, including aesthetic theory, artist statements, manifestos, reviews, and exhibition catalogues. Studio students will learn how to productively analyze their own artistic practice and make it legible to critics and the public, while Art History students will consider the conceptual and formal practices of art making and learn how to write in an engaging way about them. The course will culminate in an exhibition and catalog. Field trips to artist studios and local museums.

Instructor: Bedell, Kelley

Prerequisite: At least one 200-level class in ARTH or ARTS. Declared art majors will have priority.
Cross-Listed as: ARTS 303
Distribution: ARS
Term(s): Spring

ARTH 309-01-F - Seminar. Problems in Architectural History (1.0)

Topic for 2013-14: Le Corbusier and the Evolution of Modern Architecture

This seminar will examine the career and influence of Le Corbusier through in-depth examination of his writing, projects, and buildings. We will focus on five broad topics: 1) Paris in the 1920s: villas and clients; 2) texts and publications; 3) furniture and interiors; 4) spiritual space; 5) craft traditions and vernacular architecture. The seminar will also examine the architect's complex relationship with modernism in the United States and South America.

Instructor: Friedman
Prerequisite: ARTH 228
Distribution: ARS
Term(s): Fall

ARTH 311 - Envisioning Empire (1.0)

This seminar examines the complex, dynamic relationship among European art, imperialism, and colonialism in the eighteenth and nineteenth centuries. We will emphasize the active role that visual culture played in shaping—and at times undermining—imperial practices, aesthetics, and beliefs. Each week focuses on a different encounter between Europeans and a colonial or foreign territory, including India, Africa, the Near and Far East, and North America. Topics include the representation of landscape and native populations; luxury goods and the slave trade; colonial portraiture and identity; the spectacle of empire; and the imagery of military conquest and defeat. We will also explore how such contemporary artists as Yinka Shonibare and Kara Walker have responded to the visual legacy of empire in their work.

Instructor: Galvez
Prerequisite: ARTH 101 or permission of the instructor.
Distribution: ARS
Term(s): Fall

ART ARTH 312-01-S - Seminar. Topics in Nineteenth-Century Art (1.0)

Topic for 2013-14: Modern Art and the Decorative

Historically, the fine arts of painting and sculpture distinguished themselves from the "lesser" arts of decoration. With the rise of industrialization and historicism in the nineteenth century, the hard line between high and low began to waver. This seminar will examine the response of artists and critics to the blurring of the boundaries between the isolated artwork and its material environment. Topics to be discussed include: the material culture of world's fairs and international exhibitions, the interior as a total environment, the impact of new and outmoded technologies, synesthesia in the arts, japonisme, the Arts and Crafts movement, Art Nouveau, and the art-historical study of ornament and décor.

Instructor: Galvez
Prerequisite: ARTH 101 or by permission of the instructor.
Distribution: ARS
Term(s): Spring

ARTH 316-01-F - Topics in African/African American Art (1.0)

Topic for 2013-14: The Jazz Aesthetic

This course will examine intersections of African American visual arts with the rise of jazz music from the nineteenth century to the later development of rock-n-roll, funk, and hip-hop into the 1990s. We will explore multifaceted themes in art, literature, and film, such as the color theories of Wassily Kandinsky, Ralph Ellison's *Invisible Man*, the photomontages of Romare Bearden, and Sun Ra's AfroFuturist film *Space is the Place*. We will treat the art and artists related to cubism, the Harlem Renaissance, Social Realism, Abstract Expressionism and the Black Arts Movement, among others, and will consider individuals such as Aaron Douglas, Josephine Baker, Norman Lewis, David Hammons, Miles and Betty Davis, and Betye Saar.

Instructor: Greene
Prerequisite: Open only to juniors and seniors, by permission of the instructor.
Cross-Listed as: AFR 316-01-F
Distribution: ARS
Term(s): Fall

ARTH 318 - Seminar. New England Arts and Architecture (1.0)

This seminar will introduce students to the visual and material culture of New England from the period of European contact to the end of the twentieth century, with particular emphasis on Boston and environs. Course readings, lectures, and discussion will address the broad range of artistic expression from decorative arts to cultural landscapes, placing them in their social, political, and economic contexts as well as in the larger context of American art and architecture. A major theme of the course will be the question of New England's development as a distinct cultural region and the validity of regionalism as a category of analysis. The course will include a number of required field trips to New England museums and cultural institutions.

Instructor: McNamara
Prerequisite: ARTH 101 or permission of the instructor.
Distribution: ARS
Term(s): Spring

ARTH 319 - Seminar. American Art (1.0)

Instructor: Bedell
Prerequisite: A 200-level course in American art, literature, or history or a 200-level course in nineteenth-century European art, literature, or history.
Distribution: ARS
Term(s): Not Offered

ARTH 320 - Seminar. Topics in American Architecture (1.0)

Distribution: ARS
Term(s): Not Offered

ARTH 325 - Seminar. Rococo and Neoclassical Interiors (1.0)

This seminar explores the eighteenth-century European interior through an analysis of architecture, painting, sculpture, and decorative arts. By focusing on domestic interiors as well as garden pavilions, theatres, and political arenas, we will examine the role that objects and spaces played in the formation of eighteenth-century ideas of desire and identity. Specific patrons and artists discussed include Marie-Antoinette, François Boucher, Robert Adam, and Claude-Nicolas Ledoux. We will also examine the Rococo's revival in later periods—including nineteenth-century France and Gilded Age America—and its relevance for contemporary art. Museum visits will allow us to explore the phenomenon of the "period room."

Instructor: Martin

Prerequisite: ARTH 101 and permission of the instructor.

Distribution: ARS
Term(s): Spring

ARTH 329 - Seminar. You May Say I Am a Dreamer: Art Cinema Surrealisms (1.0)

Dream logic, convulsive identity, and a questioning attitude: these tenets of historical Surrealism have fueled narrative art films radiating bizarre beauty and aiming to reach spectators through channels beyond rational comprehension. This interdisciplinary seminar begins by examining Surrealist classics (from Buñuel to Lynch). We then consider how, in the shade of Surrealism's porous borders (with magical realism, for example), films were/are made worldwide that honor the above tenets and prompt us to unthink the movements' Eurocentrism. Since the wonders of the digital revolution are seen by some as enabling a physical and metaphysical manifestation of all the Surrealists sought out, this seminar's critical revision of Surrealism's theory and practice is not just timely—it is a must. What would a Surrealist questioning attitude be today?

Instructor: Viano (Cinema and Media Studies)

Prerequisite: ARTH 101 or CAMS 202 or permission of the instructor.

Cross-Listed as: CAMS 329

Distribution: ARS

Term(s): Not Offered

ARTH 330 - Seminar. Italian Renaissance Art (1.0)

Instructor: Musacchio

Prerequisite: ARTH 101 or permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 331-01-F - Seminar. The Art of Northern Europe. (1.0)

Topic for 2013-14: The Crisis in Art Around 1500

Cultural transformations in Europe following the discovery of America and in the years leading up to the Reformation forced a reconsideration of the value and function of the visual arts. The class will consider how artists like Hieronymus Bosch and Albrecht Dürer, among others, challenged and recast traditional views on nature and the cosmos, antiquity and the present, gender and society, self and sexuality, and faith and salvation. We will mount a small exhibition in the Davis Museum of prints from those years that address some of these themes.

Instructor: Carroll

Prerequisite: ARTH 101

Distribution: ARS

Term(s): Fall

ARTH 332 - Seminar. Topics in Medieval Art (1.0)

Distribution: ARS

Term(s): Not Offered

ARTH 333-01-S - Seminar. Visual Analysis of Film (1.0)

Topic for 2013-14: The Melodramatic Tradition from D.W. Griffith to Wong Kar-Wai

The focus of this course will be a series of films that take as their theme the disruptive tensions—between the sexes and between generations—that emerge with shattering force in seemingly ordinary domestic settings. After briefly considering the pictorial roots of this tradition in seventeenth- and eighteenth-century painting, the class will turn to films directed by D.W. Griffith, G.W. Pabst, Marcel Ophüls, Douglas Sirk, Todd Haynes, and Wong Kar-

Wai. The class will explore the extensive critical and theoretical literature that is devoted to these films; at the same time we will pay scrupulous attention to their visual qualities through the close analysis of mise-en-scene, lighting, camera-work, and editing.

Instructor: Carroll

Prerequisite: ARTH 101, or ARTH 224 or ARTH

226/CAMS 207, or CAMS 101

Cross-Listed as: CAMS 343-01-S

Distribution: ARS

Term(s): Spring

ARTH 334 - Seminar. Paris, Capital of the Nineteenth Century (1.0)

This seminar explores the art, architecture, and material culture of nineteenth-century Paris, focusing on a specific aspect of this topic—such as fashion, urbanism, or Art Nouveau—each new time the course is taught. We will explore how Paris became the undisputed arts capital in this period as well as a catalyst for political activism, urban change, aesthetic innovation, and modernity. Related topics to consider include the mass media; Haussmannization; historical revivalism; Impressionism; gender and consumerism; and the rise of the avant-garde. Artists and writers to discuss include Ingres, Daumier, Balzac, Baudelaire, Degas, Cassatt, Rodin, and Guimard.

Instructor: Martin

Prerequisite: ARTH 101 or permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 335 - Seminar. Topics in Modern Art (1.0)

Distribution: ARS

Term(s): Not Offered

ARTH 336-01-S - Seminar. Museum Studies. (1.0)

Topic for 2013-14: Cultural Patrimony and the Museum

This course will explore histories, controversies, and legal and ethical questions surrounding the collecting and display of art produced in the Americas prior to the European conquest, which present-day nations consider their cultural patrimony. We will examine the roles of explorers, curators, archaeologists, collectors, looters, and even fakers, and study how the pre-Hispanic past has been featured in museums, mainly in the United States and Europe. Theoretical discussion will be balanced with case studies of particular institutions and exhibitions. The arts of other areas, including Africa and Asia, will be discussed for comparative purposes. In Spring 2014 the seminar will have a practical component: field trips and assignments will focus on designing a new installation of ancient American art for the Davis Museum.

Instructor: Oles

Prerequisite: ARTH 100 or ARTH 101 and permission of the instructor required. Preference given to senior art majors.

Distribution: ARS

Term(s): Spring

ARTH 337 - Seminar. Topics in Chinese Art (1.0)

Distribution: ARS

Term(s): Not Offered

ARTH 338 - Seminar. Topics in Latin American Art (1.0)

Distribution: ARS

Term(s): Not Offered

ARTH 340 - Seminar. Disneyland and American Culture (1.0)

One of the most-visited tourist attractions in the world, subject of thousands of books and articles, adored by millions, yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland as an expression of middle-class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, and as an influence upon architecture and urban design. In a broader sense, we will use Disney to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture.

Instructor: Bedell

Prerequisite: AMST 101 or ARTH 101 and a 200-level course in American or modern culture (history, art, literature, economics, etc). Permission of the instructor required.

Cross-Listed as: AMST 340

Distribution: ARS; HS

Term(s): Not Offered

ARTH 341 - Seminar. The Landscape Painting of China, Korea, and Japan (1.0)

Landscape or *shanshui* (literally "mountains" and "rivers" in Chinese) rose as an independent and major painting category in the tenth century in East Asia and is among the great traditions of world art. How did it develop so early? What did it mean? How was it used? Why is landscape still a popular subject in modern East Asian art? Following the development of landscape painting from the early periods to the twentieth century, the course explores such issues as landscape and national development, landscape and power, landscape as representation of nature, landscape as images of the mind, and the tension of tradition and creativity in painting landscape. Comparisons will be made with Dutch, English, French, and American landscape painting to provide a global perspective.

Instructor: Liu

Prerequisite: ARTH 101 or permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 344-01-S - Seminar. Topics in Islamic Art (1.0)

Topic for 2013-14: Painting, Drawing and Calligraphy from Iraq to India, 1250-1500.

Focusing on material produced after the Mongol conquests in the 1250s, the course addresses the cultural and aesthetic approaches to painting, drawing and calligraphy in the Islamic world. Topics include the fusion of visual idioms and identities (Perso-Islamicate, Chinese, Turkic) in the manuscripts produced around 1300; the use of works on paper to disseminate and translate designs and ideas across geographies (from Iraq to India), media (from paper to metalwork or tilework) and art forms (from calligraphy to painting) in the 1400s; the illuminated and/or illustrated book as a site for social interaction in ceremonies, gatherings and specific architectural settings; the development of narrative painting in the Persian book and other intersections between words and images.

Instructor: Balafrej

Prerequisite: ARTH 100 or permission of the instructor.

Distribution: ARS

Term(s): Spring

ARTH 345 - Seminar. Methods of Art History (1.0)

What are the ways in which art has been defined, evaluated, theorized, and researched? What assumptions underlie the discipline of art history? This seminar provides a survey of all major

approaches to the critical understanding of visual art. These include connoisseurship, iconography, Marxism, psychoanalysis, semiotics, gender and postcolonial theory, and cultural studies. Critical reading and intensive class discussion will be emphasized. Recommended for all majors.

Instructor: Martin

Prerequisite: ARTH 100 or ARTH 101 and one 200-level course, or permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 346 - Seminar. Poetic Painting in China, Korea, and Japan (1.0)

Poetic painting is a conspicuous visual phenomenon in East Asian art that at its best is technically superlative and deeply moving. This seminar investigates the development of this lyric mode of painting first in China and then in Korea and Japan from the eighth century to the twentieth through the practices of scholar-officials, emperors and empresses, masters in and outside of the Imperial Painting Academy, literati artists, and modern intellectuals. Literary ideals and artistic skills, tradition and creativity, patronage and identity, censorship and freedom of expression, and other tensions between paintings and poetry/poetry theories will be examined.

Instructor: Liu

Prerequisite: ARTH 100 or permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 347-01-S - Seminar. Topics in South Asian Arts (1.0)

Topic for 2013-14: Confluence of Traditions in South Asian Islamic Art

This course will explore the issues related to Islamic art and architecture of the Indian subcontinent. The early Islamic confluence with Indian sensibilities ushered in new artistic expressions, and several works of architecture and art from the Sultanate period onward attest to the composite richness of these expressions. Throughout the course we will probe the cultural and historical formations in pre-modern India to foreground the distinctive regional specificities of Indo-Islamic artistic production. For the sake of thematic and structural unity, the course will explore the Indo-Islamic visual expression up to the so-called decline of the Mughal empire in the eighteenth century.

Instructor: Latif

Prerequisite: ARTH 101

Distribution: ARS

Term(s): Spring

ARTH 350 - Research or Individual Study (1.0)

Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ARTH 350H - Research or Individual Study (0.5)

Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ARTH 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If

sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ARTH 364 - Women Filmmakers: History and Theory of Subversion (1.0)

A survey of the history of women making films and an exploration of the issues of representation using films directed by women from around the world. We will review the history and emergence of women/feminist filmmakers and examine the impact of feminism and feminist film theory on women filmmakers in particular, and the film industry in general. Required activities include weekly screenings of films, written analytical reports, and classroom presentations.

Instructor: Mekuria

Prerequisite: One of the following courses: ARTH 224, ARTH 225, ARTH 226/CAMS 207; or WGST 120 or WGST 222; or by permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 369 - Seminar. Conservation Studies: The Materials and Techniques of Painting and Sculpture (1.0)

This seminar will provide an introduction to the materials and techniques used by painters and sculptors. Units on painting will focus on ancient painting (from the earliest cave paintings through ancient Egypt and classical antiquity); wall paintings from various parts of the world, with emphasis on the fresco painting technique; Western easel painting of the medieval, Renaissance, and later periods; traditional Asian paintings on silk and paper supports; and modern painting. Units on sculpture will focus on metal and ceramics, using artifacts from many cultures and periods of time, ranging from ancient China to the Italian Renaissance and later. Modern sculptural materials, including plastics, will also be introduced.

Instructor: Newman

Prerequisite: ARTH 100 or ARTH 101 or by permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 370 - Senior Thesis (1.0)

Prerequisite: ARTH 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ARTH 373 - Seminar. Antiquities Today (1.0)

This seminar focuses on modern debates inspired by antiquities. Key themes include the political and financial motivations for seizing, looting, and illegally excavating antiquities; museum acquisitions policies and the UNESCO treaty concerning the antiquities trade; the art market and the problem of fakes; and changing practices in the restoration and replication of antiquities. Each session addresses a case study, such as the Parthenon Marbles in the British Museum; the bronze horses from Venice's Basilica San Marco; the Stone of Scone from Scotland; the Iraq Museum in Baghdad; the ivory snake goddess in Boston's Museum of Fine Arts; the Aphrodite statuette, the Tanagra figurines, and the Septimius Severus portrait in the Davis Museum; and the remnants of Wellesley's cast collection in the art and classics departments.

Instructor: Cassibry

Prerequisite: ARTH 100 or by permission of the instructor.

Distribution: ARS

Term(s): Not Offered

ARTH 380 - Seminar. American Women Artists in Italy: Art, Tourism, and Gender (1.0)

This seminar will examine the American women artists who lived and worked in Italy in the late nineteenth century. Improved steamships and railways allowed these women to travel abroad with relative ease, and while there they entered traditionally male professions like painting and sculpture and wrote home to their families about their experiences. Through relevant readings and discussions, as well as explorations of local museums and Wellesley's own Archives, Special Collections, and Davis Museum, we will examine these women, concentrating in particular on the sculptor Anne Whitney (1821-1915), whose papers are held in Wellesley's Archives. Students will transcribe and annotate Whitney's letters from her years in Italy and elsewhere in Europe to develop an online resource that will incorporate digitized letters and ephemera with encyclopedias, maps, and timelines, and highlight articles on topics of particular interest to class members.

Instructor: Musacchio

Prerequisite: ARTH 101 or by permission of the instructor.

Distribution: ARS

Term(s): Fall

Not open to students who took ARTH 150 in Fall 2012.

ARTH 391 - Persuasive Images (1.0)

Visual images have always been enlisted to influence individual and collective decision-making, action, and identity. However, the rise of the mass media in the nineteenth century and the multiplication of visual technologies in the twentieth century have created unprecedented opportunities for the diffusion of persuasive images. This seminar enlists case studies to examine the uses and functions of visual images in advertising and propaganda and considers, in particular, graphic arts, photography, film, and other reproductive media. It also considers the interplay between elite and popular arts. The goal of the course is to refine our critical understanding and reception of the visual world.

Instructor: Berman

Prerequisite: 200-level courses in art or media arts and sciences.

Cross-Listed as: CAMS 341

Distribution: ARS

Term(s): Not Offered

ARTS - Art-Studio Courses

Due to the nature of studio-based investigation, enrollment in all studio art courses is limited and prerequisites apply.

Please note that any student registered for a studio art course must attend the first class session in order to retain her spot in the course. Those who are unable to register initially are encouraged to attend the first week of classes to see if space becomes available. Once instruction begins, students must obtain an override from the instructor in order to join the class.

Most 100-level courses are intended for first-year and second-year students, regardless of intended major. Juniors and seniors must apply for registration overrides in order to enroll—check the art department Web page before online registration begins to apply for a registration override. Majors in

Studio Art, Architecture, MAS, Art History and CAMS will be granted priority whenever possible.

ARTS 105 - Drawing I (1.0)

A foundational course in observational drawing with attention to the articulation of line, shape, form, gesture, perspective, and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects with brief attention given to the human figure. Recommended for all students considering majors in the visual arts and required for those majoring in studio art or architecture. Aimed for first- and second-year students; juniors and seniors should check the Art Department website for override application forms.

Instructor: Dorrien, Ivy, Mowbray (Fall), Rivera (Spring) TBA (Summer)
Prerequisite: None. Juniors and seniors must submit an application for an override.
Distribution: ARS
Term(s): Fall; Spring; Summer I

ARTS 106 - Introduction to Chinese Painting (1.0)

This course introduces the basic concepts, techniques, and philosophies of traditional Chinese painting. Class activities will emphasize the theoretical and aesthetic principles associated with the use of brushstroke, composition, ink, and color. Subjects include Chinese calligraphy as well as the three major categories of traditional Chinese painting: flower and bird, mountain and river, and figure painting. Weekly studio assignments introduce a range of techniques, and by the end of the term students compose their own paintings in a traditional Chinese manner. Aimed for first- and second-year students; juniors and seniors should check the Art Department website for override application forms.

Instructor: Meng
Prerequisite: None. Juniors and Seniors must submit an application for an override.
Distribution: ARS
Term(s): Not Offered

ARTS 108 - Photo I: Introduction to Photography (1.0)

Photo I is an introduction to the foundations of photography. Technical skills will be learned through camera work, lighting, and traditional darkroom practices. Conceptual, aesthetic, and critical skills essential to understanding photography's broader role in contemporary art and society will be learned through assignments, readings, discussions, lectures, gallery visits, and group critiques.

Instructor: Kelley (Fall), TBA (Spring)
Prerequisite: None. Aimed for first- and second-year students; juniors and seniors should check the Art Department website for override application forms.
Cross-Listed as: CAMS 138
Distribution: ARS
Term(s): Fall; Spring; Summer I

ARTS 109 - Two-Dimensional Design (1.0)

This foundational studio course addresses the issue of composition in two-dimensional media. It focuses on the fundamental elements of visual design (e.g., line, shape, value, space, color) and their function in the process of composing a page or image. Studio projects emphasize visual problem-solving skills as a means of achieving more effective communication, with some attention to the issues of typography. Assignments explore a range of media, including digital processes. Aimed for first- and second-year

students; juniors and seniors should check the Art Department website for override application forms.

Instructor: Olsen (Fall), Mowbray (Summer)
Prerequisite: None. Juniors and seniors must submit an application for an override.
Distribution: ARS
Term(s): Fall; Summer I

ARTS 113 - Three-Dimensional Design (1.0)

This introductory course explores the basic formal and spatial considerations when working with three-dimensional structure and form. Studio projects incorporate a range of materials and methods of visualization. Outside assignments and class discussions are aimed toward helping students enhance their creativity and spatial awareness while acquiring sensitivity for placement, process, and materials. Required for Architecture majors. Aimed for first- and second-year students; juniors and seniors should check the Art Department website for override application forms.

Instructor: Mowbray (Fall, Spring)
Prerequisite: None. Juniors and seniors must submit an application for an override.
Distribution: ARS
Term(s): Fall; Spring

ARTS 165 - Introduction to Video Production (1.0)

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing, and editing short videos.

Instructor: Mekuria (Fall), TBA (Spring)
Prerequisite: None. Aimed for first- and second-year students; juniors and seniors should check the Art Department website for override application forms.
Cross-Listed as: CAMS 135
Distribution: ARS
Term(s): Fall; Spring

Meets the Production requirement for CAMS majors.

WRIT 115-ARTS 115 - Word and Image Studio (1.0)

This studio art course centers on the interplay of word and image, both in terms of artistic process and mode of presentation. While pursuing a range of studio projects in graphic media (drawing, book arts, and print), we will examine the role of text and visible language in the work of various contemporary artists. Our studio activities and discussions will explore fundamental visual concepts while cultivating an increased awareness of visual rhetoric and typographic design. Throughout the semester, considerable attention will be placed on developing more effective written commentary, critical thinking, and oral presentation skills relevant to visual investigation.

Instructor: McGibbon (Art)
Prerequisite: None. Open to first-year students only.
Distribution: ARS; W
Term(s): Spring

This course satisfies the First-Year Writing requirement and counts as a unit toward a major in Studio Art or Art History. Mandatory credit/noncredit.

ARTS 207 - Sculpture I (1.0)

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. Emphasis on working from direct observation of the model.

Instructor: Dorrien

Prerequisite: ARTS 105 or ARTS 113 or permission of the instructor required.

Distribution: ARS
Term(s): Fall

Studio fee of \$50.

ARTS 208 - Intermediate Digital Photography (1.0)

Building on the foundation of ARTS 108/CAMS 138, Intermediate Digital Photography continues to develop students' conceptual photographic acumen, while introducing advanced studio and location lighting, digital retouching, inkjet printing, and basic multimedia production. Contemporary and historic theories of photography as contemporary art and the aesthetic and cultural implications of the ubiquity of digital photography will guide assignments. Emphasis is on developing project-based photography through cultivating research, planning, conceptual, and production skills.

Instructor: Kelley
Prerequisite: ARTS 108/CAMS 138 or permission of the instructor required.
Cross-Listed as: CAMS 238
Distribution: ARS
Term(s): Spring

Studio fee of \$35.

ARTS 210 - Color (1.0)

This course attempts to demystify the study of color. Working with colored papers and collage, we explore the characteristics and potentials of color through careful observation and comparison. In a series of interrelated exercises we examine and define hue, value, and intensity and the ways in which colors interact. Emphasis on cumulative studies through which students devise a visual vocabulary, balancing an intellectual experience with the intuitive environment.

Instructor: Liu
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

ARTS 216 - Spatial Investigations (1.0)

A mixed-media course designed for architecture and studio art majors wishing to strengthen their visual, creative, and spatial responsiveness. Class work explores various forms of drawing in two and three dimensions, including basic architectural rendering, fixed viewpoint perspective, mapping, modeling, some digital work, and temporary site-built installations. Following a series of studio projects and discussions considering issues of space and place, the physicality of space, and our historic relationship to architecture, each student produces a self-directed final project. Strongly recommended for architecture majors before enrolling in architectural design courses at MIT.

Instructor: Mowbray
Prerequisite: ARTS 105
Distribution: ARS
Term(s): Spring

Studio fee of \$35.

ARTS 217 - Life Drawing (1.0)

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-class drawings as well as homework assignments. Dry and wet media as well as work on a variety of scales. Recommended for architecture majors as well as those who intend to do further studio work from the figure.

Instructor: Harvey
Prerequisite: ARTS 105
Distribution: ARS
Term(s): Spring

ARTS 218 - Introductory Painting (1.0)

An introduction to the fundamental issues of painting, emphasizing color, composition, and paint manipulation through direct observation. Outside assignments, slide presentations, and class discussions aimed toward helping students gain technical skills, visual sophistication, and critical awareness. Students paint from a variety of subjects, including the self-portrait and still life.

Instructor: Glover
Prerequisite: ARTS 105 or ARTS 109 or permission of the instructor required.
Distribution: ARS
Term(s): Fall; Spring

ARTS 219 - Introductory Print Methods: Lithography/Monotype (1.0)

An exploration of the planographic methods of graphic production, i.e. stone and plate lithography, image transfers, monotype, and digital printing. Students develop visual and creative flexibility through hands-on manipulation of image sequences, text, color layering, and multiplicity. Some projects incorporate photo-digital processes as well as book forms. Field trips, discussions with visiting artists, and a group print exchange will complement the individual assignments. Recommended for students interested in media arts and book studies. Note that ARTS 219, ARTS 220, ARTS 221, and ARTS 222 are complementary courses exploring different graphic techniques and may be elected in any order.

Instructor: McGibbon
Prerequisite: ARTS 105, ARTS 106, ARTS 108, or ARTS 109, or permission of the instructor required.
Distribution: ARS
Term(s): Fall
Studio fee of \$35.

ARTS 220 - Introductory Print Methods: Intaglio/Relief (1.0)

An introduction to intaglio and relief-print methods, including copperplate etching, collograph, and woodcut. Students develop visual and creative flexibility through hands-on work with image sequences, text, and multiples. Several projects explore color and typography as well as digital methods. Students participate in a collaborative print exchange in addition to completing individual projects. ARTS 219, ARTS 220, and ARTS 221 are complementary courses addressing similar graphic concepts but different techniques and may be elected in any order.

Instructor: TBA
Prerequisite: ARTS 105 or ARTS 109 or permission of the instructor required.
Distribution: ARS
Term(s): Not Offered
Studio fee of \$35.

ARTS 221 - Digital Imaging (1.0)

Introduction to artistic production through electronic imaging, manipulation, and output. Emphasis on expression, continuity, and sequential structuring of visuals through the integration of image, text, and motion. Image output for print, screen, and adaptive surfaces are explored in conjunction with production techniques of image capture, lighting, and processing. Lectures and screenings of historic and contemporary uses of technology for artistic and social application of electronic imaging.

Instructor: Olsen
Prerequisite: ARTS 108/CAMS 138 or ARTS 109 or permission of the instructor.
Cross-Listed as: CAMS 239
Distribution: ARS
Term(s): Fall; Summer I
Studio fee of \$35.

ARTS 222 - Introductory Print Methods: Typography/Book Arts (1.0)

This studio course explores the relationship between text and image through letterpress relief printing techniques and handmade book structures. Studio projects will include the production of limited edition artist's books that focus on the interplay of two and three dimensions in the book form. Emphasis will be placed on creative problem solving within the limitations of technology, and on the importance of the act of revision. Class sessions in the Papermaking Studio and Special Collections will augment intensive studio work in Clapp Library's Book Arts Lab.

Instructor: Ruffin (Book Arts Lab, Clapp Library)
Prerequisite: ARTS 105, ARTS 108, or ARTS 109.
Distribution: ARS
Term(s): Spring

ARTS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

ARTS 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

ARTS 255 - Dynamic Interface Design (1.0)

Critical examination of the expanding field of information and interface design for interactive media. Emphasis will be on effective visual communication, information design, and creative content within online media. Hands-on production will focus on design methods, multimedia Web, vector-based media, and dynamic audio. Screenings and discussions on contemporary practices, theoretical, artistic, and cultural issues.

Instructor: Szegeci
Prerequisite: ARTS 108 /CAMS 138, ARTS 109 and CS 110 or CS 111.
Cross-Listed as: CAMS 255
Distribution: ARS
Term(s): Spring

ARTS 260 - Moving Image Studio (1.0)

Creative exploration of the moving image as it relates to digital methods of animation, video, and motion graphics. Hands-on production of audio, image, text, and time-based media synthesis, with a conceptual emphasis on nonlinear narrative, communication design, and visual expression. Screenings and lectures on historical and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the moving image.

Instructor: Olsen
Prerequisite: ARTS 108/CAMS 138 or ARTS 165/CAMS 135 or ARTS 221/CAMS 239.
Cross-Listed as: CAMS 230
Distribution: ARS
Term(s): Not Offered

Normally offered in alternate years.

ARTS 265 - Intermediate Video Production/The Documentary Form (1.0)

An exploration of the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on storytelling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

Instructor: Mekuria
Prerequisite: ARTS 165/CAMS 135 or permission of the instructor required.
Cross-Listed as: CAMS 235
Distribution: ARS
Term(s): Not Offered

ARTS 303 - Calderwood Seminar in Public Writing: Artist and Critic (1.0)

In this seminar Art History and Studio Art students will work together to consider the symbiotic relationship between artists and critics. The course will heighten awareness of the critical discourses that surround and shape the field, and allow students to engage in the critical reading and writing of the genres at its center, including aesthetic theory, artist statements, manifestos, reviews, and exhibition catalogues. Studio students will learn how to productively analyze their own artistic practice and make it legible to critics and the public, while Art History students will consider the conceptual and formal practices of art making, and learn how to write in an engaging way about them. The course will culminate in an exhibition and catalog. Field trips to artist studios and local museums.

Instructor: Bedell, Kelley
Prerequisite: At least one 200-level class in ARTH or ARTS. Declared art majors will have priority.
Cross-Listed as: ARTH 303
Distribution: ARS
Term(s): Spring

ARTS 307 - Advanced Sculpture (1.0)

Continuation on a more advanced level of sculptural issues raised in ARTS 207. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving.

Instructor: Dorrien
Prerequisite: ARTS 207, ARTS 216, or permission of the instructor required.
Distribution: ARS
Term(s): Spring
Studio fee of \$50.

ARTS 308 - Photography III (1.0)

Advanced explorations of aesthetic and content issues through the use of both traditional light-sensitive and digital methodologies. Advanced photographic techniques and equipment will be presented to solve visual problems arising from each student's work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work.

Instructor: Kelley
Prerequisite: ARTS 208/CAMS 238, and either ARTS 109, ARTS 221/CAMS 239, or permission of the instructor required.
Cross-Listed as: CAMS 338
Distribution: ARS
Term(s): Fall
Studio fee of \$35.

ARTS 313 - Virtual Form (1.0)

Introduction to the design and production of three-dimensional objects and spaces using industry-

standard modeling software. Overview of basic modeling, surface design, and camera techniques. Emphasis on creative application of the media, in relation to architectural, experimental, and time-based forms. Screenings and lectures on traditional and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the virtual world.

Instructor: Olsen

Prerequisite: ARTS 113 or MIT 4.11. Strong computer familiarity needed.

Cross-Listed as: CAMS 313

Distribution: ARS

Term(s): Spring

Normally offered in alternate years.

ARTS 314 - Advanced Drawing (1.0)

An advanced studio seminar for juniors and seniors, considering the visual, conceptual, and spatial potential of contemporary drawing. Building upon methods introduced at the 100 and 200 levels, this course explores the act of drawing as a speculative and critical thinking process as well as a visual language. Class work addresses various observational methods, systems of perspective, color, and the physicality of drawing. In-depth studio critiques, field trips, and interaction with visiting artists will augment the projects. Following a period of intense studio exploration and dialogue, each student hones an independent body of work that will be exhibited in the Jewett Gallery.

Instructor: McGibbon

Prerequisite: ARTS 105 and at least one 200-level studio course in two-dimensional media.

Distribution: ARS

Term(s): Fall

ARTS 314 may be repeated, ordinarily for a maximum of two semesters.

ARTS 315 - Advanced Painting (1.0)

A project-based painting course that aims to challenge pre-established assumptions about the discipline. This studio provides an opportunity for advanced students to share their painting practice and benefit from an intensive, well-informed creative dialogue. The group interacts in a seminar fashion, in which topics are formulated and students are asked to develop independent projects around them. Each student will continue to explore the issues of color, paint handling, and subject matter, while developing an independent vocabulary and well-informed body of work.

Instructor: Rivera

Prerequisite: ARTS 218 or permission of the instructor required.

Distribution: ARS

Term(s): Spring

ARTS 315 may be repeated, ordinarily for a maximum of two semesters.

ARTS 317 - Seminar. Topics in the Visual Arts (1.0)

Distribution: ARS

Term(s): Not Offered

ARTS 321 - Advanced New Media (1.0)

New Media is a vanguard and ever-shifting category within the arts. The legacy of Dada, Minimalism, Conceptual Art, Feminism, Fluxus, and Situationist International has irreversibly altered the field of art. Students in Advanced New Media will produce sustained personal projects informed by these historic and contemporary precedents, while experimenting with a range and combination of media including painting, installation, animation, sound art, video, photography, performance,

computer and Web-based art, and social art.

Students majoring in Cinema and Media Studies, Media Arts and Sciences, and Studio Art are particularly encouraged to enroll, as are advanced students of Architecture, Music, Computer Science, and Art History. The course will culminate in an exhibition in the Jewett Gallery, in which all students will participate.

Instructor: Kelley

Prerequisite: Two 200-level courses in ARTS, CAMS, or MAS.

Cross-Listed as: CAMS 321

Distribution: ARS

Term(s): Not Offered

ARTS 321/CAMS 321 may be repeated, ordinarily for a maximum of two semesters.

ARTS 322 - Advanced Print Concepts (1.0)

A graphics-based, conceptually driven seminar designed for juniors and seniors with print, design, or media arts experience at the 200 level. Students may employ a combination of digital and analog methods as they develop new independent projects in dialogue with one another. Studio critiques, readings, field trips, and visiting artist events will explore the possibilities of collaboration, sequential imagery, color interaction, and multiples, from the artist's book to the site-based project.

Instructor: McGibbon

Prerequisite: ARTS 219, ARTS 220, ARTS 221/CAMS 239, ARTS 222, or by permission of the instructors.

Distribution: ARS

Term(s): Spring

ARTS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ARTS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ARTS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ARTS 365 - Advanced Video Production (1.0)

An intensive course in story development, writing screenplay, directing actors and technical crew, and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording, and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short narrative, experimental, or mixed-genre videos.

Instructor: Mekuria

Prerequisite: ARTS 165/CAMS 135, ARTS 265/CAMS 235, or permission of the instructor.

Cross-Listed as: CAMS 335

Distribution: ARS

Term(s): Not Offered

ARTS 370 - Senior Thesis (1.0)

Prerequisite: ARTS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ART HISTORY

For elementary and intermediate Art History see
Department of Art (p. 27).

DEPARTMENT OF ASTRONOMY

Professor: *Bauer (Chair), French, McLeod*

Assistant Professor: *Watters*

Instructor in Astronomy Laboratory: *Slivan*

Astronomy is the study of the universe—from planets and stars to the Milky Way and distant galaxies, from the instant of the Big Bang to the current era of rapid expansion and beyond to the distant future. Modern astronomers rely on careful observations of the cosmos and on their understanding of physical laws to make sense of our often baffling, but always fascinating universe. The astronomy curriculum emphasizes hands-on observations at the Whitin Observatory, using a fleet of small telescopes in introductory courses and the 24-inch research telescope for advanced classes and student research. The underlying physical principles of astronomy are elucidated at all levels, from introductory courses for nonscience majors to upper level classes in advanced astrophysics.

Astronomy Major

Goals for the Astronomy Major

- For students intending to pursue a Ph.D. in Astronomy, we offer, jointly with the Department of Physics, a major in Astrophysics. For students interested in other pursuits, such as education, journalism, computing, and public outreach in museums, we offer a major in Astronomy. Majors in Astronomy will have a broad understanding of the varied phenomena in the heavens, from the solar system and stars to the realm of galaxies and the large-scale structure and evolution of the universe. They will understand the motions of the night sky, be familiar with modern observational techniques and computational tools, and have carried out an independent project using our 24-inch telescope. They will have the problem solving and critical-thinking skills necessary to understand astronomical research, and the ability to communicate these results with clarity and precision, both orally and in writing.
- The astronomy department offers several introductory courses especially geared toward the nonscience major. ASTR 100 and ASTR 101 are broad survey courses that may be taken in any order, and either one may be taken with the nighttime lab ASTR 102. First-year students considering a major in a science might instead elect one of our First-Year Seminars emphasizing hands-on astronomy. ASTR 206 fulfills the Quantitative Reasoning Overlay course requirement.

Requirements for the Astronomy Major

The Astronomy major consists of 10 courses. Required courses include any 100-level ASTR course with lab; ASTR 206; two 300-level courses in ASTR; PHYS 107; PHYS 106 or PHYS 108; any 200-level course in MATH; any two courses in ASTR at the 200-level or above; and any other course in ASTR or a related field. Students should consult with faculty about choosing electives and research opportunities appropriate for their fields of study. For example, students interested in earth science should elect ASTR 203/GEOS 213 (Planetary Geology) and ASTR 223/GEOS 223 (Planetary Climates) and add courses in geosciences and chemistry. Students working toward teacher certification would add courses in other sciences and in education, and might coordinate their fieldwork with ASTR 350, while those planning to enter the technical workforce might elect additional courses in computer science.

Students planning to pursue graduate study in astronomy should instead elect an interdepartmental major in Astrophysics.

Accessibility of Astronomy Facilities

Students with disabilities are welcome in all astronomy department courses, including those with laboratories. The Whitin Observatory has telescopes accessible to students with mobility-related disabilities, including six outdoor telescopes for 100-level courses and the computer-controlled 24-inch telescope used for upper-level courses and independent research. Other accommodation requests can be made by contacting Disability Services, or by meeting with the instructor.

Honors in Astronomy

To earn honors in the major, students must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. The student must complete a significant research project culminating in a paper and an oral examination. The project must be conducted after the junior year and approved in advance by the department, and might be satisfied by a thesis, a summer internship, or a 350. See Academic Distinctions.

Astronomy Minor

Requirements for the Astronomy Minor

A minor in Astronomy consists of five units in ASTR including ASTR 206 and any 300-level course.

ASTR - Astronomy Courses

ASTR 100 - Life in the Universe (1.0)

This course investigates the origin of life on the Earth and the prospects for finding life elsewhere in the cosmos, and begins with an overview of the Earth's place in the solar system and the universe. The course examines the early history of the Earth and the development of life, changes in the sun that affect the Earth, characteristics of the other objects in our solar system and their potential for supporting life, the detection of planets around stars other than the sun, and the search for extraterrestrial life. Some nighttime observing will be required; optionally, students may co-enroll in ASTR 102 for a lab.

Instructor: Watters, Bauer

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken ASTR 100L [2011-12].

Distribution: NPS

Term(s): Fall; Spring

Students wishing to satisfy the laboratory requirement must enroll in ASTR 102 *in the same semester* in which they are taking this course.

ASTR 101 - Introduction to Stars, Galaxies, and Cosmology (1.0)

This course examines the life stories of stars, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. It also explores the makeup and structure of galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, it presents modern cosmological models for the origin and ultimate fate of the universe. The course emphasizes the interaction of observations

and the mathematical models developed from these data. Some nighttime observing will be required; optionally, students may co-enroll in ASTR 102 for a lab.

Instructor: Bauer

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken ASTR 101L [2011-12].

Distribution: NPS; MM

Term(s): Fall; Spring

Students wishing to satisfy the laboratory requirement must enroll in ASTR 102 *in the same semester* in which they are taking this course.

ASTR 103 - First-Year Seminar: The Story of Mars: The Red Planet in the Scientific and Literary Imagination (1.0)

Students will learn about Mars through the history of the science that mapped its surface and revealed its remote watery past. We'll consider the early debate about a doomed Martian civilization and the state of knowledge about Mars at the dawn of the space age. Then we'll examine the picture of the red planet that emerged through the golden era of space exploration (1960s-1970s), through to the recent findings by rovers Opportunity, Spirit, and Curiosity. In parallel, we'll read and discuss popular notions of Mars in science fiction literature, from the fantasy stories of Edgar Rice Burroughs to the hard science fiction of Kim Stanley-Robinson. Students will learn about how science works from exploring how the modern portrait of Mars was pieced together.

Instructor: Watters

Prerequisite: Open to first-year students only.

Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: NPS

Term(s): Not Offered

Mandatory credit/noncredit.

ASTR 201 - Motions in the Sky: Archaeoastronomy and the Copernican Revolution (1.0)

This course examines the motions of the sun, moon, and planets in the sky and how humans have interpreted them through time. Archaeoastronomy is the study of astronomical knowledge in a culture as revealed through the archaeological record, written records, and ethnography. We will discuss the archaeoastronomy of several cultures, including the Mayans and the Anasazi. We will follow the beginnings of modern astronomy from the ancient Greeks through the Copernican revolution and Newton's formulation of the laws of motion.

Instructor: Bauer

Prerequisite: Any 100-level Astronomy course, and familiarity with trigonometric functions.

Distribution: NPS

Term(s): Fall

Normally offered in alternate years.

ASTR 203 - Planetary Geology (1.0)

Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent volcanic eruptions on Io to ice fountains on Enceladus and the complex surfaces of comets and asteroids. From a comparative point of view, this course examines the formation and evolution of the planets and small bodies in the solar system. Topics

will include: volcanism, tectonic activity, impacts, and tides.

Instructor: Watters

Prerequisite: Any 100-level ASTR or GEOS course.

Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Cross-Listed as: GEOS 213

Distribution: NPS

Term(s): Not Offered

This course is also offered at the 300-level as ASTR 303/GEOS 313. Normally offered in alternate years.

ASTR 206 - Astronomical Techniques with Laboratory (1.25)

This course provides an introduction to modern methods of astronomical observation. Students will learn to use the Whittin Observatory's 24-inch research telescope. Topics include: planning observations, modern instrumentation, and the acquisition and quantitative analysis of astronomical images. This course requires substantial nighttime telescope use and culminates with an independent observing project.

Instructor: McLeod

Prerequisite: Any 100-level course in astronomy with laboratory.

Distribution: NPS; MM; QRF

Term(s): Not Offered

ASTR 211 - Astrophysics (1.0)

Astrophysics is the application of physics to the study of the universe. We will use elements of mechanics, thermodynamics, electromagnetism, quantum mechanics, special relativity, and nuclear physics to investigate selected topics such as planets, the life stories of stars and galaxies, dark matter, and the origin of the universe. Our goals will be to develop insight into the physical underpinnings of the natural world, and to develop a "universal toolkit" of practical astrophysical techniques that can be applied to the entire celestial menagerie.

Instructor: Staff

Prerequisite: PHYS 107, MATH 116.

Distribution: NPS; MM

Term(s): Not Offered

Normally offered in alternate years.

ASTR 223 - Planetary Climates (1.0)

We've all heard about recent and ongoing climate change on Earth. What about the climate 100 million years ago, or weather patterns on Venus and climate change on Mars? In this course, we'll explore the evolution of the climate system on four worlds in our solar system: the Earth, Mars, Venus, and Saturn's moon Titan. We'll examine how geologists learn about the history of Earth's climate and how it has changed over time, as well as the sources of modern climate change and its impact on life. The course will also explore the techniques that planetary scientists use to learn about the atmospheres and surface environments on other worlds.

Instructor: Watters

Prerequisite: Any 100 level course in ASTR; or GEOS 101, GEOS 102, or GEOS 206; or ES 101; or permission of the instructor.

Cross-Listed as: GEOS 223

Distribution: NPS; MM

Term(s): Spring

Normally offered in alternate years. This course is also offered at the 300-level as ASTR 323/GEOS 323.

ASTR 250GH - Astronomy Reading Group (0.5)

The Astronomy Department runs a weekly reading group on changing topics. Readings will be chosen based on the interests of the participating students and faculty members. Students who enroll commit to

participating in each week's discussion and, in collaboration with other group members, selecting some of the weekly topics and readings.

Instructor: Astronomy Staff

Prerequisite: Permission of the instructor; first-years welcome.

Distribution: None

Term(s): Fall

Mandatory credit/noncredit.

ASTR 301 - Seminar. Topics in Astronomy (1.0)

Distribution: NPS

Term(s): Not Offered

Normally offered in alternate years.

ASTR 303 - Advanced Planetary Geology (1.0)

This course meets with ASTR 203/GEOS 213 (see description) and on alternate Wednesdays for additional instruction and seminar-style discussions exploring special topics in planetary geology. Students will read and discuss journal articles and advanced texts, and will produce a final project that involves an in-depth treatment of a topic of their choosing. Possible topics include: space weathering on the Moon, giant impacts and basin formation, alteration of igneous rocks on Mars, tectonics on Venus, models of planetary interiors, spacecraft instrumentation and remote sensing techniques, and landscape evolution on Titan.

Instructor: Watters

Prerequisite: Must satisfy prerequisites for ASTR 203/GEOS 213 and have taken at least one of the following: PHYS 107, GEOS 203, GEOS 206, GEOS 218. Not open to students who have taken ASTR 203/GEOS 213.

Cross-Listed as: GEOS 313

Distribution: NPS

Term(s): Not Offered

Normally offered in alternate years.

ASTR 311 - Advanced Astrophysics (1.0)

This course meets with ASTR 211 (see description) and on alternate Wednesdays for additional instruction and seminar-style discussion. Students will read and discuss journal articles and upper-level texts, carry out more advanced problem sets, and produce a final project that involves an in-depth treatment of a topic of their choosing.

Instructor: McLeod

Prerequisite: PHYS 207

Cross-Listed as: PHYS 311

Distribution: NPS; MM

Term(s): Not Offered

Normally offered in alternate years.

ASTR 323 - Advanced Planetary Climates (1.0)

This course meets with ASTR 223/GEOS 223 (see description) and on alternate Wednesdays for additional instruction and seminar-style discussions exploring special topics in planetary climates. Students will read and discuss journal articles and advanced texts, and will produce a final project that involves an in-depth treatment of a topic of their choosing. Possible topics include: atmospheric escape mechanisms, physics of planetary exospheres, the anti-greenhouse and methane cycle on Titan, planetary global climate models, structure of the Venusian atmosphere, modern ice ages on Mars, evolution of the early Martian climate, spacecraft instrumentation, and remote sensing techniques.

Instructor: Watters

Prerequisite: Must satisfy prerequisites for ASTR 223/GEOS 223 and have taken PHYS 107 or by permission of the instructor.

Cross-Listed as: GEOS 323

Distribution: NPS; MM

Term(s): Spring

Normally offered in alternate years.

ASTR 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ASTR 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ASTR 370 - Senior Thesis (1.0)

Prerequisite: ASTR 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ASTROPHYSICS

AN INTERDEPARTMENTAL MAJOR

Director: *Bauer (Astronomy)*

Advisory Committee: *Bauer (Astronomy), French (Astronomy), McLeod (Astronomy), Stark (Physics)*

The Departments of Astronomy and Physics offer an interdepartmental major in astrophysics, which combines the physics major with a foundation of course work in astronomy. This major should be considered by students interested in graduate study in astronomy or astrophysics, and by those who would like a coordinated astronomy extension to the physics major.

Astrophysics Major

Goals for the Astrophysics Major

Upon completion of the astrophysics major, a student will be prepared for advanced study leading to a professional career in astronomy, astrophysics, or related physical sciences. Majors in astrophysics will have a broad understanding of the physical processes at work in a range of astronomical settings, from the solar system and the structure and evolution of stars to the realm of galaxies and the large-scale structure and evolution of the universe. They will understand the motions of the night sky, be familiar with modern observational techniques and computational tools, and have carried out a research project using our 24-inch telescope. They will have the problem-solving and critical-thinking skills necessary to interpret astronomical research, and the ability to communicate these results with clarity and precision, both orally and in writing.

Requirements for the Astrophysics Major

In addition to the 10 courses required for the physics major, the student takes four astronomy courses. An astrophysics major normally consists of the following: PHYS 107, PHYS 108, PHYS 202, PHYS 207, PHYS 302, PHYS 305, PHYS 310, PHYS 314; MATH 215; PHYS 216; any 100-level ASTR course with lab; ASTR 206; ASTR 311; and any other 300-level course in ASTR or ASPH. All students who wish to consider a major in astrophysics are urged to complete the introductory physics sequence (PHYS 107 and PHYS 108) as soon as possible. In planning the major, students should note that some of the courses have prerequisites in mathematics.

Honors in Astrophysics

To earn honors in Astrophysics, students must have a minimum grade point average of at least 3.5 in all work in the major field above the 100 level; the advisory committee may petition on her behalf if her GPA in the major is between 3.0 and 3.5. The student must complete a significant research project culminating in a paper and an oral examination. The project must be conducted after the junior year and approved in advance by the Astrophysics Advisory Committee, and might be satisfied by a thesis, a summer internship, or a 350. See Academic Distinctions.

Accessibility of Astrophysics Facilities

Students with disabilities are welcome in all astronomy department courses, including those with laboratories. The Whitin Observatory has telescopes accessible to students with mobility-related disabilities, including six outdoor telescopes for 100-level courses and the computer-controlled 24-inch telescope used for upper-level courses and independent research. Other accommodation

requests can be made by contacting Disability Services, or by meeting with the instructor.

ASPH - Astrophysics Courses

ASPH 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ASPH 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the director.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ASPH 370 - Senior Thesis (1.0)

Prerequisite: ASPH 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

BIOLOGICAL CHEMISTRY

AN INTERDEPARTMENTAL MAJOR

Director: *Elmore (Chemistry)*
 Biological Chemistry Advisory Committee: *Beers (Biological Sciences), Darling (Biological Sciences), Elmore (Chemistry), Klepac-Ceraj (Biological Sciences), Núñez (Chemistry), Oakes (Chemistry), Peterman (Biological Sciences), Radhakrishnan (Chemistry), Tetel (Neuroscience), Vardar-Ulu (Chemistry), Wolfson (Chemistry)*

Biological Chemistry is an interdisciplinary major offered by the Departments of Biological Sciences and Chemistry, allowing students to explore the chemistry of biological systems. Biological Chemistry includes fields we call biochemistry, cell and molecular biology, as well as other molecular aspects of the life sciences. It deals with the structure, function, and regulation of cellular components and biologically active molecules, such as proteins, carbohydrates, lipids, and nucleic acids. Expertise in biological chemistry is central to breakthroughs in DNA technology, drug discovery and design, and molecular approaches to disease.

Biological Chemistry Major

Goals for the Biological Chemistry Major

- Fundamental knowledge of the principles of chemistry and biology in relation to biological chemistry, and the ability to apply this knowledge to problems specifically at the interface of these disciplines
- Familiarity with the structure and function of biomolecules involved in biochemical pathways and regulation of cellular processes
- Strong problem-solving abilities, and ability to adapt knowledge acquired in new situations to evaluate data, to approach new problems competently and to be independent learners
- Strong quantitative skills and critical thinking abilities; skills in hypothesis generation and testing, data interpretation and analysis, and designing experiments
- Good experimental skills in the laboratory, experience with the operation of complex instrumentation and computers, and the understanding of general lab protocols and safety issues
- Ability to collaborate with other researchers, and awareness of ethical issues in biochemistry and molecular biology
- Strong communication skills involving oral and writing competencies in scientific topics, and the ability to read and critically evaluate a scientific paper for content or techniques

Requirements for the Biological Chemistry Major

BIOC: BIOC 219; BIOC 220; BIOC 223; BIOC 320; BIOC 323; BIOC 331

CHEM: a) both CHEM 105 and CHEM 205, or CHEM 120; b) CHEM 211

BISC: a) BISC 110 or BISC 112; b) two 300-level courses from among the following: BISC 311; BISC 314; BISC 316 [2009-10]; BISC 319; BISC 320; BISC 328; BISC 331; BISC 334; BISC 336; or other course if relevant to the major and approved by the director. At least one of the two 300-level courses must be a laboratory course, excluding 350, 355, 360, 365, 370.

PHYS: PHYS 104 or PHYS 107.

MATH: MATH 116, MATH 120, or equivalent.

Students should be sure to satisfy the prerequisites for 300-level courses. Students planning graduate work in biochemistry should consider taking additional courses in chemistry, such as analytical, inorganic, and the second semester of organic. Students planning graduate work in molecular or cell biology should consider taking additional advanced courses in these areas. Independent research (250, 350, 355/365, 360/370) is highly recommended, especially for those considering graduate studies.

The following BIOC courses are cross-listed in either BISC or CHEM: BIOC 219; BIOC 220; BIOC 223, BIOC 320; BIOC 323; BIOC 331.

BIOC majors in the classes of 2014 and later should register with the BIOC designation.

A recommended sequence of required courses in the first two years would be as follows:

Year 1: CHEM 105 (or CHEM 120) and Math or Physics; CHEM 205 or CHEM 211 and BISC 110/BISC 112

Year 2: CHEM 205 or CHEM 211 and BIOC 219; BIOC 223 and BIOC 220, and Math or Physics

In Years 3 and 4, students may elect to complete any combination of BIOC 331; BIOC 320; BIOC 323; 300-level BISC courses (and independent study)

Please discuss your program with the director or another member of the advisory committee as early as possible, especially if you are planning on international study.

BIOC 250, BIOC 250H, BIOC 350, BIOC 355/BIOC 365 are open to any student. The research should focus on some aspect of the molecular biosciences and may be advised by any member of the Biological Chemistry Advisory Committee, or by another member of the Biological Sciences or Chemistry Departments upon approval of the advisory committee. BIOC 360 and BIOC 370 are open only to Biological Chemistry majors (see "Honors," below).

For students who declared the major before 2011-2012, the major must include:

BIOC: BIOC 240 [2011-12]
CHEM: a) both CHEM 105 and CHEM 205, or CHEM 120; b) CHEM 211; c) CHEM 232; d) both CHEM 221 [2011-12] or CHEM 223 and CHEM 328 [2012-13]

BISC: a) BISC 110 or BISC 112; b) BISC 219; c) BISC 220; d) two 300-level courses from among the following: BISC 301; BISC 310 [2011-12]; BISC 311; BISC 314; BISC 319; BISC 320; BISC 331; BISC 334; or other course if relevant to the major and approved by the director. At least one of the two 300-level courses must be a laboratory course, excluding 350, 355, 360, 365, 370.

PHYS: PHYS 104 or PHYS 107.

MATH: MATH 116, MATH 120, or equivalent.

Students who declared the major in 2011-2012 may follow either set of requirements but are encouraged to followed the new set. Please consult with the program director.

Honors in Biological Chemistry

Honors work may be advised by any member of the Biological Chemistry Advisory Committee or by another member of the Biological Sciences or Chemistry Departments upon approval by the Advisory Committee. Students should enroll in BIOC 360/BIOC 370 after approval by the advisory committee. The honors program will follow the guidelines of the appropriate department, but each

honors candidate must be approved by the Biological Chemistry Advisory Committee.

BIOC - Biological Chemistry Courses

BIOC 219 - Genetics with Laboratory (1.25)

The goal of the course is to develop an understanding of the fundamental principles of genetics at the molecular, cellular, and organismal levels. The mechanisms that regulate the control of gene expression leading to alteration in phenotype during cellular differential will be studied. A link will be established between the generation of genetic variants through mutation and recombination, their patterns of inheritance, interactions between genes to produce complex phenotypes, and the maintenance of such genetic variation in natural populations. Topics will include organization of the eukaryotic genome, gene structure and function, multilevel gene control and dysregulation in disease, genetics of pattern formation, inheritance of gene differences, gene and allele interactions, and aspects of population and evolutionary genetics. Laboratory investigation will expose students to the fundamentals of genetics including classical and molecular techniques for genetic analysis.

Instructor: Webb (Biological Sciences), Sequeira (Biological Sciences), Beers (Biological Sciences), Crum (Biological Sciences)

Prerequisite: BISC 110/BISC 112 and one unit of college chemistry. Not open to first-year students.

Cross-Listed as: BISC 219

Distribution: NPS

Term(s): Fall

BIOC 220 - Cellular Physiology with Laboratory (1.25)

Examines structure-function relationships in eukaryotic cells. We will explore the operation and regulation of molecular machines that carry out processes central to life. Considerable emphasis is placed on experimental approaches for investigating the following topics: protein structure and enzyme kinetics, biological membranes and transport, cytoskeletal assembly and function, protein biogenesis and trafficking, cell communication and signaling, the cell cycle, and intercellular interactions. Laboratory investigations will provide students with experience in classical and modern approaches to examine and quantify cellular processes.

Instructor: Darling (Biological Sciences), Beers (Biological Sciences)

Prerequisite: BISC 110/BISC 112 and two units of college chemistry. One semester of organic chemistry is recommended. Not open to first-year students.

Cross-Listed as: BISC 220

Distribution: NPS

Term(s): Spring

BIOC 223 - Fundamentals of Biochemistry: Understanding the Physical Principles of Biochemistry and the Molecules of Life with Laboratory (1.25)

A gateway course that introduces the fundamental multidisciplinary concepts governing life at the molecular level. Following a review of aqueous equilibria, thermodynamic, kinetic, and spectroscopic principles, the emphasis will be on the molecular structure, assembly, and interactions of biological macromolecules and modern techniques

for studying them. Proteins, nucleic acids, carbohydrates, and lipids will be covered to provide a molecular understanding of nature and to build an appreciation for its structural complexity. This course is designed to prepare students for the qualitative and quantitative approaches used in the theoretical and experimental studies of biological problems covered in the upper level courses BIOC 323/CHEM 323, BIOC 331/CHEM 331, BIOC 320/CHEM 320.

Instructor: Vardar-Ulu (Chemistry), Oakes (Chemistry)
Prerequisite: CHEM 205 or CHEM 120, CHEM 211, and BISC 110/BISC 112. Not open to students who have taken CHEM 221.
Cross-Listed as: CHEM 223
Distribution: NPS
Term(s): Spring

BIOC 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

BIOC 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

BIOC 320 - Integrated Biophysical Chemistry Advanced Laboratory (1.0)

An intensive laboratory course offering a multiweek independent research project and training in experimental applications of physical chemistry and biochemistry. Topics will include spectroscopy, chemical thermodynamics of biomolecules, and enzyme kinetics. This course will emphasize independent hypothesis development and experimental design skills as well as professional conference-style presentation of results. Students will read primary literature, construct a research proposal, develop their own laboratory protocols manual, conduct experiments using a variety of instrumentation, and present their research in a poster format at the end of the semester. One class period per week plus one lab and mandatory weekly meetings with instructor.

Instructor: Oakes (Chemistry)
Prerequisite: BIOC 223
Cross-Listed as: CHEM 320
Distribution: NPS
Term(s): Fall

BIOC 323 - Advanced Biochemistry: Function of Biological Molecules (1.0)

Consideration of the function and regulation of biomolecules and macromolecular assemblies, with particular emphasis on binding proteins, enzymes, and metabolic pathways. Contemporary experimental and computational techniques used to study these systems will be discussed, with a focus on applications in the primary literature. Students will be expected to express increased intellectual independence on assignments, including the development of independent research proposals.

Instructor: Elmore (Chemistry)
Prerequisite: BIOC 223. Not open to students who have taken CHEM 328.
Cross-Listed as: CHEM 323
Distribution: NPS
Term(s): Spring

BIOC 331 - Physical Chemistry of Biological Systems: The Fundamental Models of Biological Molecules and Processes (1.0)

Provides a survey of fundamental principles in physical chemistry and how they relate specifically

to the study of biological molecules and processes. Emphasis is placed on empowering students to understand, evaluate, and use models as approximations for the biomolecular world. Models are mathematically represented and provide both qualitative and quantitative insight into biologically relevant systems. Commonly used experimental techniques such as spectroscopy and calorimetry are explained from first principles with quantum mechanical and statistical mechanical models, and computational applications such as protein structure prediction and molecular design are explained through physical models such as molecular mechanics and dynamics. Does not count toward the chemistry major but counts toward the biological chemistry major and the chemistry minor.

Instructor: Radhakrishnan (Chemistry)
Prerequisite: BIOC 223 and MATH 116. Not open to students who have taken CHEM 232.
Cross-Listed as: CHEM 331
Distribution: NPS; MM
Term(s): Fall

BIOC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

BIOC 355 - Biological Chemistry Thesis Research (1.0)

The first course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Biological Chemistry program. Students will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors.

Prerequisite: Open only to seniors by permission of the instructor.
Distribution: None
Term(s): Fall; Spring

BIOC 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

BIOC 365 - Biological Chemistry Thesis (1.0)

The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Biological Chemistry program. Students will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors.

Prerequisite: BIOC 355 and by permission of the instructor.
Distribution: None
Term(s): Fall; Spring

BIOC 370 - Senior Thesis (1.0)

Prerequisite: BIOC 360 and permission of the department.
Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF BIOLOGICAL SCIENCES

Professor: *Buchholtz, Cameron, Harris (Chair), Moore, Peterman, Rodenhouse, Webb*

Associate Professor: *Ellerby, Sequeira*

Assistant Professor: *Darling, Goss, Klepac-Ceraj, Mattila, Suzuki*

Adjunct Assistant Professor: *Jones, Königer*

Visiting Professor: *Dietz*

Senior Lecturer: *O'Donnell*

Lecturer: *Hughes, Sommers Smith*

Visiting Lecturer: *Kenaley, Matthews*

Senior Instructor in Biological Sciences Laboratory: *Crum, Helluy, McDonough, Thomas*

Instructor in Biological Sciences Laboratory: *Beers, Dolce, LaBonte, Skow*

Biology is the study of life. Biologists examine life at all levels of organization: chemical, molecular, cellular, organismal, and community. Biology is an extraordinarily dynamic science that interfaces with many other disciplines, continually advancing our understanding of life's complexities. The patterns and processes of evolution provide a unifying theme for our knowledge of the astounding variety of living organisms, past and present. 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.

Biological Sciences Major

Goals for the Biological Sciences Major

- An understanding of the fundamental principles and concepts of biology at all levels of organization, from molecules to ecosystems
- Strong problem-solving abilities; the ability to think in a broad context about new biological problems and to evaluate data and arrive at defensible conclusions within the framework of current knowledge
- Strong quantitative skills and critical-thinking abilities; the ability to frame focused biological questions that are approachable experimentally, to formulate and test hypotheses, to analyze and interpret data, and to apply statistical tests
- Strong laboratory skills; experience with the operation of complex instrumentation and computers; and an understanding of general lab protocols and safety issues
- The ability to read and interpret the primary biological literature and to use literature databases
- Strong communication skills; the ability to speak and write about biological topics; and the ability to work effectively as a member of a team
- An appreciation of the relevance of biology in our lives and the biological literacy required to address ethical and public policy issues of biological significance

Requirements for the Biological Sciences Major

A major in Biological Sciences includes nine biological sciences courses, at least seven of which must be taken at Wellesley, plus two units of college chemistry (CHEM 105 or higher). All BISC majors must take either BISC 110 or BISC 112, and either BISC 111, BISC 111T or BISC 113. Four 200-level courses are required, with at least one course from each of the following three groups: cell biology, (BISC 219, BISC 220); systems biology (BISC 203, BISC 207, BISC 216); and community biology (BISC 201, BISC 202, BISC 209, BISC 210, BISC 214, BISC 217/ES 217 [2011-12]). A minimum of two 300-level courses are

also required for the major. One of these courses, exclusive of BISC 350, BISC 360, or BISC 370, must include laboratory and must be taken at Wellesley. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. BISC 350, BISC 360, and BISC 370 do not count toward the minimum major. BISC 103, BISC 104, BISC 105, BISC 106, BISC 107, BISC 108, and BISC 109 count toward the minimum major in Biological Sciences and may also be used to fulfill the College distribution requirements; BISC 106, BISC 108, and BISC 109 as laboratory sciences; BISC 103, BISC 104, BISC 105, and BISC 107 as nonlaboratory science courses. BISC 109, BISC 111/BISC 113, BISC 198, and BISC 201 fulfill the Quantitative Reasoning overlay course requirement.

Honors in Biological Sciences

Honors in Biological Sciences is earned by the demonstration of excellence in both course work and a thesis research project. All junior majors are invited to apply for the honors program. Final acceptance into the program is contingent on a vote of the department faculty and, typically, a grade point of 3.5 or higher in courses in the major above the 100 level. The primary goal of the thesis project is the development of independent research capabilities, culminating in the writing of a research paper. Honors candidates present the results of their thesis research to an examination committee in the thesis oral discussion, which takes place during reading period. After the oral examination, the thesis committee evaluates the candidate's performance and may recommend approval of the degree with honors. For more information, please see the Department's "Guide to Independent Research."

Graduate Study in Biological Sciences

Students planning graduate work are advised to take calculus, statistics, organic chemistry, and two units of physics, and to have a reading knowledge of a second language. They should consult the catalogs of the graduate schools of their choice for specific requirements.

Advanced Placement Policy in Biological Sciences

AP credit does not replace any course offered in the Department of Biological Sciences and does not count toward a major or minor. No exemption exams are given. All courses require the fulfillment of the Quantitative Reasoning basic skills requirement as a prerequisite.

Transfer Credit and International Study in Biological Sciences

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. After a 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 wishing to apply courses taken overseas toward their major at Wellesley should also consult the chair.

Interdepartmental Majors

Students interested in an interdepartmental major in Biological Chemistry, Environmental Studies or Neuroscience are referred to the sections of the course catalog where those programs are described. They should consult with the director of the appropriate program.

Biological Sciences Related Courses - Attention Called

CS 112	Computation for the Sciences
GEOS 200	Evolution of Earth Systems through Time with Laboratory
PE 205	Sports Medicine
PHIL 233	Environmental Ethics
PHIL 249	Medical Ethics
PHYS 103	The Physics of Marine Mammals
PHYS 222	Medical Physics

Courses for Credit Toward the Biological Sciences Major

ES 212/RAST 212	Lake Baikal: The Soul of Siberia
EXTD 225	Biology of Fishes
EXTD 226	Biology of Whales
RAST 212/ES 212	Lake Baikal: The Soul of Siberia

Biological Sciences Minor

Requirements for the Biological Sciences Minor

A minor in Biological Sciences (five courses) consists of the following:

1. BISC 110/BISC 112 and BISC 111/BISC 111T/BISC 113
2. Two 200-level courses, each of which must be in a different group as described in the first paragraph above under major requirements
3. One 300-level course, excluding 350

Four of the five courses for a minor must be taken at Wellesley. Chemistry is recommended.

BISC - Biological Sciences Courses

BISC 103 - Human Biology (1.0)

The anatomy and physiology of human tissues, organs, and organ systems will be the focus of this course, intended for students seeking to fulfill natural/physical science requirements. The course will be structured around four week-long units. Each unit will consist of four lecture/discussions and one computer laboratory module (Weblab). Weblabs will consist of medical case studies focused on the lecture and discussion material for that week.

Instructor: Sommers Smith

Prerequisite: None. Not open to students who have taken BISC 109.

Distribution: NPS

Term(s): Summer I

BISC 104 - Science or Science Fiction? (1.0)

This course will examine the scientific facts behind phenomena portrayed in a variety of Hollywood and foreign movies. We will cover topics ranging from the definition and recreation of life, genetics and behavior to evolution and environmental issues. The course will include weekly screenings of movies outside of class time as well as lectures, assigned readings and discussions. While obtaining an

introduction to key concepts in biology, students will also explore misconceptions about science and scientists that are perpetuated by these movies.

Instructor: Königer

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: NPS

Term(s): Spring; Summer I

BISC 105 - Stem Cells: A New Frontier in Biomedicine (1.0)

In this interdisciplinary course, we will focus on the unique biological properties of stem cells and how these cells might lead to novel patient therapies.

Questions to be addressed include: How were stem cells discovered? Where do stem cells come from, and how can they be used to study human diseases? What are the similarities and differences between embryonic stem cells, adult stem cells, and "induced pluripotent stem cells"? We will also discuss the scientific, bioethical and political controversies associated with recent stem cell discoveries. Promising areas of current research will be described.

Instructor: O'Donnell

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: NPS

Term(s): Fall

BISC 107 - Biotechnology (1.0)

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques, and reproductive technology. We will discuss topics ranging from forensics to GMOs, genetic testing, gene therapy, and designer babies. The social and ethical issues surrounding these techniques are also discussed. No prior knowledge of biology is expected, as all necessary background information will be discussed.

Instructor: Königer

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: NPS

Term(s): Summer II

BISC 108 - Environmental Horticulture with Laboratory (1.25)

This course will examine how plants function, both as individual organisms and as critical members of ecological communities, with special emphasis on human uses of plants. Topics will include plant adaptations, reproduction, environmentally sound landscape practices, urban horticulture, and the use of medicinal plants. The laboratory involves extensive use of the greenhouses, experimental design, data collection and analysis, and field trips.

Instructor: Jones, McDonough, Thomas

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: NPS

Term(s): Spring

BISC 109 - Human Biology with Laboratory (1.25)

This course focuses on human anatomy, physiology, and evolution. Lecture topics will include: human origins and evolution; the structure and function of the major physiological systems; exercise physiology; and human genetics. Laboratories explore human physiology, focusing on the development and application of skills in experimental design, statistical analysis, and scientific writing.

Instructor: Ellerby, McDonough, Skow

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 103.

Distribution: NPS; QRF

Term(s): Fall

BISC 110 - Introductory Cellular and Molecular Biology with Laboratory (1.25)

A gateway course that focuses on the study of life at the cellular and molecular level, including eukaryotic and prokaryotic cell structure, function of biological macromolecules, cellular metabolism, molecular genetics, and mechanisms of growth and differentiation. This course will provide the fundamental tools for exploration of this field with the aim of enhancing conceptual understanding. Laboratories focus on experimental approaches to these topics and are shared with BISC 112. Either BISC 110/BISC 112 or BISC 111/BISC 111T/BISC 113 may be taken first.

Instructor: Staff

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 112.

Distribution: NPS

Term(s): Fall; Spring

BISC 111 - Introductory Organismal Biology with Laboratory (1.25)

A study of life, ranging from the physiology of organisms to the structure of ecosystems. The main themes of the course are evolution and biodiversity, form and function in plants and animals, and ecological interactions among organisms. The course provides the fundamental tools for exploration of organismal biology with the aim of enhancing conceptual understanding. Laboratories focus on experimental approaches to these topics and are shared with BISC 113. Either BISC 110/BISC 112 or BISC 111/BISC 111T/BISC 113 may be taken first.

Instructor: Staff

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 111T/BISC 113.

Distribution: NPS; QRF

Term(s): Fall; Spring

BISC 111T - Introductory Organismal Biology with Laboratory (Tropical Island) (1.25)

Introduction to the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology with a focus on tropical island biology. Topics include evolution, ecology, and plant and animal structure and physiology. Lectures and discussions during the Spring semester will prepare students for the field laboratory taught at the Central Caribbean Marine Institute in Little Cayman. Laboratory work will be carried out primarily in the field and includes introductions to the flora and fauna of the island and the coral reefs, as well as group projects. The nine-day field portion of the class will take place in mid-May.

Instructor: Königer

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 111/BISC 113.

Application necessary.

Distribution: NPS; QRF

Term(s): Spring

BISC 112 - Exploration of Cellular and Molecular Biology with Laboratory (1.0)

Seminar-style introduction to life at the cellular and molecular level, designed as an alternative to BISC 110 for students with strong high school preparation (such as AP, IB, or other). The course will include eukaryotic and prokaryotic cell structure, function of

biological macromolecules, cellular metabolism, molecular genetics, and mechanisms of growth and differentiation, with an emphasis on experimental approaches to investigating these topics. This course will aim to develop students' skills in data analysis and scientific writing along with building foundational knowledge in the field. Lab sections are shared with BISC 110. This course differs from BISC 110 in its small class size and discussion-based format; it meets for one discussion and one lab session per week. Either BISC 110/BISC 112 or BISC 111/BISC 111T/BISC 113 may be taken first.

Instructor: Staff

Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of the instructor.

Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110.

Distribution: NPS

Term(s): Fall; Spring

One Fall section of this course is a First-Year Seminar, reserved for first-year students only.

BISC 113 - Exploration of Organismal Biology with Laboratory (1.0)

An exploration of the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology, designed as an alternative to BISC 111 for students with strong high school preparation (such as AP, IB, or other). Topics include: the evolution and diversification of life, the form and function of plants and animals, and ecological interactions among organisms, with an emphasis on laboratory methods, data analysis, and science writing. Lab sections are shared with BISC 111. This course differs from BISC 111 in its smaller class size, a seminar-style format, and a focus on discussion of landmark scientific studies that shape this field; it meets for one discussion and one lab session per week. Either BISC 110/BISC 112 or BISC 111/BISC 111T/BISC 113 may be taken first.

Instructor: Staff

Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of the instructor.

Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 111/BISC 111T.

Distribution: NPS; QRF

Term(s): Fall; Spring

One Fall section of this course is a First-Year Seminar, reserved for first-year students only.

BISC 198 - Statistics in the Biosciences (1.0)

This course combines statistical theory and practical application, the latter using examples from ecology and experimental biology to illustrate some of the more common techniques of experimental design and data analysis. Students will learn how to plan an experiment and consider the observations, measurements, and potential statistical tests before data are collected and analyzed. Other topics include graphical representation of data, probability distributions and their applications, one- and two-way ANOVA and t-tests, regression and correlation, goodness-of-fit tests, and nonparametric alternatives. Students also learn to use statistical computer software.

Instructor: Hughes

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and one course in biology, chemistry, or environmental science.

Distribution: NPS; QRF

Term(s): Spring

BISC 201 - Ecology with Laboratory (1.25)

An introduction to the scientific study of interactions between organisms and their environments. Topics include evolutionary adaptation in dynamic environments, behavioral ecology and life-history strategies, population growth and regulation, species interactions (competition, parasitism, mutualism, predation) and their consequences, and the structure and function of biological communities and ecosystems. Emphasis is placed on experimental ecology and its uses in addressing environmental issues such as biological control of pests, conservation of endangered species, and global climate change. Laboratories occur primarily in the field, where students explore and study local habitats, including meadows, forests, alpine tundra, bogs, dunes, marshes, lakes, and streams.

Instructor: Rodenhouse, Thomas
Prerequisite: BISC 108 or BISC 111/BISC 111T/BISC 113 or ES 101 or by permission of the instructor.
Distribution: NPS; QRF
Term(s): Fall

BISC 202 - Evolution with Laboratory (1.25)

Examination of evolution, the central paradigm of biology, at the level of populations, species, and lineages. Topics include the genetics of populations, the definition of species, the roles of natural selection and chance in evolution, the reconstruction of phylogeny using molecular and morphological evidence, and patterns in the origination, diversity, and extinction of species over time.

Instructor: Sequeira
Prerequisite: BISC 110/BISC 112 and BISC 111/BISC 111T/BISC 113.
Distribution: NPS
Term(s): Fall

BISC 203 - Comparative Physiology and Anatomy of Vertebrates with Laboratory (1.25)

The physiology and functional anatomy of vertebrate animals, with an emphasis on comparisons among representative groups. The course covers topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, neural, and ecological physiology. The laboratories incorporate the study of preserved materials and physiological experiments.

Instructor: Staff, Dolce, Helluy
Prerequisite: BISC 109 or BISC 111/BISC 111T/BISC 113, or permission of the instructor.
Distribution: NPS
Term(s): Fall

BISC 207 - The Biology of Plants with Laboratory (1.25)

An introduction to experimental plant biology. Topics will include growth and development, stress physiology, plant defense, applications of genetic engineering to the study and improvement of plants, and the properties of medicinal plants. The project-oriented laboratory sessions will provide an introduction to some of the techniques currently employed in answering research questions ranging from the organismal to the cellular level.

Instructor: Peterman
Prerequisite: BISC 110/BISC 112 or BISC 111/BISC 111T/BISC 113 and permission of the instructor.
Distribution: NPS
Term(s): Spring

BISC 209 - Microbiology with Laboratory (1.25)

Introduction to bacteria, archaea, viruses, and eukaryotic microorganisms. Overview of the microbial world including a survey of the morphology, structure, function, and diversity of microorganisms and microbial effects on the

environment. Introduction to the fundamental concepts of microbial evolution, genomics, metabolism, ecology, genetics, pathogenesis, and immunity. Students will gain experience in microbiological laboratory procedures including aseptic technique, microscopy, enrichment, isolation, enumeration, cultivation, and identification of microorganisms.

Instructor: Klepac-Ceraj, Crum, McDonough
Prerequisite: BISC 110/BISC 112 and one unit of college chemistry.
Distribution: NPS
Term(s): Fall

BISC 210 - Marine Biology with Laboratory (1.25)

Oceans cover more than 70 percent of the Earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants and animals in a variety of marine habitats. Focal habitats include the photic zone of the open ocean, the 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. Laboratories will emphasize fieldwork in marine habitats as well as hands-on study of marine organism adaptation and anatomy.

Instructor: Moore, Hughes
Prerequisite: BISC 111/BISC 111T/BISC 113 or ES 101, or by permission of the instructor.
Distribution: NPS
Term(s): Fall

BISC 216 - Mechanisms of Animal Development with Laboratory (1.25)

In this course, we will explore animal development beginning with the process of fertilization. We will consider how a single cell gives rise to the many specialized cell types of the adult and how the development of tissues is coordinated. The mechanisms that determine cell fate during embryonic development will be discussed. Topics will include: embryonic induction, pattern formation, organ development, regeneration, stem cells, and aging. Laboratory sessions will focus on experimental approaches to development.

Instructor: O'Donnell, Suzuki
Prerequisite: BISC 110/BISC 112 and BISC 111/BISC 111T/BISC 113, or permission of the instructor.
Distribution: NPS
Term(s): Spring

BISC 219 - Genetics with Laboratory (1.25)

The goal of the course is to develop an understanding of the fundamental principles of genetics at the molecular, cellular, and organismal levels. The mechanisms that regulate the control of gene expression leading to alteration in phenotype during cellular differential will be studied. A link will be established between the generation of genetic variants through mutation and recombination, their patterns of inheritance, interactions between genes to produce complex phenotypes, and the maintenance of such genetic variation in natural populations. Topics will include: organization of the eukaryotic genome, gene structure and function, multilevel gene control and dysregulation in disease, genetics of pattern formation, inheritance of gene differences, gene and allele interactions, and aspects of population and evolutionary genetics. Laboratory investigation will expose students to the fundamentals of genetics including classical and molecular techniques for genetic analysis.

Instructor: Webb, Sequeira, Beers, Crum
Prerequisite: BISC 110/BISC 112 and one unit of college chemistry. Not open to first-year students.

Cross-Listed as: BIOC 219
Distribution: NPS
Term(s): Fall

BISC 220 - Cellular Physiology with Laboratory (1.25)

Examines structure-function relationships in eukaryotic cells. We will explore the operation and regulation of molecular machines that carry out processes central to life. Considerable emphasis is placed on experimental approaches for investigating the following topics: protein structure and enzyme kinetics, biological membranes and transport, cytoskeletal assembly and function, protein biogenesis and trafficking, cell communication and signaling, the cell cycle, and intercellular interactions. Laboratory investigations will provide students with experience in classical and modern approaches to examine and quantify cellular processes.

Instructor: Darling, Beers
Prerequisite: BISC 110/BISC 112 and two units of college chemistry. One semester of organic chemistry is recommended. Not open to first-year students.
Cross-Listed as: BIOC 220
Distribution: NPS
Term(s): Spring

BISC 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

BISC 250G - Research or Individual Study Group (1.0)

Students in this 250 group will investigate human tissue and cellular structure and function. Students will observe prepared slides of normal histology and will read about normal structure/function relationships in human tissues. Students will demonstrate their mastery of histological concepts by researching and presenting cases involving both normal and abnormal histology to the class. A poster submission to the Ruhlman Conference will be the final outcome of the course.

Instructor: Sommers Smith
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall

BISC 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

BISC 301 - Seminar. Topics in Plant Biology (1.0)

Distribution: NPS
Term(s): Not Offered

BISC 302 - Human Physiology with Laboratory (1.25)

This course takes an integrated approach to the study of organ system function in humans. We will examine control mechanisms that allow the body to maintain a constant balance in the face of environmental challenges, such as exercise, temperature change, and high altitude. Our particular focus will be recent findings in the areas of neural, cardiovascular, respiratory, renal, and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research at both the cellular and organismal levels.

Instructor: Sommers Smith, Helluy
Prerequisite: BISC 111/BISC 111T/BISC 113 or NEUR 100, and either BISC 203 or NEUR 200.
Distribution: NPS

Term(s): Spring

BISC 306 - Principles of Neural Development (1.0)

This course will discuss aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis, and the development of behavior will be discussed, with an emphasis on the primary literature and critical reading skills. Laboratory sessions focus on a variety of methods used to define developing neural systems.

Instructor: Beltz (Neuroscience)

Prerequisite: BISC 216 or NEUR 200, or permission of the instructor.

Cross-Listed as: NEUR 306

Distribution: EC; NPS

Term(s): Fall

BISC 307 - Advanced Topics in Ecology with Laboratory (1.25)

Distribution: NPS

Term(s): Not Offered

BISC 308 - Tropical Ecology with Wintersession Laboratory (1.25)

Tropical rain forests and coral reefs seem to invite superlatives. They are among the most fascinating, diverse, productive, but also most endangered ecosystems on earth. These topics are addressed during the fall lectures in preparation for the laboratory part of the course, which takes place in Central America during Wintersession. We first travel to a small island, part of an atoll bordering the world's second longest barrier reef off the coast of Belize. In the second half of the field course we explore an intact lowland rain forest in Costa Rica. Laboratory work is carried out primarily outdoors and includes introductions to flora and fauna, and implementation of research projects designed during the fall.

Instructor: Königer, Helluy

Prerequisite: BISC 201, BISC 207, or BISC 210, and permission of the instructor. Application required.

Distribution: NPS

Term(s): Not Offered

Normally offered in alternate years. Subject to Provost's Office approval.

BISC 311 - Evolutionary Developmental Biology with Laboratory (1.25)

The diversity of organismal forms has fascinated human beings for centuries. How did butterflies get eyespots? What is the evolutionary origin of bird feathers? How did snakes get to be so long? How did humans evolve? The field of evolutionary developmental biology, or evo-devo, integrates the long-separate fields of evolutionary biology and developmental biology to answer these questions. In this course, we will explore topics such as the evolution of novelties, body plan evolution, developmental constraints, convergent evolution, and the role of environmental changes in evolution. Through reading of original papers, we will examine recent advances made in evo-devo and critically analyze the role of evo-devo in biology and the implications beyond biology. Students will have the opportunity to design and conduct an independent research project using arthropods.

Instructor: Suzuki

Prerequisite: BISC 202, BISC 216, or BISC 219, or by permission of the instructor.

Distribution: NPS

Term(s): Fall

BISC 314 - Environmental Microbiology with Laboratory (1.25)

This course explores current advances in our understanding of microbial diversity, community structure, metabolic activities in Bacteria and Archaea, and interactions between microbes. Topics will span the microbial ecology of natural environments, including marine ecosystems and the human body. Student participation and discussion of original scientific literature will be emphasized. In laboratory, students will learn how to characterize microorganisms, microbial communities, and microbial interactions using a suite of classical and molecular techniques.

Instructor: Klepac-Ceraj

Prerequisite: CHEM 211 plus any of the following: BISC 201, BISC 202, BISC 209, BISC 210, BISC 219, or BISC 220, or permission of the instructor.

Distribution: NPS

Term(s): Spring

BISC 315 - Neuroendocrinology with Laboratory (1.25)

Hormones act throughout the body to coordinate basic biological functions such as development, differentiation, and reproduction. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis, and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular, and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior.

Instructor: Tetel (Neuroscience)

Prerequisite: NEUR 200, or both BISC 110/BISC 112 and BISC 203, or by permission of the instructor.

Cross-Listed as: NEUR 315

Distribution: EC; NPS

Term(s): Fall

BISC 319 - Evolution and Conservation Genetics with Laboratory (1.25)

Oceanic archipelagos such as Galápagos stand at a crossroads: while many still retain most of their original species, ecological degradation is proceeding rapidly. We will focus on the study of the components of accumulation of species diversity in island systems and of the forces or agents that can threaten that endemic diversity. By looking at relationships among organisms, populations, and species, we can interpret how historical processes can leave evolutionary footprints on the geographic distribution of traits. Additionally, by analyzing genetic patterns within island populations we can detect signals of demographic growth or decline and evaluate the role of genetic factors in population persistence. After a series of introductory lectures, the course will involve student presentations and discussion of primary literature examining cases in archipelagos (Hawaii, Canaries, and Galápagos). In the laboratory, we will explore computational biology tools for analysis of DNA sequences, and apply methods of phylogeny, phylogeography reconstruction, and population demographics. We will also explore the growing field of molecular dating of evolutionary events.

Instructor: Sequeira

Prerequisite: BISC 201 or BISC 202 or BISC 210 or BISC 219, or by permission of the instructor.

Distribution: NPS

Term(s): Spring

BISC 320 - Proteomics with Laboratory (1.25)

The discipline of proteomics focuses on the large-scale study of proteins in living organisms. This course introduces students to the techniques utilized, and the scientific questions being addressed, to understand this complex world. As a student in this course you will have hands-on experience in methods of organelle isolation, polyacrylamide gel electrophoresis, chromatography, and the operation of a tandem mass spectrometer. The lecture portion of this course will focus on the primary literature, primarily dealing with the question of how proteomics is contributing to our understanding, and treatment of various diseases. This course will include a component of laboratory-based independent research and a final paper in the form of a grant proposal.

Instructor: Harris

Prerequisite: BISC 219, BISC 220 and CHEM 211, or by permission of the instructor.

Distribution: NPS

Term(s): Fall; Summer II

BISC 322 - Designs for Life: The Biomechanics of Animals and Plants with Laboratory (1.25)

This course will focus on how organisms cope with a complex physical world. Their sophisticated designs withstand large environmental forces, caused by gravity, wind, and water flow. Animals, as well as confronting the problems of not falling over or apart, must overcome additional challenges associated with locomotion. Biomaterials, including spider silk that is stronger than steel and springy tendons that power prodigious jumps, help make this possible. Topics for discussion will include how biomaterials give organisms structure and strength, how muscle acts as a biological motor during locomotion, how animals swim and fly, and how they run, walk and jump effectively on land. Class discussion and student presentation of recent primary literature will be an integral part of the course. Labs will include the analysis of video images to calculate accelerations and power during movement, and the use of force plates to quantify contact forces during running and jumping.

Instructor: Ellerby

Prerequisite: Two units in Biological Sciences at the 200 level or permission of the instructor. Not open to students who have taken BISC 321.

Distribution: NPS

Term(s): Spring

BISC 327-01-S - Seminar. Topics in Biodiversity (1.0)**Topic for 2013-14: Conservation Biology**

This course addresses the preservation and maintenance of species, populations, and communities in today's rapidly changing environment. Lectures and discussions will focus on selected topics in conservation biology including measuring and monitoring biodiversity, the causes and consequences of species extinction, adaptation to change and anthropogenic evolution, ecosystem restoration, and relevant environmental policy. Course format includes lectures and critical discussion of current research. Each student will complete an independent project of her choosing on a relevant topic.

Instructor: Rodenhoe

Prerequisite: Two units in biological sciences at the 200 level or above, or permission of the instructor.

Cross-Listed as: ES 327-01-S

Distribution: NPS

Term(s): Spring

BISC 328 - Seminar. Modern Biological Imaging (1.0)

This course will take an interdisciplinary approach to examine how scientists and clinicians address physiologically significant questions in cell and molecular biology using imaging-based techniques and modalities. We will examine the development and utilization of both qualitative and quantitative optical microscopy techniques, with a focus on fluorescent microscopy. Student exploration and analysis of review and primary literature will be integral to this course. Additional topics that afford the opportunity to interact with outside speakers may include biomedical imaging (MRI, CT, ultrasound, etc.), electron microscopy, and atomic force microscopy (AFM). The course incorporates a combination of introductory lectures, seminar-style discussions, "guest artist" speakers, and student presentations throughout the semester.

Instructor: Darling
Prerequisite: BISC 220
Distribution: NPS
Term(s): Fall

BISC 331 - Seminar. Cancer Genomics (1.0)

Cancer can be attributed to disruption of gene structure and function. Functional genomics has contributed more to the understanding and treatment of cancer in the last 10 years than the previous half century of oncology research. This course will provide a comprehensive study of the biological basis of malignancy from pathophysiology to the genetics of the transformed phenotype with a view to use of genomics in diagnosis, prognosis, and treatment directed at specific molecular targets. Topics to be discussed include pharmacogenomics, immunotherapy, tumor stem cells, RNAi, biomarkers, oncolytic viruses, nanotechnology, tumor metabolism and microenvironment, transcriptional profiling of both coding and non-coding RNAs, and reprogramming of epigenomic as well as epithelial-mesenchyme transition profiles. Class discussion and student presentation of recent original literature will be an integral part of the course.

Instructor: Webb
Prerequisite: BISC 219 or BISC 220, or by permission of the instructor.
Distribution: NPS
Term(s): Spring

BISC 334 - The Biology of Stem Cells (1.0)

In this course, we will study stem cells in terms of molecular, cellular, and developmental biology. We will focus on different types of stem cells, particularly embryonic stem cells, adult stem cells, and induced pluripotent stem cells. More specifically, we will explore how stem cells develop, the criteria by which stem cells are currently defined, and stem cell characteristics under investigation. Current research in the area of disease and potential stem cell therapies will also be discussed. Bioethical issues related to stem cell biology will be described. Students will present and discuss original literature throughout the course.

Instructor: O'Donnell
Prerequisite: BISC 216 or BISC 219 or permission of the instructor.
Distribution: NPS
Term(s): Fall

BISC 335 - Seminar: Cellular and Molecular Mechanisms of Disease (1.0)

This course will explore the underlying mechanisms of a variety of human diseases whose causes have been heavily studied at the cellular and molecular level. We will take a research-oriented approach to

the material through critical reading and analysis of primary literature on each topic and we will explore how this knowledge informs the design, development and implementation of treatments. Topics of study may include diseases related to: metabolism, genetics, protein folding, cytoskeleton, membrane trafficking, inflammation, and/or pathogenic infection. This course will utilize a combination of lectures to introduce general concepts, seminar-style discussions of primary literature articles, and student presentations throughout the semester.

Instructor: Goss
Prerequisite: BISC 220
Distribution: NPS
Term(s): Spring

BISC 336 - Seminar. Immunology (1.0)

In this course, we will study the molecular, cellular, and biochemical features of the immune system. We will also develop an appreciation for the interrelationship of immune components and their ability to function as an interactive system. Specific topics to be addressed include tissues, cells, lymphocyte activation, innate and adaptive immunity, cellular and humoral immune responses, cytokines, lymphocyte activation, the major histocompatibility complex, antibody structure and genetics, autoimmunity, and allergy. In this discussion- and presentation-based class, current research in immunology will be emphasized through the analysis of primary literature.

Instructor: LaBonte
Prerequisite: BISC 209, BISC 219, or BISC 220, or permission of the instructor.
Distribution: NPS
Term(s): Fall

BISC 338 - Seminar. The Biology of Social Insects (1.0)

Warfare, communication, agriculture, and caring for family are phenomena that are typically attributed to human societies, but social insects do these same things. In this course, we will explore the weird and wonderful world of social insects to discover their diverse strategies for success. We will learn about how conflict and selfishness have shaped the cooperative effort that characterizes these seemingly utopian communities. Topics will include the natural history of social insects, self organization in systems, models of division of labor, communication, and an examination of some of the biological oddities that have arisen as a result of kin selection. The format for the course will consist of demonstrations of basic principles, followed by discussion and presentation of classic literature and groundbreaking current research.

Instructor: Mattila
Prerequisite: BISC 201, BISC 202, or BISC 214, or by permission of the instructor.
Distribution: NPS
Term(s): Fall

BISC 339 - Seminar. Biology of Parasites (1.0)

Parasites hold a fascination for biologists. The lifestyles of these ubiquitous and sometimes dangerous organisms, perhaps seeming bizarre to us, have proven very successful evolutionary adaptations to life on or within their hosts. Parasites belong to many different protozoan groups and animal phyla, and many families of plants. We will explore this great diversity of parasite forms and specializations, including parasite biogeography, life cycles, life histories and evolution, immunomodulation and behavioral alteration of hosts, and host defenses. An important emphasis in our course will be the human health impacts of

parasites, methods of parasite control, and prospects for treatment and prevention of parasitic diseases. Participants will present both primary and review literature for discussion, augmented with introductory material for each major topic.

Instructor: Hughes
Prerequisite: Two units in biological sciences at the 200 level or permission of the instructor.
Distribution: NPS
Term(s): Fall

BISC 340 - Calderwood Seminar in Public Writing: Biology in the News (1.0)

While scientists have made great progress understanding the intricate details of many biological processes, the scientific literacy of the general public has not kept pace with these exciting developments. The goal of this writing-intensive seminar is to synthesize knowledge from a wide range of biological disciplines and to learn how to communicate important biological concepts to a broad audience. Students will review articles from the primary literature, decide which findings are relevant, and work on making the information and the scientific process transparent, accessible, and interesting to non-experts. The goal of the work is to help people to make educated choices, e.g., about health and environmental issues, by writing short articles for media ranging from the newspaper to the website of an NGO.

Instructor: Königer
Prerequisite: Any two BISC 200-level courses; seniors only.
Distribution: NPS
Term(s): Fall

BISC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

BISC 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

BISC 370 - Senior Thesis (1.0)

Prerequisite: BISC 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

BISC 399 - Nanotoxicology (0.5)

Nanotechnology is a booming industry, now impacting almost all aspects of our lives. Nanomaterials (NM) are currently being used in more than 500 consumer products and have many unique chemical and physical properties, including high catalytic reactivity, large surface-to-volume ratios, chemical composition, and size. However, these very properties also pose threats to our health and the environment. The EPA has recently noted the urgent need for research to understand NM properties and the potential risk factors inherent in

their widespread use. Such research should include investigations into NM conversion, environmental transport, persistence, fate and ecological effects, and the risks to humans. In this half-semester course we are going to explore these and other aspects of nanotechnology, with a focus on nanotoxicology.

Instructor: Dietz, Harris

Prerequisite: BISC 110/BISC 112, BISC 201/ES 101, a least one unit of college chemistry, or by permission of the instructor.

Distribution: NPS

Term(s): Fall

CALDERWOOD SEMINARS IN PUBLIC WRITING

Calderwood Seminars in Public Writing are advanced-level, writing-intensive courses that engage students in a review of their majors or areas of special interest. These seminars challenge students to integrate what they have learned in other courses and to communicate this knowledge to a broad audience.

Calderwood Seminars will rotate among departments and programs. Class size will remain small and enrollment, ordinarily, will be limited to juniors and seniors. The Seminars may fulfill major requirements.

The Calderwood Seminars in Public Writing are named after Stanford Calderwood, a patron of the arts and benefactor of Wellesley College. Throughout his career, Mr. Calderwood realized the value of written communication. To improve the capabilities of Wellesley College students as public writers, the Calderwood Charitable Foundation has provided generous support for this program.

Key elements for the Calderwood Seminars in Public Writing:

- Seminars targeted at juniors and seniors that draw on skills learned in prior courses and that empower a student's "voice" in her major field or area of study
- Seminars that offer a reflective overview of a major or area by covering topics central to the field or that explore a defining theme
- Seminars that emphasize public writing, rather than writing for a specialized and professional audience. Public writing—the ability to translate complex arguments and professional jargon to a broad audience—is a central feature of a liberal arts education
- Seminars that encourage a more collaborative experience, with students writing frequently and rewriting their work in response to comments by their professors and input from classmates

Calderwood Seminars in Public Writing Courses

ARTH 303/ARTS 303	Calderwood Seminar in Public Writing: Artist and Critic
BISC 340	Calderwood Seminar in Public Writing: Biology in the News
ECON 335	Calderwood Seminar in Public Writing: Economic Journalism
ENG 390	Calderwood Seminar in Public Writing: <i>The New York Review of Books</i> at Fifty
ES 399	Calderwood Seminar in Public Writing: Environmental Synthesis and Communication
MUS 301	Calderwood Seminar in Public Writing: Music in Public
PSYC 343	Calderwood Seminar in Public Writing: Psychology in the Public Interest
SPAN 340	Calderwood Seminar in Public Writing: Unity and Diversity in the Hispanic World

WRIT 390

Calderwood Seminar in Public Writing: Law, Medicine, and Ethics

DEPARTMENT OF CHEMISTRY

Professor: Arumainayagam, Hearn, Wolfson (Chair)

Associate Professor: Elmore, Flynn, Haines, Miwa, Nunez

Assistant Professor: Carrico-Moniz, Radhakrishnan, Vardar-Ulu

Adjunct Assistant Professor: Reisberg, Verschoor

Visiting Lecturer: Ferris

Senior Instructor in Chemistry Laboratory: Doe, Hall, McCarthy, Turnbull

Instructor in Chemistry Laboratory: Huang, Kadar, Moyer, Oakes, Mukundan, Trainor

Chemistry has often been referred to as "The Central Science." Knowledge of the properties and behavior of atoms and molecules is crucial to our understanding of medicine, biological systems, neuroscience, nanotechnology, environmental science and myriad other areas. All of the traditional divisions of chemistry—analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry—are represented on the faculty, in the course offerings and in opportunities for student-faculty collaborative research.

Unless otherwise noted, all courses meet for three periods of lecture/discussion and one 3.5-hour laboratory appointment weekly. CHEM 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 CHEM 105, CHEM 105P, or CHEM 120 according to their previous preparation, Advanced Placement (AP) scores, A-level grades, International Baccalaureate (IB) scores, and department placement exams. Students with a 5 on the Chemistry AP exam (or C or better on the A-level or 5 or higher on the higher level IB exam) typically elect CHEM 120. They may elect CHEM 211 if they demonstrate sufficient mastery of material from CHEM 120 on the department's exemption exam. Details of the AP/IB/A-level policy and the exemption and placement exams are on the department's website, www.wellesley.edu/Chemistry/chem.html. Students who have taken one year of high school chemistry should elect CHEM 105 followed by either CHEM 205 or CHEM 211.

Chemistry Major

Goals for the Chemistry Major

- Be able to think both concretely and abstractly about the world on a molecular level
- Learn fundamental lab techniques and understand how concepts learned in lecture and laboratory can be implemented in the real world
- Perform scientific research in the form of independent study or thesis program
- Approach and model problems using concepts and skills grounded in chemistry and learn about how solving such problems benefits the broader society
- Have a solid foundation in chemical principles and the ability to integrate concepts from chemistry and related fields in an interdisciplinary way
- Be able to present chemically relevant material clearly and accurately to an expert or a non-expert audience
- Be prepared for postgraduate study and/or public/private sector employment in fields such as chemistry, medicine, teaching, marketing and

sales, human resources, law, consulting, and business management

Requirements for the Chemistry Major

Any student who plans to take chemistry beyond CHEM 205 or CHEM 120 should consult one or more members of the chemistry department faculty. The department website (www.wellesley.edu/Chemistry/chem.html) 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.

The major will consist of the following:

- CHEM 105/CHEM 105P and CHEM 205, or CHEM 120
- CHEM 211 and CHEM 212
- CHEM 330
- Three from among CHEM 222, CHEM 223, CHEM 334 [2012-13 only], CHEM 335, CHEM 340 [2012-13 only], CHEM 341, or CHEM 361
- One unit of research/independent study (CHEM 250, CHEM 350, CHEM 355, or CHEM 360) or completion of approved summer or off-campus research and required paper/presentation
- One additional non-research/thesis chemistry course at the 300 level not including CHEM 320 or CHEM 331

For students entering before Fall 2012:

- MATH 116 or MATH 120; and PHYS 106 or PHYS 108

For students entering in Fall 2012 or later:

- MATH 215 (strongly recommended) or MATH 205; and PHYS 106 or PHYS 108

Students planning to go to graduate school in chemistry should choose PHYS 108, MATH 215, and CHEM 335. Students planning to study physical chemistry in graduate school should consider taking CHEM 335 in their junior year and PHYS 320 in their senior year.

The required mathematics and physics courses (PHYS 108 but not PHYS 106) may also be counted toward a major or a minor in those departments. Early completion of the mathematics and physics requirements is strongly encouraged.

Normally no more than three courses of chemistry taken at another institution may be counted toward the major.

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.

Students interested in an independent major in chemical physics should consult the department chair.

Independent Research in Chemistry

The chemistry major requires one semester or summer of research. The research requirement for the chemistry major can be fulfilled in the following ways:

1. **Independent Study in Chemistry (CHEM 250 or CHEM 350):** Research is supervised by a member of the Wellesley College chemistry department. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. In order to fulfill the research requirement for the major, the student must complete a paper of 8-10 pages on the research

and give a presentation to the chemistry department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the chemistry department. (Note: Paid internships are not eligible for CHEM 250 or CHEM 350.)

2. **Thesis in Chemistry (CHEM 355/CHEM 365 or CHEM 360/CHEM 370):** If the first semester of thesis (CHEM 355 or CHEM 360) is used to fulfill the research requirement, the student must complete a paper of 8–10 pages on the research and give a presentation to the chemistry department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the department. If the student completes the second semester (CHEM 365 or CHEM 370), the thesis and the thesis defense fulfill the paper and presentation requirement.
3. **Other Research Experiences:** A student may participate in an approved off-campus research program during the academic year (10 hours per week minimum for one semester) or an approved summer research program (eight weeks minimum length), write a paper of 8-10 pages on the research, and give a presentation to the chemistry department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the department. Students electing to use an off-campus research experience to fulfill the research requirement must have the research project approved by a faculty member in the Chemistry Department before starting the program.

Honors in Chemistry

The only route to honors in the major is writing a thesis and passing an oral examination (CHEM 360 and CHEM 370). To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.2 and 3.5. See Academic Distinctions.

Chemist Accreditation

The American Chemical Society has established a set of requirements in various areas 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.

Teacher Certification in Chemistry

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the chair of the education department.

Transfer Credit in Chemistry

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 via the Wellesley College Registrar's Office

from the chair of the department prior to enrolling in the course. Students, especially those taking chemistry courses abroad, may be required to contact the course professor to obtain specific details about the course because the online course description may be insufficient to make an informed decision. In general, courses from two-year colleges will not be accepted at any level. 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.

Advanced Placement and Exemption Examinations in Chemistry

For students entering in Fall 2013 and later: If a student scores a 5 on the AP or 5 or higher on the IB higher level examination or C or higher on the A-levels, she automatically qualifies for CHEM 120. Students who score 5 on the AP exam or 5 or higher on the IB higher level examination who complete CHEM 120 may count one unit of AP or IB course credit toward graduation. The department offers exemption and placement examinations at the beginning of the fall semester. If a student scores a 5 on the AP or 5 or higher on the IB higher level examination or C or higher on the A-levels and does well on the CHEM 120 **exemption** exam, she can go directly into CHEM 211. If a student scores below a 5 on the Chemistry AP or below 5 on the IB higher level examination or below C on the A-levels, but performs well on the CHEM 120 **placement** exam, she will be placed into CHEM 120. A student may take CHEM 105 without taking AP chemistry or a placement exam.

Withdrawal from Courses with Laboratory in Chemistry

Students who withdraw from a course that includes laboratory and then elect that course in another semester must complete both the lecture and laboratory portions of the course the second time.

Chemistry Minor

Requirements for the Chemistry Minor

A minor in chemistry includes:

- CHEM 105/CHEM 105P and CHEM 205, or CHEM 120
- CHEM 211
- CHEM 330 or CHEM 232 [2012-13] or CHEM 331 (see Note, below)
- a choice of CHEM 221 [2011-12] or CHEM 223 or CHEM 222 or CHEM 340 [2012-13] or CHEM 341 or CHEM 361
- one additional 200- or 300- level unit, excluding CHEM 250/CHEM 350/CHEM 351/CHEM 355/CHEM 365 Note: in order to satisfy the physical chemistry requirement for the minor, students must choose one of the following two options:
- For students interested in biological applications of chemistry: CHEM 331, for which the prerequisites include CHEM 223
OR
- For students interested in the mathematical foundations of chemistry: CHEM 330, for which the prerequisites include MATH 215 or MATH 205 Normally no more than one unit in chemistry from another institution may be counted toward the minor.

CHEM - Chemistry Courses

CHEM 102-01-S - Contemporary Problems in Chemistry with Laboratory (1.25)

Topic for 2013-14: Understanding Drugs

A study of a wide variety of drugs, both legal and illegal. The focus will be on how these molecules affect our minds and bodies based on an understanding of their biochemistry. Topics will include antibiotics, steroids, stimulants, intoxicants, narcotics, and hallucinogens. The history, discovery, development, testing, regulation, and prohibition of these substances will also be considered. The laboratory will include synthesis and analysis of an analgesic and an intoxicant, plus the detection of drugs in our bodies and on currency.

Instructor: Reisberg

Prerequisite: Open to all students except those who have taken any other chemistry course.

Distribution: NPS

Term(s): Spring

CHEM 105 - Fundamentals of Chemistry with Laboratory (1.25)

This course is designed for students majoring in the physical and biological sciences as well as those wishing an introduction to modern molecular science. Core principles and applications of chemistry are combined to provide students with a conceptual understanding of chemistry that will help them in both their professional and everyday lives. Topics include principles of nuclear chemistry, atomic and molecular structure, molecular energetics, chemical equilibrium, and chemical kinetics. The laboratory work introduces students to synthesis and structural determination by infrared and other spectroscopic techniques, periodic properties, computational chemistry, statistical analysis, and various quantitative methods of analysis. This course is intended for students who have taken one year of high school chemistry and have a math background equivalent to two years of high school algebra. Students who have AP or IB credit in chemistry, and who elect CHEM 105, forfeit the AP or IB credit.

Instructor: Staff

Prerequisite: One year of high school chemistry. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken CHEM 105P.

Distribution: NPS; MM

Term(s): Fall; Spring; Summer I

CHEM 105P - Fundamentals of Chemistry with Laboratory (1.25)

This course is designed for students majoring in the physical and biological sciences as well as those wishing an introduction to modern molecular science. Core principles and applications of chemistry are combined to provide students with a conceptual understanding of chemistry that will help them in both their professional and everyday lives. Topics include principles of nuclear chemistry, atomic and molecular structure, molecular energetics, chemical equilibrium, and chemical kinetics. The laboratory work introduces students to synthesis and structural determination by infrared and other spectroscopic techniques, periodic properties, computational chemistry, statistical analysis, and various quantitative methods of analysis. This course is intended for students who do not meet the prerequisites for CHEM 105 and for students who, because of their previous chemistry and math experiences, require additional academic support for the study of introductory chemistry. Includes two additional class meetings each week.

Students in CHEM 105P must enroll in lab section 105P.

Instructor: Miwa

Prerequisite: Permission of the instructor. Open by permission to students who have not fulfilled the Quantitative Reasoning basic skills requirement but are taking QR 140 concurrently. Not open to students who have taken CHEM 105.

Distribution: NPS; MM

Term(s): Fall

CHEM 106 - Think Like a Scientist, Act Like an Artist: How to Appreciate and Communicate Science (1.0)

Even though curiosity, creativity, and the desire to benefit society lie at the heart of scientific research, scientists are rarely recognized as creative people, who can connect to their communities; that characterization is typically reserved for artists. The goal for this course is to create an opportunity for any first-year student to experience how scientists approach real-world problems using the scientific process, and to communicate their understanding to the general public through the power of artistic representation. Students will compare and contrast scientists' and artists' approach to problems, and will discuss effective strategies that scientists can borrow from artists to communicate their data-driven understanding of the world around them while showcasing their inherent creativity.

Instructor: Vardar-Ulu

Prerequisite: None

Distribution: NPS

Term(s): Spring

Mandatory credit/noncredit.

CHEM 120 - Intensive Introductory Chemistry with Laboratory (1.25)

A one-semester course for students who have completed more than one year of high school chemistry, replacing CHEM 105 and CHEM 205 as a prerequisite for more advanced chemistry courses. It presents the topics of nuclear chemistry, atomic structure and bonding, periodicity, kinetics, thermodynamics, electrochemistry, equilibrium, acid/base chemistry, solubility, and transition metal chemistry. All of these topics are presented in the context of both historical and contemporary applications. The laboratory includes experiments directly related to topics covered in lecture, an introduction of statistical analysis of data, molecular modeling and computational chemistry, instrumental and classical methods of analysis, thermochemistry, and solution equilibria. The course meets for four periods of lecture/discussion and one 3.5-hour laboratory.

Instructor: Arumainayagam

Prerequisite: Open to students who have a score of 5 on the Chemistry AP exam or an IB Chemistry higher level score of 5 or above; open also to students with two years of chemistry but without the requisite AP or IB score who perform sufficiently well on the Chemistry 120 placement exam. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed CHEM 105/CHEM 105P and/or CHEM 205. Students who score 5 on the AP exam or 5 or higher on the IB higher level examination may count one unit of AP or IB credit towards graduation even if they enroll in CHEM 120.

Distribution: NPS; MM; QRF

Term(s): Fall

CHEM 205 - Chemical Analysis and Equilibrium with Laboratory (1.25)

This course builds on the principles introduced in CHEM 105, with an emphasis on chemical equilibrium and analysis, and their role in the

chemistry of the environment. Topics include chemical reactions in aqueous solution with particular emphasis on acids and bases; solubility and complexation; electrochemistry; atmospheric chemistry; photochemistry and smog; global warming and acid deposition; sampling and separations; modeling of complex equilibrium and kinetic systems; statistical analysis of data; and solid state chemistry of ceramics, zeolites and new novel materials. The laboratory work includes additional experience with instrumental and noninstrumental methods of analysis, sampling, computational chemistry, and solution equilibria.

Instructor: Staff

Prerequisite: CHEM 105 or CHEM 105P and fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken CHEM 120.

Distribution: NPS; MM; QRF
Term(s): Fall; Spring

CHEM 211 - Organic Chemistry I with Laboratory (1.25)

Topics covered include: stereochemistry, synthesis and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, nomenclature of organic functional groups, IR, and GC/MS.

Instructor: Staff

Prerequisite: CHEM 105, CHEM 105P, or CHEM 120, or permission of the department.

Distribution: NPS

Term(s): Fall; Spring; Summer I

CHEM 212 - Organic Chemistry II with Laboratory (1.25)

A continuation of CHEM 211. Includes NMR spectroscopy, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. In addition, students are expected to study the chemical literature and write a short chemistry review paper.

Instructor: Staff

Prerequisite: CHEM 211

Distribution: NPS

Term(s): Fall; Spring

CHEM 220 - Principles of Biochemistry (1.0)

An introduction to the chemical foundations of life processes, with focus on theory and applications relevant to medicine. Topics include bioenergetics, metabolism, and macromolecular structure. Some basic skills such as data analysis and understanding of the primary literature will be approached through in-class discussions and application to current biomedical problems. This course is suitable for students wanting an overview of biochemistry, but it will not contain the experimental introduction to biochemical methods and instrumentation laboratory required for some majors.

Instructor: Wolfson

Prerequisite: CHEM 205, CHEM 211, CHEM 212, and BISC 110/112; or CHEM 120, CHEM 211, CHEM 212, and BISC 110/BISC 112.

Distribution: NPS

Term(s): Fall; Spring

Does not count toward the minimum major in Chemistry. Not open to students who have completed CHEM 222 or CHEM/BIOC 223.

CHEM 222 - Introduction to Biochemistry with Laboratory (1.25)

A study of the chemistry of biomolecules and macromolecular assemblies, with emphasis on structure-function relationships; an introduction to bioenergetics, enzyme kinetics, and metabolism. This course is intended for students who plan to complete only one semester of biochemistry course work at

Wellesley. Students who plan to continue with a second semester should instead enroll in CHEM 223. The laboratory introduces modern laboratory techniques for the study of proteins and nucleic acids, as well as developing skills of experimental design and critical data analysis, and should be of particular value to students planning or engaged in independent research.

Instructor: Elmore, Nunez

Prerequisite: CHEM 205, CHEM 211 and CHEM 212; or CHEM 120, CHEM 211 and CHEM 212.

Distribution: NPS

Term(s): Fall; Spring

CHEM 223 - Fundamentals of Biochemistry: Understanding the Physical Principles of Biochemistry and the Molecules of Life with Laboratory (1.25)

A gateway course that introduces the fundamental multidisciplinary concepts governing life at the molecular level. Following a review of aqueous equilibria and thermodynamic, kinetic, and spectroscopic principles, the emphasis will be on the molecular structure, assembly, and interactions of biological macromolecules and modern techniques for studying them. Proteins, nucleic acids, carbohydrates, and lipids will be covered to provide a molecular understanding of nature and to build an appreciation for its structural complexity. This course is designed to prepare students for the qualitative and quantitative approaches used in the theoretical and experimental studies of biological problems covered in the upper-level courses BIOC 323/CHEM 323, BIOC 331/CHEM 331, and BIOC 320/CHEM 320.

Instructor: Vardar-Ulu, Oakes

Prerequisite: CHEM 205 or CHEM 120, CHEM 211, and BISC 110/BISC 112. Not open to students who have taken CHEM 221.

Cross-Listed as: BIOC 223

Distribution: NPS

Term(s): Spring

CHEM 250 - Research or Individual Study (1.0)

Research is supervised by a member of the Wellesley College chemistry department. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. Course fulfills the research requirement for the major only upon completion of a paper of 8-10 pages on the research and a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 250.)

Prerequisite: Open by permission to students who have taken at least one chemistry course and are not eligible for CHEM 350.

Distribution: None

Term(s): Fall; Spring

CHEM 306-01-F - Seminar (1.0)

Topic for 2013-14: Chemistry of DNA

This advanced-level seminar will focus on the molecular properties of DNA. Using readings from the primary literature and graduate-level texts, the class will discuss a variety of current topics in the research community, including the binding of proteins and small molecules, the covalent modification of DNA by mutagenic agents, and the dynamic motions of DNA across timescales. Critical analysis of experimental design and conclusions from data will be encouraged. Each student will be evaluated on her written summaries of papers, participation in discussions, oral presentations, and an original research proposal.

Instructor: Nunez

Prerequisite: CHEM 205 (or CHEM 120) and CHEM 212.

Distribution: NPS

Term(s): Fall

CHEM 306-01-S - Seminar (1.0)

Topic for 2013-14: Chemistry of the Heavens

Astrochemistry is the study of chemical reactions of atoms, molecules, radicals, and ions in the gas phase and in the condensed phase in interstellar, planetary, and cometary environments. These chemical reactions result in the formation of new molecules ranging from simple diatomics such as molecular hydrogen to complex, prebiotic organic molecules. We will use the tools of chemistry and physics to explore fundamental questions, such as "Are ion-molecule reactions in the gas phase likely to be efficient in the interstellar medium, or do most of these complex organic species form on icy silicate dust grains during warm up, following exposure to low-energy UV light and/or high-energy cosmic radiation such as galactic cosmic rays?"

Instructor: Arumainayagam

Prerequisite: CHEM 205 or CHEM 120.

Distribution: NPS

Term(s): Spring

CHEM 309 - Computational Chemistry (1.0)

Computational chemistry now plays a crucial role in both the design and the analysis of molecules and systems across industries including pharmaceuticals, materials, and manufacturing. This course will provide students with a conceptual understanding of computational modeling techniques pertinent to chemistry along with practical experience applying these methods. Specific techniques considered in the course may include quantum mechanical *ab initio* and semiempirical models, molecular mechanics, molecular dynamics simulations, optimization and sampling frameworks, and chemical informatics, with case studies coming from current literature. Emphasis will be placed on the trade-offs between model accuracy and efficiency, and fundamental principles in computer programming, numerical methods, hardware, and software will be introduced as they relate to this trade-off. Application of these methods to solve problems in diverse areas, such as protein structure, drug design, organic reactivity, and inorganic systems, will also be emphasized. In addition to regular computer-based exercises, the course will culminate in an independent project utilizing techniques presented in the course.

Instructor: Radhakrishnan

Prerequisite: CHEM 205 or CHEM 120 and CHEM 211 and MATH 116, or permission of the instructor.

Distribution: NPS; MM

Term(s): Fall

CHEM 317 - Advanced Organic Chemistry: Physical Organic Chemistry and Organometallic Catalysis (1.0)

Advanced organic reactions and mechanism, studied through the application of sophisticated structural considerations, kinetic and thermodynamic measurements, and molecular orbital principles. This course will include transition metal catalysis of organic coupling reactions. The examples studied will be drawn predominantly from the primary literature.

Instructor: Haines

Prerequisite: CHEM 212

Distribution: NPS

Term(s): Spring

CHEM 318 - Advanced Organic Chemistry: Reactions, Mechanisms, and Modern Synthetic Methods (1.0)

This course will cover strategies and tactics for assembling complex organic molecules. Considerable emphasis will be placed on stereoselective synthesis, including the stereoselective construction of ring systems, acyclic stereocontrol, and asymmetric catalysis. Reaction mechanisms will also be emphasized throughout the semester. Lecture topics will be accompanied by case studies drawn from the current chemical literature. The course will culminate in an independent project involving pharmaceuticals and other molecules of medicinal importance.

Prerequisite: CHEM 212
Distribution: NPS
Term(s): Not Offered

CHEM 320 - Integrated Biophysical Chemistry Advanced Laboratory (1.0)

An intensive laboratory course offering a multiweek independent research project and training in experimental applications of physical chemistry and biochemistry. Topics will include spectroscopy, chemical thermodynamics of biomolecules, and enzyme kinetics. This course will emphasize independent hypothesis development and experimental design skills as well as professional conference-style presentation of results. Students will read primary literature, construct a research proposal, develop their own laboratory protocols manual, conduct experiments using a variety of instrumentation, and present their research in a poster format at the end of the semester. One class period per week plus one lab and mandatory weekly meetings with instructor.

Instructor: Oakes
Prerequisite: CHEM 223
Cross-Listed as: BIOC 320
Distribution: NPS
Term(s): Fall

CHEM 323 - Advanced Biochemistry: Functions of Biological Molecules (1.0)

Consideration of the function and regulation of biomolecules and macromolecular assemblies, with particular emphasis on binding proteins, enzymes, and metabolic pathways. Contemporary experimental and computational techniques used to study these systems will be discussed, with a focus on applications in the primary literature. Students will be expected to express increased intellectual independence on assignments, including the development of independent research proposals.

Instructor: Elmore
Prerequisite: CHEM 223. Not open to students who have taken CHEM 328.
Cross-Listed as: BIOC 323
Distribution: NPS
Term(s): Spring

CHEM 330 - Physical Chemistry I with Laboratory (1.25)

Molecular basis of chemistry; intensive overview of theories, models, and techniques of physical chemistry; extensive coverage of quantum mechanics; applications of quantum mechanics to atomic and molecular structure, and spectroscopy; classical thermodynamics of gases and solutions; intermediate topics in chemical kinetics and introduction to reaction dynamics; basic statistical mechanics to calculate thermodynamic variables and equilibrium constants.

Instructor: Arumainayagam

Prerequisite: CHEM 211 or by permission of the department; PHYS 104 or PHYS 107, MATH 215 (strongly recommended) or MATH 205. Not open to students who have taken CHEM 232, CHEM 233, CHEM 331, CHEM 334, or CHEM 335.
Distribution: NPS; MM
Term(s): Fall

CHEM 331 - Physical Chemistry of Biological Systems: The Fundamental Models of Biological Molecules and Process (1.0)

Provides a survey of fundamental principles in physical chemistry and how they relate specifically to the study of biological molecules and processes. Emphasis is placed on empowering students to understand, evaluate, and use models as approximations for the biomolecular world. Models are mathematically represented and provide both qualitative and quantitative insight into biologically relevant systems. Commonly used experimental techniques, such as spectroscopy and calorimetry, are explained from first principles with quantum mechanical and statistical mechanical models, and computational applications such as protein structure prediction and molecular design are explained through physical models such as molecular mechanics and dynamics. Does not count toward the chemistry major, but counts toward the biological chemistry major and the chemistry minor.

Instructor: Radhakrishnan
Prerequisite: CHEM 223 and MATH 116. Not open to students who have taken CHEM 232.
Cross-Listed as: BIOC 331
Distribution: NPS; MM
Term(s): Fall

CHEM 335 - Physical Chemistry II with Laboratory (1.25)

Quantum mechanics, group theory, and statistical thermodynamics provide the foundation for molecular spectroscopy that is used to understand the chemical nature of molecules. By addressing modern chemical problems, students will gain insight into how chemical reactions occur while learning about exciting, vibrant fields of modern chemical research. This advanced course will emphasize the mathematical basis of physical chemistry with an emphasis on matrix representations. The essential fundamentals will be reinforced while modern applications and new developments in experimental and theoretical chemical kinetics and reaction dynamics are introduced.

Instructor: Radhakrishnan
Prerequisite: CHEM 330 or CHEM 233 [2011-12], (CHEM 232 or CHEM 331 by permission of the instructor), PHYS 106 or PHYS 108; and MATH 215. Not open to students who have taken CHEM 334.
Distribution: NPS; MM
Term(s): Spring

CHEM 341 - Inorganic Chemistry with Laboratory (1.25)

Atomic structure, multi-electron atoms, the periodic table and periodicity, chemical applications of group theory, molecular orbital theory, the chemistry of ionic compounds, generalized acid/base theories, transition metal complexes, organometallic chemistry, catalysis, and bioinorganic chemistry. The laboratory introduces a number of experimental and computational techniques used in inorganic chemistry.

Instructor: Verschoor
Prerequisite: CHEM 205 or CHEM 120
Corequisite: /Prerequisite: CHEM 212
Distribution: NPS
Term(s): Spring

CHEM 350 - Research or Individual Study (1.0)

Research is supervised by a member of the Wellesley College chemistry department. Students will be expected to devote (per week) 10-12 hours for CHEM 350 and five to six hours for CHEM 350H. Student projects will be planned accordingly. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. Course fulfills the research requirement for the major only upon the completion of a paper of 8-10 pages on the research and a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 350.)

Prerequisite: Open by permission to students who have taken at least three chemistry courses.
Distribution: None
Term(s): Fall; Spring

CHEM 350H - Research or Individual Study (0.5)

Research is supervised by a member of the Wellesley College chemistry department. Students will be expected to devote (per week) 10-12 hours for CHEM 350 and five to six hours for CHEM 350H.

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHEM 355 - Chemistry Thesis Research (1.0)

The first course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. If the first semester of thesis is used to fulfill the research requirement, the student must complete a paper of 8-10 pages on the research and give a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 355.)

Instructor: Staff
Prerequisite: Open only to seniors by permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHEM 360 - Senior Thesis Research (1.0)

CHEM 360 is the first course in a two-semester investigation of a significant research problem, culminating in departmental honors upon the completion in the second semester of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students in 360 and 370 will be expected to attend the weekly departmental honors seminar, listed in the schedule of classes. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty. (See Academic Distinctions.) If the first semester of thesis is used to fulfill the research requirement, the student must complete a paper of 8-10 pages on the research and give a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 360.)

Prerequisite: Permission of the department.

Distribution: None
Term(s): Fall; Spring

CHEM 361 - Analytical Chemistry with Laboratory (1.25)

Classical and instrumental methods of chemical analysis. Topics include statistical analysis, electronics and circuitry, electrochemistry, spectroscopy, and separations science with special attention to instrument design and function. The course work emphasizes the practical applications of chemical instrumentation and methods to address questions in areas ranging from art history to biochemistry to materials science. The laboratory work focuses on the design, construction, and use of chemical instrumentation along with the interfacing of instruments with computers.

Instructor: Flynn

Prerequisite: CHEM 205 and CHEM 211 or CHEM 120 and CHEM 211.

Distribution: NPS; QRF

Term(s): Fall; Spring

CHEM 365 - Chemistry Thesis (1.0)

The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. Course counts toward the research requirement if the student completes the thesis and the thesis presentation. (Note: Paid internships are not eligible for CHEM 365.)

Prerequisite: CHEM 355 and permission of the department.

Distribution: None

Term(s): Fall; Spring

CHEM 370 - Senior Thesis (1.0)

CHEM 370 is the second course in a two-semester investigation of a significant research problem, culminating in departmental honors upon the completion of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. Course counts toward the research requirement if the student completes the thesis and the thesis presentation. See Academic Distinctions. (Note: Paid internships are not eligible for CHEM 370.)

Prerequisite: CHEM 360 and permission of department.

Distribution: None

Term(s): Fall; Spring

CHINESE STUDIES

See East Asian Languages and Cultures (p. 79)

CINEMA AND MEDIA STUDIES

AN INTERDEPARTMENTAL MAJOR AND MINOR

Co-director: *Viano, Wood*

Professor: *Viano*

Assistant Professor: *Knouf*

Senior Lecturer: *Wood*

Participating Faculty: *Berman (Art), Carroll (Art), Cezair-Thompson (English), Creef (Women's and Gender Studies), Kelley (Art), Karakasidou (Anthropology), Laviosa (Italian Studies), Mata (Women's and Gender Studies), Matzner (Anthropology), Mekuria (Art), Nolden (German), Oles (Art), Olsen (Art), Prabhu (French), Shetley (English), Song (East Asian Languages and Cultures), Zimmerman (East Asian Languages and Cultures)*

The Cinema and Media Studies program (CAMS) offers an innovative, interdisciplinary major and minor focused on the history, theory, and practice of the media that characterize modernity and those new media that are currently emerging. CAMS engages with all forms of still, moving-image, and screen-based audio-visual media, from the dominant forms of the last century (film, television, and still photography) through today's emergent forms (digital, Web, gallery-based, and more). While the major requires students to select one of two distinct tracks—in Cinema/Media Studies or Video/Media Production—an innovative feature of the major is that we expect students in all tracks to be conversant in both theory and production. Students in the program come to understand theory through practice, and practice through theory.

Cinema and Media Studies Major

Goals for the Cinema and Media Studies Major

Students in the CAMS major will learn that the various media we use/interact with are not only the products of human imagination and expression, but are an influential, perhaps primary, means by which we come to understand the world and ourselves in it as thinking, communicating, and interacting members of ethnicities, genders, classes, societies, nations, and global communities.

Students who complete the CAMS major will have:

- Acquired a broad-based contemporary and historical knowledge of international film and audio-visual media
- Acquired a set of critical and analytical tools for the study of film and audio-visual media
- Developed a critical awareness of the cultural, political and economic role of film and media in modern societies
- Produced media works in the form or forms of their choice
- Explored, through their own processes of image-making, the relationships between technology, aesthetic process, and social impact of modern media culture

Requirements for the Cinema and Media Studies Major

The major in Cinema and Media Studies requires 10 units and offers two areas of concentration, Cinema/Media Studies and Video/Media Production. Students choose either the Studies track or the Production track at the time they elect the major.

Common Requirements

Students in both tracks are required to take the following:

1. CAMS 101, Introduction to Cinema and Media Studies
2. CAMS 201, Between Magic and Reality: A Century of Cinema, Part I (formerly CAMS 102)
3. CAMS 202, Between Reality and Magic: A Century of Cinema, Part II.
4. One theory course, which can be fulfilled by one of these three courses:

CAMS 200, Thinking Through Cinema: Film and Media Theory

CAMS 218, Theories of Media from Photography to the Internet

PHIL 203, Philosophy of Art

5. One production course, to be chosen among:

CAMS 135/ARTS 165, Introduction to Video Production

CAMS 138/ARTS 108, Photography I

CAMS 234/ENG 204, The Art of Screenwriting

In addition to the common requirements, students electing the Studies track must take:

6. Two core courses, to be chosen from among these:

CAMS 206, Cinema of the '60s

CAMS 209, Desiring Difference: Gender and Sexuality in Cinema

CAMS 222, "Being There": Documentary Film and Media

CAMS 226, Montage: History, Theory, and Practice

CAMS 227, Television

CAMS 228, Avant-Garde Film

7. Two 300-level courses in CAMS or as approved by the directors.

8. Additional elective(s) may be chosen from among the CAMS cross-listed courses and related courses.

In addition to the common requirements, students electing the Production track must take:

6. One core course (to be chosen from the list above)

7. Four additional studio courses to be selected among the following (or equivalent) courses:

CAMS 235/ARTS 265, Intermediate Video Production/The Documentary Form

CAMS 335/ARTS 365, Advanced Video Production

CAMS 238/ARTS 208, Photography II

CAMS 338/ARTS 308, Photography III

CAMS 230/ARTS 260, Moving Image Studio

CAMS 239/ARTS 221, Digital Imaging

CAMS 255/ARTS 255, Dynamic Interface Design

MUS 275, Computer Music: Synthesis

Techniques and Compositional Practice

ARTS 313, Virtual Form

ARTS 321, Advanced New Media

All majors must ensure that they take at least two courses in CAMS (or as approved by the directors) at the 300 level; one of these may be a 350. CAMS 360 and CAMS 370 do not count toward the 300-level requirement, but are honors-level courses taken in addition to the 10 courses required for the major.

Honors

Candidates for Departmental Honors in CAMS complete a senior thesis in two units of independent study/thesis (CAMS 360, CAMS 370) undertaken in the fall and spring of the senior year. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the program may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

For majors in the studies track, the route to honors is writing a thesis paper and passing an oral examination on the content and argument of the paper. A senior thesis engages a topic involving year-long research resulting in a polished paper of 50-100 pages in length. For a student who has a clear idea of what she wants to investigate, a well-considered plan of research, and a willingness to accept the responsibility of working independently, a senior thesis can be a rewarding experience.

Honors in the Production track is earned by the demonstration of excellence in a self-directed senior thesis project. A Production thesis consists of an extended piece or body of visual work produced over two semesters; this work normally involves research, script-writing, and pre-production, production, and post-production phases. The final work is accompanied by a paper of 15-20 pages documenting the development of the project, and is exhibited at a public showing at the end of the semester.

Courses for Credit Toward the Cinema and Media Studies Major

For the following courses to count toward the major, CAMS majors are advised to request approval from the Program Director before registering.

AMST 274/WGST 274	Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns
ARTH 263	Domesticity and Its Discontents
ARTH 303/ARTS 303	Calderwood Seminar in Public Writing: Artist and Critic
AFR 207	Images of Africana People Through the Cinema
AFR 222	Blacks and Women in American Cinema
AFR 261	History of Black American Cinema
ANTH 219/CAMS 219	Balkan Cinematic Representations
ANTH 239	Visual Culture of South Asia
CS 114	The Socio-Technological Web

ENG 355-01-S	Advanced Studies in Twentieth-Century Literature
ENG 385-01-S	Advanced Studies in a Genre
FREN 222	French Cinema from the Lumière Brothers to the Present: The Formation of Modernity
FREN 314	A Cinematic History of Intellectual Ideas in Post-WWII France: The Politics of Art
FREN 331	Desire, Sexuality, and Love in African Francophone Cinema
ITAS 261	Italian Cinema (in English)
JPN 130/THST 130	Japanese Animation (in English)
THST 130/JPN 130	Japanese Animation (in English)
MUS 275	Computer Music: Synthesis Techniques and Compositional Practice
POL1 316	Media and American Democracy
SOC 231	The Sociology of Art, Media, and Culture: Comparative Perspectives
SPAN 265	Latin American Cinema
SPAN 268	Contemporary Spanish Cinema
SPAN 304	Seminar. All about Almodóvar: Spanish Cinema in the "Transición"
SPAN 315	Seminar. Luis Buñuel and the Search for Freedom and Morality
THST 209	Introduction to the Art of Scenic Design
WGST 207	Gender and Sexuality in Cyberspace: A Transnational Feminist Approach

Related Courses

Attention Called

MUS 277	Interactive Sound Art with Electronics
MUS 301	Calderwood Seminar in Public Writing: Music in Public
RAST 222	Firebird! The Russian Arts Under Tsars and Commissars
RAST 322	Firebird! The Russian Arts Under Tsars and Commissars
SPAN 264	Progress and Tribulations: Spanish Literature and Cinema in the Third Millennium (2000-Present)

Cinema and Media Studies Minor

Requirements for the Cinema and Media Studies Minor

The CAMS minor will be made up of six courses in the following areas:

1. CAMS 101, CAMS 201 (formerly 102), and CAMS 202
2. One introductory production course
3. Two additional courses, at least one of which must be at the 300 level

CAMS - Cinema and Media Studies Courses

CAMS 101 - Introduction to Cinema and Media Studies (1.0)

CAMS 101 introduces students to the study of audio-visual media, including oral, print, photographic, cinematic, broadcast, and digital media forms and practices. Using a case study approach, we will explore the nature of audio-visual communication/representation in historical, cultural, disciplinary, and media-specific contexts, and examine different theoretical and critical perspectives on the role and power of media to influence our social values, political beliefs, identities, and behaviors. We'll also consider how consumers of media representations can and do contest and unsettle their embedded messages. Our emphasis will be on developing the research and analytical tools, modes of reading, and forms of critical practice that can help us to negotiate the increasingly mediated world in which we live.

Instructor: Viano and Wood (Fall, FY Seminar); Knouf (Fall, Spring)

Prerequisite: None. Open to all students. CAMS 101 is required for all students majoring or minoring in Cinema and Media Studies, and should ideally be taken before any other CAMS course.

Distribution: ARS

Term(s): Fall; Spring

One fall section of this course is a First-Year Seminar, reserved for first-year students only with enrollment limited to 15. First-year students enrolled in this seminar will also register for an evening screening/lab period each Tuesday from 7-9 pm during which they will interact with students enrolled in the regular section of CAMS 101.

CAMS 105 - Film Now! An Introduction to the Cinematic Experience (1.0)

An introduction to the art of film designed for non-majors, this course explores the excitement of contemporary global filmmaking. Through selected films and readings, the course focuses on the basic elements of filmic language including mise-en-scène, editing, cinematography, the relation of sound to image, and narrative structure. Students learn to view the art of film not only as a medium for personal expression, but also as a complex interplay between aesthetic, ideological, economic, and technological concerns. Discussions will examine in detail how today's filmmakers are utilizing both traditional cinematic forms and emerging new media technologies and the ways they are changing the cinema experience in the twenty-first century.

Instructor: Shetley (English)

Prerequisite: None

Distribution: ARS

Term(s): Not Offered

CAMS 135 - Introduction to Video Production (1.0)

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing, and editing short videos.

Instructor: Mekuria (Fall), TBA (Spring) (Studio Art)

Prerequisite: None. Aimed for first- and second-year students; juniors and seniors should check the Art Department website for override application forms.

Cross-Listed as: ARTS 165

Distribution: ARS

Term(s): Fall; Spring

Meets the Production requirement for CAMS majors.

CAMS 138 - Photo I: Introduction to Photography (1.0)

Photo I is an introduction to the foundations of photography. Technical skills will be learned through camera work, lighting, and traditional darkroom practices. Conceptual, aesthetic, and critical skills essential to understanding photography's broader role in contemporary art and society will be learned through assignments, readings, discussions, lectures, gallery visits, and group critiques.

Instructor: Kelley (Fall) (Studio Art), TBA (Spring)

Prerequisite: None. Aimed for first- and second-year students; juniors and seniors should check the Art Department website for override application forms.

Cross-Listed as: ARTS 108

Distribution: ARS

Term(s): Fall; Spring

Meets Production requirement for CAMS major.

WRIT 111-CAMS-115 - Hitchcock, Auteur (1.0)

What is it that draws filmmakers, critics, writers, and scholars back to the films of Alfred Hitchcock, time and time again? What shots and frame compositions tempt filmmakers to imitation and homage? What narrative themes seduce critics? What paradoxes puzzle scholars and writers? To what extent is Hitchcock the master of his own films—in the words of film theorists, an auteur as much as a director? To what extent did he collaborate with others—screenwriters, composers, actors, cinematographers, and yes, his own wife and daughter—to produce enduring works of art? In reading, viewing, analyzing, and writing about films from all periods of Hitchcock's working life, this course will use these questions to shape our understanding of film and film theory.

Instructor: Wood (The Writing Program and CAMS)

Prerequisite: None. Open only to first-year students.

Distribution: ARS; W

Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Cinema and Media Studies. Includes a third session each week.

CAMS 200 - Thinking Through Cinema: Film and Media Theory (1.0)

Cinema has impacted every aspect of our culture, transforming politics, influencing other art forms, and redefining modern conceptions of reality, temporality, and human desire. This course is an overview of the major theoretical issues raised in a century of cinema by examining the ways thinkers and filmmakers have engaged with the medium through this innovative and rigorous new form of scholarship. We explore the major texts in the history of film theory, from early writings on film as an emergent medium to contemporary post-cinema discourses on digital convergence. Topics include cinematic specificity, indexicality, theories of ideology, spectatorship and reception, structuralism and poststructuralism, semiotics, psychoanalysis, postcolonial, feminist, and queer theories. These theoretical texts are contextualized by weekly film screenings, lectures, and discussion.

Instructor: Staff

Prerequisite: CAMS 101 or ARTH 101 or permission of the instructor.

Distribution: ARS

Term(s): Not Offered

CAMS 201 - Between Magic and Reality: A Century of Cinema, Part 1 (1.0)

Cinema's first century is a vast, wondrous universe where art, media technology, and political economy

variously intertwine. This course charts a path through this universe by casting a spotlight on exemplary constellations: films that captured our imagination, significant artists, groundbreaking movements, transnational synergies. Part 1 explores how in less than 20 years a fairground attraction spread to every country in the world, and became the greatest industrialized art form of the twentieth century, agent of modernity and globalization; how the marvelous creativity of silent films laid the stylistic foundations for everything that followed; how the advent of sound played out in a world in the grip of economic depression and totalitarian regimes; and how World War II brought about neorealism's cinematic revolution.

Instructor: Viano
Prerequisite: CAMS 101 or ARTH 101 or permission of the instructor. Required for all students majoring or minoring in Cinema and Media Studies. Not open to students who have taken CAMS 102 [2011-12].
Distribution: ARS
Term(s): Spring

CAMS 202 - Between Magic and Reality: A Century of Cinema, Part 2 (1.0)

Cinema's first century is a vast, wondrous universe where art, media technology, and political economy variously intertwine. This course charts a path through this universe by casting a spotlight on exemplary constellations: films that captured our imagination, significant artists, groundbreaking movements, transnational synergies. Part 2 surveys postwar film history until the end of the twentieth century. We examine the worldwide emergence and energy of new cinemas during the epochal changes brought about by sexual and cultural revolutions, postcolonialism, and multiculturalism. Against the background of a shifting world order and technological transformations affecting how films are made, distributed, and viewed, we shall explore the vexed question of art cinema's implicit opposition to the ethos of fast consumption, asking ourselves: whither cinema after its hundredth anniversary?

Instructor: Staff
Prerequisite: CAMS 101, CAMS 201, or permission of the instructor. Required for all students majoring in Cinema and Media Studies.
Distribution: ARS
Term(s): Fall

CAMS 203 - Chinese Cinema (in English) (1.0)

This course explores the cinematic conventions and experiments employed by Chinese filmmakers over the past hundred years. Unique Chinese film genres such as left-wing melodrama, martial arts films, and model play adaptations, as well as the three "new waves" in China's recent avant-garde cinema, will be examined and discussed. Individual filmic visions and techniques experimented with by important directors such as Fei Mu, Hou Hsiao-hsien, Zhang Yimou, and Jia Zhangke will be closely analyzed. Class discussions will aim to help students understand the history, politics, and aesthetics of Chinese cinema. Theoretical aspects of film studies will also be incorporated into class readings and discussions. No prior knowledge of China or film studies is required.

Instructor: Song (East Asian Languages and Cultures)
Prerequisite: None
Cross-Listed as: CHIN 243
Distribution: LL; ARS
Term(s): Not Offered

CAMS 204 - Film in Germany, 1919-2009 (in English) (1.0)

This course provides a survey of the history of films made by German directors. It introduces the student to the aesthetics and politics of the individual periods of German filmmaking, among them Expressionism, Film in the Third Reich, Postwar Beginnings, and New German Cinema. We will concentrate on films by Lang, Murnau, Riefenstahl, Sierck, Staudte, Akin, Fassbinder, Wenders, and Tykwer.

Instructor: Nolden (German)
Prerequisite: None
Cross-Listed as: GER 280
Distribution: LL; ARS
Term(s): Not Offered

CAMS 205 - History of Japanese Cinema (in English) (1.0)

From the long take and the pictorial composition to the swirling action of the sword fight, we explore how Japanese directors first adopted and then transformed the language of cinema. We move chronologically, from early silent film to recent independent cinema, and we view films that speak to the concerns of each subsequent generation. Because Japanese directors have created a visual style that counters certain Hollywood conventions, we also devote class time to learning how to read film. Readings from literature and history enhance study. Directors include: Mizoguchi, Ozu, Kurosawa, Oshima, Imamura, Koreeda, and Nishikawa. No previous knowledge of Japan, Japanese, or film studies is required.

Instructor: Zimmerman (East Asian Languages and Cultures)
Prerequisite: None
Cross-Listed as: JPN 256
Distribution: LL; ARS
Term(s): Fall

CAMS 206 - Cinema of the 1960s (1.0)

Many film historians regard the 1960s as the most important decade in the growth of the so-called seventh art. While ubiquitous "new waves" were transforming filmic conventions across the globe, cinematic modernism peaked with the works of such filmmakers as Antonioni, Bergman, and Teshigahara. At the same time, political and avant-garde films were pushing representation's boundaries and mirroring the turbulent creativity of the times. Through an exemplary selection of films from different countries, this course aims to expose students to the works, directors, and movements of "the decisive decade."

Instructor: Viano
Prerequisite: CAMS 101 or ARTH 101, or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

CAMS 207 - History of Photography: From Invention to Media Age (1.0)

Photography is so much a part of our private and public lives, and it plays such an influential role in our environment, that we often forget to examine its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, aesthetic directions, markets, and meanings.

Instructor: Berman (Art)
Prerequisite: None. ARTH 100 and ARTH 101 strongly recommended.
Cross-Listed as: ARTH 226
Distribution: ARS

Term(s): Not Offered

Normally offered in alternate years.

CAMS 209 - Desiring Difference: Gender and Sexuality in Cinema (1.0)

This course explores contemporary cinema's power to challenge and transgress gender roles and sexual norms. The films we'll be screening and discussing provoked highly charged, dynamic debate among critics and audiences upon their release, and are credited with treating their subject matter—gender politics, intimate relationships, and erotic desire—in provocative, revealing ways. Examining, through the lens of feminist and queer discourses, how these transgressions are accomplished cinematically and ideologically, we will assess cinema's potential to provoke new ways of thinking about gender and sexuality.

Instructor: Staff
Prerequisite: CAMS 101 or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

CAMS 213 - From Berlin and London to Hollywood (in English) (1.0)

This course offers an introduction to the formative years of Hollywood by tracing the impact of European cinema on the American movie industry. Focusing on the work of film directors who in the first half of the twentieth century left the European centers of film-making for Hollywood, we will discuss the commercial competition between Berlin, London, and Hollywood as well as notions of aesthetic transfer. Among the actors and directors to be discussed are Marlene Dietrich, Alfred Hitchcock, F.W. Murnau, Fritz Lang, Ernst Lubisch, Billy Wilder, Douglas Sirk, and others.

Instructor: Nolden (German)
Prerequisite: None
Cross-Listed as: GER 288
Distribution: LL; ARS
Term(s): Spring

CAMS 218 - Theories of Media From Photography to the Internet (1.0)

Considering media as diverse as photography, film, radio, television, video, sound recording, and the Internet, this course is an introduction to the major theoretical works of media theory through a close attention to both texts and media artifacts. Topics include theories of ideology, spectatorship and reception, structuralism and poststructuralism, modernism and postmodernism, semiotics, psychoanalysis, postcolonialism, feminism, and queer theory. Through class discussions and writing assignments, students will consider both prevailing conceptual currents as well as alternative formulations in order to question the various forces that work to shape media as material and discursive systems. Readings will be structured so that media works are paired with historical and contemporary texts in order to draw out the connections between the theory, history, and practice of media.

Instructor: Knouf
Prerequisite: CAMS 101
Distribution: ARS
Term(s): Fall

Required for all students majoring or minoring in Cinema and Media Studies. Note: For students who entered prior to Fall 2013, this course satisfies the theory requirement normally fulfilled by CAMS 200.

CAMS 219 - Balkan Cinematic Representations (1.0)

In the course of Europe's road to modernity, the southeastern corner of the continent became known

as the Balkans. The Western imagination rendered the peoples and the rich cultures of the area as backward, violent, and underdeveloped. This course examines the imagery of the area and its people through film. We will explore the use of history by filmmakers and the use of films in understanding a number of issues in the history of the Balkans. The course will trace the adoration of ancient Greek antiquity, the legacy of Byzantium and Orthodox Christianity, and as the Ottoman influence and the appearance of Islam. The historical past is (re)constructed and (re)presented in film, as are the national awakenings and liberation movements. The list of films we will watch and the anthropological and historical readings we will do aspire to cover various aspects of Balkan societies as revealed through visual and cinematic representations. Balkan film is politically, socially, and historically engaged, and we will use film narratives and stories to understand the area's diverse landscapes and cultures, religions and identities, love and hatred.

Instructor: Karakasidou (Anthropology)

Prerequisite: None

Cross-Listed as: ANTH 219

Distribution: SBA

Term(s): Not Offered

CAMS 222 - "Being There": Documentary Film and Media (1.0)

This course surveys the history, theory, and practice of documentary film, considering the ways its forms and ethics have changed since the beginning of cinema. We study the major modes of the documentary, including cinema vérité, direct cinema, investigative documentary, ethnographic film, agit-prop and activist media, and the personal essay, as well as recent forms such as the docudrama, the archival film, "mockumentary," and Web-based forms. We will examine the "reality effects" of these works, focusing on the ways in which they create their authority. We will ask: How do these films shape notions of truth, reality, and point of view? What are the ethics and politics of representation and who speaks for whom when we watch a documentary? What do documentaries make visible or conceal?

Instructor: Wood

Prerequisite: CAMS 101 or ARTH 101 or permission of the instructor. CAMS core course. Meets core requirement for CAMS major and minor.

Distribution: ARS

Term(s): Not Offered

CAMS 224 - Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English) (1.0)

This course examines the films of a number of major Italian women directors across two artistic generations: Cavani and Wertmüller from the 1960s to the 1990s; Archibugi, Comencini, and others in the 1990s. Neither fascist cinema nor neorealism fostered female talents, so it was only with the emergence of feminism and the women's movement of the 1960s and 1970s that a space for female voices in Italian cinema was created. The course will explore how women directors give form to their directorial signatures in film, focusing on their films' formal features and narrative themes in the light of their sociohistorical context.

Instructor: Laviosa (Italian Studies)

Prerequisite: None

Cross-Listed as: ITAS 212

Distribution: ARS

Term(s): Not Offered

CAMS 225 - The Golden Age of Italian Cinema (in English) (1.0)

A unique synergy of economic, historical, geopolitical, cultural, and aesthetic factors propelled Italian films into the international limelight during the period between 1960 (e.g. the near simultaneous release of Antonioni's *L'Avventura* and Fellini's *La Dolce Vita*) and the mid-1970s (e.g. Pasolini's *Salò*). Exposing students to exemplary films from such a period, this course aims to investigate the interface between sociocultural history and filmmaking as well as the various ways in which Italian cinema contributed to the history of the medium. Topical examples from low genres such as comedy, Western, and horror will alternate with "classics" of political and (post)modern cinema. The unique role played by Rome, at once center of film production, cinematic location, and symbol of eternity, shall also be examined.

Instructor: Viano

Prerequisite: None

Cross-Listed as: ITAS 225

Distribution: ARS

Term(s): Not Offered

CAMS 226 - Montage: History, Theory, Practice (1.0)

An in-depth, hands-on look at the film editing style characterized by extreme fragmentation and rapid cutting, known as *montage*. Weekly showings include representative silent films by Griffith, the Soviet Montage movement, and Dada-surrealist shorts as well as the montage-driven cinematography of later epigones (Godard). A selection of theoretical essays, mostly drawn from Eisenstein's life-long tinkering with montage's multidimensionality, will enable our investigation of the different forms of cinematic montage and of what one finds at the boundary of this intriguing notion (e.g., Joyce's *Ulysses*, Cubism, the assembly line). In addition to watching films and reading pertinent material, students will put their understanding and proficiency into practice through written and audio-visual assignments.

Instructor: Viano

Prerequisite: CAMS 101, CAMS 135/ARTS 165, or ARTH 101 or permission of the instructor. CAMS core course.

Meets core requirement for CAMS major and minor.

Distribution: ARS

Term(s): Not Offered

CAMS 227 - Television (1.0)

Television today is omnipresent and, it sometimes seems, omnipotent: seen by millions worldwide, generating massive revenue, enormously influential in shaping conceptions of ourselves and our world. The course will begin with a study of the specific form of television and of the development of televisual style (and spectatorial perception) since the invention of the medium. We will consider how television sells not just consumer goods but cultural myths and self-images: of family, class, and national identity; gender roles, sexuality, and lifestyle; and race and ethnicity. We will explore the ways in which industrial and regulatory practices operate behind the scenes to shape and control what and who gets broadcast, and how. The course will conclude with a look ahead to television's next frontiers.

Instructor: Wood

Prerequisite: CAMS 101, CAMS 135/ARTS 165, or ARTH 101 or permission of the instructor. CAMS core course.

Meets core requirement for CAMS major and minor.

Distribution: ARS

Term(s): Spring

CAMS 228 - Avant-Garde Film (1.0)

A survey of the history and aesthetics of the international film avant-garde from the 1920s to the present. The course explores experimental film forms and practices in relation to the larger artistic,

countercultural, and intellectual contexts from which they arise. We look at the ways film/video artists have not only created new film languages in order to express their unique vision, but also how they invented alternative modes of production, distribution, and exhibition of their work. We examine the major formal modes of avant-garde cinema, including abstract, surrealist/Dada, psychodrama, the lyric film-poem, autobiographical, materialist and structural forms, political and activist, new narrative, recycled cinema, the film essay, and feminist and queer cinemas, as well as expanded forms such as installation and Web-based cinema.

Instructor: Staff

Prerequisite: CAMS 101, CAMS 135/ARTS 165, or ARTH 101 or permission of the instructor. CAMS core course.

Meets core requirement for CAMS major and minor.

Distribution: ARS

Term(s): Not Offered

CAMS 230 - Moving Image Studio (1.0)

Creative exploration of the moving image as it relates to digital methods of animation, video, and motion graphics. Hands-on production of audio, image, text, and time-based media synthesis, with a conceptual emphasis on nonlinear narrative, communication design, and visual expression. Screenings and lectures on historical and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the moving image.

Instructor: Olsen (Art)

Prerequisite: CAMS 138/ARTS 108, CAMS 135/ARTS 165, or CAMS 239/ARTS 221.

Cross-Listed as: ARS 260

Distribution: ARS

Term(s): Spring

Normally offered in alternate years.

CAMS 232 - Anthropology of Media (1.0)

This course introduces students to key analytic frameworks through which media and the mediation of culture have been examined. Using an anthropological approach, students will explore how media as representation and as cultural practice have been fundamental to the (trans)formation of modern sensibilities and social relations. We will examine various technologies of mediation—from the Maussian body as "Man's first technical instrument" to print capitalism, radio and cassette cultures, cinematic and televisual publics, war journalism, the digital revolution, and the political milieu of spin and public relations. Themes in this course include: media in the transformation of the senses; media in the production of cultural subjectivities and publics; and the social worlds and cultural logics of media institutions and sites of production.

Instructor: Karakasidou (Anthropology)

Prerequisite: None

Cross-Listed as: ANTH 232

Distribution: SBA

Term(s): Spring

CAMS 234 - The Art of Screenwriting (1.0)

A creative writing course in a workshop setting for those interested in the theory and practice of writing for film. The course focuses on the full-length feature film, both original screenplays and screen adaptations of literary work. Enrollment is limited to 15 students.

Instructor: Cezaire-Thompson (English), Wallenstein (English)

Prerequisite: None

Cross-Listed as: ENG 204

Distribution: LL; ARS
Term(s): Fall; Spring

Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time. Meets Production requirement for CAMS major.

CAMS 235 - Intermediate Video Production/The Documentary Form (1.0)

An exploration of the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on storytelling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

Instructor: Mekuria (Studio Art)
Prerequisite: CAMS 135/ARTS 165 or permission of the instructor required.
Cross-Listed as: ARTS 265
Distribution: ARS
Term(s): Not Offered

CAMS 238 - Intermediate Digital Photography (1.0)

Building on the foundation of ARTS 108/CAMS 138, Intermediate Digital Photography continues to develop students' conceptual photographic acumen, while introducing advanced studio and location lighting, digital retouching, inkjet printing, and basic multimedia production. Contemporary and historic theories of photography as contemporary art and the aesthetic and cultural implications of the ubiquity of digital photography will guide assignments. Emphasis is on developing project-based photography through cultivating research, planning, conceptual, and production skills.

Instructor: Kelley (Studio Art)
Prerequisite: CAMS 138/ARTS 108 or permission of the instructor required.
Cross-Listed as: ARTS 208
Distribution: ARS
Term(s): Spring
Studio fee of \$35.

CAMS 239 - Digital Imaging (1.0)

Introduction to artistic production through electronic imaging, manipulation, and output. Emphasis on expression, continuity, and sequential structuring of visuals through the integration of image, type, and motion. Image output for print, screen, and adaptive surfaces are explored in conjunction with production techniques of image capture, lighting, and processing. Lectures and screenings of historic and contemporary uses of technology for artistic and social application of electronic imaging.

Instructor: Olsen (Studio Art)
Prerequisite: ARTS 108/CAMS 138 or ARTS 109 or permission of the instructor.
Cross-Listed as: ARTS 221
Distribution: ARS
Term(s): Fall
Studio fee of \$35.

CAMS 240 - Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film (1.0)

The history of Chican@s and Latin@s on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chican@s/Latin@s, this course proposes an analysis of films that traces various stereotypes to examine how those images have been perpetuated, altered, and ultimately resisted. From the Anglicizing

of names to the erasure of racial backgrounds, the ways in which Chican@s and Latin@s are represented has been contingent on ideologies of race, gender, class and sexuality. We will be examining how films have typecast Chicanas/Latinas as criminals or as "exotic" based on their status as women of color, and how Chicano/Latino filmmakers continue the practice of casting Chicanas/Latinas solely as supporting characters to male protagonists.

Instructor: Mata (Women's and Gender Studies)
Prerequisite: None
Cross-Listed as: WGST 223
Distribution: ARS
Term(s): Fall

CAMS 241 - Asian American Women in Film (1.0)

This course will serve as an introduction to Asian American film and video, and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last one hundred years. We examine the politics of interracial romance, the phenomenon of the "yellow face" masquerade, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named "Asian American cinema," where our focus will be on contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Instructor: Creef (Women's and Gender Studies)
Prerequisite: None
Cross-Listed as: WGST 249
Distribution: ARS
Term(s): Fall

CAMS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor and director of Cinema and Media Studies required.
Distribution: None
Term(s): Fall; Spring

CAMS 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor and director of Cinema and Media Studies required.
Distribution: None
Term(s): Fall; Spring

CAMS 255 - Dynamic Interface Design (1.0)

Critical examination of the expanding field of information and interface design for interactive media. Emphasis will be on effective visual communication, information design, and creative content within online media. Hands-on production will focus on design methods, multimedia Web, vector-based media, and dynamic audio. Screenings and discussions on contemporary practices, theoretical, artistic, and cultural issues.

Instructor: Szegedi (Art)
Prerequisite: ARTS 108 /CAMS 138, ARTS 109, and CS 110 or CS 111.
Cross-Listed as: ARTS 255
Distribution: ARS
Term(s): Spring

CAMS 270 - The Light and the Dark of the Net: Histories and Theories of the Internet (1.0)

The Internet is often described in binary terms: as an unmitigated good promising positive social change, or a place of great danger that enables unparalleled amounts of both surveillance and bad behavior. Charting a route between these poles, this course explores the Internet through a close attention to its materiality and history. Topics include the intersection of the state, corporations, the military, and academia in the Internet's construction; the

formation of identity; representations of gender, race, class, and ethnicity; artistic interventions; the role of free software movements and hacking; legal questions; changes in commerce; and forms of participatory media. Important to our investigation is an experience with the Internet-as-material; as such, we will conduct exercises that explore the technical makeup of the Internet (no prior technical knowledge necessary). The course will show how the technical and social dimensions of the Internet mutually constitute each other.

Instructor: Knouf
Prerequisite: None
Distribution: SBA
Term(s): Spring

CAMS 305 - Ethnographic Film (1.0)

This seminar explores ethnographic film as a genre for representing "reality," anthropological knowledge, and cultural lives. We will examine how ethnographic film emerged in a particular intellectual and political economic context as well as how subsequent conceptual and formal innovations have shaped the genre. We will also consider social responses to ethnographic film in terms of the contexts for producing and circulating these works; the ethical and political concerns raised by cross-cultural representation; and the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we will situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices, including written ethnography, museum exhibitions, and documentary film.

Instructor: Matzner (Anthropology)
Prerequisite: ANTH 301 or two 200-level units in anthropology, cinema and media studies, economics, history, political science, or sociology, or permission of the instructor.
Cross-Listed as: ANTH 305
Distribution: SBA
Term(s): Not Offered

CAMS 308 - Seminar. Imagining Mexico and the Border in Films (1.0)

This seminar explores how Mexico and the U.S.-Mexican border have been represented in the (mainly) commercial cinema. We will study about 12-15 films in depth, by directors ranging from D.W. Griffith to Sergei Eisenstein to Emilio "El Indio" Fernandez. From the earliest moving pictures of Mexico (produced by Thomas Alva Edison in 1898) to recent productions, certain themes are repeated and transformed: idealized images of the peasant and traditional culture; revolution, bandits, and violence; and the moral and social complexity of the border region. We will also consider how positions on race, gender, and national identity are negotiated in the movies. Along with understanding the complexities of plot and characterization, the seminar will focus on the formal language of the medium itself.

Instructor: Oles (Art)
Prerequisite: Permission of the instructor required.
Distribution: ARS
Term(s): Not Offered

CAMS 313 - Virtual Form (1.0)

Introduction to the design and production of three-dimensional objects and spaces using industry-standard modeling software. Overview of basic modeling, surface design, and camera techniques. Emphasis on creative application of the media, in relation to architectural, experimental, and time-based forms. Screenings and lectures on traditional

and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the virtual world.

Instructor: Olsen

Prerequisite: ARTS 113 or MIT 4.11. Strong computer familiarity needed.

Cross-Listed as: ARTS 313

Distribution: ARS

Term(s): Spring

Normally offered in alternate years.

CAMS 321 - Advanced New Media (1.0)

New Media is a vanguard and ever-shifting category within the arts. The legacy of Dada, Minimalism, Conceptual Art, Feminism, Fluxus, and Situationist International has irreversibly altered the field of art. Students in Advanced New Media will produce sustained personal projects informed by these historic and contemporary precedents, while experimenting with a range and combination of media including painting, installation, animation, sound art, video, photography, performance, computer and Web-based art, and social art. Students majoring in Cinema and Media Studies, Media Arts and Sciences, and Studio Art are particularly encouraged to enroll, as are advanced students of Architecture, Music, Computer Science, and Art History. The course will culminate in an exhibition in the Jewett Gallery, in which all students will participate.

Instructor: Kelley (Studio Art)

Prerequisite: Two 200-level courses in ARTS, CAMS, or MAS.

Cross-Listed as: ARTS 321

Distribution: ARS

Term(s): Not Offered

CAMS 321/ARTS 321 may be repeated, ordinarily for a maximum of two semesters.

CAMS 329 - Seminar. You May Say I Am a Dreamer: Art Cinema Surrealisms (1.0)

Dream logic, convulsive identity, and a questioning attitude: these tenets of historical Surrealism have fueled narrative art films radiating bizarre beauty and aiming to reach spectators through channels beyond rational comprehension. This interdisciplinary seminar begins by examining Surrealist classics (from Buñuel to Lynch). We then consider how, in the shade of Surrealism's porous borders (with magical realism, for example), films were/are made worldwide that honor the above tenets and prompt us to unthink the movement's Eurocentrism. Since the wonders of the digital revolution are seen by some as enabling a physical and metaphysical manifestation of all the Surrealists sought out, this seminar's critical revision of Surrealism's theory and practice is not just timely—it is a must. What would a Surrealist questioning attitude be today?

Instructor: Viano

Prerequisite: CAMS 202 or ARTH 101 or permission of the instructor required.

Cross-Listed as: ARTH 329

Distribution: ARS

Term(s): Not Offered

CAMS 333 - Light on Laughter: Envisioning the Comic through Cinema (1.0)

Since its legendary origins, cinema has explored the many faces of laughter, from madcap to deadpan, from carnival to satire, from black humor to grotesque. Likewise, philosophers, poets, mystics, and, more recently, film theorists, psychologists, and neuroscientists have sought to chart and define "the passion which maketh those grimaces called laughter" (Hobbes). By pairing an exemplary

selection of films from different epochs and regions with representative readings in the classical, modern, and contemporary theories of the comic, this cross-cultural and multidisciplinary seminar explores cinematic comedy's porous borders and interrogates the widespread, if not universal, human emotion of laughter, its culturally and gender specific embodiments, its social role, and its transgressive potential.

Instructor: Viano

Prerequisite: CAMS 101, CAMS 201, CAMS 202, or permission of the instructor.

Distribution: ARS

Term(s): Spring

CAMS 334 - African Cinema: Character and Narrative (1.0)

This course examines how character is built and how narration occurs in cinema. It covers the study of cinematic techniques in African cinema and explores how this cinematic tradition has responded to specific issues of representation in African history that came to bear upon filmmaking and cinematic language. The larger purpose of the course is to understand filmmaking as an aesthetic and political form of intellectual expression but also as an industry in Africa, with a place in African cultural and political history.

Instructor: Prabhu (French)

Prerequisite: CAMS 101 and at least one 200-level CAMS course.

Cross-Listed as: FREN 334

Distribution: LL; ARS

Term(s): Not Offered

This course is scheduled to meet four hours weekly, but not all students will attend all four hours. The schedule will include common instructional time in English for all students as well as separate sessions in English (required for CAMS only) and in French (required for FREN only). However, all registered students need to be available during the scheduled time slot of the class throughout the semester.

CAMS 335 - Advanced Video Production (1.0)

An intensive course in story development, writing screenplays, directing actors and technical crew, and producing short, dramatic, or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording, and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short narrative, experimental, or mixed-genre videos.

Instructor: Mekuria (Art)

Prerequisite: CAMS 135/ARTS 165 or CAMS 235/ARTS 265 or permission of the instructor.

Cross-Listed as: ARTS 365

Distribution: ARS

Term(s): Not Offered

CAMS 338 - Photography III (1.0)

Advanced explorations of aesthetic and content issues through the use of both traditional light-sensitive and digital methodologies. Advanced photographic techniques and equipment will be presented to solve visual problems arising from each student's work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work.

Instructor: Kelley

Prerequisite: CAMS 238/ARTS 208, and either ARTS 109 or CAMS 239/ARTS 221 or permission of the instructor required.

Cross-Listed as: ARTS 308

Distribution: ARS

Term(s): Fall

Studio fee of \$35.

CAMS 340 - The Longest Wave: The Films of Agnès Varda and Jean-Luc Godard (1.0)

The respective careers of Agnès Varda and Jean-Luc Godard stand as supreme examples of the French New Wave's spirit. Spanning more than 50 years, their *oeuvre* has constantly evinced the political awareness, formal innovation, and independence from the mainstream that were the ideals of that most influential movement. Weekly screenings of their salient films, and a selection of critical literature, will allow the students in this course to examine and appreciate these two *auteurs'* multifaceted careers, from their roots in the New Wave to their most recent, personal work in digital video.

Instructor: Viano

Prerequisite: CAMS 202, ARTH 101, or permission of the instructor required.

Distribution: ARS

Term(s): Not Offered

CAMS 341 - Persuasive Images (1.0)

Visual images have always been enlisted to influence individual and collective decision-making, action, and identity. However, the rise of the mass media in the nineteenth century and the multiplication of visual technologies in the twentieth century have created unprecedented opportunities for the diffusion of persuasive images. This seminar enlists case studies to examine the uses and functions of visual images in advertising and propaganda and considers, in particular, graphic arts, photography, film, and other reproductive media. It also considers the interplay between elite and popular arts. The goal of the course is to refine our critical understanding and reception of the visual world.

Instructor: Berman

Prerequisite: 200-level courses in art or media arts and sciences.

Cross-Listed as: ARTH 391

Distribution: ARS

Term(s): Not Offered

CAMS 343-01-S - Seminar. Visual Analysis of Film (1.0)

Topic for 2013-14: The Melodramatic Tradition from D.W. Griffith to Wong Kar-Wai

The focus of this course will be a series of films that take as their theme the disruptive tensions—between the sexes and between generations—that emerge with shattering force in seemingly ordinary domestic settings. After briefly considering the pictorial roots of this tradition in seventeenth- and eighteenth-century painting, the class will turn to films directed by D.W. Griffith, G.W. Pabst, Marcel Ophuls, Douglas Sirk, Todd Haynes, and Wong Kar-Wai. The class will explore the extensive critical and theoretical literature that is devoted to these films; at the same time we will pay scrupulous attention to their visual qualities through the close analysis of mise-en-scene, lighting, camera-work, and editing.

Instructor: Carroll (Art)

Prerequisite: ARTH 101, ARTH 224, ARTH 226/CAMS 207, or CAMS 101, or permission of the instructor.

Cross-Listed as: ARTH 333-01-S

Distribution: ARS

Term(s): Spring

CAMS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None
Term(s): Fall; Spring

CAMS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CAMS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the director.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CAMS 370 - Senior Thesis (1.0)

Prerequisite: CAMS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF CLASSICAL STUDIES

Professor: *Starr (Chair), Dougherty*
Associate Professor: *Gilhuly, Burns*
Assistant Professor: *Young*

Classical Studies explores ancient Greek and Roman culture across the Mediterranean basin, from the second millennium B.C.E. to the fall of the Roman Empire in the West. The organizing idea of the field is not a single method or a discipline, but the study of Greco-Roman antiquity (and its influence up to the present day) in all its richness and diversity, its familiarity and its strangeness. Classical Studies encompasses languages and literatures, archaeology, epigraphy, history, art history, politics, law, science, philosophy, religion, and mythology. In this respect, it is the original and most wide-ranging of interdisciplinary fields. It can thus stand alone as a dynamic and challenging field of study or can complement almost any other major in a liberal arts program.

The Department of Classical Studies offers two major programs: Classics and Classical Civilization. The Classics major combines work in both Greek and Latin with course work in English on the history, literature, society, and material culture of the ancient world. The Classical Civilization major requires the study of either Greek or Latin, together with course work in English on different aspects of the ancient world. Classes in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values. Students interested in studying classical archaeology can do so within either the Classics or Classical Civilization majors. Students wishing to pursue graduate work in Classics should plan to take course work in both Greek and Latin at the 300 level and to begin the study of German, French, or Italian.

The Classical Studies Department offers students the opportunity to explore the ancient world through an integrated, cohesive program of courses worked out by the student and her advisor (a faculty member of her choice or the department chair). Individual programs are tailored to meet students' specific interests, such as classical literature, archaeology, ancient theatre, ancient philosophy, law, political theory, ancient religion, material culture, and the classical tradition.

Majors in Classics or Classical Civilization

Goals for the Majors in Classics and Classical Civilization

The goals of both the Classics and Classical Civilization Major are as follows:

- To develop the ability to read and interpret texts in Greek and/or Latin
- To work with primary texts and/or artifacts to develop an understanding of the historical, political, and cultural worlds of ancient Greece and Rome on their own terms
- To develop and use appropriate critical reasoning skills in the analysis and interpretation of classical antiquity

Requirements for the Majors in Classics and Classical Civilization

Classics: Ten units are required for the major in Classics, in two groups. Group 1: Language: Students majoring in Classics must do work in both Greek and Latin, totaling six units. At least two of these units must be at the 300 level, and no more than two 100

level courses will count toward the language requirement of the major. Group 2: Courses in Classical Civilization: In addition, Classics majors must complete four CLCV courses (or approved courses from related departments), two of which must include CLCV 200, CLCV 201, CLCV 202, CLCV 203 [2011-12], or CLCV 204.

Classical Civilization: Nine units are required for the major in Classical Civilization, in two groups. Group 1: Language: Students majoring in Classical Civilization must complete four units in *either* Greek or Latin (or two 300-level units). Group 2: Courses in Classical Civilization or further courses in Greek or Latin (or approved courses from related departments), including one unit each in at least two of the following three areas: literature; material culture; history and society. At least two of the nine units must be at the 300 level, one of which must be in CLCV or Greek or Latin. Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work.

Honors in Classics and Classical Civilization

The Department of Classical Studies offers honors programs in both Classics and Classical Civilization. The only route to honors in either major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification in Classical Studies

Students interested in obtaining certification to teach Latin and classical humanities in the Commonwealth of Massachusetts should consult the department chair and the chair of the Department of Education.

Advanced Placement Policies and Language Requirement in Classical Studies

A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. AP courses will not be counted toward either major offered by the Classical Studies department. All students who wish to elect a 200-level or higher Latin course must take Wellesley's Latin placement examination. The department reserves the right to place a new student in the language course for which she seems best prepared regardless of her AP score or the number of units she has offered for admission

International Study in Classical Studies

Qualified students are encouraged to spend a semester, usually in the junior year, on international study. Excellent programs are available in Rome and Athens.

Special Opportunities in Classical Studies

Limited departmental funds are available to support special opportunities for Classics-related research and travel.

Courses for Credit Toward the Classics and the Classical Civilization Majors

ANTH 206	Archaeology
ANTH 242	"Civilization" and "Barbarism" during the Bronze Age, 3500–2000 B.C.E.
ARTH 100	Global Perspectives on Art and Architecture: Ancient to Medieval

ARTH 203	Near Eastern Art and Architecture
ARTH 241	Egyptian Art and Archaeology
ARTH 242	Greek Art and Architecture
ARTH 243	Roman Art and Architecture
ARTH 256	Etruscan and Celtic Art: Cross-Cultural Connections in Ancient Europe
ARTH 290	Pompeii
ARTH 302	Seminar: Ancient Palaces and Villas
ARTH 373	Seminar: Antiquities Today
HEBR 201	Intermediate Hebrew
HIST 200	Roots of the Western Tradition
HIST 228	Swords and Scandals: Ancient History in Films, Documentaries, and Online
HIST 229	Alexander the Great: Psychopath or Philosopher King
HIST 230	Greek History from the Bronze Age to the Death of Philip II of Macedon
HIST 231	History of Rome
PHIL 201	Ancient Greek Philosophy
PHIL 310	Seminar: Ancient and Medieval Philosophy
POL4 240	Classical Political Theory
REL 104	Study of the Hebrew Bible/Old Testament
REL 105	Study of the New Testament
REL 211	Jesus of Nazareth
REL 243	Women in the Biblical World
REL 244	Jerusalem: The Holy City
REL 298	New Testament Greek
REL 308	Seminar: Paul's Letter to the Romans
REL 310	Seminar: Mark, the Earliest Gospel

CLCV - Classical Civilization Courses

CLCV 104 - Classical Mythology (1.0)

Achilles' heel, the Trojan Horse, Pandora's Box, an Oedipal complex, a Herculean task—themes and figures from classical mythology continue to play an important role in our everyday life. We will read the original tales of classical heroes and heroines together with more modern treatments in film and literature. Why do these stories continue to engage, entertain, and even shock us? What is the nature and power of myth? Readings from ancient sources in English translation.

Instructor: Burns
Prerequisite: None
Distribution: LL; REP
Term(s): Spring; Summer I

CLCV 106 - Daily Life in the Ancient World (1.0)

Daily life in ancient Greece and Rome, from the ordinary activities of everyday life (family life; work and leisure; shopping, cooking and eating; games and

entertainment; going to see a gladiatorial show or an athletic contest or a play; parties) to the turning points of an individual's life (birth, initiation into adulthood, marriage, childbirth, old age, death). The rhythm of a year as expressed in festivals and holidays. The practices, customs, and shared beliefs that gave meaning and structure to the lives of both individuals and cultures. A mix of lecture, discussion, and case studies based on the lives of real people. Assignments drawn from a wide variety of ancient sources in translation, from cookbooks to personal letters to tombstone inscriptions to some of the greatest literature in the Western tradition.

Instructor: Starr
Prerequisite: None
Distribution: HS
Term(s): Not Offered

CLCV 110 - First-Year Seminar: Archaeology and Artifacts: Exploring Classical Cultures through Objects (1.0)

This first-year seminar examines the past through direct engagement with objects from ancient Greek and Roman cultures. Working with a diverse collection of artifacts—including pottery, coins, and figurines—students will learn about the societies of the ancient Mediterranean as well as methods of artifact analysis and theories of material culture studies. We will explore the history of the objects now at Wellesley, collecting evidence that can be gleaned from close observation and comparative analysis. We will also consider the presentation of ancient objects as art and artifact in various local museum settings. Students will work collaboratively to design an exhibition of select pieces.

Instructor: Burns
Prerequisite: Open only to first-year students.
Distribution: SBA; HS
Term(s): Fall

Mandatory credit/noncredit.

CLCV 200 - Athens and Rome: A Tale of Two Cities (1.0)

The Periclean Parthenon with its polished white and perfectly arranged marble columns is the perfect symbol of ancient Athens' identity as a city of democracy and philosophy, while the Roman Colosseum reverberating still with the distant echoes of gladiatorial combat embodies the military greatness with which we associate classical Rome. These iconic monuments have come to define the way we think about ancient Athens and Rome, and this course will explore how a city's built environment reflects and even articulates its place in the world. Contextualizing monuments in relation to historical events, political organization, and civic identity, students will study these primary centers of the classical Mediterranean as they developed from humble beginnings to imperial capitals by contrast with other ancient cities studied through group research projects.

Instructor: Burns
Prerequisite: Open to all students.
Distribution: HS
Term(s): Not Offered

CLCV 201 - The Age of Experiment: Literature and Culture of Archaic Greece (1.0)

Beautiful and moving on its own terms, the poetry of Homer, Hesiod, and Sappho also gives us a window into one of the most turbulent, prolific, and influential periods of Greek history. From the eighth to the sixth century B.C.E., an amazing array of events—the rediscovery of the alphabet, the

development of far-reaching trade routes and colonial foundations, the establishment of the Olympic games and a Panhellenic identity—completely transformed the way the Greeks constructed their world, literally and imaginatively. This course will explore the textual traces of this expansive and experimental period through the works of Homer, Hesiod, lyric poetry, and selections from Herodotus.

Instructor: Gilhuly
Prerequisite: None
Distribution: LL
Term(s): Spring

CLCV 202 - The Invention of Athens (1.0)

In the fifth century B.C.E., Athens was home to great intellectual ferment as well as political growth and crisis. This intellectual revolution resulted in significant artistic and intellectual accomplishments: Pericles oversaw the building of the Acropolis; citizens saw productions of *Oedipus Tyrannos*, *Medea*, and *Lysistrata*; and Herodotus and Thucydides invented the genre of history as we know it. On the political front, Athens defended itself against the Persian empire, developed into the most powerful city-state in the Mediterranean, and then dramatically fell as the result of failed imperial policy. In the early fourth century, Plato engaged with the political and intellectual conflicts of this period in *The Apology* and *The Symposium*. In this course, students will consider works of philosophy, history, tragedy, comedy, rhetoric, and political theory in their cultural and political context. We will examine and interrogate Athenian democracy, its conflicts, and its stunning and influential cultural achievements.

Instructor: Gilhuly
Prerequisite: None
Distribution: LL; HS
Term(s): Not Offered

CLCV 204 - Roman Literature (1.0)

We often think of the ancient Romans as brutish soldiers obsessed with building empires and shedding blood. But the Romans were equally enthralled by the refinements of verbal art: Roman children learned to read by reciting the poems of Homer; Julius Caesar penned a book about grammar on his way to a military campaign in Gaul. In fact, the word "literature" itself comes down to us from the Romans, along with many of our assumptions about what literature ought to look like. In this course we will seek to understand why literature was so important to the Romans and why so many Latin works are still considered essential reading today. We will read a variety of poems, novels, and plays, examining their sociopolitical role in the Roman world while also exploring their impact on English literature. Authors may include Plautus, Lucretius, Vergil, Ovid, Seneca, Martial, Apuleius, and Augustine.

Instructor: Young
Prerequisite: None
Distribution: LL
Term(s): Fall

CLCV 205 - Ancient Spectacle (1.0)

The games of the Roman amphitheater were more than entertainment for the masses, just as the Athenian productions of tragedy and comedy commingled theatre with religion and politics. This course examines the spectacle of competitive performances and rituals of power that helped shape ancient Greek and Roman society. Students will investigate ancient writings alongside art-historical and archaeological evidence to consider how social values and identities were constructed through these

shared experiences. We will also consider how the modern performances of ancient texts, the Olympic Games, and cinematic representations have emphasized the splendor, drama, and gore of antiquity.

Instructor: Burns
Prerequisite: None
Distribution: HS
Term(s): Fall

CLCV 206 - Gods and Heroes (1.0)

The mythic tales of gods and heroes featured in the epic poems, sacred hymns, and tragic theatre of Greece and Rome were also present in material form as votive statues, on painted vessels, and in architectural decoration. This course will focus on the interplay between textual and visual representations of Olympian deities like Zeus, Hera, and Poseidon; legendary figures such as Heracles, Theseus, and the heroes of the Trojan War; and the infamous women of myth: Helen, Clytemnestra, and Medea. We will analyze how visions of the heroic age—replete with legendary battles, divine seductions, and exotic monsters—provided ancient societies with new opportunities to create a shared history, foster ethnic and civic identity, and transmit ideological values about age and gender. Regular trips to the Museum of Fine Arts, Boston.

Instructor: Burns
Prerequisite: CLCV 104 or ARTH 100 or permission of the instructor.
Distribution: ARS; HS
Term(s): Not Offered

CLCV 210 - Greek Tragedy: Plays, Politics, Performance (1.0)

The fifth-century Athenian playwrights, Aeschylus, Sophocles, and Euripides, produced brilliant tragedies that continue to haunt us today and to define our notion of drama. At the same time, the Athenian people forged the democratic principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theatre and politics, and this class will combine the close reading (in English) of ancient Greek tragedies with the viewing of a selection of contemporary dramatic performances such as modern Italian cinema, Black Gospel traditions, and contemporary productions of Greek drama.

Instructor: Gilhuly
Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

CLCV 213 - Gender in Antiquity (1.0)

Do notions of gender change over time? In this course, we will explore how gender was constructed in antiquity and how it functioned as an organizational principle. Through close readings of selections from Greek and Roman epics, lyric poetry and drama, as well as philosophical and historical texts, we will analyze ancient gender norms, exploring how they were bent, dressed up, and used.

Instructor: Gilhuly
Prerequisite: None
Distribution: LL
Term(s): Not Offered

CLCV 214 - Bronze Age Aegean Archaeology (1.0)

The legends of King Agamemnon of Mycenae, the Minotaur of Knossos, and the decade-long war at Troy were all shaped by the Bronze Age remains that later Greeks encountered at these sites. This course surveys the archaeology of these central places and

the larger landscapes of Minoan Crete and Mycenaean Greece: the ruins that inspired classical myths, the palaces of the earliest European kingdoms, and the first texts written in Greek. The primary evidence of settlements, sanctuaries, and cemeteries will be contextualized through the study of administrative records and artistic representations and through comparison with contemporary cultures of the eastern Mediterranean. We will complete the semester with a component on the "Dark Age," and the possible relationship of epic poetry to Bronze Age society.

Instructor: Burns
Prerequisite: None
Distribution: SBA; HS
Term(s): Not Offered

CLCV 220 - Introduction to Comparative Literature (1.0)

Taking up one of the major concerns of Comparative Literature as a field, this course looks at how texts move, tracing several works of Greek and Roman literature as they travel through centuries and across continents. We will begin with the troubled notion of a classic and explore questions of canonicity. Case studies will include texts such as Sophocles' *Antigone* and the poems of Catullus and Sappho. With the help of readings in reception and translation theory, we will look at these works as they change over time, asking how they have contributed to modern discourses and practices including colonialism, postcolonialism, psychoanalysis, feminism, contemporary pop culture, and modernist avant-gardes.

Instructor: Young
Prerequisite: None
Distribution: LL
Term(s): Not Offered

CLCV 226 - Wintersession in Crete (0.5)

This course explores ancient Crete through direct exploration of archaeological evidence across the largest island in the Aegean. Our studies will embrace a long span of history, from the rise of complex societies in the Bronze Age through the modern era. Special emphasis will be given to the art and architecture in the Minoan civilization (3000-1000 B.C.E.) preserved at palace centers, mountain shrines, and agricultural villages. We will explore points of continuity and change in the religious, political, and economic organization of society through the subsequent Greek, Roman, Venetian, Byzantine, and Ottoman periods. We will also examine the special place of Minoan imagery in the island's current identity forged through its unique heritage.

Instructor: Burns
Prerequisite: A 200-level course in classical studies or related field. Application required.
Distribution: HS
Term(s): Winter

Not offered every year. Subject to Provost's Office approval.

CLCV 230 - War: From Troy to Baghdad (1.0)

War is undoubtedly bad. But human beings have always practiced war. Indeed, war preceded history itself by tens of thousands of years—if by history we mean the written inquiry into the past. But what causes wars? How have wars been justified historically? How are wars won and lost? What are their effects? In this class, we examine a series of case studies in warfare, including the Trojan War, the Peloponnesian War, and the Roman Punic Wars. We will read classic accounts of warfare and theoretical literature about tactics, strategy, and logistics, and

also will analyze how war is represented in other media, such as art and film.

Instructor: Rogers
Prerequisite: None
Distribution: LL; HS
Term(s): Not Offered

CLCV 236 - Greek and Roman Religion (1.0)

The founders of Western civilization were not monotheists. Rather, from 1750 B.C.E. until 500 C.E., 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 more than 2,000 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?

Instructor: Rogers
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

This course may be taken as either CLCV 236 or, with additional assignments, CLCV 336.

CLCV 240 - Romans, Jews, and Christians in the Roman Empire (1.0)

At the birth of the Roman Empire virtually all of its inhabitants were practicing polytheists. Three centuries later, the Roman Emperor Constantine was baptized as a Christian and his successors eventually banned public sacrifices to the gods and goddesses who had been traditionally worshipped around the Mediterranean. This course will examine Roman-era Judaism, Graeco-Roman polytheism, and the growth of the Jesus movement into the dominant religion of the late antique world.

Instructor: Rogers, Geller (Religion)
Prerequisite: None
Cross-Listed as: REL 240
Distribution: REP; HS
Term(s): Not Offered

CLCV 243 - Roman Law (1.0)

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.

Instructor: Starr
Prerequisite: None
Distribution: SBA; HS
Term(s): Spring

CLCV 244 - Invective Literature: The Poetics and Politics of Transgression (1.0)

Why did the Greeks and Romans write lewd poems about old women? Why was ritual cursing used in the cult of Demeter? When could Caesar's soldiers regale him with off-color jokes? This course explores the social, political, and literary function of abusive language and literature in ancient Greece and Rome. We will read a variety of literary genres (iambic, satire, comedy) and discuss how insult and obscenity manifested in the religious, political, and social spheres. We will also examine various theories of humor and obscenity and discuss a selection of non-Western and modern invective poems, asking how ideas of linguistic propriety are shaped by cultural context. Principal Greek authors will include Sappho, Archilochus, Hipponax, and Aristophanes. Roman authors will include Catullus, Cicero, Juvenal, and Martial. Modern authors will range from Ginsberg

and Bukowski to Baraka, Andrews, Mayer, and Addonizio.

Instructor: Young
Prerequisite: None
Distribution: LL
Term(s): Not Offered

CLCV 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CLCV 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CLCV 300 - Athens and Rome: A Tale of Two Cities (1.0)

The Periclean Parthenon with its polished white and perfectly arranged marble columns is the perfect symbol of ancient Athens' identity as a city of democracy and philosophy, while the Roman Colosseum reverberating still with the distant echoes of gladiatorial combat embodies the military greatness with which we associate classical Rome. These iconic monuments have come to define the way we think about ancient Athens and Rome, and this course will explore how a city's built environment reflects and even articulates its place in the world. Contextualizing monuments in relation to historical events, political organization, and civic identity, students will study these primary centers of the classical Mediterranean as they developed from humble beginnings to imperial capitals by contrast with other ancient cities studied through group research projects.

Instructor: Burns
Prerequisite: Permission of the instructor required.
Distribution: HS
Term(s): Not Offered

CLCV 305 - Ancient Spectacle (1.0)

The games of the Roman amphitheater were more than entertainment for the masses, just as the Athenian productions of tragedy and comedy commingled theatre with religion and politics. This course examines the spectacle of competitive performances and rituals of power that helped shape ancient Greek and Roman society. Students will investigate ancient writings alongside art-historical and archaeological evidence to consider how social values and identities were constructed through these shared experiences. We will also consider how the modern performances of ancient texts, the Olympic Games, and cinematic representations have emphasized the splendor, drama, and gore of antiquity.

Instructor: Burns
Prerequisite: Permission of the instructor required.
Distribution: HS
Term(s): Fall

CLCV 310 - Greek Tragedy: Plays, Politics, Performance (1.0)

The fifth-century Athenian playwrights, Aeschylus, Sophocles, and Euripides, produced brilliant tragedies that continue to haunt us today and to define our notion of drama. At the same time, the Athenian people forged the democratic principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theatre and politics, and this class will combine the close reading (in English) of ancient Greek tragedies with

the viewing of a selection of contemporary dramatic performances such as modern Italian cinema, Black Gospel traditions, and contemporary productions of Greek drama.

Instructor: Gilhuly

Prerequisite: Permission of the instructor required.

Distribution: LL; ARS

Term(s): Not Offered

CLCV 313 - Gender in Antiquity (1.0)

Do notions of gender change over time? In this course, we will explore how gender was constructed in antiquity and how it functioned as an organizational principle. Through close readings of selections from Greek and Roman epics, lyric poetry and drama, as well as philosophical and historical texts, we will analyze ancient gender norms, exploring how they were bent, dressed up, and used.

Instructor: Gilhuly

Prerequisite: A course in classical studies, women's and gender studies, or other relevant department or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

CLCV 321 - Eros: Love and Desire in Ancient Greece (1.0)

Who was Eros? This course will explore how the ancient Greeks struggled to understand, and sometimes escape, this powerful god of love. We will use ancient texts and the visual arts together to consider the ways in which Greek society both encouraged and tried to contain different notions of desire. Readings, such as Sappho's poetry, tragic plays by Euripides, and Plato's philosophical dialogues, present compelling personifications of Eros himself, portrayals of people under his influence, and debates about the nature of love while representations of desiring and desired persons found in the visual arts reveal the workings of desire in various public and private contexts.

Instructor: Burns

Prerequisite: Previous course work in classical studies or art history.

Distribution: LL; ARS

Term(s): Not Offered

CLCV 330 - War: From Troy to Baghdad (1.0)

War is undoubtedly bad. But human beings have always practiced war. Indeed, war preceded history itself by tens of thousands of years—if by history we mean the written inquiry into the past. But what causes wars? How have wars been justified historically? How are wars won and lost? What are their effects? In this class, we examine a series of case studies in warfare, including the Trojan War, the Peloponnesian War, and the Roman Punic Wars. We will read classic accounts of warfare, theoretical literature about tactics, strategy, and logistics, and also will analyze how war is represented in other media, such as art and film.

Instructor: Rogers

Prerequisite: Permission of the instructor required.

Distribution: LL; HS

Term(s): Not Offered

CLCV 336 - Greek and Roman Religion (1.0)

The founders of Western civilization were not monotheists. Rather, from 1750 B.C.E. until 500 C.E., the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals to achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2,000 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?

Instructor: Rogers

Prerequisite: Permission of the instructor required.

Distribution: REP; HS

Term(s): Not Offered

CLCV 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

CLCV 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

CLCV 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CLCV 370 - Senior Thesis (1.0)

Prerequisite: CLCV 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CLST - Classical Studies Courses

CLST 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

CLST 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

CLST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CLST 370 - Senior Thesis (1.0)

Prerequisite: CLST 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

GRK - Greek Courses

GRK 101 - Beginning Greek I (1.0)

An introduction to ancient Greek language. Development of Greek reading skills.

Instructor: Gilhuly

Prerequisite: Open to students who do not present Greek for admission.

Distribution: None

Term(s): Fall

GRK 102 - Beginning Greek II (1.0)

Further development of language skills and reading from Greek authors.

Instructor: Burns

Prerequisite: GRK 101 or equivalent.

Distribution: None

Term(s): Spring

GRK 201 - Plato (1.0)

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.

Instructor: Dougherty

Prerequisite: GRK 101 and GRK 102 or two admission units in Greek, or permission of the instructor.

Distribution: LL

Term(s): Fall

GRK 202 - Homer (1.0)

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.

Instructor: Gilhuly

Prerequisite: GRK 201

Distribution: LL

Term(s): Spring

GRK 207 - Archaic Greek Poetry (1.0)

In this course, students will read selections from the important Greek poets of the archaic period such as Homer, Hesiod, Archilochus, Sappho, and Pindar. We will consider the poetry in light of the historical, cultural, and literary context of the archaic period, focusing in particular on issues of genre and performance.

Instructor: Dougherty

Prerequisite: GRK 101 and GRK 102 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

GRK 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

GRK 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

GRK 303 - Euripides (1.0)

Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright Euripides. Translation and discussion of the Greek text will be supplemented with additional reading of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.

Instructor: Gilhuly
Prerequisite: GRK 202 or permission of the instructor.
Distribution: LL
Term(s): Fall

GRK 304 - Sophocles (1.0)

Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright, Sophocles. Translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.

Instructor: Gilhuly
Prerequisite: GRK 202 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GRK 305 - Greek Comedy (1.0)

Readings from Greek comic poets such as Aristophanes and Menander. Close reading of the Greek combined with analysis of both primary and secondary sources. Texts will be considered in their broader social, political, and literary contexts.

Instructor: Gilhuly
Prerequisite: GRK 202 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GRK 306 - Herodotus (1.0)

In this course students will read selections from Herodotus' *Histories*. We will consider the text in light of the historiographical and literary traditions, with a view toward understanding Herodotus' innovations and inheritance.

Instructor: Dougherty
Prerequisite: GRK 201 and 202 or permission of the instructor.
Distribution: LL
Term(s): Spring

GRK 307 - Archaic Greek Poetry (1.0)

In this course, students will read selections from the important Greek poets of the archaic period such as Homer, Hesiod, Archilochus, Sappho, and Pindar. We will consider the poetry in light of the historical, cultural and literary context of the archaic period, focusing in particular on issues of genre and performance.

Instructor: Dougherty
Prerequisite: GRK 202 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GRK 308 - Aeschylus (1.0)

Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright Aeschylus. Translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.

Instructor: Dougherty
Prerequisite: GRK 202 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GRK 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

GRK 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

GRK 370 - Senior Thesis (1.0)

Prerequisite: GRK 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

LAT - Latin Courses

LAT 101 - Beginning Latin I (1.0)

Introduction to the Latin language; development of Latin reading skills.

Instructor: Starr
Prerequisite: Open to students who do not present Latin for admission, or by permission of the instructor.
Distribution: None
Term(s): Fall

LAT 102 - Beginning Latin II (1.0)

Further development of Latin reading and language skills.

Instructor: Young
Prerequisite: LAT 101
Distribution: None
Term(s): Spring

LAT 200 - Intermediate Latin I: Introduction to Roman Literature and Culture (1.0)

After reviewing Latin grammar in as much detail as necessary, we'll start to make the transition from Latin grammar to Latin literature and Roman culture. Selections in Latin from such authors as Catullus (poetry), the emperor Augustus (*The Deeds of the Divine Augustus*), and Perpetua (one of the earliest known women Latin authors). Topics to be studied might include social status and identity (What defined you? Might your status/identity change, whether for better or worse?); Rome's relation to Greece, which Rome conquered, but which long dominated Roman culture; or the nature and function of literature in Roman life.

Instructor: Young
Prerequisite: LAT 102 or Wellesley's placement exam and permission of the instructor.
Distribution: LL
Term(s): Fall

LAT 201 - Intermediate Latin II: Vergil and Augustus (1.0)

Vergil's *Aeneid*, *Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Use of Internet resources on Vergil and Rome.

Instructor: Starr
Prerequisite: LAT 200 or Wellesley's placement exam and permission of the instructor.
Distribution: LL
Term(s): Spring

LAT 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

LAT 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

LAT 301 - Reading Latin Literature (1.0)

Romans read Latin as quickly and with as much pleasure as we read English. In this course you will learn to read Latin more like a Roman: with increased reading speed, improved comprehension, richer appreciation of literary styles, and greater pleasure. We'll read major works of Latin literature, focusing on improving reading techniques going beyond just looking up every word; stylistic and rhetorical analysis; focused, frequency-list-based vocabulary development; and the use of a multitude of Internet tools. Specific works chosen will depend in part on the interests of the students in the class; possible choices might include historical writing by Livy or Sallust, an essay or oration by Cicero, and an essay by Tacitus.

Instructor: Starr
Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.
Distribution: LL
Term(s): Not Offered

LAT 302 - Roman Poems and Poetry Books (1.0)

How can we read Roman poetry the way a Roman would have read it, knowing what to expect in a poem and a poetry book? An exploration of features common to many Roman poems and books of poetry, with focused attention to the dramatic nature of Roman poetry (speaker, addressee, scene, monologue, dialogue), diction and poetic language, simile and metaphor, point of view, intertextuality (the relationship of one poem to another), ekphrasis, genre and generic composition (e.g., the song before the lover's closed door, the drinking song, the letter), the structure of a poetry book (opening poem, *sphragis*—or closing-poem, internal balancing), and the resonances of the various popular meters. Readings from major Latin poems in Latin and from various Roman works in translation; focused exercises to build the skills necessary for reading Latin poetry.

Instructor: Starr
Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.
Distribution: LL
Term(s): Not Offered

LAT 307 - Catullus (1.0)

Tormented lover, urbane jester, obscene abuser, political subversive, poetic revolutionary—the personae of Catullus are as varied as the poems that produce them. This course is a topical investigation of Catullus' poetry and its Roman contexts. Topics will include poetry and biography; allusion, aesthetics and the "New Poetry"; social performance and self-representation; Roman masculinity and femininity; obscenity and invective; sex, poetry, and power. Readings will draw on a variety of theoretical orientations that inform Catullan criticism: biography, psychoanalysis, intertextuality, feminism, New Historicism.

Instructor: Young

Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.

Distribution: LL

Term(s): Not Offered

LAT 308 - Imperial Latin Literature (1.0)

Latin literature flourished in the Imperial period, even though it is referred to as "Silver" instead of "Golden" Latin Literature. We'll explore various authors and genres, including such authors as Seneca (philosophy and drama), Lucan (epic), Tacitus (history), Pliny (letters), Juvenal (satire), and Martial (epigrams). We'll also examine the impact of rhetoric on the writing of Latin prose and poetry.

Instructor: Starr

Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.

Distribution: LL

Term(s): Not Offered

LAT 310 - Roman Historical Myths (1.0)

Romans based their history in myth and made their history into myths. This course includes reading from major authors such as Livy, Vergil, Horace, Ovid, Propertius, and Tacitus, focusing on historical myths such as Romulus and Remus, the Rape of the Sabine Women, Tarquinius Superbus, and Hercules and Cacus. We will then examine how later Romans reworked those myths to serve current political purposes and how they transformed historical events into powerful myths.

Instructor: Starr

Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.

Distribution: LL; HS

Term(s): Fall

LAT 315 - Ovid (1.0)

Many of our favorite mythological tales come down to us from Ovid's *Metamorphoses*, an iconoclastic compendium of Greco-Roman myth that defies categorization. We will read our way through key portions of this kaleidoscopic poem, paying close attention to Ovid's luxuriant Latin while probing his delightful, but often discomfiting, tales from a number of angles. Domination and desire, political and personal sovereignty, order versus entropy, and the seductive powers of narrative are just some of the issues probed by this irrepressible poem. We will use our close engagement with Ovid's text as an opportunity to examine these and other literary and philosophical questions.

Instructor: Young

Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.

Distribution: LL

Term(s): Spring

LAT 316 - Roman Didactic Poetry (1.0)

Does poetry have anything to teach us? The Romans thought it did. They developed an entire genre of "didactic" verse intended to instruct the reader in topics ranging from the structure of the universe to the art of seduction. In this course we will read substantial portions of three didactic poems: Lucretius' philosophical poem on human happiness, *On The Nature of the Universe*, Vergil's panoramic farming manual, *The Georgics*, and Ovid's coy self-help book, *The Art of Love*. We will also read later examples of the form by modern authors. In the process we will learn more about atoms, grafting, bee-keeping, and flirting—as well as the history and techniques of a strange and fascinating genre.

Instructor: Young

Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.

Distribution: LL

Term(s): Not Offered

LAT 317 - Petronius' *Satyricon* (1.0)

In this course, we will read selections from Petronius' quixotic *Satyricon* in the original Latin. This satirical "novel" exposes the tawdry underbelly of Neronian Rome in a manner that is both hilarious and disturbing. And yet the *Satyricon's* nature and purpose remain tantalizingly elusive. In attempting to unlock the text, we will investigate its (manipulation of) genre(s) and its place within the satirical tradition; its language; and its richly crafted characters and the insight they provide into the sociology of ancient Rome. We will also explore the reception of the *Satyricon* in contemporary aesthetic productions, including T. S. Eliot's *Waste Land*, F. Scott Fitzgerald's *Great Gatsby*, and the film *Fellini: Satyricon*.

Instructor: Staff

Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.

Distribution: LL

Term(s): Not Offered

LAT 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

LAT 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

LAT 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

LAT 370 - Senior Thesis (1.0)

Prerequisite: LAT 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

COGNITIVE AND LINGUISTIC SCIENCES

AN INTERDEPARTMENTAL MAJOR

Professor: *Levitt (Director, Fall), Lucas (Director, Spring)*

Assistant Professor: *Carpenter*

Advisory Committee: *Lucas (Psychology and Cognitive and Linguistic Sciences), Levitt (Linguistics and French), McIntyre (Philosophy), Hildreth (Computer Science)*

A major in cognitive and linguistic sciences is the interdisciplinary study of language and mind.

Cognitive and Linguistic Sciences Major

Goals for the Cognitive and Linguistic Sciences Major

The major is designed with two goals in mind:

- Provide students with a broad intellectual grounding in an interdisciplinary approach to the study of the mind. This goal is met by a group of required core courses which introduce students to techniques for studying language and cognition as well as background in the philosophical underpinnings of the cognitive and linguistic sciences
- Supply substantive training in one of the component disciplines (psychology, linguistics, computer science, or philosophy) through course work within a concentration area chosen by the student. The concentration will enable the student to strengthen and deepen her understanding of the mind within a single domain

Requirements for the Cognitive and Linguistic Sciences Major

Students majoring in cognitive and linguistic sciences must take a minimum of nine units for the major, including four core units, one from each of the categories below, and a minimum of four electives in a concentration. It is recommended, but not required, that the ninth course be in a different concentration. In addition to the courses eligible for the major, which are listed below, NEUR 100 can count as a ninth course in the major. Students may consult the MIT catalog for additional offerings in the major, but students are encouraged to take courses for the major at Wellesley College.

Cognitive and Linguistic Sciences Core Requirements

Students must fulfill the following four core requirements:

1. One course in Linguistics: Consult individual concentrations for requirement
2. One course in Formal Systems: Consult individual concentrations for requirement
3. PHIL 215
4. CLSC 300

Honors in Cognitive and Linguistic Sciences

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Cognitive and Linguistic Sciences Concentrations Courses

In designing a concentration, students need to demonstrate the intellectual coherence of their choices. Therefore, concentrations must be designed in close collaboration with the director. In cases where the student's chosen concentration is in a discipline other than that of the director, a second advisor in the student's field of concentration must also be arranged. Students must take at least one 300-level course in their concentration. Courses numbered 350/360/370 do not count toward this 300-level requirement.

Linguistics Concentration

Students concentrating in linguistics must elect at least four courses beyond the formal systems requirement from the following list. Three of these courses must be linguistics courses, including one 300-level course: LING 238, LING 240, LING 244, LING 312, LING 315, or LING 319; CHIN 231/CHIN 331, CS 235, EDUC 308, EDUC 310, or EDUC 325; ENG 210; FREN 211 or FREN 308; PHIL 207, PHIL 216, or PHIL 349; CLSC 216 or PSYC 316. KOR 206 or KOR 256 may be taken after consultation with the student's linguistics advisor.

Students planning to do graduate work in sociolinguistics or experimental linguistics should take at least one course in statistics, preferably PSYC 205. Students are also encouraged to do research, for example, through an independent study or thesis or an MIT UROP.

Linguistics Requirement: LING 114 or MIT 24.9

Formal System Requirement for Linguistics: LING 240 or LING 244 or appropriate equivalent MIT course

Students will also be expected to demonstrate proficiency in a foreign language above the College's foreign language requirement (at an intermediate level or above).

Psychology Concentration

Students concentrating in psychology must take PSYC 205 and one of PSYC 304R or PSYC 314R. PSYC 207R may be substituted for either of the latter when approved by the Director. In addition, students must elect at least two courses from the following list: CLSC 214, PSYC 215, PSYC 217, PSYC 218, PSYC 219, PSYC 301, PSYC 305, PSYC 316, PSYC 318, PSYC 319, PSYC 328, PSYC 345 (when the topic for PSYC 345 is approved by the student's psychology advisor).

Linguistics Requirement: CLSC 216

Formal System Requirement for Psychology: One of CS 111, CS 112, LING 240, LING 244, or PHIL 216. For students planning to do graduate work in psychology, CS 112 is recommended.

Philosophy Concentration

Students concentrating in philosophy must elect at least four of any of the following courses: PHIL 207, PHIL 208 [2011-12], PHIL 209 [2010-11], PHIL 216, PHIL 217 [2011-12], PHIL 221, PHIL 313, PHIL 340, or PHIL 349. PHIL 345 may be taken after consultation with the student's philosophy advisor.

Linguistics Requirement: LING 114 or CLSC 216

Formal System Requirement for Philosophy: PHIL 216

Computer Science Concentration

Students concentrating in computer science must take CS 230 and CS 232. In addition, students must elect at least two courses from the following list: CS 220, CS 231, CS 235, CS 251, CS 310, CS 332, or CS 349 (when the topic for CS 349 is approved by the student's computer science advisor).

Formal System Requirement for Computer Science: CS 111

Students planning to do graduate work in an interdisciplinary field that integrates computation and cognition should take at least one course in statistics. Students are also encouraged to do research, for example, through an independent study, thesis, MIT UROP, or summer internship.

CLSC - Cognitive and Linguistic Sciences Courses

CLSC 214 - Evolution and Human Behavior (1.0)

Evolutionary Psychology is the scientific study of human nature as shaped by natural selection. It is grounded in evolutionary biology and the psychological sciences with connections to disciplines ranging from neuroscience to anthropology and economics. Topics covered will include adaptive solutions to major life challenges including survival, mating, family relations, and group living (e.g., cooperation, aggression, and status).

Instructor: Lucas (Spring), Prokosch (Fall) (Psychology)

Prerequisite: PSYC 101 or NEUR 100, AP score of 5, or permission of the instructor.

Cross-Listed as: PSYC 214

Distribution: SBA; EC

Term(s): Fall; Spring

CLSC 216 - Psychology of Language (1.0)

Introduction to the study of the psychological processes underlying language ability. Topics covered will include the biological and evolutionary foundations of language, child and adult language acquisition, reading, and sound, word, and sentence processing. We will also consider whether language is unique to humans, whether it is innate, and the degree to which language influences thought.

Instructor: Lucas

Prerequisite: PSYC 101 or NEUR 100, AP score of 5, or permission of the instructor.

Cross-Listed as: PSYC 216

Distribution: SBA; EC

Term(s): Not Offered

CLSC 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

CLSC 250H - Research or Individual Study (0.5)

Prerequisite: Open by permission of the instructor to first-year students and sophomores.

Distribution: None

Term(s): Fall; Spring

CLSC 300-01-S - Seminar. Topics in Cognitive and Linguistic Sciences (1.0)

Topic for 2013-14: How We Choose

Every day we make many choices. Some of these choices are trivial but some can have profound effects on our lives. In this interdisciplinary course, we will investigate how individuals make choices, examining processes of decision-making that are often intuitive and irrational. Topics include biases that lead to poor choices, loss aversion, sunk costs, risk-taking, impulsiveness, moral choice, and group decision-making.

Instructor: Lucas

Prerequisite: Open to juniors and seniors who have taken one of PSYC 214, PSYC 215, CLSC/PSYC 216, PSYC 217, PSYC 218, PSYC 219, LING 114, PHIL 215, or CS 111, or permission of the instructor.

Cross-Listed as: PSYC 300-01-S

Distribution: SBA; EC

Term(s): Spring

CLSC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

CLSC 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the director.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CLSC 370 - Senior Thesis (1.0)

Prerequisite: CLSC 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

LING - Linguistics Courses**LING 114 - Introduction to Linguistics (1.0)**

Designed to familiarize students with some of the essential concepts of linguistic analysis. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization—phonology, morphology, syntax, and semantics. Additional topics include introductions to language organization in the brain, child language acquisition, language change, and language in society.

Instructor: Carpenter

Prerequisite: None

Distribution: EC

Term(s): Fall; Spring

LING 238 - Sociolinguistics (1.0)

The application of linguistics to the analysis of sociocultural variation in language. We will examine the way information about age, gender, social class, region, and ethnicity is conveyed by variations in the structural and semantic organization of language. We will also examine language attitude and language planning in multilingual societies.

Instructor: Levitt

Prerequisite: LING 114, CLSC 216/PSYC 216, or by permission of the instructor.

Distribution: SBA

Term(s): Not Offered

LING 240 - The Sounds of Language (1.0)

What are all the possible linguistically relevant sounds of the human vocal tract? How does each language organize a subset of those sounds into a coherent system? Examination of the sounds of language from the perspective of phonetics and of phonology. Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

Instructor: Carpenter

Prerequisite: LING 114, CLSC 216/PSYC 216, or by permission of the instructor.

Distribution: EC

Term(s): Spring

LING 244 - Language: Form and Meaning (1.0)

This course will consider some basic questions about language: What do we actually know when we know a language? How is the structure of language best described? Are there properties which all languages share, and what do those properties tell us about language itself? We will look at specific problems in morphology, syntax, and semantics, and the strengths and weaknesses of different linguistic theories will be considered. While many of the problems considered in this class will involve English, we will also be looking at other languages, both European and non-European.

Instructor: Tham (East Asian Languages and Cultures)

Prerequisite: LING 114

Distribution: EC

Term(s): Fall

LING 248 - Introduction to Historical Linguistics (1.0)

An examination of all forms of language change, including sound change, analogical change, semantic and lexical change, and syntactic change. Students will learn and apply the techniques of the comparative method in order to reconstruct earlier stages of various languages and to understand how linguists determine the genetic relationships among languages. Several theories of linguistic change will be explored. Students will also be introduced to the history of the discipline of linguistics, which largely began with the development of the techniques for historical reconstruction.

Instructor: Levitt

Prerequisite: LING 114 or permission of the instructor.

Distribution: EC

Term(s): Spring

LING 312 - Bilingualism: An Exploration of Language, Mind, and Culture (1.0)

Exploration of the relationship of language to mind and culture through the study of bilingualism. The bilingual individual will be the focus 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.

Instructor: Levitt

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics,

psychology, anthropology, or philosophy, or permission of the instructor.

Distribution: SBA; EC

Term(s): Not Offered

LING 315 - Invented Languages: From Wilkins' Real Character to Avatar's Na'vi (1.0)

Over the centuries, invented, or artificial, languages have been devised for many reasons, including a desire to improve existing languages, an effort to unite the world, or a need to explore how languages are learned. The vast majority have failed, but why? Is there a place for invented language? What do invented languages teach us about natural language? We will look at invented languages from a variety of points of view: linguistic, historical, philosophical, psychological, and sociological. We will explore the linguistic underpinnings of various languages, from seventeenth century Real Character to Na'vi, with a look at a successful "reinvented" language, Modern Hebrew. There will also be a focus on artificial language learning, and students will design their own miniature artificial language.

Instructor: Carpenter

Prerequisite: Open to juniors and seniors who have taken LING 114 or CLSC/PSYC 216 and a related 200-level course in linguistics, psychology, anthropology, or philosophy, or permission of the instructor.

Distribution: SBA; EC

Term(s): Fall

LING 319 - The Spoken and Written Word: Effects on Cognition and Culture (1.0)

For thousands of years, humans communicated via the ephemeral spoken word, and then writing was invented. How has the advent of writing affected us, both as individuals and members of cultural groups? To answer this question, we will explore the cognitive, linguistic, and cultural implications of spoken and written forms of communication. We start with an overview of the field of orality and literacy studies, followed by an examination of theories of the origin of human language and the history of the development of writing. We then move to an analysis of how the brain processes the spoken and written word and how these modes of communication affect memory and reasoning. From a cultural perspective, we examine the ways in which certain ancient and current societies differ as a function of their use of oral versus written forms of communication.

Instructor: Levitt

Prerequisite: Open to juniors and seniors who have taken a related 200-level course in linguistics, psychology, anthropology, or philosophy, or permission of the instructor.

Distribution: SBA; EC

Term(s): Spring

LING 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

COMPARATIVE LITERATURE

A STRUCTURED INDIVIDUAL MAJOR

Director: *Nolden (German)*

Advisory Board: *Hall (Spanish), Hickey (English), Weiner (Russian), Young (Classical Studies), Zimmerman (EALC), TBD (ex officio: Chair for Language Chairs)*

Using literary texts as its base of inquiry, Comparative Literature promotes the study of intercultural relations that cross national boundaries, multicultural relations within a particular society, and the interactions between literature and other forms of human activity, including the arts, the sciences, philosophy, and cultural artifacts of all kinds.

Comparative Literature Major

Goals for the Comparative Literature Major

- Acquaint students with the wide range of writing across national and linguistic borders and prepare them to read texts of different cultural traditions in their own languages
- Familiarize students with the ways in which literature can interact with various other forms of human activity and how literary texts can be read in interdisciplinary contexts
- Teach students to write well and to develop and use the skills of close reading

Requirements for the Comparative Literature Major

For students entering in the Fall of 2011 and later:

The comparative literature major introduces students to the study of literature across departmental, national, and linguistic boundaries. Students devise their own course of study in consultation with their advisor and with the director of the program, in relation to the major's particular languages and concentration and mindful of the many and diverse courses that pertain to the study of literature.

These include, but are not limited to, the following:

1. courses in literary history;
2. courses in particular literary genres, authors, or periods;
3. courses in the theory of literature;
4. courses in linguistics;
5. courses on the theory and practice of translation;
6. courses supplementing the study of literary texts offered in the humanities and social sciences.

Many courses combine or fall between these categories.

Majors in comparative literature shall complete a minimum of 10 units. All units must count toward the major in the departments in which they are offered (unless they are language courses, of which up to two 200-level courses may be counted toward the major).

1. Foundation: Students shall take "World Literature" (CPLT 180) early in their studies.
2. Concentration: At least three courses must be elected in a single department or program. In consultation with the advisor and director, students may choose to concentrate in the literature of a nation or a region or in a specific field of inquiry (e.g. literature and religion, translation, literature and politics, philosophical or theoretical inquiries into literature, visual arts

and literature, etc.). Majors assemble a group of concentration courses from literature or cognate departments (of which English may be one); when relevant, the student shall be obliged to satisfy departmental prerequisites for these courses.

3. Complementation. a) Pre-modern study. Majors shall take a minimum of one course outside of the modern period (the major advisor will assist the student in selecting appropriate pre-modern courses). b) Theory of literature. Majors shall take at least one course offering a theoretical perspective helpful to their particular course of study. c) 300-level courses. Majors shall take two 300-level courses, each in a different language, of which English may be one; ideally one of these courses pertains to their concentration. d) Independent work. Majors shall either supplement one of their 300-level courses with an extra independent project or else enroll in a CPLT 350, CPLT 360, and/or CPLT 370.

For students who entered prior to the Fall of 2011:

See above, with the following amendments: 1) Foundation: It is strongly recommended that World Literature (CPLT 180) is selected. 2) Concentration: It is strongly recommended that at least three courses are selected in a single department or program.

Honors in Comparative Literature

There are two routes to honors in the major: Plan A entails writing a thesis. Plan B entails a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Both Plan A and Plan B require a student to pass an oral exam.

To be admitted to the honors program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

CPLT - Comparative Literature Courses

CPLT 113 - Studies in Fiction (1.0)

Topic for 2013-14: Fantastic Fictions

When fiction blurs or crosses the line between our "real" world and "other worlds," the reader (as well as the narrator or main character) has entered the realm of "the fantastic," a genre that (broadly interpreted) contains "the uncanny" and "the supernatural or ghost story." We will read "fantastic" novels and short fiction by nineteenth century, twentieth century, and twenty-first century masters from Europe, Japan, and North and South America. This course will not be writing-intensive.

Instructor: Sides (English)

Prerequisite: None. Especially recommended to non-majors.

Cross-Listed as: ENG 113

Distribution: LL

Term(s): Summer I

CPLT 180 - World Literature (1.0)

This course is an introduction to the study of world literature. Students will read a selection of foundational works of literature from a variety of times and cultures, observing those qualities that

allowed the works to transcend their historical moment in order to enter into global consciousness. We will study the assigned texts from three points of view: as individual works of literary art, as rising out of a specific cultural context, and as works that have escaped that original context into other languages and ages. Noting how some meanings are lost in translation and others gained, students will develop a mode of reading and a critical vocabulary. The required readings will likely be drawn from the following works: *The Epic of Gilgamesh, The Odyssey, The Ramayana, The Aeneid, One Thousand and One Nights, Dream of the Red Chamber, The Tale of Genji, Don Quixote, Robinson Crusoe, Jane Eyre, Heart of Darkness, One Hundred Years of Solitude, Omeros, The Satanic Verses, Things Fall Apart*. Taught primarily in lecture and not writing-intensive.

Instructor: Weiner (Russian)

Prerequisite: None

Distribution: LL

Term(s): Fall

CPLT 208 - Legend, Satire, and Storytelling in the Hebrew Bible (1.0)

The art of narrative composition in the Hebrew Bible. The literary techniques and conventions of ancient Israelite authors in the Bible's rich corpus of stories. Philosophical and aesthetic treatment of themes such as kingship, power, gender, and covenant. Primary focus on the role of narrative in the cultural life of ancient Israel, with attention also to the difficulties of interpreting biblical stories from within our contemporary milieu.

Instructor: Silver (Religion)

Prerequisite: None

Cross-Listed as: REL 208

Distribution: REP; HS

Term(s): Not Offered

CPLT 229 - Telling Stories from the Past (1.0)

Drawing on works from a number of national traditions and genres, the course focuses on the telling of the story of history. Beginning with a reflection on the writing of history and literature, the course goes on to examine the interaction between past events and literary, cinematic, and historiographical texts. What happens when past events are represented in literary, cinematic, and historiographical texts? How are past events made present? What difficulties do literature, cinema, and history encounter in representing atrocious events like the Holocaust? To work toward answering some of these questions, we will read historical novels (or extracts from them), as well as view films and survey some of the many critical writings that have addressed these thorny and often contentious issues.

Instructor: Ward (Italian Studies)

Prerequisite: None

Distribution: LL

Term(s): Not Offered

CPLT 284 - Magical Realism (1.0)

This course examines fictions whose basic reality would be familiar if not for the introduction of a magical element that undermines commonplace notions about what constitutes reality in the first place. The magical element can be a demon, talisman, physical transformation, miraculous transition in space or time, appearance of a second plane of existence, revelation of the unreality of the primary plane of existence, etc. Students will read Kafka's *Metamorphosis*, Queneau's *The Blue Flowers*, Bulgakov's *The Master and Margarita*, Márquez's *One*

Hundred Years of Solitude, Calvino's *If on a Winter's Night a Traveler*, Pynchon's *The Crying of Lot 49*, Murakami's *Hard-Boiled Wonderland and the End of the World* and Sokolov's *School for Fools*, and short stories by Borges, Cortazar, and Nabokov.

Instructor: Weiner (Russian)
Prerequisite: None
Distribution: LL
Term(s): Not Offered

CPLT 288 - The Art of the European Novel (1.0)

Our course will trace the development of the novel from its early beginnings through its reincarnation in the Middle Ages (Wolfram von Eschenbach's *Parzival*) to its popular rise in the last three centuries. We will consider authors from France (Rabelais, Flaubert), Spain (Cervantes), England (Richardson, Brontë), Germany (Kafka), Russia (Tolstoy), and Italy (Calvino) and discuss various subgenres of this most popular of all literary genres (among them the picaresque novel, *Bildungsroman*, gothic novel, etc.).

Instructor: Nolden (German)
Prerequisite: None
Distribution: LL
Term(s): Spring

CPLT 334 - Literature and Medicine (1.0)

Drawing on texts from different countries, this course investigates literature's obsession with medicine. Literary representations of doctors and patients, as well as the effect of sickness on family structure, touching on mental and physical suffering of various kinds—hysteria and depression, childbirth and abortion, disability, PTSD and AIDS, death and mourning, the search for healing, and the redemptive power of art. Attention will be given to the links between the treatment of medical issues in fiction and autobiographies. Selected visual representations, in film and photography, will also be introduced.

Instructor: Respaut
Prerequisite: One 200-level course in literature or by permission of the instructor. Not open to first-year students.
Distribution: LL
Term(s): Spring

CPLT 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the director. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

CPLT 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the director.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CPLT 370 - Senior Thesis (1.0)

Prerequisite: CPLT 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF COMPUTER SCIENCE

Professor: *Hildreth (Chair), Metaxas, Shull*

Associate Professor: *Tjaden, Turbak*

Assistant Professor: *Shaer*

Hess Fellow: *Mir*

Lecturer: *Anderson*

Visiting Lecturer: *Jones*

Senior Instructor in Computer Science Laboratory: *Lee*

Instructor in Computer Science Laboratory: *Herbst, Kakavouli*

Computer Science encompasses the systematic study of computing systems and computation. It is continually evolving and expanding, making it an exciting field of study. All of the traditional areas in computer science as well as newer directions are represented in our faculty's expertise (including algorithms, programming languages, data structures, artificial intelligence, human-computer interaction, databases, computer architecture, networks, security, vision, graphics, parallel computing, robotics, bioinformatics, Web information retrieval, multimedia), allowing us to offer a large variety of courses and substantial research opportunities for students.

For advice on making a choice about an introductory Computer Science course, consult "Choosing an Introductory CS Course" online at new.wellesley.edu/cs/curriculum/introductory.

Computer Science Major

Goals for the Computer Science Major

The aim of our program for the major is to prepare students for a successful career in computer science or a related discipline, including a solid preparation for graduate work or direct entry into the computing profession. To achieve this success, computer science majors must possess the following knowledge and competencies upon graduation:

- A firm foundation in fundamental areas of computer science, encompassing its theoretical basis, software methodologies, computer hardware, and applications
- Strong problem-solving and critical, analytical thinking skills; confidence as independent learners who can apply computational thinking to new problems and adapt to new technologies
- Strong written and oral communication skills, including the ability to work on a team-based project and to solve problems in a collaborative setting

Computer science majors should understand the connections between computer science and other disciplines, and appreciate the importance of computer science to society.

Requirements for the Computer Science Major

Students majoring in computer science must complete CS 111, CS 230, CS 231, CS 235, CS 240, CS 251, two 300-level CS courses, and at least one additional CS course at the 200 or 300 level. Independent study courses (CS 250, CS 250H, CS 350, CS 350H) and honors courses (CS 360, CS 370) do not count toward the required courses for the major. Students who do not take CS 111 must replace this requirement with an additional one-unit CS course at the 200 or 300 level. CS 118 [2012-13] may serve as a substitute for CS 111 for major requirements by permission of the department chair. Computer science courses at other institutions used to meet the nine-course requirement must be approved **in advance** by the department chair on an

individual basis. In addition, all majors in computer science are expected to complete (1) MATH 225 (Combinatorics and Graph Theory) and (2) at least one additional course in mathematics at the 200 or 300 level. Particularly relevant mathematics courses are MATH 206 (Linear Algebra), MATH 220 (Probability and Elementary Statistics), MATH 223 (Number Theory), MATH 305 (Abstract Algebra), MATH 309 (Foundations of Mathematics), and MATH 325 (Graph Theory). The MATH courses are considered prerequisites for the CS degree and could be counted toward another major. Students should consult a computer science faculty member for advice in choosing mathematics courses best suited to their interests. Students are encouraged to consult the department's website (new.wellesley.edu/cs) for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are required to participate in computer science student seminars held throughout the academic year. In these seminars, students have the opportunity to explore topics of interest through reading and discussion, field trips, invited speakers, independent research projects, or software development projects.

Honors in Computer Science

Students can earn honors in computer science by successfully completing an honors-quality senior thesis. A detailed description of the senior thesis project in computer science can be found at the department's website (new.wellesley.edu/cs/research/thesis). Majors who are interested in undertaking a senior thesis project are urged to discuss their plans with either their advisor or the department chair as early as possible in their junior year.

Graduate Study in Computer Science

Students who plan to pursue graduate work in computer science are strongly encouraged to develop their background in mathematics, particularly in the areas of linear algebra, logic, probability and statistics, number theory, and graph theory. In addition, students who are planning either graduate work or advanced technical research or development work are strongly encouraged to pursue at least one independent study or research project before graduating, in the form of a Wellesley course (CS 250, CS 350, CS 360), an MIT UROP, or a summer internship. Consult new.wellesley.edu/cs/research for more details.

Advanced Placement Policy in Computer Science

Students may receive a maximum of one unit of college credit for a score of 5 on the Computer Science A or AB Advanced Placement exam. This unit does not count toward the computer science major or minor. Students receiving AP credit for computer science should consult with the department regarding enrollment in CS 230 or CS 240. Computer science majors and minors should consult with a computer science faculty advisor before electing to take a computer science course as credit/noncredit.

Computer Engineering

Students interested in computer engineering should consult the course listings in Extradepartmental and enroll in EXT D 160, Introduction to Engineering Science. This course is intended to be a gateway

experience for possible subsequent engineering studies, such as the engineering certificates from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley. More information can be found at new.wellesley.edu/advising/classdeans/engineering.

Interdepartmental Majors

Students interested in an interdepartmental major in Cognitive and Linguistic Sciences, Media Arts and Sciences, or Neuroscience are referred to these listings in the catalog.

Students interested in engineering should consult the course listings in Extradepartmental.

Computer Science Minor

Requirements for the Computer Science Minor

The computer science five-course minimum 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 CS 111, CS 230, one of CS 231, CS 235, or CS 240, at least one CS course above the 100 level, and at least one 300-level CS course. Independent study courses (CS 250, CS 250H, CS 350, CS 350H) do not count toward the required courses for the minor. Students who do not take CS 111 must replace this requirement with one additional one-unit CS course at the 200 or 300 level. CS 118 [2012-13] may serve as a substitute for CS 111 for minor requirements by permission of the department chair.

CS - Computer Science Courses

CS 110 - Computer Science and the Internet (1.0)

This course explains the basics of how the Internet works and how to build a website. Topics include client-server architecture; structuring Web pages with HTML, CSS, and JavaScript; the representation of colors, images, and sound on the computer; encryption; cookies; and CGI forms. We also discuss accessibility, copyright, intellectual property, and critical thinking in the context of the Internet. The required project models most phases of the standard software lifecycle. Students are introduced to programming by building an interactive website using JavaScript. Students are required to attend an additional 70-minute discussion section each week.

Instructor: Mir, Staff

Prerequisite: None. No prior background with computers is expected.

Distribution: MM

Term(s): Fall; Spring

CS 111 - Computer Programming and Problem Solving (1.0)

An introduction to problem solving through computer programming. Students learn how to read, modify, design, debug, and test algorithms that solve problems. Programming concepts include control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics and user interfaces. using the java Programming language. Students are required to attend an additional two-hour laboratory section each week. Required for students who wish

to major or minor in computer science or elect more advanced courses in the field.

Instructor: Hildreth, Price Jones, Staff
Prerequisite: None. No prior background with computers is expected.
Distribution: MM
Term(s): Fall; Spring

Does not fulfill the laboratory requirement.

CS 112 - Computation for the Sciences (1.0)

An introduction to computer programming that provides the tools necessary for students to use computers effectively in scientific work, including physical sciences, biological sciences, medicine, mathematics, psychology, and economics. Students learn to write software to solve problems, visualize and analyze data, perform computer simulations, and implement and test computational models that arise in a wide range of scientific disciplines. The course introduces MATLAB, an extensive and widely used technical computing environment with advanced graphics, visualization, and analysis tools, and a rich high-level programming language. Students are required to attend an additional two-hour laboratory section each week.

Instructor: Hildreth
Prerequisite: None. No prior background with computers is expected.
Distribution: MM
Term(s): Not Offered

Does not fulfill the laboratory requirement.

CS 114 - The Socio-Technological Web (1.0)

As more and more people use the technologies and services made available from computer science, online environments like Facebook, Second Life, MySpace, Wikipedia, blogs, and open source development communities have been flourishing. It is becoming clear that problems existing in our real world transfer and become amplified in the virtual world created by our interconnectivity. This course will start by studying the structure of the traditional Web and its recent successor, the Social Web, and will focus on issues of virtual identity, personal and group privacy, trust evaluation and propagation, online security, critical thinking, online propaganda, googlearchy, fraud and manipulation, restricted resources, class differences, self-perception, and decision-making. Students are required to attend an additional 70-minute discussion section each week.

Instructor: Metaxas
Prerequisite: None. No prior background with computers is expected.
Distribution: MM
Term(s): Not Offered

CS 117 - Inventing Mobile Apps (1.0)

This course teaches how to create apps for mobile devices as a vehicle for learning big ideas of computer science, engineering, and entrepreneurship, and explore technology's impact on society. Applications include games, quizzes, electronic voting, location-aware apps, social networking, and apps that communicate with Web services. All apps will be created on Android phones using App Inventor, a visual programming environment that does not require previous programming experience. The course culminates in a project where students design and implement new mobile apps for clients. Students are required to attend an additional 70-minute laboratory section each week.

Instructor: Turbak
Prerequisite: None. No prior background with computers is expected.
Distribution: MM

Term(s): Not Offered
Does not fulfill the laboratory requirement.

CS 215 - Multimedia Design and Programming (1.0)

The purpose of this course is to give students a broad foundation in issues related to creating multimedia and hypermedia applications. Topics to be covered include history and philosophy of hypermedia; principles of human-computer interaction; multimedia programming; optimizing for CD-ROMs and the World Wide Web; digital representation and editing of media (audio, graphics, video); media compression and transmission; and delivery of multimedia applications.

Instructor: Metaxas
Prerequisite: CS 111 or CS 118 [2012-13], with a grade of at least C+, is required, or permission of the instructor. At least one of ARTS 105, ARTS 108/CAMS 138, or ARTS 109/CAMS 139 [2010-11] is recommended.
Distribution: MM
Term(s): Fall

CS 220 - Human-Computer Interaction (1.0)

Human-Computer Interaction is one of the areas that have transformed the way we use computers in the last 30 years. Topics include methodology for designing and testing user interfaces, interaction styles (command line, menus, graphical user interfaces, virtual reality, tangible user interfaces), interaction techniques (including use of voice, gesture, eye movements), design guidelines, and user interface software tools. Students will design a user interface, program a prototype, and test the results for usability.

Instructor: Shaer
Prerequisite: One of CS 110, CS 111, CS 112, CS 117, CS 118 [2012-13]
Distribution: MM
Term(s): Spring

CS 230 - Data Structures (1.0)

An introduction to techniques and building blocks for organizing large programs. Topics include: modules, abstract data types, recursion, algorithmic efficiency, and the use and implementation of standard data structures and algorithms, such as lists, trees, graphs, stacks, queues, priority queues, tables, sorting, and searching. Students become familiar with these concepts through weekly programming assignments using the Java programming language. Students are required to attend an additional two-hour laboratory section each week.

Instructor: Metaxas, Shaer
Prerequisite: CS 111 or CS 118 [2012-13] or permission of the instructor. Students who received a grade of C+ or lower in CS 111 or CS 118 [2012-13] must contact the instructor before enrolling.
Distribution: MM
Term(s): Fall; Spring

Does not fulfill the laboratory requirement.

CS 231 - Fundamental Algorithms (1.0)

An introduction to the design and analysis of fundamental algorithms. General techniques covered: divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Instructor: Metaxas
Prerequisite: CS 230 and either MATH 225 or permission of the instructor.
Distribution: MM
Term(s): Spring

CS 232 - Artificial Intelligence (1.0)

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, common sense reasoning, and expert systems. To attain a realistic and concrete understanding of these problems, the Python programming language will be taught and used to implement the algorithms of the course.

Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Not Offered

Normally offered in alternate years.

CS 235 - Languages and Automata (1.0)

This course offers an introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, pushdown automata, and Turing machines. The first half of the semester covers the Chomsky hierarchy of languages and their associated computational models. The second half of the semester focuses on decidability issues, and unsolvable problems and the course closes with a brief introduction to complexity theory. The course includes a programming component investigating the application of automata theory to the scanning and parsing of programming languages.

Instructor: Price Jones
Prerequisite: CS 230 and either MATH 225 or permission of the instructor.
Distribution: MM
Term(s): Fall

CS 240 - Introduction to Machine Organization with Laboratory (1.25)

This course is intended to demystify the computer (open up the "black box") and teach how information at the highest level is processed and ultimately executed by the underlying circuitry. To this end, the course provides an introduction to machine organization and assembly language programming. Specific topics include the fundamentals of computer organization (introduction to numeric representation, Boolean logic, digital logic and all associated technology), a basic data path implementation, assembly language programming, how to assess and understand the performance of a computer, and brief overviews of assemblers, compilers, and operating systems. Students are required to attend one three-hour laboratory weekly.

Instructor: Shull
Prerequisite: CS 111, CS 112, or CS 118 [2012-13]
Distribution: MM
Term(s): Fall

This course does satisfy the laboratory requirement.

CS 242 - Computer Networks (1.0)

A systems-oriented approach to data networks, including a theoretical discussion of common networking problems and an examination of modern networks and protocols. Topics include point-to-point links, packet switching, Internet protocols, end-to-end protocols, congestion control, and security. Projects may include client-server applications and network measurement tools.

Instructor: Shull
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Spring

Normally offered in alternate years.

CS 249-01-S - Topics in Computer Science (1.0)**Topic for 2013-14: Computing and Life**

This course will touch on several areas where the computational and the life sciences meet or disrupt each other's comfort. Topics will include some aspects of bioinformatics, computational genomics, modeling and simulation of life phenomena and computational evolutionary biology with reference to game theory. Interdisciplinary teams of students will perform experiments in a computer lab using both established and in-development software. Algorithms will be studied for such tasks as finding similarities between genomes, quantifying distances between related genomes, proposing new drugs. Also considered will be mechanisms for producing programs that mimic the learning exhibited by living things.

Instructor: Price Jones

Prerequisite: One of CS 111, CS 112, or CS 118 [2012-13], and an introductory course in the life sciences, or by permission of the instructor.

Distribution: MM

Term(s): Spring

CS 250 - Research or Individual Study (1.0)

Prerequisite: CS 230 or permission of the instructor.

Distribution: None

Term(s): Fall; Spring

CS 250H - Research or Individual Study (0.5)

Prerequisite: CS 230 or permission of the instructor.

Distribution: None

Term(s): Fall; Spring

CS 251 - Theory of Programming Languages (1.0)

This course offers an introduction to the dimensions of modern programming languages. Covers major programming paradigms: function-oriented, imperative, object-oriented, and logic-oriented. Dimensions include syntax, naming, state, data, control, concurrency, nondeterminism, and types. These dimensions are explored via mini-language interpreters written in OCaml, Scheme, and Haskell that students experiment with and extend.

Instructor: Shull

Prerequisite: CS 230 or permission of the instructor.

Distribution: MM

Term(s): Spring

CS 304 - Databases with Web Interfaces (1.0)

A study of the three-layer architecture commonly used for Web-based applications such as e-commerce sites. We will learn to model and design databases using entity-relationship diagrams and the Standard Query Language (SQL) for managing databases. We will learn PHP, CGI/Python, and Java Servlets, which are three important technologies for Web-based architectures. We will also discuss performance, reliability, and security issues. Finally, we will create dynamic websites driven by database entries.

Instructor: Anderson

Prerequisite: CS 230 or permission of the instructor.

Distribution: MM

Term(s): Spring

CS 307 - Computer Graphics (1.0)

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of three-dimensional graphics including modeling, projection, coordinate transformation, synthetic camera specification, color, lighting, shading, hidden surface removal, animation, and texture-mapping. We also cover the mathematical representation and

programming specification of lines, planes, curves, and surfaces.

Instructor: Anderson

Prerequisite: CS 230 or permission of the instructor.

Distribution: MM

Term(s): Fall

Normally offered in alternate years.

CS 310 - Foundations of Cryptology (1.0)

When is a cryptographic system secure and how will we ever know? This course introduces the computational models and theory computer scientists use to address these issues. Topics include one-way functions, trapdoor functions, probabilistic complexity classes, pseudorandom generators, interactive proof systems, zero-knowledge proofs, and the application of these theories to modern cryptology.

Instructor: Shull

Prerequisite: CS 231 or CS 235 or permission of the instructor.

Distribution: MM

Term(s): Not Offered

CS 313 - Computational Biology (1.0)

Many elegant computational problems arise naturally in the modern study of molecular biology. This course is an introduction to the design, implementation, and analysis of algorithms with applications in genomics. Topics include bioinformatic algorithms for dynamic programming, tree-building, clustering, hidden Markov models, expectation maximization, Gibbs sampling, and stochastic context-free grammars. Topics will be studied in the context of analyzing DNA sequences and other sources of biological data. Applications include sequence alignment, gene-finding, structure prediction, motif and pattern searches, and phylogenetic inference. Course projects will involve significant computer programming in Java. No biology background is expected.

Instructor: Tjaden

Prerequisite: CS 230 or permission of the instructor.

Distribution: MM

Term(s): Not Offered

Normally offered in alternate years.

CS 315 - Web Search and Mining (1.0)

In the last decade we have experienced an explosive growth of information through the Web. Locating information seems to be very easy, while determining the quality of information can be tricky. This course is for students who want to know why search engines can answer your queries fast and (most of the time) accurately, why at other times they seem to be missing the point and provide untrustworthy information, and how one can design a website that acquires high visibility. We will cover traditional information retrieval methods and Web search algorithms such as crawlers and spiders, with a focus on probabilistic and graph-theoretic methods that can detect Web spam. We will also cover some basic understanding of text mining and data clustering. Time permitting, we will examine other relevant issues of the information explosion era, such as the shape and structure of the Web, epistemology of information, and properties of large random networks.

Instructor: Metaxas

Prerequisite: CS 230 or permission of the instructor. Not open to students who have taken this topic as CS 349.

Distribution: MM

Term(s): Not Offered

Normally offered in alternate years.

CS 320 - Tangible User Interfaces (1.0)

Tangible user interfaces emerge as a novel human-computer interaction style that interlinks the physical and digital worlds. Extending beyond the limitations of the computer mouse, keyboard, and monitor, tangible user interfaces allow users to take advantage of their natural spatial skills while supporting collaborative work. Students will be introduced to conceptual frameworks, the latest research, and a variety of techniques for designing and building these interfaces. Developing tangible interfaces requires creativity as well as an interdisciplinary perspective. Hence, students will work in teams to design, prototype, and physically build tangible user interfaces.

Instructor: Shaer

Prerequisite: CS 215, CS 220, or CS 230, or permission of the instructor. Not open to students who have taken this course as a topic of CS 349.

Distribution: MM

Term(s): Fall

CS 332 - Visual Processing by Computer and Biological Vision Systems (1.0)

This course explores models for deriving information about the three-dimensional world from visual images. We examine methods used in computer vision systems to analyze digital images and strategies used by biological vision systems to interpret the retinal image. We will use an interdisciplinary approach that combines computer science, psychology, and neuroscience, and contributes to the design of effective computer vision systems and the understanding of human visual processing. Topics include edge detection; stereo vision; motion analysis; shape from shading; color; object recognition; and image processing applications in medicine, security, information retrieval, and intelligent vehicles. The course uses vision software written in MATLAB. Students are required to attend an additional 70-minute discussion section each week.

Instructor: Hildreth

Prerequisite: CS 112 or CS 230, or permission of the instructor.

Distribution: MM

Term(s): Fall

Normally offered in alternate years.

CS 342 - Computer Security (1.0)

An introduction to computer security. Topics include ethics, privacy, authentication, access control, information flow, operating system security (with a focus on Linux), cryptography, security protocols, intrusion prevention and detection, firewalls, viruses, network security, Web security, and programming language security. Assignments include hands-on exercises with security exploits and tools in a Linux environment. Participants will independently research, present, and lead discussions on security-related topics. Students are required to attend an additional 70-minute discussion section each week.

Instructor: Turbak

Prerequisite: CS 230 and CS 240 or permission of the instructor. CS 242 recommended.

Distribution: MM

Term(s): Not Offered

Normally offered in alternate years.

CS 349-01-S - Advanced Topics in Computer Science (1.0)**Topic for 2013-14: Quantifying Data Privacy**

Privacy is recognized as a fundamental human right, and this recognition is increasingly being extended to people's data. Yet, there is vigorous debate and disagreement on the meaning of data privacy and

how to preserve it. This course is an in-depth study into how computer scientists quantify privacy, how dealing with data necessitates such a consideration, what are good notions of data privacy and how we can design technologies and algorithms that fulfill such notions.

Instructor: Mir

Prerequisite: CS 230 and MATH 225 or permission of the instructor

Distribution: MM

Term(s): Spring

CS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

CS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

CS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CS 370 - Senior Thesis (1.0)

Prerequisite: CS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF EAST ASIAN LANGUAGES AND CULTURES

Professor: *Lam, Widmer (Chair)*

Associate Professor: *S. Lee, Zimmerman*

Assistant Professor: *Allen, Song, Tham*

Senior Lecturer: *Chen, Maeno, Torii-Williams, Zhao*

Lecturer: *Hatano-Cohen, E. Lee, Ozawa, Tang*

Mellon Postdoctoral Fellow: *Williams*

The Department of East Asian Languages and Cultures offers two distinct majors: Chinese Language and Culture and Japanese Language and Culture. The goal of each major is to provide students with a solid foundation in the disciplines of language and literature through intensive language training and broad exposure to the literary and cultural traditions of the culture under study. The department also offers a minor in Chinese Language and Culture.

In addition, Korean language and culture courses are offered.

The department reserves the right to place a new student in the language course for which she seems best prepared regardless of the number of units she has offered for admission.

Goals for all students taking East Asian Languages and Cultures courses

- The Chinese, Japanese, and Korean Programs share the goal of increasing students' grasp of the languages and cultures of East Asia
- The goal for all students is to develop increased fluency in reading, writing, speaking, and listening at the lower levels, and in Chinese and Japanese, to build up analytical skills in the literature and culture classes
- All three programs also offer courses taught in English on topics in East Asian cultures and opportunities for international study and other forms of cultural enrichment on campus

Goals for the Chinese and Japanese Language and Culture Majors

- In all language classes the goal is for students to build toward conversing on sophisticated subjects; reading modern fiction, newspapers, journals, and classical language texts; and writing short essays
- In literature and culture courses the goal is for students to develop basic familiarity with their country's history and its foundation texts and to deepen their understanding of one or more periods or genres. Students should demonstrate the ability to research, analyze, and critique East Asian literature and cultural texts, both in the original and in English translation, and should be able to translate original texts into English

Honors in East Asian Languages and Cultures

The only route to honors in the Chinese Language and Culture and Japanese Language and Culture majors requires writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification in East Asian Languages and Cultures

Students interested in seeking certification in teaching Chinese or Japanese should speak with the chairs of the EALC department and education department early in their college career.

Transfer Credits in East Asian Languages and Cultures

The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of four units may be transferred. Work at the 300 level must be taken within the department for credit toward the majors in Chinese and Japanese. Students wishing to transfer credit should be advised that a minimum of six units of course work must be completed in the EALC department at Wellesley. Transfer students from other institutions are required to take a placement test administered by the EALC 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 EALC department chair.

Advanced Placement Policies and Language Requirement in East Asian Languages and Cultures

A student entering Wellesley must have an Advanced Placement score of 5 or SAT II score of 690 to satisfy the foreign language requirement. AP courses will not be counted toward either major offered by the EALC department. All students who wish to register for a Chinese, Japanese, or Korean class must take the appropriate placement examination. The department reserves the right to place a new student in the language course for which she seems best prepared regardless of her AP or SAT II score.

International Study in East Asian Languages and Cultures

A maximum of four courses taken abroad may be counted toward the Chinese Language and Culture major or the Japanese Language and Culture major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for international study, students must obtain prior consent from the Office of International Study and the EALC department chair and must pass a placement test administered by the EALC department upon return to Wellesley. In addition, it is essential that proof of course content and performance in the form of syllabi, written work, examinations, and grades be presented to the EALC department chair.

Chinese Language and Culture Major

Requirements for the Major in Chinese Language and Culture

The Chinese program trains students to achieve fluency in the Chinese language and to think critically about Chinese literature and culture. Chinese majors pursue parallel tracks, taking language courses and literature/culture courses in translation, that culminate in advanced work on literature/culture at the 300 level. To this end, students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. Students with Chinese language background must take a placement test to determine their proper courses. In addition,

the EALC department strongly recommends that all majors spend at least a summer or a semester studying at an approved program in China, Taiwan, or Hong Kong.

The major consists of a minimum of eight units and normally includes CHIN 202, CHIN 301, and CHIN 302 (for the less advanced language track) and CHIN 203, CHIN 204, and CHIN 306 or CHIN 307 (for the more advanced language track), plus five additional units in Chinese literature, linguistics, language, comparative East Asian literature, or East Asian Studies. At least two of these additional units must be non-language units taken within the department, and at least one of the departmental non-language courses must be a literature course (not an Independent Study) at the 300 level. CHIN 306 and CHIN 307 are open to students who have completed CHIN 302, subject to instructor consent. In rare cases, and only with departmental permission, students will be permitted to move from the more advanced language track into the less advanced track. Students entering with very advanced language preparation may substitute literature units as necessary, with departmental permission. CHIN 101, CHIN 102, CHIN 103, CHIN 104, and CHIN 201 may be counted toward the degree but not toward the major. Students who have completed CHIN 306 or CHIN 307 or the equivalent may request to do an independent study using Chinese language (CHIN 350). Requests for independent studies using Chinese from students on the less advanced track who have completed CHIN 302 may also be considered. Those who wish to do an independent study that does not require Chinese should register for CHIN 250. An advisor should be chosen from within the department.

Chinese Language and Culture Related Courses

Related Courses

Attention Called

LING 244	Language: Form and Meaning
EALC 225	Traditional Romances of East Asia (in English)
EALC 325	Traditional Romances of East Asia (in English)

Chinese Language and Culture Minor

Requirements for the Minor in Chinese Language and Culture

The minor in Chinese Language and Culture consists of five courses distributed as follows:

1. Three core language courses to be fulfilled by either
 - a. Less advanced track: CHIN 202, CHIN 301, and CHIN 302
 - or
 - b. More advanced track: CHIN 203, CHIN 204, and CHIN 306 or CHIN 307;
2. One non-language course drawn from the offerings of faculty in EALC, including:

CHIN 105 [2010-11], CHIN 150, CHIN 208, CHIN 209, CHIN 210 [2009-10], CHIN 211/CHIN 311, CHIN 212/CHIN 312, CHIN 213, CHIN 223/CHIN 323, CHIN 225 [2011-12], CHIN 230/CHIN 330 [2010-11], CHIN

231/CHIN 331, CHIN 232/CHIN 332 [2011-12], CHIN 243, CHIN 244/CHIN 344, CHIN 310, CHIN 317 [2008-09], CHIN 326, CHIN 338, CHIN 339, and EALC 225/EALC 325.

3. One non-language course drawn from the list above or from the courses approved by the program in East Asian Studies.

With permission of the chair, students may select up to two courses from outside the department of East Asian Languages and Cultures, at most one in language, and at most one in a non-language discipline. No more than one of these courses may be taken away from Wellesley.

Students entering with advanced language preparation may substitute alternative literature/language courses as necessary with departmental permission. Students should work out their program in consultation with their advisor.

Japanese Language and Culture Major

The Japanese program trains students to achieve fluency in the Japanese language and to think critically about Japanese literature and culture. Japanese majors follow a parallel track, taking language courses and literature/culture courses in translation that culminate in advanced work on literature in Japanese at the 300 level. To this end, students are strongly encouraged to begin their study of the language in the first year. A junior year, a semester, or a summer of intensive language study in Japan is encouraged. The major consists of a minimum of eight units and normally includes JPN 202, JPN 231, and JPN 232. Of the five additional units, at least two must come from non-language courses, one of which may be an EAS course with a substantial focus on Japan (i.e., HIST 274, REL 108, etc.). At least two JPN courses must come from the 300 level within EALC, and only one of these may be an upper-level language course (JPN 308, JPN 309, JPN 311, JPN 312, JPN 314.)

Students entering with advanced language preparation may substitute alternate language units as necessary with departmental permission. JPN 101, JPN 102, and JPN 201 may be counted toward the degree, but not toward the major. Students who have completed JPN 314 or the equivalent may request to do an independent study using the Japanese language (JPN 350). Those who wish to do an independent study that does not require the Japanese language should register for JPN 250. An advisor should be chosen from within the department.

Japanese Language and Culture Related Courses

Related Courses

Attention Called

EALC 225	Traditional Romances of East Asia (in English)
EALC 325	Traditional Romances of East Asia (in English)

Korean Language and Culture Courses

The department offers courses in Korean Language and Culture but no major or minor in this area. Students who have completed KOR 309 may request to do an Independent Study using the Korean language (KOR 350.) Those who wish to do an

Independent Study that does not require the Korean language should register for KOR 250. An adviser should be chosen from within the department.

Korean Language and Culture Related Courses

Related Courses

Attention Called

AMST 212	Korean American Literature and Culture
EALC 225	Traditional Romances of East Asia (in English)
EALC 325	Traditional Romances of East Asia (in English)

CHIN - Chinese Language and Culture Courses

CHIN 101 - Beginning Chinese (1.25)

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Four 70-minute classes plus one 30-minute small-group session.

Instructor: Allen, Tang

Prerequisite: None. Open only to students with no Chinese language background.

Distribution: None

Term(s): Fall

Each semester of CHIN 101 and CHIN 102 earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 102 - Beginning Chinese (1.25)

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Four 70-minute classes plus one 30-minute small-group session.

Instructor: Tang

Prerequisite: CHIN 101

Distribution: None

Term(s): Spring

Each semester of CHIN 101 and CHIN 102 earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 103 - Advanced Beginning Chinese (1.0)

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Three 70-minute classes.

Instructor: Zhao

Prerequisite: Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters. Department placement test is required.

Distribution: None

Term(s): Fall

Each semester of CHIN 103 and CHIN 104 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 104 - Advanced Beginning Chinese (1.0)

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Three 70-minute classes.

Instructor: Zhao

Prerequisite: Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters. Department placement test is required.

Distribution: None

Term(s): Spring

Each semester of CHIN 103 and CHIN 104 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 150 - Before Commerce There Was Poetry: The Chinese Poetic Tradition (in English) (1.0)

Poetry played complex and varied roles in Chinese society. Emperors used it to justify their rule, diplomats to conduct their business, ordinary men and women to comment on the times and to give voice to their innermost feelings. The poetry written in pre-modern China is still treasured as one of the highlights of Chinese civilization, and Chinese poems have influenced concepts of poetry around the world. We will trace the development of the lyric voice, exploring the ways in which these works present the world and make arguments about it. We will discuss how Chinese poets construct different notions of the self through their poems, and how poetry gives voice to conflicts between aesthetics and morality, between the self and the community, and between the state and other sources of social capital.

Instructor: Allen

Prerequisite: Open to first-year students only.

Distribution: LL

Term(s): Not Offered

CHIN 201 - Intermediate Chinese (1.25)

Further training in listening comprehension, oral expression, reading, and writing. Four 70-minute classes plus one 30-minute small group sessions.

Instructor: Chen

Prerequisite: CHIN 101-CHIN 102 or placement by the department.

Distribution: None

Term(s): Fall

Each semester of CHIN 201 and CHIN 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 202 - Intermediate Chinese (1.25)

Further training in listening comprehension, oral expression, reading and writing. Four 70-minute classes plus one 30-minute small group session.

Instructor: Chen

Prerequisite: CHIN 101-CHIN 102 or placement by the department.

Distribution: LL

Term(s): Spring

Each semester of CHIN 201 and CHIN 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 203 - Advanced Intermediate Chinese (1.0)

Further training in listening comprehension, oral expression, reading, and writing. Three 70-minute classes.

Instructor: Lam, Tham

Prerequisite: CHIN 103-CHIN 104 or placement by the department.

Distribution: None

Term(s): Fall

Each semester of CHIN 203 and CHIN 204 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 204 - Advanced Intermediate Chinese (1.0)

Further training in listening comprehension, oral expression, reading, and writing. Three 70-minute classes.

Instructor: Lam, Tham

Prerequisite: CHIN 103-CHIN 104 or placement by the department.

Distribution: LL

Term(s): Spring

Each semester of CHIN 203 and CHIN 204 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 208 - Writing Modern China (in English) (1.0)

Over the course of the twentieth century, China underwent enormous changes in the sweep of modernization, which opened the door to a wealth of experimentation, especially in literature and culture. The primary focus of this course is to explore how literary forms adapted to the dominant political and cultural movements of modern China. At the same time, individual Chinese writers crafted unique visions from their experiences "on the ground." It works that date from the late Qing to the present, we will explore the varied representations of Chinese modernity, including topics such as the individual and society, revolution and tradition, the countryside and the city, gender and sexuality. No prior knowledge of Chinese literature or Chinese language is required.

Instructor: Song

Prerequisite: None

Distribution: LL; HS

Term(s): Spring

CHIN 209 - Chinese Ideas, Ideas of China (in English) (1.0)

The land and culture we call "China" and "Chinese" today have been shaped by the twin influences of China's own past and the global present, when it is one among many nations competing for cultural and economic standing. Through readings and films, this course will explore the diversity of Chinese ideas, from antiquity to the present, about such topics as the family, the state, tradition and the burden of the past, changing views of female autonomy, notions of filial duty and "Confucian values," tensions between public and private values and duties, and ideas about the supernatural. We will also consider what it means to study a civilization or culture, and look both at how China and the Chinese have been perceived by foreigners and how Chinese writers have presented China and its peoples to foreigners. No previous knowledge of China or the Chinese language expected.

Instructor: Allen

Prerequisite: None

Distribution: LL

Term(s): Fall

CHIN 211 - Dream of the Red Chamber in Chinese Literature and Culture (in English) (1.0)

Various known in English as *Dream of the Red Chamber*, *A Dream of Red Mansions*, and *The Story of the Stone*, *Honglou meng* is the most widely discussed Chinese novel of all time. Written in the mid-eighteenth century, the novel offers telling insight into Chinese culture as it once was and as it remains today. The novel is still wildly popular due to its tragic love story, its sensitive depiction of the plight of the talented woman in late imperial culture, and its narrative intricacies. The goal of the course is to understand the novel both as a literary text and as a cultural phenomenon. Optional extra sessions will accommodate those who wish to read and discuss the novel in Chinese.

Instructor: Widmer

Prerequisite: None

Distribution: LL

Term(s): Fall

CHIN 212 - Speaking What's On My Mind: Classical Chinese Poetry and Song (1.0)

To understand China and its culture it is imperative to understand its poetry. Poetry played complex and varied roles in Chinese society: emperors used poems to justify their rule; ordinary men and women used poems to comment on the times and to give voice to their innermost feelings. The poetry they wrote is still read and treasured as one of the highlights of Chinese civilization, and Chinese poems have influenced concepts of poetry around the world. What is the enduring appeal of these poems? How did poetry come to hold such an important place in Chinese culture? We will trace the development of the lyric voice in China, examining poems, the men and women who wrote them, and the historical contexts that produced them. Readings will be in classical Chinese with glosses and annotations in English and, for advanced students, modern Chinese.

Instructor: Allen

Prerequisite: At least two years of modern Chinese.

Distribution: LL

Term(s): Spring

CHIN 213 - Formidable Cultures Along China's Inner Asian Borders (in English) (1.0)

This course offers a study of three Inner Asian peoples and their cultures. They are the Tibetans in Tibet, the Mongols in Inner Mongolia, and the Uyghur people in Xinjiang. Historically, the Tibetans and the ancestors of the Uyghurs were once empire-builders in Central Asia. As for the Mongols, who emerged much later in the twelfth century, they conquered Eurasia. In addition to assigned readings, other source material including documentary films and traveler's personal accounts written by modern Westerners, will be selected for classroom discussion.

Instructor: Lam

Prerequisite: None

Distribution: LL

Term(s): Fall

Course will not be offered in 2014-15.

CHIN 223 - When Women Rode Horses: The Tang Dynasty, China's Golden Age (in English) (1.0)

The Tang Dynasty has long been considered a high point of Chinese civilization. Travelers from lands as distant as India and Rome brought everything from

exotic objects to new dances and new religious ideas, making foreign influence stronger than in any period until the modern era. The Dynasty was also a period of transition in which modes of literature, thought, and government that would dominate for the next thousand years first emerged. In this class, we will examine the literary and intellectual culture of Tang Dynasty China, exploring such topics as the capital city as an urban space and a nexus of Chinese and foreign cultures; intellectual trends inspired by Buddhism and a reevaluation of Confucian ideas; and representations of the Dynasty in later periods.

Instructor: Allen

Prerequisite: Open to all students.

Distribution: LL; HS

Term(s): Spring

CHIN 231 - Chinese and the Languages of China (in English) (1.0)

What is "Chinese"? How are "Mandarin" and "Cantonese" related to "Chinese"? Is Taiwanese a Chinese language? Is it a Chinese dialect? How did Mandarin become the "common language" (*Putonghua*)? This course introduces the various language families in China and examines the linguistic, historical, cultural, and sociopolitical factors that have played into our understanding of terms such as "Chinese," "Mandarin," "language," and "dialect." Topics to be discussed include: the differences in the sound systems of Mandarin and other Chinese languages, how Mandarin became the national language, the traditional importance of a national language in China, the writing system and the simplified/traditional divide, and minority languages in China. In English with some readings in Chinese.

Instructor: Tham

Prerequisite: Open to students who have taken one 200-level course in Chinese language (courses in English do not count) or the equivalent; first-year students may enroll only with permission of the instructor.

Distribution: LL; EC

Term(s): Not Offered

CHIN 243 - Chinese Cinema (in English) (1.0)

This course explores the cinematic conventions and experiments employed by Chinese filmmakers over the past hundred years. Unique Chinese film genres such as left-wing melodrama, martial arts films and model play adaptations, as well as the three "new waves" in China's recent avant-garde cinema, will be examined and discussed. Individual filmic visions and techniques experimented with by important directors such as Fei Mu, Hou Hsiao-hsien, Zhang Yimou, and Jia Zhangke will be closely analyzed. Class discussions will aim to help students understand the history, politics, and aesthetics of Chinese cinema. Theoretical aspects of film studies will also be incorporated into class readings and discussions. No prior knowledge of China or film studies is required.

Instructor: Song

Prerequisite: None

Cross-Listed as: CAMS 203

Distribution: LL; ARS

Term(s): Not Offered

CHIN 244 - Classical Chinese Theatre (in English) (1.0)

This course covers three basic categories of traditional theatre in China. It begins with the short form known as *zaju* of the Yuan Dynasty (thirteenth to the fourteenth centuries), when dramatic works began to be written by identifiable authors. Next come the long and elaborate *chuanqi* (or *kunqu*) of the Ming and Qing, including the recently resurrected Peony Pavilion by Tang Xianzu. The last

category is Peking opera, a form that originated during the second half of the Qing Dynasty, around 1790, and is regularly performed today. Most of our dramas were written by men, but a few by women will also be considered. The interrelation between forms will be discussed, as will drama's role in film. We will take up the impact of Chinese drama on such Westerners as Stanislavsky and Brecht as the course concludes.

Instructor: Widmer
Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

CHIN 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHIN 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHIN 301 - Advanced Chinese I (1.0)

This course is designed to further expand students' comprehension, speaking, reading, and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. Three 70-minute classes conducted in Chinese.

Instructor: Tang
Prerequisite: CHIN 201-CHIN 202 or permission of the instructor.
Distribution: LL
Term(s): Fall

CHIN 302 - Advanced Chinese II (1.0)

Advanced language skills are further developed through reading, writing, and discussions. Reading materials will be selected from a variety of authentic Chinese texts. Audio and video tapes will be used as study aids. Three 70-minute classes conducted in Chinese.

Instructor: Lam
Prerequisite: CHIN 301 or permission of the instructor.
Distribution: LL
Term(s): Spring

CHIN 306 - Advanced Reading in Twentieth-Century Literature and Culture (1.0)

This course is designed to further expand and refine students' language skills through intensive reading of authentic Chinese materials, such as novels, short stories, essays, and plays and through viewing of contemporary Chinese films. Particular attention will be paid to increasing levels of literary appreciation and to enriching understanding of the sociocultural contexts from which our readings have emerged.

Instructor: Song
Prerequisite: CHIN 203-CHIN 204 or permission of the instructor.
Distribution: LL
Term(s): Fall

CHIN 307 - Advanced Readings in Contemporary Issues (1.0)

A variety of authentic materials, including films and literary works, will be selected to cover the period from 1949 to the early twenty-first century.

Instructor: Tham
Prerequisite: CHIN 306 or permission of the instructor.
Distribution: LL
Term(s): Spring

CHIN 308 - Advanced Chinese Language and Cultural Studies in Beijing (0.5)

Qualified students are required to complete a three-week intensive Chinese language program taught at Tsinghua University. The course material will be chosen from a variety of personal accounts about living in Beijing. In addition, student participants will team up with Tsinghua University graduate students to conduct field trips for cultural study.

Instructor: Lam
Prerequisite: Completion of Intermediate Chinese and at least one semester of Advanced Chinese or permission of the instructor.
Distribution: LL
Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval.

CHIN 310 - Introduction to Classical Chinese (1.0)

Classical Chinese was the primary written language used in China from antiquity through the early twentieth century. This course introduces the basic grammar and vocabulary of Classical Chinese through readings selected from canonical sources in literature, philosophy, and history. We will pay special attention to grammatical differences between classical and modern Chinese. Students with an interest in art history, history, philosophy, and/or literature are encouraged to take this course to improve their reading skills.

Instructor: Allen
Prerequisite: CHIN 301 and CHIN 302, or CHIN 306 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

CHIN 311 - *Dream of the Red Chamber* in Chinese Literature and Culture (in English) (1.0)

Various known in English as *Dream of the Red Chamber*, *A Dream of Red Mansions*, and *The Story of the Stone*, *Honglou meng* is the most widely discussed Chinese novel of all time. Written in the mid-eighteenth century, the novel offers telling insight into Chinese culture as it once was and as it remains today. The novel is still wildly popular due to its tragic love story, its sensitive depiction of the plight of the talented woman in late imperial culture, and its narrative intricacies. The goal of the course is to understand the novel both as a literary text and as a cultural phenomenon. Optional extra sessions will accommodate those who wish to read and discuss the novel in Chinese.

Instructor: Widmer
Prerequisite: One previous course on Chinese history or culture.
Distribution: LL
Term(s): Fall

CHIN 312 - Speaking What's On My Mind: Classical Chinese Poetry and Song (1.0)

To understand China and its culture it is imperative to understand its poetry. Poetry played complex and varied roles in Chinese society: emperors used poems to justify their rule; ordinary men and women used poems to comment on the times and to give voice to their innermost feelings. The poetry they wrote is still read and treasured as one of the highlights of Chinese civilization, and Chinese poems have influenced concepts of poetry around the world. What is the enduring appeal of these poems? How did poetry come to hold such an important place in Chinese culture? We will trace the development of the lyric voice in China, examining poems, the men and women who wrote them, and the historical contexts that produced them. Readings will be in classical Chinese with glosses and

annotations in English and, for advanced students, modern Chinese.

Instructor: Allen
Prerequisite: At least three years of modern Chinese.
Distribution: LL
Term(s): Spring

CHIN 323 - When Women Rode Horses: The Tang Dynasty, China's Golden Age (in English) (1.0)

The Tang Dynasty has long been considered a high point of Chinese civilization. Travelers from lands as distant as India and Rome brought everything from exotic objects to new dances and new religious ideas, making foreign influence stronger than in any period until the modern era. The dynasty was also a period of transition in which modes of literature, thought, and government that would dominate for the next thousand years first emerged. In this class, we will examine the literary and intellectual culture of Tang Dynasty China, exploring such topics as the capital city as an urban space and a nexus of Chinese and foreign cultures; intellectual trends inspired by Buddhism and a reevaluation of Confucian ideas; and representations of the Dynasty in later periods.

Instructor: Allen
Prerequisite: One previous course in Chinese literature, history, or culture.
Distribution: LL; HS
Term(s): Spring

CHIN 326 - The City in Modern Chinese Literature and Film (in English) (1.0)

This seminar will focus on one of the most important topics of modern Chinese culture: the urban imagination. Analyzing how metropolis and urban life are represented and imagined is central to an understanding of the differently articulated forms Chinese modernity has taken throughout the twentieth century. We will examine the literary and visual representations of the city in modern China through close analyses of the novels, short stories, films, photographs, and paintings that illuminate Chinese urbanism. Cultural manifestations of such Chinese metropolises as Beijing, Shanghai, Hong Kong, and Taipei will be extensively discussed.

Instructor: Song
Prerequisite: One course at the 200 or 300 level in East Asian languages and cultures, East Asian arts, history, philosophy, or religion.
Distribution: LL; ARS
Term(s): Not Offered

CHIN 331 - Chinese and the Languages of China (in English) (1.0)

What is "Chinese"? How are "Mandarin" and "Cantonese" related to "Chinese"? Is Taiwanese a Chinese language? Is it a Chinese dialect? How did Mandarin become the "common language" (*Putonghua*)? This course introduces the various language families in China and examines the linguistic, historical, cultural and sociopolitical factors that have played into our understanding of terms such as "Chinese," "Mandarin," "language," and "dialect." Topics to be discussed include: the differences in the sound systems of Mandarin and other Chinese languages, how Mandarin became the national language, the traditional importance of a national language in China, the writing system and the simplified/traditional divide, and minority languages in China. In English with some readings in Chinese.

Instructor: Tham
Prerequisite: One of the following: CHIN 302, CHIN 306, CHIN 307, or permission of the instructor.
Distribution: LL; EC
Term(s): Not Offered

CHIN 338 - Reading in Modern Chinese Literature (1.0)

This course guides students to explore Chinese literary modernity through authentic literary texts written by major Chinese writers of the past hundred years. It aims to give students the opportunity to deepen their understanding of modern China in both its historical and cultural practice. Instead of language training, literary and cultural analyses will be emphasized. Class discussions will be conducted in Chinese, and students are expected to offer their critical responses to readings through oral presentations and papers written in Chinese.

Instructor: Song

Prerequisite: CHIN 306, CHIN 307, or permission of the instructor.

Distribution: LL

Term(s): Spring

CHIN 339 - Popular Culture in Modern China (in English) (1.0)

This course provides a comprehensive examination of modern Chinese popular culture in mainland China, Taiwan, Hong Kong, and other transnational Chinese communities in the past century. We discuss important issues in the field of popular culture across a variety of Chinese media, including film, literature, opera, theatre, music, vintage photographs, and comic books. In doing so, this course will probe popular culture as it has manifested itself in the dynamic dialogue between high art and mass culture and trace its sociopolitical, cultural, and aesthetic impact on modern China.

Instructor: Song

Prerequisite: One course on China (e.g., CHIN 208, CHIN 243/CAMS 203, ANTH 223 [2010-11], HIST 278, ARTH 255), or by permission of the instructor.

Distribution: LL; ARS

Term(s): Fall

CHIN 344 - Classical Chinese Theatre (in English) (1.0)

This course covers three basic categories of traditional theatre in China. It begins with the short form known as *zaju* of the Yuan Dynasty (thirteenth to the fourteenth centuries), when dramatic works began to be written by identifiable authors. Next come the long and elaborate *chuanqi* (or *kunqu*) of the Ming and Qing, including the recently resurrected Peony Pavilion by Tang Xianzu. The last category is Peking opera, a form that originated during the second half of the Qing Dynasty, around 1790, and is regularly performed today. Most of our dramas were written by men, but a few by women will also be considered. The interrelation between forms will be discussed, as will drama's role in film. We will take up the impact of Chinese drama on such Westerners as Stanislavsky and Brecht as the course concludes.

Instructor: Widmer

Prerequisite: None

Distribution: LL; ARS

Term(s): Not Offered

CHIN 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

CHIN 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

CHIN 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department chair.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CHIN 370 - Senior Thesis (1.0)

Prerequisite: CHIN 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

EALC - East Asian Languages and Cultures Courses**EALC 225 - Traditional Romances of East Asia (in English) (1.0)**

The course begins with a brief introduction to an eleventh-century novel from Japan, Murasaki Shikibu's *The Tale of Genji*. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetics typically Japanese. There is no influence at all between *Genji* and our next subject, Cao Xueqin's eighteenth-century masterpiece, *Dream of the Red Chamber*, also known as *The Story of the Stone*. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. For students who have already studied *The Tale of Genji* or *Dream of the Red Chamber*, alternative reading will be assigned. At the end of the semester, we will take up two other pieces, one each from Korea and Vietnam. These two, as well, fit into a larger East Asian syndrome, but exhibit national characteristics at the same time.

Instructor: Widmer

Prerequisite: Open to all students.

Distribution: LL

Term(s): Not Offered

EALC 257 - Gender and Consumption in East Asia: From the Premodern to the Postwar (in English) (1.0)

This course will make use of film, scholarly articles, historical fiction, and more traditional forms of cultural interpretation to explore the events, ideas, and legacies of the development of East Asia consumer culture. This course is an investigation of forms of leisure, the consumption of goods, and attendant cultural practices that starts in the late seventeenth century and moves forward chronologically into the present. The principal concerns of the course fall into three areas: gender; leisure and cultural practices; and media, advertising, and technology. "Consumer Culture in East Asia" seeks to provide students with a nuanced cultural and literary understanding of who was consuming what and how that changed society, primarily in the context of the lives of Japanese citizens; some materials on China and Korea will be included for comparative purposes.

Instructor: Marshall

Prerequisite: None

Distribution: LL

Term(s): Summer I

EALC 325 - Traditional Romances of East Asia (in English) (1.0)

The course begins with a brief introduction to an eleventh-century novel from Japan, Murasaki Shikibu's *The Tale of Genji*. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetics typically Japanese. There is no influence at all between *Genji* and our next subject, Cao Xueqin's eighteenth-century masterpiece, *Dream of the Red Chamber*, also known as *The Story of the Stone*. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. For students who have already studied *The Tale of Genji* or *Dream of the Red Chamber*, alternative readings will be assigned. At the end of the semester, we will take up two other pieces, one each from Korea and Vietnam. These two, as well, fit into a larger East Asian syndrome, but exhibit national characteristics at the same time.

Instructor: Widmer

Prerequisite: One 200-level course in either Chinese or Japanese language and culture required.

Distribution: LL

Term(s): Not Offered

JPN - Japanese Language and Culture Courses**JPN 101 - Beginning Japanese (1.25)**

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading, and writing, using basic expressions and sentence patterns. Four 70-minute classes plus one 30-minute small group session.

Instructor: Maeno, Ozawa

Prerequisite: None

Distribution: None

Term(s): Fall

Each semester of JPN 101 and JPN 102 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

JPN 102 - Beginning Japanese (1.25)

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading, and writing, using basic expressions and sentence patterns. Four 70-minute classes plus one 30-minute small group session.

Instructor: Maeno, Ozawa

Prerequisite: None

Distribution: None

Term(s): Spring

Each semester of JPN 101 and JPN 102 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

JPN 111 - Gender and Popular Culture of Japan (in English) (1.0)

Our study of Japanese popular culture focuses on gender issues, particularly on how girls are represented in Japanese comic books, magazines, fiction, television, animation, and film. We ask why the girl sparks such intense interest in Japan and explore how she both challenges and reaffirms existing gender norms. A lightning rod for social change in Japan, even for modernity itself, representations of the girl illuminate the status of women, the changing role of the family, issues of ethnic and national identity, sexual orientation, and even Japan's relation to the outside world. No

previous knowledge of Japan or Japanese language required.

Instructor: Zimmerman
Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

JPN 130 - Japanese Animation (in English) (1.0)

What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional aesthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation, we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. No Japanese language required.

Instructor: Morley (Theatre Studies)
Prerequisite: None
Cross-Listed as: THST 130
Distribution: LL; ARS
Term(s): Fall

JPN 201 - Intermediate Japanese (1.25)

Continuation of JPN 101-JPN 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.

Instructor: Torii, Hatano
Prerequisite: JPN 101-JPN 102 or by permission of the instructor.
Distribution: None
Term(s): Fall

Each semester of JPN 201 and JPN 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

JPN 202 - Intermediate Japanese (1.25)

Continuation of JPN 101-JPN 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.

Instructor: Torii, Hatano
Prerequisite: JPN 101-JPN 102 or by permission of the instructor.
Distribution: LL
Term(s): Spring

Each semester of JPN 201 and JPN 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

JPN 231 - Selected Readings in Advanced Japanese I (1.0)

This course is designed for the students who have completed the second year of Japanese (JPN 201-JPN 202). Each lesson introduces you to practical vocabulary items, grammatical structures, and cultural orientations that give you the ability to discuss such topics in a more advanced and culturally appropriate manner. This course includes a field trip to the Kyo-no Machiya (Japanese traditional house in the Boston Children's Museum) where students will learn not only Japanese language but also Japanese culture and history. Throughout the course, the development of more fluent speech and stronger literacy will be emphasized by studying more complex and idiomatic expressions. Acquisition of an additional few hundred kanji characters will be part of the course. The class will be conducted entirely in Japanese. Three classes per week.

Instructor: Ozawa
Prerequisite: JPN 201-JPN 202 or permission of the instructor.
Distribution: LL
Term(s): Fall

JPN 232 - Selected Readings in Advanced Japanese II (1.0)

A continuation of JPN 231, this course further develops literacy in Japanese. Students focus on intensive reading of various styles of written Japanese, writing on different topics, and development of fluent oral skills. Japanese movies will be used for reinforcement of grammar and for discussion. Class discussion will be conducted entirely in Japanese. Three classes per week.

Instructor: Ozawa
Prerequisite: JPN 231 or permission of the instructor.
Distribution: LL
Term(s): Spring

JPN 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JPN 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JPN 251 - Japanese Writers and Their Worlds (in English) (1.0)

A study of the emerging voice of the writer in Japan from the tenth through the eighteenth centuries. Texts will include the early poetic diaries of the Heian Court ladies, *The Tale of Genji*, the *Noh* plays, puppet plays, and the haiku poetry of Matsuo Bashō. Emphasis is on the changing world of the Japanese writer, the influence of Buddhism and Confucianism, and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course.

Instructor: Morley (Theatre Studies)
Prerequisite: None
Cross-Listed as: THST 251
Distribution: LL
Term(s): Not Offered

JPN 252 - Supernatural Japan (in English) (1.0)

In 1776, the Japanese writer Ueda Akinari set down a famous collection of ghost stories entitled *Tales of Moonlight and Rain*. Beginning with this collection, we will explore how representations of the supernatural were both embedded in and transformed by discourses of modernity. Throughout the twentieth century, writers such as Tanizaki Jun'ichiro, Akutagawa Ryunosuke, Izumi Kyoka, and Enchi Fumiko kept the supernatural strand alive. In tales of the fantastic and the strange, they also made trenchant commentary on the state of their society. We read (and contrast) literary and visual texts to explore alternative visions of Japan's rush to modernize.

Instructor: Zimmerman
Prerequisite: None
Distribution: LL
Term(s): Not Offered

JPN 255 - Japan on Stage (1.0)

This course provides an introduction to Japanese theatre with an emphasis on the development of the performance text from the eighth century to the contemporary period. Our work will be a combination of textual analysis and hands-on performance. Using videos and translated texts, as

well as critiques by actors (in particular those of the medieval *noh* actor Zeami Motokiyo and the kabuki collection of actor's analects) and scholarly studies, we will cover three units: *noh* and *kyōgen*; *kabuki* and *bunraku* puppet theatre; and contemporary theatre. Students will have an opportunity to experiment with writing a modern *noh* play based on their understanding of the *noh* theatrical conventions, and to perform in a *kyōgen* play. No previous experience in Japanese Studies or Theatre Studies required.

Instructor: Morley (Theatre Studies)
Prerequisite: None
Cross-Listed as: THST 255
Distribution: ARS
Term(s): Spring

Not open to students who completed THST 131 or JPN 131 in the fall of 2011.

JPN 256 - History of Japanese Cinema (in English) (1.0)

From the long take and the pictorial composition to the swirling action of the sword fight, we explore how Japanese directors first adopted and then transformed the language of cinema. We move chronologically, from early silent film to recent independent cinema, and we view films that speak to the concerns of each subsequent generation. Because Japanese directors have created a visual style that counters certain Hollywood conventions, we also devote class time to learning how to read film. Readings from literature and history enhance study. Directors include: Mizoguchi, Ozu, Kurosawa, Oshima, Imamura, Koreeda, and Nishikawa. No previous knowledge of Japan, Japanese, or film studies is required.

Instructor: Zimmerman
Prerequisite: None
Cross-Listed as: CAMS 205
Distribution: LL; ARS
Term(s): Fall

JPN 257 - Magic, Monsters, and Miniatures: Japanese Children's Culture through the Centuries (In English) (1.0)

How have images of children and expectations of children changed from classical Japanese literature to manga and contemporary Japanese children's literature? We will read children's literature from the eighteenth century to the twenty-first century, encountering children from various historical periods as well as mice, monsters, gods, demons, and heroes. We will consider how translations have helped to shape Japanese children's literature in recent times and how translations from Japanese have traveled abroad. Knowledge of Japanese is not required.

Instructor: Williams
Prerequisite: None
Distribution: LL
Term(s): Spring

JPN 308 - Advanced Japanese Through Short Fiction and Essays (1.0)

In this course, students will read original works of short fiction and essays in Japanese by well-known contemporary authors. We will explore various genres and popular themes in Japanese literature and look at authors' styles and voice. The class will be completely in Japanese, and the major emphasis in the course will be on discussion of the works in class. Through these works, students will also be introduced to advanced Japanese grammar, expressions, patterns, kanji, and vocabulary.

Instructor: Hatano-Cohen
Prerequisite: JPN 232 or permission of the instructor.

Distribution: LL
Term(s): Fall

JPN 309 - Readings in Contemporary Japanese Social Science (1.0)

Readings in Japanese with selections from current newspapers and journals. Areas of student interest will help to determine the texts for the course. Two periods with discussion section.

Instructor: Maeno
Prerequisite: JPN 232 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

JPN 311 - Advanced Oral Japanese (1.0)

This course aims to improve aural comprehension and speaking skills in Japanese. We will pay attention to various levels of Japanese speech: informal, formal, and honorific. Instruction will be given in how to use such forms in different social and cultural contexts. Students will incorporate media such as television and film as they work toward a final project. Two weekly class meetings with individual meetings as deemed necessary by instructor. In Japanese.

Instructor: Torii
Prerequisite: JPN 232
Distribution: LL
Term(s): Spring

JPN 312 - Literary Japanese: Reading the Classics (1.0)

Reading and discussion in Japanese of selections from classical Japanese literature with focus on translation skills. Students will have the opportunity to sample *The Tale of Genji* and *The Pillow Book*, among others, in the original and to familiarize themselves with the classical language. Two periods with discussion section.

Instructor: Morley (Theatre Studies)
Prerequisite: JPN 232 or permission of the instructor.
Cross-Listed as: THST 312
Distribution: LL
Term(s): Fall

JPN 314 - Contemporary Japanese Narrative (1.0)

We read and discuss Japanese fiction in the original, focusing on a generation of contemporary female writers who are currently transforming the literary landscape of Japan. Through fresh use of language and challenging themes, writers such as Ogawa Yoko, Wataya Risa, and Kanehara Hitomi draw sharp portraits of urban life in Japan. Weekly translation exercises develop literary reading skills and improve comprehension. For the final project, students will translate a contemporary short story in collaboration with the instructor. Two class meetings with individual meetings.

Instructor: Zimmerman
Prerequisite: JPN 232 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

JPN 315 - Everyday Japanese through Children's Books (1.0)

This course will focus on reading and translating Japanese in a variety of registers and everyday contexts. Students will improve their Japanese reading and speaking skills through translation exercises, sight-reading, class discussion in Japanese, and a final translation project. Course readings will be drawn from modern and contemporary children's books by award-winning authors and illustrators as well as earlier children's literature of historical

importance. Two class meetings with individual meetings as necessary.

Instructor: Williams
Prerequisite: JPN 232 or permission of the instructor.
Distribution: LL
Term(s): Spring

JPN 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

JPN 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JPN 351 - Seminar. Theatres of Japan (in English) (1.0)

The *Tale of the Heike* (*Heike Monogatari*), an epic recounting the twelfth century battles between the Heike (Taira) and Genji (Minamoto) clans for dominance over the imperial court, has spawned plays in almost every genre of Japanese theatre. Some will be familiar with the story from anime as well. We will use this text and the themes that appear to explore the performance arts of *noh*, *kyogen*, *bunraku* puppet theatre, and *kabuki*. Where possible we will view DVDs of the plays under discussion. Some of the major themes we will be examining have shaped Japanese culture into the modern period: loyalty and the code of the warrior; Buddhism; the aesthetic of pathos; Confucianism; and the significance of China. Our approaches will be multiple, as we will be discussing performance texts and the differences between genres of theatre, as well as the Heike themes and their manifestation in different periods of Japanese drama.

Instructor: Morley (Theatre Studies)
Prerequisite: One course on theatre or on Japan.
Cross-Listed as: THST 351
Distribution: LL; ARS
Term(s): Not Offered

JPN 352 - Seminar. Postwar Japan in Word and Image (in English) (1.0)

With the lifting of state censorship in the postwar period, Japanese writers and artists broke new ground, wrestling with the legacy of the war (Oe Kenzaburo, Mizuki Shigeru), upending gender norms (Kono Taeko, Uchida Shungiku), unveiling less visible aspects of Japanese society (Nakagami Kenji, Yu Miri), or even forging new modes of representation (Murakami Haruki). Drawing on fiction, manga, and film, we embed texts in their historical and social contexts, listening for the "hum of the times." No Japanese required.

Instructor: Zimmerman
Prerequisite: One course on Japan or by permission of the instructor.
Distribution: LL
Term(s): Fall

JPN 353 - Lady Murasaki and *The Tale of Genji* (in English) (1.0)

Shortly after 1000 C.E., in the imperial court of Japan, Murasaki Shikibu, a court lady of middle rank, completed what is arguably the first novel in the history of world literature, *The Tale of Genji*. Who was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero? Why is he still appealing a millennium later? Focusing on *The Genji* and Murasaki's diary, we examine the culture of the Heian court, Buddhist beliefs, the aesthetic of *mono no aware* (a beauty

evocative of longing), and the literature (poetry, prose, and ladies' diaries) of the court salons. Films, plays, animation, and modern novels modeled on *The Genji* will also be discussed in class. No Japanese language required.

Instructor: Morley (Theatre Studies)
Prerequisite: One course on Japan or by permission of the instructor.
Cross-Listed as: THST 353
Distribution: LL
Term(s): Spring

JPN 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

JPN 370 - Senior Thesis (1.0)

Prerequisite: JPN 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

KOR - Korean Language and Culture Courses

KOR 101 - Beginning Korean (1.25)

An introductory course on standard conversational Korean for students who have little or no knowledge of Korean. The course will provide basic skills in speaking, listening, reading, and writing, with a focus on spoken language proficiency. The course will emphasize the development of communication skills in given situations and tasks, and provide an introduction to sociocultural interests and daily life in Korea. Four 70-minute classes with regular individual meetings.

Instructor: S. Lee
Prerequisite: None
Distribution: None
Term(s): Fall

Each semester of KOR 101 and KOR 102 earns 1.25 units of credit. Students who are placed into KOR 101 must complete both semesters satisfactorily to receive credit for either course; those who are placed into KOR 102 must continue at the 200 level to retain credit for 102.

KOR 102 - Beginning Korean (1.25)

An introductory course on standard conversational Korean for students who have little or no knowledge of Korean. The course will provide basic skills in speaking, listening, reading, and writing, with a focus on spoken language proficiency. The course will emphasize the development of communication skills in given situations and tasks, and provide an introduction to sociocultural interests and daily life in Korea. Four 70-minute classes with regular individual meetings.

Instructor: S. Lee
Prerequisite: None
Distribution: None
Term(s): Spring

Each semester of KOR 101 and KOR 102 earns 1.25 unit of credit. Students who are placed into KOR 101

must complete both semesters satisfactorily to receive credit for either course; those who are placed into KOR 102 must continue at the 200 level to retain credit for 102.

KOR 201 - Intermediate Korean (1.25)

A continuation of KOR 101-KOR 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. Four 70-minute classes with regular individual meetings.

Instructor: E. Lee

Prerequisite: KOR 101- KOR 102 or placement by the department.

Distribution: None

Term(s): Fall

Each semester of KOR 201 and KOR 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

KOR 202 - Intermediate Korean (1.25)

A continuation of KOR 101-KOR 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. Four 70-minute classes with regular individual meetings.

Instructor: E. Lee

Prerequisite: KOR 101-KOR 102, KOR 201, or placement by the department.

Distribution: LL

Term(s): Spring

Each semester of KOR 201 and KOR 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

KOR 206 - An Introduction to Korean Language and Culture (in English) (1.0)

This course aims to provide a fundamental understanding of Korean culture, society, and the Korean people by focusing on the Korean language. The development of language occurs in dynamic relation to culture and community. Topics include the origin and history of the Korean language, the writing system (Hangeul-Korean alphabet), different dialects (including North Korean dialects), cross-linguistic analysis, intercultural communication, language use in pop culture, language variation across generations, neologism (new word formation) and slang, etc. The historical trajectory of Korean will be examined in relation to relevant sociopolitical and cultural trends. We will also explore diverse issues in contemporary Korean and popular culture using articles, films, dramas, etc. This course is expected to develop cross-cultural perspectives on the Korean language and its rich cultural heritage.

Instructor: S. Lee

Prerequisite: None

Distribution: LL

Term(s): Fall

KOR 231 - Advanced Intermediate Korean I - Selected Readings and Formal Conversation (1.0)

This course is designed for students to develop an advanced level of oral and literacy (reading and writing) skills. Students will have opportunities to improve their oral and written communication skills through student-led group discussions, pre-sentations and compositions based upon various readings. The integrated activities and applica-

tions are designed to expand vocabulary and grammar patterns for advanced intermediate learners. We will also develop knowledge of formal and business Korean. These activities will contribute to an understanding of contemporary issues, cultures, and traditions in Korea. The class will be conducted entirely in Korean.

Instructor: E. Lee

Prerequisite: KOR 201-KOR 202 or permission of the instructor.

Distribution: LL

Term(s): Fall

KOR 232 - Advanced Intermediate Korean II - Selected Readings and Formal Writing (1.0)

This course is a continuation of KOR 231. More emphasis will be placed on enhancing students' reading and writing fluency. Students will read various authentic materials including newspaper articles, formal essays, short stories, and business letters. Class activities and assignments will help students learn how to write in formal and academic settings. These include writing analytical papers, critical reviews, resumes, job applications, business correspondence, etc. Under the guidance of the instructor each student will present and write a critical review as a final project. Through this course, students will be able to expand their linguistic capacity to an advanced level. The class will be conducted entirely in Korean.

Instructor: E. Lee

Prerequisite: KOR 231 or permission of the instructor.

Distribution: LL

Term(s): Spring

KOR 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

KOR 256 - Gender and Language in Modern Korean Culture (in English) (1.0)

Postwar modernization and industrialization have brought dramatic changes in Korean society. In spite of remarkable economic growth and rapid social progress, Korean women still struggle with gender inequality. This course explores the relationship between language use and cultural views of womanhood in modern Korea, using phonetics, semantics, discourse analysis, and sociolinguistics. By examining actual language use in myths, movies, ads, and popular culture, we explore how sociolinguistic factors shape gender dichotomies, notions of individual identity, and ethnicity. Substantial evidence of linguistic data will be used to clarify the connection between language and gender as we address the challenges faced by women of East Asia.

Instructor: S. Lee

Prerequisite: None

Distribution: EC

Term(s): Not Offered

KOR 309 - Advanced Korean Through Contemporary Texts and Multimedia (1.0)

This course aims at achieving advanced level fluency in reading and writing Korean through the study of various texts and multimedia. Course "texts" include contemporary works of Korean literature, current newspaper articles, broadcast news, and clips of television shows and films. The course will develop sophisticated interpretive and presentational skills in formal contexts while enhancing the student's level of literary appreciation and intellectual analysis. The focus is on mastery of a wide range of vocabulary and idiomatic expressions, individual

writing projects, classroom discussion, and presentations on assigned topics.

Instructor: S. Lee

Prerequisite: KOR 202 or permission by the instructor.

Distribution: LL

Term(s): Spring

KOR 350 - Research or Individual Study (1.0)

Prerequisite: KOR 309 or permission of the department and instructor.

Distribution: None

Term(s): Fall; Spring

KOR 356 - Gender and Language in Modern Korean Culture (in English) (1.0)

Postwar modernization and industrialization have brought dramatic changes in Korean society. In spite of remarkable economic growth and rapid social progress, Korean women still struggle with gender inequality. This course explores the relationship between language use and cultural views of womanhood in modern Korea, using phonetics, semantics, discourse analysis, and sociolinguistics. By examining actual language use in myths, movies, ads, and popular culture, we explore how sociolinguistic factors shape gender dichotomies, notions of individual identity, and ethnicity. Substantial evidence of linguistic data will be used to clarify the connection between language and gender as we address the challenges faced by women of East Asia.

Instructor: S. Lee

Prerequisite: KOR 206 and permission of the instructor.

Distribution: EC

Term(s): Not Offered

EAST ASIAN STUDIES PROGRAM

AN INTERDEPARTMENTAL MAJOR

Director: *Giersch (History)*

Affiliated Faculty: *Allen (EALC-Chinese), Chen (EALC-Chinese), Cheng (Women's and Gender Studies), Giersch (History), Hatano-Cohen (EALC-Japanese), Joseph (Political Science), Kodera (Religion), Lam (EALC-Chinese), E. Lee (EALC-Korean), S. Lee (EALC-Korean), Liu (Art History), Maeno (EALC-Japanese), Matsusaka (History), Meng (Studio Art), Moon (Political Science), Morley (Theatre Studies), Ozawa (EALC-Japanese), Song (EALC-Chinese), Tang (EALC-Chinese), Tham (EALC-Chinese), Torii-Williams (EALC-Japanese), Widmer (EALC-Chinese), Zhao (EALC-Chinese), Zimmerman (EALC-Japanese)*

Faculty Advisory Committee: *Giersch (History), Joseph (Political Science), Kodera (Religion), Liu (Art History), Matsusaka (History), Moon (Political Science), Morley (Theatre Studies) Widmer (EALC), Zimmerman (EALC)*

East Asian Studies is an interdisciplinary major offered jointly by faculty from departments at the College whose research and teaching interests focus on East Asia and from the Department of East Asian Languages and Cultures (EALC). The major is designed for students with a broad interest in East Asia. It encourages students to familiarize themselves with one or more countries or societies of East Asia and also requires that students have an area of concentration, which may be based on a country/culture or academic discipline. To major in EAS, students must fulfill requirements in Language studies, Humanities, and History and Social Sciences (see below). Through this combination of breadth and depth, students learn about the historic links between East Asian societies and how ideas, cultures, and policies flow across and shape life in East Asia today.

East Asian Studies Major

Goals for the East Asian Studies Major

- To familiarize students generally with the, arts, histories, languages and literatures, religions, and the social, political, and cultural systems of East Asia
- To develop fuller expertise in a specific area of study, whether by country, or scholarly discipline
- To ensure a firm foundation in at least one of three East Asian languages: Mandarin Chinese, Japanese, or Korean

Requirements for the East Asian Studies Major

Prospective East Asian Studies majors should begin study of an East Asian language as soon as possible in their first year. The program also recommends that students take one or more courses that explore East Asia (such as HIST 274, REL 108, or EALC 225) in their first two years to attain familiarity with the region. The program encourages students to:

- Familiarize themselves with several East Asian societies and cultures.
- Choose an area of concentration that is country/culture-based or based on an academic discipline. For example, students may select a focused study of one country or culture (e.g. China, Japan, Korea(s)), or select a disciplinary or interdisciplinary **focus** (see below).

Prospective majors should consult with a member of the East Asian Studies faculty as early as possible to discuss their academic plans. Majors devise their own programs of study in consultation with an advisor from the student's area of concentration.

Both the major advisor and the program director must approve proposals for the major.

Ten units are required for the major, consisting of the following:

- Language courses: four units.

All students must complete at least four language courses above the 100 level in the language most appropriate to their area of concentration. (Students will not receive credit toward the major for the first year of language study.) Those who begin their language study at Wellesley in a 300-level language class must still complete at least four language courses. Students with native or near-native fluency in an East Asian language must also complete at least four units of language, possibly in a different Asian language, in consultation with their advisor.

Language study beyond what is required for the major is strongly recommended.

All majors are also encouraged to spend at least a summer or a semester studying abroad in China, Japan, Korea, or Taiwan. The East Asian Languages and Literatures Department, through the chairperson of EALC, must approve plans for language study taken away from Wellesley and to be applied toward the major.

- Non-language courses: six units.

- All majors must also take at least one non-language course on East Asia in each of the following categories:
 - Humanities
 - History and Social Sciences
- A minimum of three non-language courses are required to fulfill a selected concentration, and two must be at the 300 level.
 - Country/culture-based concentrations** may focus on one of the following: China, Japan, Korea(s).
 - Discipline or focused interdisciplinary-based concentrations** that are normally possible at Wellesley include arts and visual studies, history, linguistics, literature, politics, religion, and women's and gender studies. Under unusual circumstances, and with the approval of her advisor and the program director, a student may design her own disciplinary concentration. Majors normally declare their concentration no later than the spring semester of their junior year.
- A minimum of four non-language courses must be taken at Wellesley, including the required two units of 300-level courses. Of the two required 300-level courses, only one may be a 350, 360, or 370.
- A maximum of two non-language courses taken outside Wellesley can count toward the major.
- Some courses can count as a language or non-language course for the purpose of fulfilling requirements for the major. Each course unit can be credited only once toward the major. No double-counting (e.g. as both a language course and non-language course) is permitted.

- One course in Asian American studies may be counted toward the major, provided that the course addresses a significant aspect of East Asian traditions, culture, or society in its global, cross-cultural contexts. Students should consult with their advisors.

Honors in East Asian Studies

The only route to honors in the major is writing a thesis and passing an oral examination. A grade point average of at least 3.5 in the major, above 100-level courses, is the minimum requirement for application. Students must also submit a dossier of required material, including a thesis proposal, to the EAS director and the Faculty Advisory Committee, which will approve students for admission. The director will inform students of the dossier requirements and submission deadlines. The Faculty Advisory Committee may petition on behalf of a student whose GPA in the major is between 3.0 and 3.5, if her dossier is particularly strong. See Academic Distinctions.

Transfer Credits in East Asian Studies

In order to obtain Wellesley credit for any EAS-related course taken at another institution during the academic year or summer, the student must obtain approval from the College Registrar and the program director prior to enrolling in the course. First the Registrar must award the appropriate college credit for each unit. Second, the approval of the course/s to be credited to the EAS major must be granted by the program director. Students should present relevant syllabi and other materials about the prospective course to the director. Students, especially those taking EAS courses abroad, may be required to contact the course instructor in order to obtain specific details about the course in cases where the online course description may be insufficient to make an informed decision.

Courses for Credit Toward the East Asian Studies Major

Language Courses (Mandarin Chinese, Japanese, Korean):

See offerings in Department of East Asian Languages and Cultures (EALC)

Humanities:

AMST 212	Korean American Literature and Culture
ARTH 238	Chinese Art and Architecture
ARTH 240	Asian Art and Architecture
ARTH 248	Chinese Painting
ARTH 249	Japanese Art and Architecture
ARTH 255	Twentieth-Century Chinese Art
ARTH 337	Seminar. Topics in Chinese Art
ARTH 341	Seminar. The Landscape Painting of China, Korea, and Japan
ARTH 346	Seminar. Poetic Painting in China, Korea, and Japan
ARTS 106	Introduction to Chinese Painting
CAMS 203/CHIN 243	Chinese Cinema (in English)
CHIN 208	Writing Modern China (in English)
CHIN 211	<i>Dream of the Red Chamber</i> in Chinese Literature and Culture (in English)

CHIN 212	Speaking What's On My Mind: Classical Chinese Poetry and Song	CHIN 338, JPN 312, JPN 314: Fulfill either Language or Humanities requirement for the major.
CHIN 231	Chinese and the Languages of China (in English)	History and Social Sciences:
CHIN 243/CAMS 203	Chinese Cinema (in English)	HIST 269 Japan, the Great Powers, and East Asia, 1853-1993
CHIN 244	Classical Chinese Theatre (in English)	HIST 274 China, Japan, and Korea in Comparative and Global Perspectives
CHIN 311	<i>Dream of the Red Chamber</i> in Chinese Literature and Culture (in English)	HIST 277 China and America: Evolution of a Troubled Relationship
CHIN 312	Speaking What's On My Mind: Classical Chinese Poetry and Song	HIST 278 Reform and Revolution in China, 1800 to the Present
CHIN 326	The City in Modern Chinese Literature and Film (in English)	HIST 280 Topics in Chinese Commerce and Business
CHIN 331	Chinese and the Languages of China (in English)	HIST 283 Environmental History of East Asia: Methods and Case Studies
CHIN 338	Reading in Modern Chinese Literature	HIST 346 Seminar. The Japanese Empire in East Asia, 1879-1951
CHIN 339	Popular Culture in Modern China (in English)	HIST 352 Seminar. The Origins of Modernity in East Asia and Europe
EALC 225	Traditional Romances of East Asia (in English)	HIST 371 Seminar. Chinese Frontier Experience, 1600 to the Present
EALC 325	Traditional Romances of East Asia (in English)	HIST 372 Seminar. Chinese Nationalism and Identity in the Modern World
JPN 111	Gender and Popular Culture of Japan (in English)	KOR 256 Gender and Language in Modern Korean Culture (in English)
JPN 130/THST 130	Japanese Animation (in English)	POL2 208 Politics of China
JPN 251/THST 251	Japanese Writers and Their Worlds (in English)	POL2 238 North Korea: Conflicting Realities
JPN 252	Supernatural Japan (in English)	POL2 304 State and Society in East Asia
JPN 255/THST 255	Japan on Stage	POL2 308 State and Society in China
JPN 256/CAMS 205	History of Japanese Cinema (in English)	POL3 227 The Vietnam War
JPN 309	Readings in Contemporary Japanese Social Science	POL3 374 America's New Asia-Pacific Strategy
JPN 312/THST 312	Literary Japanese: Reading the Classics	
JPN 314	Contemporary Japanese Narrative	
JPN 351/THST 351	Seminar. Theatres of Japan (in English)	
JPN 352	Seminar. Postwar Japan in Word and Image (in English)	
JPN 353/THST 353	Lady Murasaki and <i>The Tale of Genji</i> (in English)	
KOR 206	An Introduction to Korean Language and Culture (in English)	
KOR 256	Gender and Language in Modern Korean Culture (in English)	
REL 108	Introduction to Asian Religions	
REL 253	Buddhist Thought and Practice	
REL 254	Chinese Thought and Religion	
REL 255	Japanese Religion and Culture	
REL 257	Contemplation and Action	
REL 259	Christianity in Asia	
REL 290	Kyoto: Center of Japan's Religion and Culture (Wintersession in Kyoto)	
REL 353	Seminar. Zen Buddhism	

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

EAS - East Asian Studies Courses

EAS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

EAS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

EAS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the director.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

EAS 370 - Senior Thesis (1.0)

Prerequisite: EAS 360 and permission of the director.
Distribution: None
Term(s): Fall; Spring

DEPARTMENT OF ECONOMICS

Professor: *Butcher (Chair), Joyce, Levine, Lindauer, Matthaei, Sichel, Skeath*
 Associate Professor: *Coile, Hilt, McEwan, McKnight, Velenchik, Weerapana*
 Assistant Professor: *Abeberese, Danaher, Fetter, Keskin, Neumuller, Rothschild, Shastry, Shurchkov*
 Visiting Lecturers: *Cho*

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, economics examines a broad range of institutions and focuses on their interactions within a structured analytical framework. The complete survey of economics consists of both ECON 101 and ECON 102. Any student who plans to take economics after ECON 101 and ECON 102 should consult a department advisor.

Economics Major

Goals for the Economics Major

Our majors should attain

1. a basic understanding of economic principles
2. an ability to engage in critical reasoning
3. competency in making written and oral arguments

These skills are essential in helping each of our majors to graduate as more informed consumers, students, voters and workers. Included in a basic understanding of economics is an appreciation of trade-offs and opportunity costs, the role of government in a market economy, efficiency and equity in market outcomes, the costs and benefits of international trade, the challenge of stabilizing the macroeconomy, and the factors that raise the long-term growth rate of the economy. The critical-reasoning skills our students should also develop include an ability to evaluate the logic of an argument, to employ analytical tools to construct an argument, and to use empirical evidence to support or reject a position. Our students develop rigorous quantitative skills. Having gained a core understanding of economics and having developed critical reasoning skills, our majors should be able to convey their insights in well-constructed written and oral presentations.

Requirements for the Economics Major

The economics major consists of a minimum of nine units. The major must include core course work in microeconomics (ECON 101 and ECON 201), macroeconomics (ECON 102 and ECON 202), and statistics (ECON 103 and ECON 203), as well as at least two 300-level units (ordinarily not counting ECON 350, ECON 360, or ECON 370). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Students who have completed MATH 220 or PSYC 205 need not complete ECON 103, but must take an additional economics elective to complete the 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 several other mathematical tools, is central to the discipline. Beginning with students entering Wellesley in Fall of 2007, one semester of mathematics at Wellesley at the level of MATH 115 or above is required for all ECON 201, ECON 202, and ECON 203 sections. Students who entered the College in 2006 or before may fulfill the mathematics requirement with MATH 115 or its equivalent. We encourage students to consult a departmental advisor about whether additional mathematics courses might be desirable. Students interested in economics and its applications in international relations might want to consider the interdepartmental major in International Relations-Economics listed under International Relations in this bulletin.

Honors in Economics

The department offers majors two programs for pursuing departmental honors. Under program I, a student completes two semesters of independent research (ECON 360 and ECON 370) culminating in an honors thesis. Under program II, a student completes one semester of independent research (ECON 350) related to previous 300-level course work, and then submits to an examination in economics that includes the topic covered in her research project. Ordinarily, a student is expected to complete all of the core course work and one 300-level course before enrolling in the honors program. Admission to the honors program requires students to have a GPA of 3.5 or higher in their economics courses above the 100 level. All honors candidates are expected to participate in the economics research seminar.

Transfer Credit in Economics

In order to obtain 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 elsewhere normally will not be transferred at the 300 level. ECON 201, ECON 202, and ECON 203 ordinarily should be taken 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.

Advanced Placement Policy in Economics

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the remaining half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). Students who have AP or IB credit in statistics should consult the department chair regarding enrollment in ECON 103. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in economics.

Economics Related Courses

Attention Called

MATH 203 Mathematical Tools for Economics and Finance: Summer School only

Economics Minor

Requirements for the Economics Minor

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in area studies, business, international relations, law, public administration, public health, or other such professions. The minor consists of ECON 101, ECON 102, and ECON 103, plus two additional 200-level units, ordinarily excluding ECON 201, ECON 202, and ECON 203. A student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics. Students who have completed MATH 220 or PSYC 205 need not complete ECON 103 but must take an additional economics elective to complete the minor.

Students are urged to supplement their major or minor program in economics with related courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science, and sociology.

ECON - Economics Courses

ECON 101 - Principles of Microeconomics (1.0)

This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Instructor: Staff

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: SBA

Term(s): Fall; Spring; Summer I

ECON 102 - Principles of Macroeconomics (1.0)

This course follows ECON 101 and analyzes the aggregate dimensions of a market-based economy. Topics include the measurement of national income, economic growth, unemployment, inflation, business cycles, the balance of payments, and exchange rates. The impact of government monetary and fiscal policies is considered.

Instructor: Staff

Prerequisite: ECON 101. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: SBA

Term(s): Fall; Spring; Summer II

ECON 103 - Introduction to Probability and Statistical Methods (1.0)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications.

Instructor: Levine, Swingle (Sociology), Keskin

Prerequisite: ECON 101, ECON 102, or one course in sociology and fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to

students who have taken or are taking MATH 220, PSYC 205, or POL 199.

Cross-Listed as: SOC 190

Distribution: SBA; QRF

Term(s): Fall; Spring; Summer I

Students must register for a laboratory section, which meets for an additional 70 minutes each week. Does not fulfill the laboratory requirement.

WRIT 112-ECON-104 - Contemporary Economic Issues (1.0)

We are living through the most turbulent economic times in recent history, and we find ourselves facing a dizzying array of pressing economic policy choices on housing policy, on taxation, on health care, and on the environment, just to name a few. This course aims to use the basic tools of introductory economics to understand and to practice writing cogently about several of these contemporary economic issues. We will draw on the popular press, the blogosphere, and the academic literature for reading material. Writing assignments will focus on the art of writing clearly, concisely, and precisely about quantitative phenomena. This will include learning how to gather, organize, and write about data for non-technical audiences.

Instructor: Rothschild (Economics)

Prerequisite: International Baccalaureate credit in Economics (a score of 5, 6, or 7 on the IB exam) or Advanced Placement credit (a score of 5) in Microeconomics and Macroeconomics, and by permission of the instructor. Open only to first-year students.

Distribution: SBA; W

Term(s): Fall

"Ann M. Maurer '51 Speaking Intensive Course." This course is designed to serve as a bridge between high-school and sophomore-level college economics for students with AP or IB credit. This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Economics. Includes a third session each week. Mandatory credit/noncredit.

ECON 201 - Intermediate Microeconomic Analysis (1.0)

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.

Instructor: Skeath, Rothschild

Prerequisite: ECON 101, ECON 102 and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.

Distribution: SBA

Term(s): Fall; Spring

ECON 202 - Intermediate Macroeconomic Analysis (1.0)

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth and the balance of payments. Analysis of policies to control inflation and unemployment.

Instructor: Joyce, Shurchkov, Neumuller

Prerequisite: ECON 101, ECON 102, and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.

Distribution: SBA

Term(s): Fall; Spring; Summer II

ECON 203 - Econometrics (1.0)

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, hetero-skedasticity,

serial correlation, and others will be considered. Emphasis will be placed on real-world applications. The credit/noncredit grading option is not available for this course.

Instructor: Butcher, Coile, McEwan, Shastry

Prerequisite: ECON 101, ECON 102, and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley. One course in statistics (ECON 103, MATH 220, or PSYC 205) is also required.

Distribution: SBA

Term(s): Fall; Spring

ECON 210 - Financial Markets (1.0)

Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Instructor: Neumuller, Cho, Switala

Prerequisite: ECON 101, ECON 102, and ECON 103.

Distribution: SBA

Term(s): Fall; Spring; Summer I

ECON 213 - International Finance and Macroeconomic Policy (1.0)

This course introduces the study of macroeconomics in an open economy. Topics include basic features of foreign exchange markets, the structure of the balance of payments accounts, and the effectiveness of macroeconomic policy under fixed and flexible exchange rates and varying degrees of capital mobility. The course also examines the evolution of the international financial system, the role of the IMF, the creation of the European Monetary Union, and the recent financial crises in East Asia, Russia, and Brazil.

Instructor: Weerapana

Prerequisite: ECON 101 and ECON 102.

Distribution: SBA

Term(s): Spring

ECON 214 - Trade Policy (1.0)

An introduction to international trade in theory and practice. Emphasis on the microeconomic dimensions of trade relations between countries, examining why nations engage in international trade and evaluating the benefits and costs of such activity. Topics to be covered include trade and the welfare of workers in developed and developing nations; arguments for and against trade protection; the use of tariffs, quotas, and other trade barriers; and the choice of trade strategies in developing economies.

Instructor: Velenchik

Prerequisite: ECON 101 and ECON 102.

Distribution: SBA

Term(s): Fall

ECON 220 - Development Economics (1.0)

Survey and analysis of problems and circumstances of less-developed nations. Examination of theories of economic growth for poor nations. Review of policy options and prospects for low- and middle-income economies. Specific topics include: population growth, poverty and income distribution, foreign aid, and human resource strategies.

Instructor: Abeberese

Prerequisite: ECON 101, ECON 102, ECON 103

recommended.

Distribution: SBA

Term(s): Fall

ECON 222 - Games of Strategy (1.0)

Should you 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? The effects of decisions in such situations

often depend on how others react to them. This course introduces some basic concepts and insights from the theory of games that can be used to understand any situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use is made of in-class experiments, examples, and cases drawn from business, economics, politics, movies, and current events.

Instructor: Skeath

Prerequisite: ECON 101. Permission of the instructor required.

Distribution: SBA

Term(s): Spring

ECON 223 - Personal Finance (1.0)

What should you study? How should you invest? These questions require knowledge of both the law and economics of personal finance. The course offers a hands-on approach that uses real world prototypes. The earning, spending, investing, and insuring decisions of the prototypes over the course of their lives provides the framework for class discussions. The course incorporates many of the latest developments in finance. It provides a way of thinking about personal finance that will be relevant even as the law and financial markets change.

Prerequisite: ECON 101 and ECON 103.

Distribution: SBA

Term(s): Not Offered

ECON 226 - Economics of Education Policy (1.0)

Applies microeconomic analysis to important questions in education policy. Should private school vouchers be implemented? Are there teacher shortages and how can they be solved? What are the long-term benefits of early childhood education? The course uses conceptual insights from microeconomics to understand these and other questions; particular emphasis is placed on economic interpretation of case studies and contemporary policy debates.

Prerequisite: ECON 101 and ECON 103.

Distribution: SBA

Term(s): Not Offered

ECON 227 - Fueling the World Economy: Energy, Public Policy, and the Price System (1.0)

In the recent past, developments including the rapid growth of BRIC (Brazil, Russia, India, and China) countries and the shale gas boom have strongly influenced energy markets. Governments have enacted a multitude of policies including subsidies for renewable resources, taxes on oil markets, and a mandate for ethanol in gasoline. These policies may have important economic side effects. For instance, promoting ethanol in the United States has increased the food bill for consumers in developing countries. This course will use the basic tools of economic analysis to examine such policies and their outcomes. Other topics include the economic impact of EPA regulation, global climate change, U.S. energy security policy, and OPEC's influence on oil markets.

Instructor: Cho

Prerequisite: ECON 101 and ECON 103, or by permission of the instructor.

Cross-Listed as: ES 227

Distribution: SBA

Term(s): Spring

ECON 228 - Environmental and Resource Economics (1.0)

This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods, and common property resources, we will discuss how to

measure the cost and benefits of environmental policy in order to estimate the socially optimal level of the environmental good. Applications of these tools will be made to air and water pollution, renewable and nonrenewable resources, and global climate. In addressing each of these problems we will compare various public policy responses such as regulation, marketable permits, and tax incentives.

Instructor: Keskin
Prerequisite: ECON 101
Cross-Listed as: ES 228
Distribution: SBA
Term(s): Spring

ECON 232 - Health Economics (1.0)

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.

Instructor: Coile
Prerequisite: ECON 101
Distribution: SBA
Term(s): Not Offered

ECON 236 - Economics and Art (1.0)

This course addresses two major topics. The first is "Economics of Art," which addresses the history and evolution of art markets; definition of artistic goods; artistic labor markets; auctions and prices; intellectual property laws; and tax incentives in cultural policies. The second is "Art of Economics," which discusses art forms that arise from different economic systems. We discuss art and culture in the history of economic thought; the role of art as a tool for economic policy; the role of censorship; and culture and economic development.

Prerequisite: ECON 101 and ECON 103.
Distribution: SBA
Term(s): Not Offered

ECON 238 - Economics and Politics (1.0)

This course will cover the economic issues that will be discussed in the upcoming U.S. presidential election. We will cover the economic forces and the stylized facts at work behind the major economic issues facing the electorate: health care, income security (welfare), job security, taxes, income distribution, Social Security, trade, and global warming. This course is about the economic analysis of the issues and not the politics of the issues. We will compare and contrast the two candidates' proposals on each of the most pressing economic issues, both in the short run and in the long run, and attempt, where possible, to put them in their proper historical perspective. Free trade or fair trade? Flat tax, fair tax, death tax? Cap and trade or carbon tax? Private accounts for Social Security or changes in the retirement age? Single payer health care with a mandate?

Prerequisite: ECON 101 and ECON 102.
Distribution: SBA
Term(s): Not Offered

ECON 241 - Poverty and Inequality in Latin America (1.0)

Survey of economic development in the Latin American region, focusing upon poverty and inequality and the data used to measure them. Topics to be covered include regional and national trends in poverty and inequality and the formulation and evaluation of social policies, especially in the

areas of education and health. Work in the course will emphasize the interpretation and use of data.

Prerequisite: ECON 101 and ECON 103.
Distribution: SBA
Term(s): Not Offered

ECON 242 - The Information Economy (1.0)

What effects are the Internet economy and digital business having on consumers and firms? How should firms price information goods/media? Why have rock concert ticket prices doubled in just six years' time? Why are cable channels sold in bundles while songs on iTunes are sold individually? This course examines how information goods (like music, TV, books, and software) differ from other consumption goods, how markets for these goods develop, and how to think strategically about such goods. Topics include network effects, lock-in, standard setting, product tie-ins, intellectual property rights, and online piracy.

Prerequisite: ECON 101 and ECON 103.
Distribution: SBA
Term(s): Not Offered

ECON 243 - The Political Economy of Gender, Race, and Class (1.0)

An introduction to radical economic analysis of contemporary, globalizing capitalism, and of emergent alternatives. Analysis of the ways in which gender, race, and class are built into core capitalist economic values, practices, and institutions. Study of the economic transformation sought by the feminist, anti-racist, anti-class, and environmental movements, including the transformation of economic agency from competitive to more solidaristic and socially responsible forms. Investigation of alternative, more egalitarian, "solidarity economy" practices and institutions, such as simple living, socially responsible choice, fair trade, cooperatives, social entrepreneurship, and recuperated factories.

Instructor: Matthaei
Prerequisite: ECON 101 or ECON 102, or permission of the instructor.
Distribution: SBA
Term(s): Spring

ECON 246 - Inequality (1.0)

How much income and wealth inequality is there in the United States today? How has inequality changed over time and what explains these changes? What effect does inequality have on standards of living, health and democracy? Should we attempt to reduce inequality, or would doing so come at too great a cost to liberty and economic growth? Answering these questions requires knowledge and analytical tools from both economics and philosophy. Through a combination of empirical analysis and normative argument, this team-taught course will provide you with the core skills you need to understand and critically assess contemporary debates on inequality in America.

Instructor: Lindauer, de Bres (Philosophy)
Prerequisite: ECON 101
Cross-Listed as: PHIL 246
Distribution: SBA; REP
Term(s): Fall

ECON 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

ECON 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None

Term(s): Fall; Spring

ECON 301 - Advanced Microeconomic Analysis (1.0)

Further development and application of the tools of analysis developed in ECON 201 (Intermediate Micro). Students will study advanced topics in consumer and producer theory, particularly addressing the existence of risk, uncertainty, asymmetric information, and noncompetitive market structures. Other areas to be covered include general-equilibrium analysis, game theory, and prospect theory.

Instructor: Skeath
Prerequisite: ECON 201. MATH 205 recommended.
Distribution: SBA
Term(s): Not Offered

ECON 302 - Advanced Macroeconomics (1.0)

In this course, students will learn about, and apply, mathematical techniques and econometric tools from doing macroeconomic analysis. In terms of mathematical preparation, students are expected to have a good knowledge of calculus and will be introduced to relevant topics in linear algebra, differential equations, and dynamic optimization. In terms of econometrics, students will learn about time-series econometrics and vector autoregressions. Economic applications will include economic growth, search models of unemployment, New Keynesian models for macroeconomic policy evaluation, and dynamic stochastic general equilibrium models.

Instructor: Weerapana
Prerequisite: ECON 201, ECON 202, ECON 203, and MATH 205.
Distribution: SBA
Term(s): Fall

ECON 303 - Advanced Econometrics (1.0)

This course will develop students' understanding of causal inference in cutting-edge empirical research. Students will develop tools for their own work and enhance their ability to critically evaluate research in the social sciences. How should a researcher approach an empirical question? How should a policymaker evaluate the impact of a program? Topics include randomized experiments, instrumental variables, panel data, and regression discontinuity designs. Applications will emphasize research on the frontier of applied microeconomics.

Prerequisite: ECON 201, ECON 203, MATH 205.
Distribution: SBA
Term(s): Not Offered

ECON 306 - Economic Organizations in U.S. History (1.0)

This course will use the insights of organization theory to analyze the development of the U.S. economy. The main topics to be examined will include: the evolution of the U.S. banking and financial system and the institutional changes underlying each phase of its development; the contractual foundations of business organizations and the choice between partnerships and the corporate form; the rise of big business and the great merger wave of the 1890s and the legal changes that made these developments possible; and the regulatory innovations of the Securities and Exchange Commission in the 1930s. The course will employ a variety of sophisticated theoretical and empirical methods in analyzing these developments and will present them in comparative international perspective.

Instructor: Hilt
Prerequisite: ECON 201, ECON 202, and ECON 203.

Distribution: SBA; HS
Term(s): Spring

ECON 309 - Causal Inference (1.0)

This course focuses on statistical methods for causal inference, with an emphasis on how to frame a causal (rather than associative) research question and design a study to address that question. What implicit assumptions underlie claims of discrimination? Why do we believe that smoking causes lung cancer? We will cover both randomized experiments – the history of randomization, principles for experimental design, and the non-parametric foundations of randomization-based inference – and methods for drawing causal conclusions from non-randomized studies, such as propensity score matching. Students will develop the expertise necessary to assess the credibility of causal claims and the ability to design and analyze studies that lead to causal inferences. A variety of examples will be used, from economics, psychology, sociology, political science, medicine, and beyond.

Instructor: Pattanayak
Prerequisite: Any one of ECON 203, SOC 290, POL 199, PSYC 305, or a Psychology 300-level R course; or permission of the instructor.
Distribution: SBA
Term(s): Spring

ECON 310 - Public Economics (1.0)

This course explores the reasons for government intervention in the economy and the responses of households and firms to the government's actions. Economic models and empirical research are used to analyze tax policies and spending programs. Topics include the effect of taxes on savings and labor supply, externalities and public goods, and social insurance programs such as social security and unemployment insurance.

Instructor: Coile
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Not Offered

ECON 311 - Economics of Immigration (1.0)

This course examines the economic causes and consequences of international migration, both historically and in the present, with a focus on the U.S. experience. We explore changes in immigration law over time and the political debates surrounding immigration in the past and present. Topics include: the effect of immigrants on the wages of the native born; immigrants' use of welfare and other social services; and immigrants' involvement in crime and their treatment in the criminal justice system. In each case, students will discuss the popular perception, the theory, and the empirical evidence, with a focus on the public policy alternatives for dealing with each issue.

Instructor: Butcher
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Not Offered

ECON 312 - Economics of Globalization (1.0)

The process of globalization has aroused great controversy. This course examines the reasons for the integration across borders of the markets in goods and the factors of production, and the consequences of these trends. In the first part of the course we discuss the meanings, measurement, and history of globalization. We then investigate the rationale and record of international trade, the immigration of labor, and global financial flows. We examine issues related to international public goods, and the need for collective solutions to such global problems as pandemics and pollution. We also

investigate the records of international governmental organizations.

Instructor: Joyce
Prerequisite: ECON 201
Distribution: SBA
Term(s): Fall

ECON 313 - Seminar. International Macroeconomics (1.0)

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange-rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance-of-payments disequilibria.

Instructor: Joyce
Prerequisite: ECON 202 and ECON 203.
Distribution: SBA
Term(s): Spring

ECON 314 - Advanced International Trade (1.0)

This course analyzes the causes and consequences of international trade. The theory of international trade and the effects of trade policy tools are developed in both perfect and imperfect competition, with reference to the empirical evidence. This framework serves as context for the consideration of several important issues: the effect of trade on income inequality, the relationship between trade and the environment, the importance of the World Trade Organization, strategic trade policy, the role of trade in developing countries, and the effects of free trade agreements.

Instructor: Albeberese
Prerequisite: ECON 201
Distribution: SBA
Term(s): Fall

ECON 318 - Economic Analysis of Social Policy (1.0)

This course uses economic analysis to evaluate important social policy issues in the United States, focusing on the role of government in shaping social policy and its impact on individuals. Does welfare make people work less or have more children? Why is the teenage birthrate so high, and how might it be lowered? How do fertility patterns respond to changes in abortion policy? Theoretical models and econometric evidence will be used to investigate these and other issues.

Instructor: Levine
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Fall

ECON 319 - Economics of Disease and Destruction (1.0)

Diseases, wars, and disasters exert important influence on economies. In this course students analyze the effects of factors such as malaria, HIV/AIDS, Chagas disease, drought, and civil war on the economies of developed and developing countries. Both the effects of disease and destruction on outcomes and how economics can shape policy reactions will be considered, with a special emphasis on careful empirical estimation of cause and effect. Examples will come from historical and recent episodes around the world.

Prerequisite: ECON 201, ECON 202, and ECON 203.
Distribution: SBA
Term(s): Not Offered

ECON 320 - Economic Development (1.0)

This course examines what factors help to explain why some countries are rich and others poor and

whether economic policies can affect these outcomes. We will study key aspects of life for poor households in the developing world, such as inequality, gender, and the intra-household division of resources; education; child labor; health; savings and credit; institutions; and globalization. Students will study recent research in the field and examine empirical evidence on these topics.

Instructor: Shastry
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Not Offered

ECON 321 - Money and Banking (1.0)

From the subprime mortgage crisis in the United States to the hyperinflation in Zimbabwe, financial markets play a pivotal role in every economy. This course examines the role of money and banking in determining economic outcomes. What is money, and what role do central banks (the Federal Reserve in the United States) play in its creation? How can monetary policy stimulate or retard economic growth, and what role might regulation play in preventing crises in financial markets? The course will employ the tools learned in intermediate theory courses to understand the complex interactions of market forces and financial institutions in the U.S. and global economies.

Prerequisite: ECON 201 and ECON 202.
Distribution: SBA
Term(s): Not Offered

ECON 322 - Strategy and Information (1.0)

How do individuals and groups make decisions? The core of the course is traditional game theory: the formal study of the choices and outcomes that emerge in multiperson strategic settings. Game theoretic concepts such as Nash equilibrium, rationalizability, backwards induction, sequential equilibrium, and common knowledge are motivated by and critiqued using applications drawn from education policy, macroeconomic policy, business strategy, terrorism risk mitigation, and good old-fashioned parlor games.

Instructor: Rothschild
Prerequisite: ECON 201 and ECON 103 or equivalent (MATH 220 or PSYC 205). MATH 205 recommended.
Distribution: SBA
Term(s): Spring

ECON 323 - Finance Theory and Applications (1.0)

This course provides a rigorous treatment of financing and capital budgeting decisions within firms. Topics include: financial statement analysis; strategies and analytical methods for the evaluation of investment projects; capital structure and dividend policy decisions; risk, return, and the valuation of financial instruments; and management incentive structures. Risk management and the use of derivatives will also be considered.

Instructor: Hilt, Neumuller
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Fall; Spring

ECON 324 - Behavioral and Experimental Economics (1.0)

Why do people give to charity? What can be done to convince more people to save money in retirement plans? This course explores these and other questions by introducing psychological phenomena into standard models of economics. Evidence from in-class experiments, real-world examples, and field and laboratory data is used to illustrate the ways in which actual behavior deviates from the classical

assumptions of perfect rationality and narrow self-interest.

Instructor: Shurchkov

Prerequisite: ECON 201 and ECON 203.

Distribution: SBA

Term(s): Spring

ECON 325 - Law and Economics (1.0)

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, and 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: ECON 201 and ECON 203.

Distribution: SBA

Term(s): Not Offered

ECON 326 - Seminar. Advanced Economics of Education (1.0)

This course applies modern econometric methods and evaluation design to the analysis of contemporary issues in education policy. Methods include randomized experiments, regression-discontinuity analysis, and the use of panel data. Issues include school accountability, private-school vouchers, and policies toward teacher labor markets. Students will conduct extensive empirical analysis of education data.

Instructor: McEwan

Prerequisite: ECON 201 and ECON 203.

Distribution: SBA

Term(s): Not Offered

ECON 329 - Labor Economics (1.0)

The course will use economic models and empirical research to analyze labor markets. The main topics include the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Students will explore the wage gap between men and women, the effects of immigration on the U.S. labor market, and the effects of labor unions.

Prerequisite: ECON 201 and ECON 203.

Distribution: SBA

Term(s): Not Offered

ECON 331 - Seminar. Monetary Theory and Policy (1.0)

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 United States and other nations.

Instructor: Weerapana

Prerequisite: ECON 202 and ECON 203.

Distribution: SBA

Term(s): Spring

ECON 332 - Advanced Health Economics (1.0)

This course applies microeconomics to issues in health, medical care, and health insurance. Emphasis is placed on policy-relevant empirical research. Topics include the impact of health insurance on health, the interaction between health insurance and the labor market, the government's role in health care, the economics of medical provider reimbursement, and the effects of medical malpractice policy.

Instructor: McKnight

Prerequisite: ECON 201 and ECON 203.

Distribution: SBA

Term(s): Spring

ECON 333 - Economic Growth (1.0)

This course studies differences in living standards and economic growth across countries. It focuses on both the historical experience of countries that are currently rich and the process of catch-up among poor countries. Topics include the accumulation of physical and human capital, population growth, technological change, trade, geography, institutions, and inequality. Theoretical models and econometric evidence will be used to study these issues.

Prerequisite: ECON 202 and ECON 203.

Distribution: SBA

Term(s): Not Offered

ECON 334 - Domestic Macroeconomic Policy (1.0)

This course will examine domestic macroeconomic policy from both an analytic and practical perspective. For both fiscal and monetary policy, the course will investigate the economics of how policy is meant to work, the process by which policy is made, and the evidence of its effectiveness. The class also will include a policy simulation exercise to provide insights into the challenges faced by decision-makers. This course will develop expertise needed to critically evaluate debates about macroeconomic policy, including stimulus spending, balancing the federal budget, and the actions taken by the Federal Reserve during the Great Recession.

Instructor: Sichel

Prerequisite: ECON 202 and ECON 203.

Distribution: SBA

Term(s): Fall

ECON 335 - Calderwood Seminar in Public Writing: Economic Journalism (1.0)

Students will combine their knowledge of economics, including macro, micro, and econometrics, with their skills at exposition, in order to address current economic issues in a journalistic format. Students will conduct independent research to produce weekly articles. Assignments may include coverage of economic addresses, book reviews, recent journal articles, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work.

Instructor: Lindauer

Prerequisite: ECON 201, ECON 202, and ECON 203.

Distribution: SBA

Term(s): Spring

ECON 341 - Industrial Organization (1.0)

This course uses applied microeconomic theory to study the relationships between firm conduct, market structure, and industry performance. Topics include monopoly power and imperfect competition, price discrimination, product differentiation, firm entry/exit, advertising, and standard setting. The course will introduce the possibility that free markets may not produce the socially optimal set of products. Emphasis will be divided equally between the strategic implications of the models and the policy implications.

Instructor: Danaher

Prerequisite: ECON 201

Distribution: SBA

Term(s): Not Offered

ECON 343 - Seminar. Feminist Economics (1.0)

An exploration of the diverse field of feminist economics that critically analyzes both economic

theory and economic life through the lens of gender and advocates various forms of feminist economic transformation. Areas of focus include: economic analysis of gender differences and inequality in the family and in the labor market; feminist critiques of current economic institutions and policies, and suggested alternatives; and feminist critiques of economic theory and methodology.

Instructor: Matthaei

Prerequisite: ECON 201, ECON 202.

Distribution: SBA

Term(s): Fall

ECON 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ECON 370 - Senior Thesis (1.0)

Prerequisite: ECON 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ECON 380 - Economics Research Seminar (0.5)

A seminar for senior economics majors engaged in independent research. Students will learn about the use of empirical techniques in economics, including the opportunity to engage with the research of prominent economists, who present their work at the Calderwood and Goldman seminars hosted by the department. Students will also present and discuss their own research at weekly meetings. Students may not accumulate more than 0.5 credit for this course.

Instructor: Hilt

Prerequisite: Limited to senior Economics majors doing independent research.

Distribution: SBA

Term(s): Fall; Spring

Mandatory credit/noncredit.

DEPARTMENT OF EDUCATION

Professor: *Beatty (Chair)*

Assistant Professor: *Hong*

Senior Lecturer: *Hawes*

Lecturer: *Tutin*

Visiting Lecturer: *Rubin*

Mellon Postdoctoral Fellow: *Sung*

Associates in Education: *Denis Cleary* (History Teacher, Concord Carlisle High School); *Chari Dalsheim* (Elementary Teacher, Heath School, Brookline); *Stephanie DeGroot* (Wellesley Middle School); *Jennifer Friedman* (Literacy Coach, Boston Public Schools); *Reen Gibb* (Science Teacher, Westwood High School); *David Gotthelf* (Newton Public Schools); *Heather Haskell*, (Elementary Teacher, Hunnewell School, Wellesley); *Wendy Huang* (MIT Teacher Education Program Manager); *Inna Kantor London*, (English Teacher, Framingham High School)

Education is at the center of social and personal life. Its study is necessarily interdisciplinary. We offer a variety of courses, each one with its own distinct intellectual challenge, but all seeking to connect different points of view, whether the course is focused on urban education, school reform, diversity, policy, history, research, child welfare, literacy, language, play, or learning to teach. We invite students to try a single course (first-year seminars and many other different first courses are possible) and to consider one of the two minors we offer, the Teacher Education and Education Studies minors.

Education Minors

Goals for Education Minors

- Teacher Education minors will acquire the knowledge and skills needed to be teachers of their subject(s) with students in elementary, middle, or high schools. They will become able to collaborate, to reflect on and discuss critically their teaching and the situation of their students, and to learn from further experience and study.
- Education Studies minors will acquire a multifaceted, critical perspective on education in a variety of time periods and settings, including urban ones, and on policy issues and methods of educational research. They will be ready to continue learning through further study, discussion, and reflection.

Requirements for Education Minors

The education department offers two minors (but no major), one in Teacher Education and one in Education Studies. The minors offer opportunities to explore teaching and education from the perspective of a classroom teacher or as a field of study. Students may choose to focus on urban education within either minor.

Teacher Education

We prepare teachers to teach in a variety of urban and suburban schools with diverse students. Grounded in the liberal arts, each Wellesley or MIT student in our program receives careful individual attention in the process of discovering how her/his own special gifts can be used in the challenging work of teaching. Our students take introductory courses in educational philosophy, history, or policy, and then do course work in curriculum, instruction, assessment, and specific methods for teaching reading and elementary school subjects or for middle and high school subjects. They do fieldwork, including tutoring and after-school programs in

urban and suburban settings and a teaching internship in urban or suburban schools.

Students who wish to be licensed to teach high school (grades 8-12), middle school (grades 5-8), or elementary school (grades 1-6) should obtain the department's description of the requirements. Generally, the program requires students to take specific subject-matter courses within their teaching fields along with four to seven education and psychology courses, two of which are the teaching practicum (EDUC 303) and accompanying seminar (EDUC 302). If students are not able to register for required introductory courses, they should consult with the department about alternatives. In addition, teacher certification requires fieldwork prior to the student teaching practicum (internship). Students enrolled in EDUC 303 (Practicum) may register for EDUC 320, but are not required to do so.

We encourage you to talk with us to learn about program options. Early planning is preferable, but we will also be glad to discuss teaching program possibilities with you at any point. Students may register for a minor beginning in the spring of the sophomore year, but a minor is not required for teacher licensure. With the exception of EDUC 302, EDUC 303, and EDUC 320, the department's courses are designed for all students, not simply for those planning a career in public or private school teaching. Students seeking preparation in teaching but not certification should discuss special arrangements with Ken Hawes (high school or middle school) or Carla Shalaby (elementary school or preschool). We have found that student teaching prior to full-time teaching provides enormously valuable preparation for work in schools, especially in schools with high-need students.

The Teacher Education minor consists of the following:

(A) one of WRIT 114/EDUC 102 or EDUC 110 or EDUC 117 or EDUC 200 or EDUC 201 or EDUC 212 or EDUC 215 or EDUC 216 or EDUC 335, or PSYC 248 or PSYC 321 or MIT 11.124 or MIT 11.125 other approved course; (B) one of PSYC 207 or PSYC 208; and (C) EDUC 300, EDUC 302, and EDUC 303. For students seeking elementary certification, EDUC 304, EDUC 305, EDUC 310, and EDUC 314 are required instead of EDUC 300. EDUC 325 is also required for high school or middle school certification. Certification through Wellesley is transferrable to other states.

Education Studies

We also offer courses that extend students' knowledge of education as a field of study. Students in Education Studies may wish to examine the origins of education and child welfare practices, the role of schools in society and communities, school reform, questions of educational theory or research, and the relation of education to social problems more generally. Students may structure the minor to include one or two courses in other fields, including economics, history, politics, sociology, or psychology of education as listed in Courses for Credit Toward the Minor. Students entering in the Fall of 2012 and after may take only one such course.

Students interested in urban education should take courses in education policy, school improvement, or history of education, all of which deal to some extent with urban issues; the urban education seminar; and, if possible, courses on diversity and English as a Second Language. Although the College does not have a program, major, or minor in Urban Studies,

students interested in specializing in urban education should consult the list of courses related to Urban Studies in the catalog and consider taking courses in the Department of Urban Studies and Planning at MIT, along with the urban education courses suggested above. Courses on urban studies also might be combined with other majors or minors. Courses on child literacy and teaching mathematics may also be helpful for students considering going into urban education. Students interested in education policy should take some of these same courses and may want to take courses in the economics and political science departments and Quantitative Reasoning program, which deal with policy more broadly. For both urban education and education policy, fieldwork in a school or tutoring program is highly recommended. Students interested in the study of children and youth should take at least two 200-level education courses, the seminar on the history of childhood and child welfare, and two or three course related to children and adolescents in Courses for Credit Toward the Minor.

The Education Studies minor consists of five courses chosen from the following:

(A) two of EDUC 212 or EDUC 215 or EDUC 216; and (B) three of WRIT 114/EDUC 102, EDUC 110, EDUC 117, EDUC 200, EDUC 308, EDUC 310, EDUC 312, EDUC 314, EDUC 325, EDUC 335, or MIT 11.125 with possible substitution of one of the courses listed in Courses for Credit Toward the Minor. Note: *Not all of these courses are offered every year; some may be limited to majors in these fields.* At least one 300-level education course must be included.

Title II Information

As required by Title II of the Higher Education Act of the United States, we provide the following information. The number of students enrolled in our state-approved teacher education programs during academic year 2009-10 was 13. The number of these students who continued into student teaching was 13. The number who completed all requirements of the program was 13. The student/faculty ratio for supervised student teaching was 3.25:1. The average number of required hours of student teaching is 360 (12 weeks of at least 30 hours per week). The minimum required is 300.

The pass rates for our students on the Massachusetts Tests for Education Licensure are as follows: 1. Basic skills: a. Reading 100%; b. Writing 100%; Basic skills aggregate (a and b combined) 100%; 2. Academic content areas: Aggregate 100%. Summary (1. and 2. combined) pass rate 100%.

Courses for Credit Toward the Education Minor

ECON 226	Economics of Education Policy
ECON 326	Seminar. Advanced Economics of Education
ENG 205	Writing for Children
PSYC 207	Developmental Psychology
PSYC 208	Adolescence
PSYC 248	Psychology of Teaching, Learning, and Motivation
PSYC 321	Community Psychology with Wintersession Applied Research
PSYC 326	Seminar. Child and Adolescent Psychopathology
PSYC 333	Clinical and Educational

	Assessment
QR 180	Statistical Analysis of Education Issues
SOC 308	Children in Society
WRIT 121	Great Debates in Education
WRIT 290	Advanced Writing in the Social Sciences
PSYC 306R	Research Methods in Developmental Psychology and the School Experience
HIST 262	Higher Education from the Massachusetts Bay Colony to Online Education
HIST 313	College Contests: The History of U.S. Intercollegiate Sport

EDUC - Education Courses

EDUC 110 - First-Year Seminar: Play, Literacy, and Democracy (1.0)

Play and literacy are central to academic achievement, socialization, and citizenship. With mandated testing under the federal No Child Left Behind Act and proposals for national education standards, longstanding tensions between play and early literacy have intensified. We will examine the origins of and modern trade-offs between play and literacy, paying attention to the influence of social class, race, and gender on the construction of changing societal norms for young children. What is driving panics about the disappearance of play? Has kindergarten become the new first grade? Are there conflicts in parents', teachers', and experts' expectations about what children should do in preschool and the early grades? What roles have play and early literacy played in how American children are taught and learn to participate in a democratic society? Includes some field observations.

Instructor: Beatty
Prerequisite: None. Open to first-year students only.
Distribution: SBA
Term(s): Spring

Mandatory credit/noncredit.

EDUC 117 - First-Year Seminar: Diversity in Education (1.0)

This course will introduce students to the complex, multifaceted issues shaping diversity in educational settings. Students will examine various multicultural frameworks that shape and inform how educational institutions address diversity. We will discuss diversity across multiple perspectives—race, class, culture, ethnicity, sexuality, and disability—promoting broad and expansive conceptions of diversity. We will also analyze diversity as it relates to the distinct dimensions of individual experiences, interpersonal interactions, and social determinants. This analysis will explore the interdisciplinary nature of studying diversity. Student learning will be facilitated through the incorporation of a digital storytelling project, reinforcing the use of digital media as a tool for effective learning, teaching, and communication.

Instructor: Hong
Prerequisite: None. Open to first-year students only.
Distribution: SBA
Term(s): Fall

Mandatory credit/noncredit.

WRIT 114-EDUC-102 - Education in Philosophical Perspective (1.0)

This course is guided by questions such as: What is education? How do an individual's own efforts to

make sense of the world and to guide her life relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and teaching. We will use the works of earlier writers (for example, Confucius, Plato, and Dewey) and contemporary writers as starting points in our investigations.

Instructor: Hawes (Education)
Prerequisite: None. Open only to first-year students.
Distribution: EC; W
Term(s): Spring

This course satisfies the First-Year Writing requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week.

EDUC 200 - Theory and Practice in Early Childhood Care and Education (1.0)

Starting with a broad, historical overview of child development and developmental theories, we will connect ideas about children's learning and teaching practices with current perspectives of early childhood education. Emphasis will be on recognizing the changing needs and developmental differences in infants, toddlers, and preschoolers as they grow in all skill areas—motor, cognitive, social emotional, and language and communication. Through readings, focused observations, writing assignments, and reflective discussion, students will learn to make the connections between developmental understanding and appropriate curriculum planning in an Early Childhood setting.

Instructor: Kloppenberg (WCCC), Howland (WCCC)
Prerequisite: None
Distribution: SBA
Term(s): Summer I

EDUC 201 - Educating Young Children with Special Needs (1.0)

An examination of characteristics of young children with special needs and of programs, practices, and services that support them. We will focus on theoretical and applied knowledge about special needs, including communication disorders, cognitive impairments, giftedness, and physical and health-related disabilities. Screening, assessment, early intervention, individualized education programs, inclusive education, community resources, and family issues will be discussed. We will explore how programs make accommodations and modifications based on young children's special needs. Observations and a three-hour weekly field placement are required.

Instructor: Geer, Ferguson
Prerequisite: Some course work in child development or by permission of the instructor.
Distribution: EC
Term(s): Summer II

EDUC 212 - Seminar. History of American Education (1.0)

An intensive study of the role that education has played in American society and of the evolution of support and expectations for public schools. We will examine how schools have served the needs of immigrants and students from different gender, racial, ethnic, linguistic, social class, and religious backgrounds. We will focus on the education of teachers, the organization of urban school systems, the growth of high schools and preschools, attempts to reform schools and the curriculum, and efforts to promote equal educational opportunity.

Instructor: Beatty
Prerequisite: None
Distribution: HS

Term(s): Fall

EDUC 215 - Understanding and Improving Schools (1.0)

Can schools remedy inequalities, or do they reflect and (re)produce them? Drawing from work in educational anthropology, sociology, history, and critical theory, we ask what schools are meant to produce and how this production functions in the everyday life of schooling. We first examine the proposition that schools can be oppressive spaces, and then consider how communities have organized their own struggles to demand and define humanizing and liberatory education. We ask—always—what the purpose of education should be.

Instructor: TBA
Prerequisite: None
Distribution: SBA
Term(s): Fall; Spring

EDUC 216 - Education and Social Policy (1.0)

An examination of education policy in recent decades as well as the social, political, and economic forces that have shaped those policies over the years. We will analyze the different—and sometimes conflicting—goals, motivations, and outcomes of educational policies. Who designs educational policy and for whom? Whose interests are served and whose interests are unmet? Using a case study approach, we will discuss major topics of debate in American education, including equal educational opportunity, school desegregation, bilingual education, school choice, and education standards and testing, and consider new policies.

Instructor: Hawes, TBA
Prerequisite: None
Distribution: SBA
Term(s): Fall; Spring

EDUC 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

EDUC 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

EDUC 300 - Teaching and Curriculum in Middle School and High School (1.0)

An intensive study of the knowledge and skills required in classroom teaching, including curriculum development, planning, instruction, testing, and assessment. We will focus especially on classrooms as learning environments and on teacher understanding of student academic development. Additional laboratory periods for teaching presentations and an accompanying field placement are required.

Instructor: Hawes
Prerequisite: One of EDUC 102, EDUC 117, EDUC 212, EDUC 215, EDUC 216, PSYC 248, PSYC 321, or MIT 11.124 or other approved course, or by permission of the instructor.
Distribution: EC
Term(s): Fall

Open to all students, mandatory for those seeking middle-school or high-school certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 302 - Seminar. Methods and Materials of Teaching (1.0)

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. Students interested in working with middle- or high-school students should enroll in section 302-01; students interested in working with elementary or preschool students should enroll in section 302-02.

Instructor: Hawes, Shalaby
Prerequisite: EDUC 300 or EDUC 304 or by permission of the instructor.
Corequisite: EDUC 303, and EDUC 305 for students interested in working with elementary or preschool students.
Distribution: SBA
Term(s): Spring

Open to students seeking teacher certification or substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 303 - Practicum. Curriculum and Supervised Teaching (1.0)

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement required.

Instructor: Shalaby, Hawes
Prerequisite: Students seeking teacher certification must apply to the department for admission to this course in the semester before it is taken; other students should contact the instructor either before or soon after registration to plan their field placement.
Corequisite: EDUC 302, and EDUC 305 for students interested in working with elementary or preschool students.
Distribution: SBA
Term(s): Spring

Open to students seeking substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement. Mandatory credit/noncredit.

EDUC 304 - Curriculum and Instruction in Elementary Education (1.0)

A seminar taught by a team of experienced teachers. This course focuses on curriculum development, planning, instruction and assessment in elementary school classrooms. Additional laboratory periods for teaching presentations and an accompanying field placement are required.

Instructor: Dalsheim, Friedman, Haskell, Shalaby, Tutin
Prerequisite: or Corequisite: EDUC 310 or EDUC 314 or by permission of the instructor.
Distribution: EC
Term(s): Fall

Mandatory for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 305 - Curriculum, Instruction and Special Needs in Elementary Education (1.0)

A seminar taught by a team of experienced teachers. A continuation of EDUC 304, this course focuses on curriculum materials and instructional materials used in elementary school classrooms—particularly for serving the diverse needs of students. Strategies for behavior management, for working with children with disabilities and special needs, for applying a model of Sheltered English Immersion to serve

bilingual children, for differentiating instruction, and for working in collaboration with parents and communities will be addressed. Accompanying field placement is required.

Instructor: Dalsheim, Friedman, Haskell, Shalaby, Tutin
Prerequisite: EDUC 304 or by permission of the instructor.
Distribution: EC
Term(s): Spring

Mandatory for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 308 - Seminar. World Languages Methodology (1.0)

A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing—in cultural contexts; 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 world-language teaching.

Instructor: Renjilian-Burgy (Spanish)
Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: SBA
Term(s): Not Offered

EDUC 310 - Seminar. Child Literacy and the Teaching of Reading (1.0)

An examination of how children acquire reading, writing, and oral language skills, and how this relates to cognition. We will focus on current research and practice in literacy development for elementary-age children. Oral language, reading processes, assessment using a variety of techniques, phonemic awareness, phonics, and comprehension strategies will be addressed; a weekly 1.5-hour field placement experience is required. We will study reading instruction across content areas and teaching strategies that address the needs of a diverse population of learners, including at-risk students, second-language learners, Sheltered English Immersion instruction, and students with special needs. This course is structured to support students pursuing elementary education certification, but is open to all students and highly applicable to students considering teaching abroad and in urban schools.

Instructor: Tutin
Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: EC
Term(s): Fall; Spring

EDUC 312 - Seminar. History of Childhood and Child Welfare (1.0)

An exploration of the construction of childhood as a social concept and of changes in concepts of childhood in America. We will examine the emerging role of the state in assuming responsibilities for child rearing, education, and child welfare. We will study the history of how institutions and social policies have attempted to shape the lives of children of differing genders and economic, racial, cultural, linguistic, and ethnic backgrounds; the impact of media; and the development of children's material culture.

Instructor: Beatty
Prerequisite: Open to juniors and seniors. Not open to students who have taken EDUC 110.
Distribution: HS
Term(s): Spring

EDUC 314 - Learning and Teaching Mathematics: Content, Cognition, and Pedagogy (1.0)

An examination of how adults and elementary-school students learn basic mathematics content, specifically number and operations, functions and algebra, geometry and measurement, and statistics and probability. We will simultaneously study our own cognition as we learn mathematical concepts and principles, children's cognition as they learn mathematics, and how mathematics can be taught to children in classroom settings. This course is team taught by Wellesley College faculty with a background in mathematics and quantitative reasoning and an elementary school teacher and mathematics specialist. Weekly fieldwork of 90 minutes in an elementary classroom is required. This course is structured to support students pursuing elementary education certification, but is open to all students.

Instructor: Polito (Quantitative Reasoning), Dalsheim
Prerequisite: One education course.
Distribution: EC
Term(s): Fall

EDUC 320 - Observation and Fieldwork (1.0)

Observation and fieldwork in educational settings. This course may serve to complete the requirement of 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.

Instructor: Hawes, Shalaby
Prerequisite: EDUC 300 or EDUC 304. Open only to students who plan to student teach. Permission of the instructor required.
Distribution: SBA
Term(s): Fall; Spring
Mandatory credit/noncredit.

EDUC 325 - Seminar. English as a Second Language via Immersion (1.0)

Pedagogy of Sheltered English Immersion and English as a Second Language, including understanding of the cultures of learners and their communities, and other contextual considerations. How to shelter and adapt subject matter in content areas. Fieldwork is required. This course is required for high-school and middle-school teacher licensure, but will also be valuable to those with other ESL interests

Instructor: Renjilian-Burgy (Spanish), Lederman
Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: EC
Term(s): Fall; Summer II

EDUC 327 - Teaching Multilingual Writers (1.0)

This course is designed to present theoretical and methodological concerns at the intersection of TESOL (Teaching English to Speakers of Other Languages) studies and writing pedagogy, with the specific intention of helping students learn how to effectively help multilingual writers improve their English language writing. Issues covered will include cognitive perspectives on second language acquisition (SLA), social/cultural issues in TESOL and English as a Lingua Franca (ELF), current theories about teaching writing, peer tutoring and writing center research, and critical pedagogies. We will seek to apply these methodological and theoretical matters to concrete, practice-based issues. Fieldwork in the PLTC or other multilingual writing program is required.

Instructor: Lederman

Prerequisite: One course in Education or by permission of the instructor.
 Distribution: EC
 Term(s): Spring

EDUC 334 - Seminar. Education, Immigration, and Social Mobility (1.0)

This seminar examines ways in which race, ethnicity, and social class shape immigrants' educational and economic trajectories. We will read and analyze accounts of immigrants' experiences in public schools, sample research on immigration and education, and critique conventional wisdom regarding immigrant success in American society. We will explore differences in the educational outcomes of older and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth.

Instructor: Hong
 Prerequisite: One course in education. Open to sophomores, juniors, and seniors.
 Distribution: SBA
 Term(s): Spring

EDUC 335 - Seminar. Urban Education (1.0)

An intensive examination of urban education reform and urban schools, with emphasis on how the context of cities affects education and on some of the challenges faced by urban teachers, students, and parents, such as poverty, race- and class-based segregation, linguistic barriers, immigration, and inequities in school quality. Through the study of foundational educational texts and various urban contexts, we will focus on economic, political, social, and cultural aspects of urban schools and community life. Students will learn and implement a field-based, original action research project through this course. Fieldwork in an urban setting is required.

Instructor: Hong
 Prerequisite: EDUC 212, EDUC 215, or EDUC 216; permission of the instructor required.
 Distribution: SBA
 Term(s): Fall
 Application required.

EDUC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
 Distribution: None
 Term(s): Fall; Spring

EDUC 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

DEPARTMENT OF ENGLISH

Professor: *Bidart, Cain, Ko, Lee, Lynch, Meyer, Noggle, Peltason, Rosenwald, Sabin, Shetley*
 Newhouse Visiting Professor: *Wallenstein*
 Associate Professor: *Brogan (Chair), Chiasson, Hickey, Rodensky, Tyler*
 Assistant Professor: *Wall-Randell*
 Senior Lecturer: *Cezair-Thompson, Sides*
 Visiting Lecturer: *Battat, Sokoloff*
 Director of Creative Writing: *Sides*
 Honors Coordinator: *Rodensky*

English, as a discipline, stresses the intensive study of writers and their works in literary, cultural, and historical contexts. It is keyed to the appreciation and analysis of literary language, through which writers compose and organize their poems, stories, novels, plays, and essays. We offer a wide range of courses: introductory courses in literary skills; more advanced courses in influential writers, historical periods, and themes in English, American, and world literatures in English; and numerous courses in creative writing, including screenwriting and creative nonfiction.

Our course offerings strike a balance between great authors of past centuries and emerging fields of study. We teach courses on writers such as Shakespeare, Milton, Jane Austen, and James Joyce, and on Asian-American literature, writers from the Indian subcontinent, and film. We stress analysis and argument in paper-writing, critical thinking, and literary research, and we foster and develop a deep, complex, passionate response to literature.

English Department Information

Courses at the 100 level 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. ENG 120 (Critical Interpretation) is open to all students, but is primarily designed for prospective English majors. The course trains students in the skills of critical reading and writing. 200-level literature courses, with the exception of Shakespeare (ENG 223 and ENG 224), are open to all students without prerequisite. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. 300-level literature courses encourage both students and instructors 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 normally open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of the instructor to other qualified students. For independent work (ENG 350), students with at least a 3.33 GPA in courses in 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 and available from the department administrative assistants.

Creative Writing. The English department offers beginning and advanced courses in poetry (ENG 202 and ENG 302), in fiction (ENG 103, ENG 203, and ENG 301), in children's literature (ENG 205), and in screenwriting (ENG 204/CAMS 204). A literary nonfiction writing course (ENG 206/WRIT 225) that covers different genres (for example, reviewing the arts, travel writing, personal essay, and memoir) is offered in collaboration with the Writing Program.

The Theatre Studies department offers an introductory playwriting course (THST 221). These courses are open to all Wellesley College students. Creative writing courses are taught mandatory credit/noncredit.

English Major

Goals for the English Major

In short, the Wellesley English department seeks to acquaint all its majors with the following bodies of knowledge and to develop in them the following abilities:

- A knowledge of English literary history, including both the canonical works of the past and works from emerging traditions;
- Familiarity with critical methodologies generally employed in the discipline of literary studies;
- An ability to write with clarity, originality, and style;
- An ability to recognize and construct a lucid and persuasive argument;
- An ability to read literature with close attention to language and form. Those who major in English and Creative Writing should fulfill all the goals above and in addition should develop a distinctive literary voice and knowledge of the history and cross-cultural diversity of the genres, traditions, and styles in which they are working.

Requirements for the English Major

The English major consists of a minimum of 10 units, at least eight of which must be in areas other than creative writing. At least seven units must be above 100 level, and of these at least two units must be earned in 300-level literature, film, or literary theory courses. At least eight of the units for the major must be taken in the department, including the two required units in 300-level courses dealing with literature, film, or literary theory; with the approval of a student's major advisor, two courses taught within language and literature departments and related interdisciplinary programs and departments at Wellesley and other approved schools may be offered for major credit; these may include literature courses taught in translation or language courses at the third-year level or higher. Students planning to study for a full academic year in a program abroad in the United Kingdom should seek the counsel of their advisors or the department chair to avoid running up against the college's rule that 18 courses must be taken outside any one department; universities in the United Kingdom commonly require *all* courses to be taken within their English departments.

The First-Year Writing requirement does not count toward the major. Courses designated WRIT 105/ENG 120 satisfy both the ENG 120 requirement and the First-Year Writing requirement, and count as a unit toward the fulfillment of the major. Other combined sections, such as WRIT 106/ENG 122 [2012-13], count toward the major as well. Independent work (ENG 350, ENG 360, or ENG 370) does not count toward the minimum requirement of two 300-level courses for the major or toward the 10 courses required for the major. 300-level courses in creative writing also do not count toward the minimum requirement of two 300-level courses for the major.

All students majoring in English must take ENG 120 (Critical Interpretation) or WRIT 105/ENG 120, at least one course in Shakespeare (200 level), and two courses focused on literature written before 1900, of

which at least one must focus on literature before 1800.

Courses taken in other departments at Wellesley College may not be used to satisfy any of the above distribution requirements for the major. With the chair's permission, courses taken abroad during junior year or on Twelve College Exchange may satisfy certain distribution requirements. ENG 112, ENG 223, ENG 224, and ENG 247/MER 247 do not satisfy the pre-1800 distribution requirement. Transfer students or Davis Scholars who have had work equivalent to ENG 120 at another institution may apply to the chair for exemption from the critical interpretation requirement.

The Creative Writing Concentration in the English major

The creative writing concentration within the English major is designed for majors with a strong commitment to developing their own creative work. Students electing the creative writing concentration take a series of workshops in one or more creative genres (fiction, poetry, children's literature, playwriting, screenwriting, and creative nonfiction) and select, in consultation with their advisor, courses in literary study that provide the background in and knowledge of literary tradition necessary to make a contribution to that tradition.

Students interested in the creative writing concentration are urged to begin planning their programs early in their careers at Wellesley. It is expected that they will have taken at least one writing workshop by the time of election of the English major (spring semester sophomore year or fall semester sophomore year, for students studying internationally), and have been in touch with a member of the creative writing faculty to plan the major. English majors electing the creative writing concentration must choose a member of the creative writing faculty as their advisor. Students who are interested in the creative writing concentration but who do not feel confident that they have had sufficient experience in writing to choose the concentration at the time of the election of the major should elect the English major; they may add the creative writing concentration later.

Students electing the creative writing concentration must fulfill all the requirements of the English major, including ENG 120, a course on Shakespeare, the period distribution requirements, and two 300-level literature courses. It is expected that creative writing students will take a focused program of critical study in the genre or genres in which they specialize.

In addition to eight courses in the critical study of literature, majors in the creative writing concentration take a minimum of four units of creative writing work. Creative writing courses may be repeated once for additional credit. A student who is extremely motivated and capable of independent work and who has the permission of a faculty advisor may take an independent study (ENG 350); however, it is recommended that students take full advantage of the workshop experience provided by the creative writing courses. A student qualifying for honors in English and whose proposal has been approved by the Creative Writing Committee may pursue a creative writing thesis; the thesis option, although it includes two course units (ENG 360 and ENG 370), can only count as one of the four creative writing courses required by the concentration. Creative writing faculty generally direct creative theses; however, other English department faculty may direct creative theses.

Honors in English

The department offers a single path toward honors. The honors candidate does two units of independent research culminating in a critical thesis or a project in creative writing. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above 100 level) and must apply to the chair for admission to the program. Except in special circumstances, it is expected that students applying for honors will have completed five courses in the major, at least four of which must be taken in the English department at Wellesley. A more detailed description of the department's application procedure is available from the department's administrative assistants.

Graduate Study in English

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of one and, if possible, two foreign languages. They should take ENG 382 (Literary Theory) or an equivalent course in literary theory. They should also consult with the department's graduate school advisor, and with their major advisor, about courses that are appropriate for those considering graduate work in English.

Teacher Certification in English

Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the chair of the Education department and the English department liaison to the Education department.

Advanced Placement Policy in English

Students may receive credits toward their Wellesley degree for their performance on AP or IB examinations. Because no high school course is considered the equivalent of a course in the English department, the English department does not grant credit toward the major for AP or IB courses. First-year students and other undeclared majors contemplating further study in English are encouraged to consult the department chair or the department pre-major advisor in relation to their course selection. Students majoring in English should discuss their programs with the chair or their major advisors, and should consult with them about any changes they wish to make during their junior and senior years.

English Minor

Requirements for the English Minor

The English minor consists of five units:

1. ENG 120 or WRIT 105/ENG120
2. at least one unit on literature written before 1900
3. at least one 300-level unit, excluding ENG 350
4. at least four units, including the 300-level course, taken in the department

One course taught within language and literature departments and related interdepartmental programs at Wellesley and other approved schools may be offered for minor credit; these may include literature courses taught in translation or language courses at the third-year level or higher. A maximum of two creative writing units may be included. A course on Shakespeare can count toward the minor, but it does not fulfill the pre-1900 requirement.

ENG - English Courses

ENG 103 - First-Year Seminar: Reading/Writing Short Fiction (1.0)

A very popular contemporary form of the short story is the short short story (includes flash fiction and

microfiction). Our work together will move back and forth between reading examples of this form of short short fiction from around the world and writing our own short short fiction. Reading in a writerly fashion means reading for craft: How does an author shape a scene? What can you do and not do with a first-person narrator? What are the different expectations a reader has of realistic fiction as opposed to historical fiction or science fiction? Writing with a rich fund of this kind of craft knowledge will help us advance quickly as we draft and revise our own stories. Overview of current print and online opportunities for publishing short fiction.

Instructor: Sides
Prerequisite: Open to first-year students only.
Distribution: LL
Term(s): Spring

Mandatory credit/noncredit

ENG 112 - Introduction to Shakespeare (1.0)

Shakespeare wrote for a popular audience and was immensely successful. Shakespeare is also universally regarded as the greatest playwright in English. In this introduction to his works, we will try to understand both Shakespeare's popularity and greatness. To help us reach this understanding, we will focus especially on the theatrical nature of Shakespeare's writing. The syllabus will likely be as follows: *Romeo and Juliet*, *A Midsummer Night's Dream*, *Twelfth Night*, *Othello*, *King Lear*, and *The Winter's Tale*.

Instructor: Ko
Prerequisite: None. Especially designed for the non-major and thus not writing-intensive. It does not fulfill the Shakespeare requirement for English majors.
Distribution: LL; ARS
Term(s): Fall

ENG 113 - Studies in Fiction (1.0)

Topic for 2013-14: Fantastic Fictions

When fiction blurs or crosses the line between our "real" world and "other worlds," the reader (as well as the narrator or main character) has entered the realm of "the fantastic," a genre that (broadly interpreted) contains "the uncanny" and "the supernatural or ghost story." We will read "fantastic" novels and short fiction by nineteenth-century, twentieth-century, and twenty-first century masters from Europe, Japan, and North and South America. This course will not be writing-intensive.

Instructor: Sides
Prerequisite: None. Especially recommended to non-majors.
Cross-Listed as: CPLT 113
Distribution: LL
Term(s): Summer I

ENG 114-01-S - Topics in American Literature (1.0)

American literature contains an astonishing myriad of voices and forms. This changing topics course introduces students to highlights and countercurrents of the American tradition.

Topic for 2013-14: A Woman of Independent Means

As with all cultural productions, literary works do not simply reflect reality; they also help to create it. In this course we will read nineteenth- and twentieth-century American literature that endeavors to imagine "a life beyond" traditional social roles for American women. Can a woman write herself (or be written) beyond the confines of slavery, the limitations of the "marriage plot," or the expectations of her cultural inheritance? How has the image of the independent woman in fiction evolved

from *The Coquette* to *The Woman Warrior*? We will read well-known authors such as Henry James, Emily Dickinson, and Toni Morrison in addition to less canonical writers such as Susan Warner and Hannah Webster Foster. Assignments will include quizzes, a midterm, a final, and a few short response essays.

Instructor: Sokoloff
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 115 - Great Works of Poetry (1.0)

A study of the major poems and poets of the English language, from Anglo-Saxon riddles to the works of our contemporaries. How have poets found forms and language adequate to their desires to praise, to curse, to mourn, to seduce? How, on shifting historical and cultural grounds, have poems, over time, remained useful and necessary to human life? Approximately 1,000 years of poetry will be studied, but special attention will be brought in four cases: Shakespeare's Sonnets; John Milton's "Lycidas"; the odes of John Keats; the poems of Emily Dickinson. The course will conclude with a unit on contemporary poets (Sylvia Plath, Elizabeth Bishop, Philip Larkin, John Ashbery and others).

Prerequisite: None. Especially recommended to non-majors.
Distribution: LL
Term(s): Not Offered

ENG 120 - Critical Interpretation (1.0)

English 120 introduces students to a level of interpretative sophistication and techniques of analysis essential not just in literary study but in all courses that demand advanced engagement with language. Sections perform detailed readings in the principal literary genres, studying a selection of poems, a play, and prose narrative. Sustained attention is given to improving student writing. Required of English majors and minors, 120 fosters intellectual community among its students by teaching some texts common to all sections and keying them to campus events including performances of the year's play by London actors, film screenings, lunchtime lectures by 120 faculty, and other occasions for discussion and collaboration. The play for 2013-14 is Shakespeare's *Othello*; the fiction component is Jane Austen's *Persuasion*.

Instructor: Sides, Chiasson, Peltason
Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.
Distribution: LL
Term(s): Fall; Spring

ENG 120 is also taught as part of the First-Year Writing program. Two of these combined sections are offered each semester, and open to first-year students only. A course description can be found below as WRIT 105, and in the Writing Program curriculum.

ENG 121 - Jane Austen's Novels (1.0)

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women?

Prerequisite: None
Distribution: LL

Term(s): Not Offered

ENG 150 - First-Year Seminar: Reading Poetry in a Culture that Doesn't Know How to Read Poetry (1.0)

Why read poetry? The best answer is to look at poems that matter—matter not in some vague thematic way, but as something made on the page, words cut into lines on the page, words that move, engage, words that work because they are art, this art made out of words. So we will begin with poems that compel attention, from Louise Glück to Shakespeare. We'll look at how they are put together, the ways they work or don't work. Why is one poem that forces us into seeing something that is complicated and seems real, better than another that is "sentimental"? The question from the beginning will be why art, this art.

Instructor: Bidart
Prerequisite: Open to first-year students only.
Distribution: LL
Term(s): Fall

Mandatory credit/noncredit.

WRIT 105-ENG-120 - Critical Interpretation (1.0)

This course introduces students to a level of interpretative sophistication and techniques of analysis essential not just in literary study but in all courses that demand advanced engagement with language. Sections explore the principal literary genres, including a selection of poems, a play, and prose narrative. Required of English majors and minors, "Critical Interpretation" fosters intellectual community among its students by teaching some texts common to all sections and keying them to campus events such as performances of the year's play by London actors, film screenings, lunchtime lectures by English faculty, and other occasions for discussion and collaboration. The play for 2013-14 is Shakespeare's *Othello*; fiction is to be determined.

Instructor: Hickey, Noggle, Lee, Rodensky (English)
Prerequisite: None. Open only to first-year students.
Distribution: LL; W
Term(s): Fall; Spring

This course satisfies both the First-Year Writing requirement and the Critical Interpretation requirement of the English major. Includes a third session each week. Professors Noggle and Lee will be teaching this course for a letter grade. Professors Hickey and Rodensky will be teaching this course mandatory credit/noncredit.

ENG 202 - Poetry (1.0)

A workshop in the writing of short lyrics and the study of the art and craft of poetry. Enrollment is limited to 15 students.

Instructor: Chiasson
Prerequisite: None
Distribution: LL
Term(s): Fall

Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

ENG 203 - Short Narrative (1.0)

A workshop in the writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. Enrollment is limited to 15 students.

Instructor: Sides, Wallenstein, Staff
Prerequisite: None
Distribution: LL
Term(s): Fall; Spring; Summer II

Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

ENG 204 - The Art of Screenwriting (1.0)

A creative writing course in a workshop setting for those interested in the theory and practice of writing for film. This course focuses on the full-length feature film, both original screenplays and screen adaptations of literary work. Enrollment is limited to 15 students.

Instructor: Cezair-Thompson, Wallenstein
Prerequisite: None
Cross-Listed as: CAMS 234
Distribution: LL; ARS
Term(s): Fall; Spring

Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

ENG 205 - Writing for Children (1.0)

What makes for excellence in writing for children? When Margaret Wise Brown repeats the word "moon" in two subsequent pages—"Goodnight moon. Goodnight cow jumping over the moon"—is this effective or clunky? What makes rhyme and repetition funny and compelling in one picture book (such as Rosemary Wells's *Noisy Nora*) but vapid in another? How does E.B. White establish Fern's character in the opening chapter of *Charlotte's Web*? What makes Cynthia Kadohata's *Kira-Kira* a novel for children rather than adults—or is it one? In this course, students will study many examples of children's literature from the point of view of writers and will write their own short children's fiction (picture book texts, middle-reader or young adult short stories) and share them in workshops. Enrollment is limited to 15 students.

Instructor: Meyer
Prerequisite: None
Distribution: LL
Term(s): Fall

Mandatory credit/noncredit.

ENG 206-01-F - Nonfiction Writing (1.0)**Topic for 2013-14: Memoir**

The memoir has in the last generation or two assumed a leading position in American literary culture. It has achieved this position perhaps despite its origins in a once disreputable genre: confessional autobiography. Augustine admits in his Confessions to having been a thief in his boyhood; Rousseau promises in his to tell the reader "even the most truly odious things about myself." But perhaps the imperative to make the details of private life public particularly appeals to the sensibility of a democratic age. You no longer have to be famous or old to write a memoir. But you must transcend the merely personal. The business of the course is to become accomplished in a form as famous for its intrinsic perils as for its pleasures.

Instructor: Wallenstein
Prerequisite: Fulfillment of the First-Year Writing requirement.
Cross-Listed as: WRIT 225-01-F
Distribution: LL
Term(s): Fall

WRIT 225/ENG 206 is a changing topics writing workshop that will each year take up a particular nonfiction writing genre. Open to students who have fulfilled the First-Year Writing requirement. Please note that this course is not intended as a substitute for the First-Year Writing requirement. Enrollment is limited to 15 students. Mandatory credit/noncredit.

ENG 206-01-S - Nonfiction Writing (1.0)**Topic for 2013-14: Creative Nonfiction**

Creative nonfiction is a protean genre of writing, a genre that encompasses many different types of writing. In this class, we'll focus mainly on personal essays—essays that deal with your personal experiences and are driven and shaped by "I." The more complex question raised by this genre is what makes creative nonfiction "creative"? This question will inform every essay we read and discuss, whether it's a published essay or one you write for class.

Instructor: Staff
Prerequisite: Fulfillment of the First-Year Writing requirement.
Cross-Listed as: WRIT 225-01-S
Distribution: LL
Term(s): Not Offered

WRIT 225/ENG 206 is a changing topics writing workshop that will each year take up a particular nonfiction writing genre. Open to students who have fulfilled the First-Year Writing requirement. Please note that this course is not intended as a substitute for the First-Year Writing requirement. Enrollment is limited to 15 students. Mandatory credit/noncredit.

ENG 206-02-S - Nonfiction Writing (1.0)**Topic for 2013-14: Writing the Travel Essay**

Taken a trip lately—junior year abroad, summer vacation, spring break? Looked back fondly or in horror at a family road trip? Turn your experience into a travel essay. We will be studying both the genre of the literary travel essay as well as the more journalistic travel writing found in newspaper travel sections and travel magazines. And, of course, we will be writing our own travel narratives. The course focuses on the essentials of travel writing: evocation of place, a sophisticated appreciation of cultural differences, a considered use of the first person (travel narratives are closely related to the genre of memoir), and basic strong writing/research skills.

Instructor: Sides
Prerequisite: Fulfillment of the First-Year Writing requirement.
Cross-Listed as: WRIT 225-02-S
Distribution: LL
Term(s): Spring

WRIT 225/ENG 206 is a changing topics writing workshop that will each year take up a particular nonfiction writing genre. Open to students who have fulfilled the First-Year Writing requirement. Please note that this course is not intended as a substitute for the First-Year Writing requirement. Enrollment is limited to 15 students. Mandatory credit/noncredit.

ENG 210 - History of the English Language (1.0)

Our lectures will explore the multiple forms of English that have developed across thousands of years and around the world, allowing students to see the centuries of culture fossilized in any given sample of our language. First, we will survey many present-day global and virtual Englishes (of which standard written English is only one). From there, we will work backward into the strange biography of English: tracing the language back to Early Modern English, then Middle English, then Old English, then its lost roots. We will discuss changes in English's written and oral forms, in its lexicon, and in its core grammatical systems. There will be no essays assigned in this course; quizzes and exams will determine students' mastery of our historical and linguistic material.

Prerequisite: None
Distribution: LL
Term(s): Not Offered

ENG 213 - Chaucer (1.0)

Feminist, misogynist, heretic, moralist, progressive, reactionary—these are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, and bawdy prankster in the *Canterbury Tales* and selected supplementary texts by Chaucer and his contemporaries.

Instructor: Lynch
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 222 - Renaissance Literature (1.0)

Shakespeare was not the only prolific playwright of his era. Indeed, no period since Shakespeare's has arguably matched his for the richness and variety of its theatrical offerings. This course will study some of those offerings: elegant court comedies, boisterous city comedies that delight in the underbelly of city life, and high tragedies that combine sublime paths with gore and splatter. Of particular interest will be how these plays function as theatrical scripts. Bringing together a range of methods—studying the mechanics of production on the Renaissance stage, viewing available recorded performances, experimenting with staging in the classroom—the course will thus attempt to resurrect these plays as living performances.

Prerequisite: None
Distribution: LL
Term(s): Not Offered

ENG 223 - Shakespeare Part I: The Elizabethan Period (1.0)

The formative period of Shakespeare's genius: comedies such as *A Midsummer Night's Dream* and *The Merchant of Venice*; histories such as *Richard II* and *Henry IV (Part I)*; and tragedies such as *Julius Caesar* and *Hamlet*. We will undertake detailed study of Shakespeare's poetic language and will examine the dramatic form of the plays and the performance practices of Shakespeare's time. We will also explore important themes, ranging from gender relations and identities to national self-consciousness. The viewing and analysis of contemporary performances and films will be integrated into the work of the course.

Instructor: Ko, Wall-Randell
Prerequisite: ENG 120 or permission of the instructor.
Distribution: LL; ARS
Term(s): Fall; Spring

ENG 224 - Shakespeare Part II: The Jacobean Period (1.0)

The great tragedies and the redemptive romances from the second half of Shakespeare's career, which include *Troilus and Cressida*, *Measure for Measure*, *Othello*, *King Lear*, *Coriolanus*, *Antony and Cleopatra*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*. While encompassing thematic concerns ranging from gender relations to the meaning of heroism, particular focus will fall on tragic form and its transformation in the romances. Extensive attention will be paid to theatrical practices, Shakespearean and contemporary, aided by the viewing of stage performances and film adaptations.

Instructor: Wall-Randell
Prerequisite: ENG 120 or permission of the instructor.
Distribution: LL; ARS
Term(s): Fall

ENG 225 - Seventeenth-Century Literature (1.0)

Seventeenth-century literature is nothing if not passionate: its poems, plays, and prose brim with rapturous eroticism, ecstatic religious devotion (often both at once), murderous rage, and dizzying intellectual experimentation. This period was one of great political and cultural change, in which England tried out a new form of government and philosophers offered new ways of investigating the world. Among other texts, we'll read the intricate "Metaphysical" poetry of Donne, Herbert, Marvell, and Vaughan; the satiric, gender-bending urban comedies of Jonson, Middleton, and Dekker; the revenge tragedies of Webster, whose female characters are the greatest in Renaissance drama after Shakespeare's; and the poetry and fiction of pioneering women poets and fiction-makers such as Lanyer, Wroth, Philips, Behn, Cavendish, and Bradstreet.

Instructor: Wall-Randell
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 227 - Milton (1.0)

Milton helped set the standard of literary power for generations of writers after him. His epic *Paradise Lost* exemplifies poetic inspiration, sublimity, creativity, originality, and unconventionality, offering a richness of meaning and emotion that seems to provoke violently incompatible interpretations, even radical uncertainty about whether his work is good or bad. This course will focus on how this poem challenges and expands our views of God, evil, heroism, Hell, good, Heaven, pain, bliss, sex, sin, and failure in startling ways. We will consider Milton as the prototype of a new kind of poet who pushes meaning to its limit, from his early writings, to *Paradise Lost*, to *Paradise Regain'd* at his career's end, and sample the range of critical responses his poetry has elicited.

Instructor: Noggle
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 234 - Restoration and Eighteenth-Century British Literature (1.0)

This course will explore the richness of Restoration and eighteenth-century British literature by focusing on three related areas: its use of humor, sometimes genteel and subtle, sometimes cruel, obscene, and outrageous, to define and police the limits of society; the new opportunities it afforded women to participate in public culture as readers and writers; and its rendering of encounters between Britons and the wider world brought about by the nation's engagement in slavery and other types of commerce, overseas exploration, and empire. The authors we will read include Alexander Pope, Jonathan Swift, Aphra Behn, John Wilmot, Earl of Rochester, Samuel Johnson, Lady Mary Wortley Montagu, and Olaudah Equiano.

Instructor: Noggle
Prerequisite: None
Distribution: LL
Term(s): Fall

ENG 241 - Romantic Poetry (1.0)

Emphasis on the great poems of six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. As time allows, we'll read women poets of the period: Anna Barbauld, Mary Robinson, Dorothy Wordsworth, and Felicia Hemans. We'll consider such Romantic ideas and themes as imagination, feeling, originality, the processes of cognition and creativity, the correspondence between self and nature, the dark passages of the

psyche, encounters with otherness, altered states of being, mortality and immortality, poetry and revolution, Romanticism as revolt, the exiled hero, love, sexuality, gender, the meaning of art, and the bearing of history. Open to students at all levels of familiarity with poetry.

Instructor: Hickey
Prerequisite: None
Distribution: LL
Term(s): Fall

ENG 245 - Dead or Alive: The Object of Desire in Victorian Poetry (1.0)

Victorian poems stand among the most memorable and best-loved in all of English verse: they're evocative, emotionally powerful, idiosyncratic, psychologically loaded, intellectually engaged, daring, inspiring, and bizarre. We'll study Tennyson, the Brownings, Emily Brontë, the Rossettis, Arnold, Hopkins, and Hardy, with attention to their technique and place in literary history. Themes will include the power and limits of language, tradition and originality, love and sexuality, gender roles, the literary expression of personal crisis, religious faith and doubt, evolution, industrialism, and the role of art. Supplementary prose readings and forays into art history will illuminate literary, aesthetic, and social contexts, particularly those surrounding the Woman Question, female authorship, and representations of female figures.

Instructor: Hickey
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 247 - Arthurian Legends (1.0)

The legends of King Arthur and the knights of the Round Table, with their themes of chivalry, magic, friendship, war, adventure, corruption, and nostalgia, as well as romantic love and betrayal, make up one of the most influential and enduring mythologies in European culture. This course will examine literary interpretations of the Arthurian legend, in history, epic, and romance, from the sixth century through the sixteenth. We will also consider some later examples of Arthuriana, on page and movie screen, in the Victorian and modern periods.

Prerequisite: None
Cross-Listed as: ME/R 247
Distribution: LL
Term(s): Not Offered

ENG 249 - Writing Medieval Gender in England (1.0)

This course will mine the earliest beginnings of English literary history for new answers about how gender constructions have been and can be fluid, rigid, oppressive, or liberating. We'll find that though nearly all early English scribes identified as male (if they identified themselves at all), we can still perceive the voices, bodies, and experiences of authors and subjects who identified as women, men, girls, boys, or none of these, or who moved from one gender identity to others, or who remained somewhere in between. We'll supplement our Old and Middle English readings (most of them in translation) with short, accessible samples from modern theoretical writing on gender, sexuality, and queerness.

Prerequisite: None
Cross-Listed as: ME/R 249
Distribution: LL
Term(s): Not Offered

ENG 251 - Modern Poetry (1.0)

The modernist revolution at the beginning of the twentieth century is one of the most important revolutions in the history of English—writers radically rethought what a poem is, what a novel is, what writing itself is. We are still the heirs of the great innovators who emerged during that time: Yeats, Eliot, Pound, Frost, Moore, Stevens, Williams, Hughes. In this course we will look at what connects their work and the profound divisions among them.

Instructor: Bidart
Prerequisite: None
Distribution: LL
Term(s): Spring

Mandatory credit/noncredit.

ENG 253-01-S - Contemporary American Poetry (1.0)

A survey of the great poems and poets of the last 50 years, a period when serious poetry has often had to remind us it even exists. Our poets articulate the inside story of what being an American person feels like in an age of mounting visual spectacle, and in an environment where identities are suddenly, often thrillingly, sometimes distressingly, in question. Poets include: Robert Lowell, Elizabeth Bishop, the poets of "The New York School" (John Ashbery, Frank O'Hara, Barbara Guest, James Schuyler), Allen Ginsberg, Sylvia Plath, A.R. Ammons, Louise Glück, Robert Pinsky, Anne Carson, Susan Howe, Frank Bidart, Jorie Graham, D.A. Powell, Terrance Hayes, Tracy K. Smith, and others.

Instructor: Chiasson
Prerequisite: None
Distribution: LL
Term(s): Fall

ENG 262-01-F - American Literature to 1865 (1.0)

Topic for 2013-14: Founding, Disunion, Reunion

American fiction, poetry, autobiography, essays, speeches, songs, celebrations, and vilifications from the Founding to the Disunion and forced Reunion. Along with studying the greats Hawthorne, Melville, Emerson, Whitman, Stowe, Douglass, and Dickinson, the course will give a hearing to white Southerners writing, with disturbing resourcefulness, from within a culture willing to die rather than free from bondage black Americans of their own acquaintance and even the same "blood." Edgar Allan Poe, John J. Calhoun, and Abraham Lincoln are the writers who will represent for us the Southern culture from which they emerged.

Instructor: Tyler
Prerequisite: None
Distribution: LL
Term(s): Fall

ENG 266-01-F - American Literature from the Civil War to the 1930s (1.0)

Topic for 2013-14: From Page to Screen: American Novels and Films

This course will focus on important American novels from the late nineteenth century to the mid-twentieth century, and the attempts (sometimes successful, sometimes not, but always interesting) to turn them into movies, translating them from the page to the screen. Authors to be studied will include Stephen Crane, Theodore Dreiser, Kate Chopin, Henry James, Willa Cather, Ernest Hemingway, F. Scott Fitzgerald, and Edith Wharton. For comparison and contrast, we may also consider a play (e.g., Eugene O'Neill) and an autobiography (e.g., Malcolm X), the texts and the film adaptations. Perhaps the main question we will ask is this: Is it possible to

turn a great book, especially a great novel, into a great or even a good movie?

Instructor: Cain
Prerequisite: None
Distribution: LL
Term(s): Fall

ENG 266-01-S - American Literature from the Civil War to the 1930s (1.0)

Topic for 2013-14: The Rise of an American Empire: Wealth and Conflict in the Gilded Age

An interdisciplinary exploration of the so-called Gilded Age and the Progressive era in the United States between the Civil War and World War I, emphasizing both the conflicts and achievements of the period. Topics will include Reconstruction and African American experience in the South; technological development and industrial expansion; the exploitation of the West and resistance by Native Americans and Latinos; feminism, "New Women," and divorce; tycoons, workers, and the rich-poor divide; immigration from Europe, Asia, and new American overseas possessions; as well as a vibrant period of American art, architecture, literature, music, and material culture, to be studied by means of the rich cultural resources of the Boston area.

Instructor: Fisher (American Studies)
Prerequisite: None
Cross-Listed as: AMST 240
Distribution: LL; HS
Term(s): Spring

ENG 267-01-S - American Literature from the 1940s to the Present (1.0)

Topic for 2013-14: Modernisms North and South

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and films that reflect and inspire the cultural upheavals of the period, with a focus on interactions of Northern literary centers New York, Boston, and Chicago with Southern agrarian fiction, poetry, and criticism. Possible writers to be studied include: Robert Lowell, Tennessee Williams, Arthur Miller, Robert Penn Warren, Allen Tate, John Crowe Ransom, Norman Mailer, Truman Capote, Flannery O'Connor, Don DeLillo, Irving Howe, Alfred Kazin.

Instructor: Tyler
Prerequisite: None
Distribution: LL
Term(s): Spring; Summer II

ENG 269 - Asian American Literature (1.0)

A survey course of the history of Asian American writing. Beginning with the 1920s novella *And China Has Hands*, by the Marxist writer H.T. Tsiang, we look at fiction by early Asian American writers. Next, we examine Asian American writing from the World War II period; we end by considering some of the literature that emerged from the Asian American identity movement, and more recent works that seem less preoccupied with questions of identity. How did these writers understand history? How important is the idea of the nation? Is there a movement toward a global perspective? Attention given to writers' formal choices as well. Why, for example, is the interlinked short-story collection such a common form? Why is it so rare to find continuous, lengthy narratives?

Prerequisite: None
Cross-Listed as: AMST 269
Distribution: LL
Term(s): Not Offered

ENG 271-01-S - Topics in Eighteenth-Century Fiction (1.0)

Topic for 2013-14: Novels of the Open Road

Novels have a long association with wandering. From Don Quixote onward, characters ride, walk, run, or stumble along roads whose destinations are not always clear. But their reasons for doing so are as varied as their goals. This course examines who moves where and why in novels of the eighteenth century. Are characters seeking adventure or simply survival? Are they running away or toward something? How do gender and class affect one's ability to move? Authors are likely to include Defoe, Richardson, Fielding, Smollett, Charlotte Smith, and Austen.

Instructor: Lee
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 272 - The Nineteenth-Century Novel (1.0)

An exploration of the changing relationships of persons to social worlds in some of the great novels of the nineteenth century. The impact on the novel of industrialization, the debate about women's roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the commodification of culture—these and other themes will be traced in the works of some of the following: Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

Instructor: Rodensky
Distribution: LL
Term(s): Fall

ENG 273 - The Modern British Novel (1.0)

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, and Joseph Conrad.

Instructor: Rodensky
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 277 - From Gandhi to Jhumpa Lahiri: Modern Indian Literature (1.0)

Focus on novels, memoirs, and nonfiction writing—mostly contemporary, with some earlier examples of what now begins to make up a tradition of modern Indian literature in English. Controversial questions to be addressed include: What is "authentically" Indian? What is the writer's responsibility to solve social and political problems? What roles do women play in this literature? Introduction to important religious and political contexts will be provided, but primary attention will go to the literature itself, with some attention to films. Authors will likely include Gandhi, R.K. Narayan, Raja Rao, Anita Desai, Salman Rushdie, Bapsi Sidhwa, Rohinton Mistry, and Jhumpa Lahiri, plus films directed by Satyajit Ray and Deepa Mehta.

Instructor: Sabin
Prerequisite: None
Distribution: LL
Term(s): Fall

ENG 281 - American Drama and Musical Theater (1.0)

Study of some distinguished twentieth-century American plays, theatre pieces, and musicals.

Possible musicals: *The Cradle Will Rock*, *Showboat*, *West Side Story*, *A Chorus Line*, *Into the Woods*, *Chicago*. Possible playwrights and ensembles: Eugene O'Neill, Arthur Miller, Tennessee Williams, Lorraine Hansberry, the Bread and Puppet Theatre, the Teatro Campesino, María Irene Fornés, August Wilson, David Henry Hwang, Tony Kushner, Anna Devereaux Smith. Focus on close reading, on historical and social context, on realism and the alternatives to realism, on the relations between text and performance. Opportunities both for performance and for critical writing.

Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

ENG 282-01-S - Topics in Literary Criticism (1.0)

Topic for 2013-14: Art or Propaganda?

This course examines a fundamental question in literary and cultural criticism: what is the relationship between art and politics? Does a political agenda compromise a text's aesthetic value? Is all art ideological? Our focus will be on the Depression era, when radical writers and artists declared "Art is a weapon!" and used words, images, and sound to document social problems and push for revolutionary change. Yet many critics at the time dismissed "proletarian literature" as propaganda—a debate that continues to this day. We will examine critical responses to Depression-era fiction, photo-documentary, film, and music to investigate how politics shape aesthetic values, and how literary categories change over time. Key authors include Mike Gold, Richard Wright, Zora Neale Hurston, Tillie Olsen, and Ralph Ellison.

Instructor: Battat
Prerequisite: None
Distribution: LL
Term(s): Spring

ENG 283-01-F - Southern Literature (1.0)

A study of the literature of the American South, with special focus on the region's unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression.

Topic for 2013-14: Gay and Fey Traditions in Twentieth-Century Southern Literature

Tennessee Williams, Carson McCullers, Truman Capote, J.K. Toole, and Dorothy Allison. Their literature itself is foremost, but we will also use two other available bodies of work: First, the numerous TV talk-show appearances by Williams and Capote, whose deliberate extravagances onscreen seemed designed to make "America" know that its major writers were often not only Southern but Southern and "queer." These couch-sittings amplified what Eudora Welty had called story-telling "in the days of porch-sitting in the Faulkner stories." Second, Hollywood's efforts to convert these "misbehaving" texts into mainstream profit, in movies from *A Streetcar Named Desire* (1951) onward. We'll try to decode and otherwise interpret Hollywood's various strategies of straightening, masking, translating, encrypting, and "bearding" the "wayward" sexualities in the original works.

Instructor: Tyler
Prerequisite: None
Distribution: LL
Term(s): Fall

ENG 285 - Irish Literature (1.0)

A study of two great periods of Irish literary creativity in this past century: first, a brief but

intense immersion in the great early "modern" Irish masters: Yeats, Synge, and Joyce. Then a leap to some of the post-1970 works of poetry, drama, fiction, and film that show the legacy of and the breakings away from these powerful predecessors. Recent and contemporary writers to be assigned will likely include: Seamus Heaney, Paul Muldoon, Eavan Boland, Roddy Doyle, Brian Friel, Martin McDonagh, and selected women authors of short stories from the anthology *Territories of the Voice*.

Prerequisite: None
Distribution: LL
Term(s): Not Offered

ENG 286 - Radical Voyagers: Queer Literature in an American and Global Context (1.0)

This course will explore the development of American and transnational LGBTQ literature from the nineteenth century to the present in the context of U.S. and global transformations of society, politics, and consciousness. The course will introduce elements of "queer theory" and gender theory; it will address historical and present-day constructions of sexuality primarily through works of poetry, autobiography, and fiction. Readings will include such writers as Walt Whitman, Henry James, Willa Cather, James Baldwin, Audre Lorde, Adrienne Rich, Gloria Anzaldúa, and Leslie Feinberg.

Instructor: Fisher (American Studies)
Prerequisite: None
Cross-Listed as: AMST 286
Distribution: LL
Term(s): Spring

ENG 301-01-S - Advanced Writing/Fiction (1.0)

Topic for 2013-14: Advanced Fiction Workshop

A workshop in the techniques of fiction writing together with practice in critical evaluation of student work.

Instructor: Cezair-Thompson
Prerequisite: ENG 203 or permission of the instructor.
Distribution: LL
Term(s): Spring

Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit.

ENG 301-02-S - Advanced Writing/Fiction (1.0)

Topic for 2013-14: Writing Historical Fiction

This section will explore the challenges and excitement unique to writing historical fiction. Students interested in this course should come into it with an idea for a novel or several short stories set in an earlier time. The course will be divided between learning research methods, discussing works of historical fiction, and writing your own historical fiction. Students will immerse themselves in primary texts from their historical periods of choice, including memoirs, letters, oral histories, newspaper accounts, radio broadcasts, photographs, music, works of art, and maps. Possible readings include Harriet Chessman's *Lydia Cassatt Reading the Morning Paper*, Tracy Chevalier's *The Virgin Blue*, Nathaniel Hawthorne's *The Scarlet Letter*, Zilpha Keatley Snyder's *Gib Rides Home*, Jacqueline Davies' *Lost*, and Fern Schumer Chapman's *Is It Night or Day?*

Instructor: Meyer
Prerequisite: ENG 203, ENG 205, or permission of the instructor.
Distribution: LL
Term(s): Spring

ENG 302 - Advanced Writing/Poetry (1.0)

A workshop in intensive practice in the writing of poetry. Students who have taken this course once may register for it one additional time.

Instructor: Bidart
Prerequisite: ENG 202 or permission of the instructor.
Distribution: LL
Term(s): Spring

Mandatory credit/noncredit.

ENG 315 - Advanced Studies in Medieval Literature (1.0)

Distribution: LL
Term(s): Not Offered

ENG 320 - Literary Cross Currents (1.0)

Distribution: LL
Term(s): Not Offered

ENG 324 - Advanced Studies in Shakespeare (1.0)

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL; ARS
Term(s): Not Offered

ENG 325-01-F - Advanced Studies in Sixteenth- and Seventeenth-Century Literature (1.0)

Topic for 2013-14: The Myth of Elizabeth

The only unmarried queen in British history, Elizabeth I maintained her controversial authority through a complicated balancing act, simultaneously playing the roles of nurturing mother, warlike father, alluring lover, and cruel, chaste mistress to her subjects. This course will consider literature of the Elizabethan age by Sidney, Spenser, Raleigh, Shakespeare, and others: poems, prose, and plays that respond to the Virgin Queen with portrayals of heroic maidens as well as their dark sisters, out-of-control Amazons and dominating viragos. It will also examine Elizabeth's own works (letters, speeches, and poetry), consider the fascinating visual representations of the queen from her lifetime, and survey some later portraits of her in biographies and films such as Strachey's *Elizabeth and Essex* (1928) or Kapur's film *Elizabeth* (1998).

Instructor: Wall-Randell

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Cross-Listed as: MER 325-01-F
Distribution: LL
Term(s): Fall

ENG 335-01-S - Advanced Studies in Restoration and Eighteenth-Century Literature (1.0)

Topic for 2013-14: Sentiment

The idea that passionate feeling could inspire individual morality and agreeably bind society together captivated eighteenth-century writers. This course will explore the sentimental movement by reading poems, novels, periodical essays, and theory old and new. Richardson's great novel *Clarissa* will show how strong feeling can take precedence over plot in sustaining readers through a long narrative. Sterne's *Sentimental Journey...* will reveal links between sentiment and the erotic, and Mackenzie's novel *The Man of Feeling* will indicate what sentiment can do to traditional gender roles. The autobiography of former slave Olaudah Equiano will exemplify the power of literary sympathy to promote political change. Finally Jane Austen's *Sense and*

Sensibility will help us reflect on how "sentimental" would eventually become a term of critical reproach.

Instructor: Noggle

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL

Term(s): Spring

ENG 345-01-F - Advanced Studies in Nineteenth-Century Literature (1.0)

Topic for 2013-14: George Eliot and Her Readers

This course will attend to the great novels of the greatest novelist of the Victorian period. In addition to reading Eliot's novels, we will take up critical responses to them, beginning with those of Eliot's contemporaries. In particular, we will consider readers' objections to her representations of religion, female autonomy, and sexuality. As we ourselves become part of Eliot's readership, we will explore her development as a novelist and critic who reimagined the novel as central to the moral and intellectual lives of the reading public. Eliot wanted her novels to make a deep and lasting impression on her readers, and indeed they do. Novels will include *Scenes of Clerical Life*, *Adam Bede*, *The Mill on the Floss*, *Middlemarch*, and *Daniel Deronda*.

Instructor: Rodensky

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this course as a topic ENG 383 or ENG 387.

Distribution: LL

Term(s): Fall

ENG 345-01-S - Advanced Studies in Nineteenth-Century Literature (1.0)

Topic for 2013-14: Sister and Brother Romantics

How do siblings, sibling relationships, and conceptions of brotherhood and sisterhood figure in Romantic-period authorship and texts? What is particularly Romantic about sisters and brothers? We'll consider such questions from several different angles, looking, for example, at the following: representations of siblings in literary texts; sister-brother writers (but also the importance of non-writing siblings); the relation of genius to genes; the complications of step-siblings, half-siblings, and siblings-in-law; the overlap or conflict of sibling relationships with friendship, marriage, romantic love, and self-love; and brotherhood as metaphor (revolutionary, abolitionist, Christian). Texts: poems, and some prose, by William and Dorothy Wordsworth, Coleridge, Charles and Mary Lamb, De Quincey, Byron, Mary Shelley (*Frankenstein*), P. Shelley, Keats, and others.

Instructor: Hickey

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL

Term(s): Spring

ENG 349 - Research Seminar in English (1.0)

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL

Term(s): Not Offered

ENG 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ENG 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ENG 351 - The Robert Garis Seminar (0.5)

An advanced, intensive writing workshop, open to six students, named for a late Wellesley professor who valued good writing. The instructor and students will meet once in the spring, and students are then expected to work on their projects over the summer.

Prerequisite: Open to qualified students by permission of the instructor.

Distribution: LL

Term(s): Not Offered

Mandatory credit/noncredit.

ENG 355 - Advanced Studies in Twentieth-Century Literature (1.0)

Topic for 2013-14: British Cinema and English Literature in the Hollywood Century

Our primary study will be British movies, in their self-defining struggle against three gargantuan competitors: (1) Hollywood, with its huge resources of money and talent, seemingly not bound by restrictions of class, ethnicity, or academy; (2) the greatness of England's own narrative "high art," which may have begun as merely "popular" forms but by the advent of film had become safely enshrined as great; and (3) theatre itself, film's closest and most jealous grand relative—still the prime source of trained actors, and for decades unsharing of its resources with the upstart medium of film. Conceptually magnificent as they may be, however, struggles such as these gather their meanings through anecdote, like the transmutation of Brooklyn's Stanley Kubrick into an English director; the converse movement of Alfred Hitchcock to Hollywood; and the often self-parodied "use" of Hollywood by British writers like Evelyn Waugh, Christopher Isherwood, Aldous Huxley, Graham Greene, W.H. Auden, and—though without their intent—Shakespeare and Austen.

Instructor: Tyler

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL; ARS

Term(s): Summer I

ENG 355-01-F - Advanced Studies in Twentieth-Century Literature (1.0)

Topic for 2013-14: Louise Glück

This course will take the opportunity presented by the publication of Louise Glück's collected Poems 1962-2012 to concentrate on the entirety of her career. Glück is undoubtedly a major poet, and now her poems can economically be seen as a whole. Poems 1962-2012 consists of 11 volumes; one volume will be studied each week. Glück's prose work will supplement these readings. Her first book of poetry is heavily influenced by Lowell, but after this she achieves, augments, and enlarges her mastery, book after book. The shifts in style and subject matter are never predictable but in retrospect seem inevitable.

Instructor: Bidart

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL

Term(s): Fall

Mandatory credit/noncredit.

ENG 355-01-S - Advanced Studies in Twentieth-Century Literature (1.0)

Topic for 2013-14: James Joyce, *Ulysses*

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.

Instructor: Sabin

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL; ARS

Term(s): Spring

ENG 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ENG 363-01-F - Advanced Studies in American Literature (1.0)

Topic for 2013-14: Visions of the American City

This course examines how American cities have been represented in fiction, poetry, creative nonfiction, film, television, and photography. We'll examine how descriptions of the city's public spaces and private enclosures—its crowds, streets, shops, apartments, and grand buildings—return us to crucial questions of perspective, identity, and ownership. Our literary readings include works by Walt Whitman, Herman Melville, Edith Wharton, Ralph Ellison, Ann Petry, Langston Hughes, Anna Devere Smith, Dinaw Mengestu, Edward P. Jones, and Colum McCann. We'll look at urban photography by Jacob Riis, Lewis Hine, Arnold Genthe, Berenice Abbott, Helen Levitt, Bruce Davidson, and others, and we'll consider how the city is represented in two urban television dramas: *The Wire* and *Treme*. Assignments include critical writing and a project in creative nonfiction or photojournalism.

Instructor: Brogan

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Cross-Listed as: AMST 363-01-F

Distribution: LL

Term(s): Fall

ENG 364-01-S - Race and Ethnicity in Literature (1.0)

Topic for 2013-14: Twenty-First Century American Literature of Immigration and Diaspora

This course explores the exciting new literature produced by writers transplanted to the United States. We'll consider how the perspectives of recent immigrants redefine what is American by sustaining linkages across national borders, and we'll examine

issues of hybrid identity and multiple allegiances, collective memory, traumatic history, nation, home and homeland, and globalization. Our course materials include novels, essays, and films. We'll be looking at writers in the United States with cultural connections to Egypt, Nigeria, Dominican Republic, India, Greece, Viet Nam, Bosnia, Ethiopia, Korea, and Mexico. Some authors to be included: André Aciman, Teju Cole, Junot Díaz, Kiran Desai, Lê Thi Diem Thúy, Jeffrey Eugenides, Aleksandar Hemon, Dinaw Mengestu, and Téa Obreht.

Instructor: Brogan

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Cross-Listed as: AMST 364-01-S

Distribution: LL

Term(s): Spring

ENG 370 - Senior Thesis (1.0)

Prerequisite: ENG 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ENG 382 - Literary Theory (1.0)

A survey of major developments in literary theory and criticism. Discussion will focus on important perspectives—including structuralism, post-structuralism, Marxism, and feminism—and crucial individual theorists—including Bakhtin, Empson, Barthes, Derrida, Foucault, Jameson, Sedgwick, and Zizek.

Instructor: Lee

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL; EC

Term(s): Fall

ENG 383-01-F - Women in Literature, Culture, and Society (1.0)

Topic for 2013-14: Edith Wharton and Willa Cather

A study of the fiction of these two very different American women novelists of the early twentieth century. One is best known as the chronicler of life in aristocratic "old New York," the other as the novelist of life on the Nebraska prairie. Yet a number of similar issues arise in both novelists' work: the nature of female sexuality, the problems of marriage, relationships between generations, the nature of the immigrant and the ethnic "other," tensions between the American West and the East and between rural and urban life, the place of art in American culture. Above all, both novelists are preoccupied with the vexed question of the destiny of America.

Instructor: Meyer

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this course as a topic of ENG 320.

Distribution: LL

Term(s): Fall

ENG 384 - Colonial and Postcolonial Literature (1.0)

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL; ARS

Term(s): Not Offered

ENG 385-01-S - Advanced Studies in a Genre (1.0)

Topic for 2013-14: Charles Dickens, Anthony Trollope, and the Possibilities of the Comic Novel

Six wonderful novels—three each by two of the greatest and most pleasure-giving writers in English. The purpose of the course is both to introduce the work of these two great writers and to follow the story of their developing seriousness and mastery as writers of English fiction. We'll begin with early novels by both writers, novels in which we can see them finding their voices and their audiences and exploring the form of the comic novel. And we'll end with great novels of their maturity, novels that challenge their audiences to accept new and more troubling material. By Dickens: *Oliver Twist*, *Bleak House*, *Great Expectations*; by Trollope: *The Warden*, *Barchester Towers*, *The Last Chronicle of Barset*.

Instructor: Peltason

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this course as a topic of ENG 387.

Distribution: LL

Term(s): Spring

ENG 387-01-F - Authors (1.0)

Topic for 2013-14: Ernest Hemingway, Life and Writings

An intensive study of one of the major American writers of the twentieth century. The course will focus on the primary texts, but we will also give attention to the biographical, literary, and historical contexts that influenced Hemingway's writings.

Instructor: Cain

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL

Term(s): Fall

ENG 387-01-S - Authors (1.0)

Topic for 2013-14: William Faulkner

Faulkner is the sublime central figure, a writer of such power and plenty that three rival Southern tempers use him as legitimate authority for their kinds of work. He is (1) a patriarch of a masculinist, moralist tradition which has itself created major work in fiction (Robert Penn Warren, Walker Percy), in poetry (John Crowe Ransom, Warren), and criticism; but also (2) a liberating influence upon fabulously wayward geniuses (e.g., Capote, McCullers, and Tennessee Williams) who could be considered Faulkner's gay and otherwise abdicating literary descendants; and (3) the paradoxically sheltering monolith over the careers of Flannery O'Connor and Eudora Welty, who consider his influence with affectionate, grateful disregard. *The Sound and the Fury*, *As I Lay Dying*, *Light in August*, *Absalom, Absalom!*

Instructor: Tyler

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.

Distribution: LL

Term(s): Spring

ENG 388 - Trauma, Conflict, and Narrative: Tales of Africa and the African Diaspora (1.0)

This team-taught course explores the role of narratives in response to mass trauma, focusing on regions of Africa and African Diaspora societies. Drawing on the emerging fields of trauma narrative and conflict resolution, we will examine the effectiveness of oral, written, and cinematic narratives in overcoming legacies of suffering and building peace. Topics include: violence in colonial and postcolonial Central Africa, the Biafran war, South Africa during and after Apartheid, and Rwanda's 1994 genocide. We will also explore the trans-Atlantic slave trade and its impact on African American and Caribbean societies. Types of narrative include novels, memoirs, films, plays, and data from truth and reconciliation commissions. Students will be exposed to trauma narrative not only as text but as a social and political instrument for post-conflict reconstruction.

Instructor: Cezair-Thompson, Confortini (Peace and Justice Studies)

Prerequisite: None

Cross-Listed as: PEAC 388

Distribution: LL; SBA

Term(s): Spring

This course fulfills the capstone requirement of the PEAC major, normally fulfilled by PEAC 304.

ENG 390 - Calderwood Seminar in Public Writing: *The New York Review of Books* at Fifty (1.0)

This is a course on the art of the book review. The course is tied to the fiftieth anniversary, this year, of *The New York Review of Books*. We will study *The New York Review* and what has been written about its history; we will read in the digital archive of the *Review* and write our own reviews in its prevailing moods and styles. This remarkable periodical has been at the center of intellectual life in America over the past 50 years; in seeing what made, and makes, it "tick," we will discover the changing nature and function of great reviewing in a changing America.

Instructor: Chiasson

Prerequisite: By permission of the instructor.

Distribution: LL

Term(s): Spring

ENVIRONMENTAL STUDIES

AN INTERDEPARTMENTAL MAJOR AND MINOR

Professor: *DeSombre*

Associate Professor: *Turner* (Director)

Assistant Professor: *Griffith*

Visiting Lecturer: *Higgins*

Advisory Faculty: *Besancon* (*Geosciences*), *Brabander* (*Geosciences*), *Coleman* (*Chemistry*), *Jones* (*Biological Sciences*), *Moore* (*Biological Sciences*), *Paarlberg* (*Political Science*), *Rodenhouse* (*Biological Sciences*), *Sequeira* (*Biological Sciences*), *Thomas* (*Biological Sciences*)

Affiliated Faculty: *de Bres* (*Philosophy*), *Karakasidou* (*Anthropology*), *Mattila* (*Biological Sciences*), *Stark* (*Physics*), *Steady* (*Africana Studies*)

Environmental Studies is a particular way of thinking, conducting research, and posing questions. We recognize that knowledge of societies, the environment, and the complex and multifaceted relationship they share, emerges from a wide range of disciplines, including the sciences, social sciences, and humanities. An Environmental Studies major or minor aims to provide students with critical skills that will allow them to engage current environmental issues and prepare to recognize future ones. Central to this goal is helping students develop independent critical thinking, problem framing, and problem solving skills across disciplines and cultures with which they can diagnose and prioritize a wide range of environmental issues, from the local to the international, from the most pressing to the most long-term. Because of the interdisciplinary nature of environmental issues, the program draws upon courses from multiple departments. Each student will choose electives in consultation with her advisor to help focus her studies on an issue or approach that interests her.

Environmental Studies Major

Goals for the Environmental Studies Major/Minor

The Environmental Studies program seeks to educate students to:

- Identify and analyze significant current and past environmental issues using skills that bridge multiple academic disciplines
- Recognize emerging environmental trends and evaluate emerging issues
- Evaluate multiple political and cultural perspectives on the relationship between human activities and environmental effects
- Consider environmental issues politically, economically, scientifically, culturally, and ethically
- Conduct laboratory and fieldwork using current analytical techniques
- Be confident in oral and written presentation of information to audiences with differing levels of knowledge
- Research and devise potential solutions for environmental problems.

Requirements for the Environmental Studies Major

There are three components to the 10-course major:

1. Two introductory courses, which may be taken in any order:

- a. Science: ES 101
 - b. Interdisciplinary: ES 102 or ES 103
2. One 200-level core course in each of these categories:
 - a. Science: ES 201 or ES 220 or BISC 201
 - b. Social Science: ES 214 or ES228/ECON 228 (which requires ECON 101 as a prerequisite)
 - c. Humanities: ES 203 or ES 299 or PHIL 233 or ES 207 [2011-12] or ES 215 [2011-12]
 3. Four electives from Environmental Studies courses and the list of Courses for Credit Toward the Major, at least two of which must be at the 300 level. (Students are encouraged to take more than four electives.)
 4. One capstone course: ES 300 or ES 399

Note that ES 102, ES 103, ES 201, ES 203, ES 207 [2011-12], ES 214, ES 215 [2011-12], ES 220, ES 299, ES 399, BISC 201, ES 228/ECON 228, and PHIL 233 can be taken as electives (but no single course can fulfill two requirements for the major). Two partial credit courses may be combined to count toward a single elective.

Students may count no more than three courses taken away from Wellesley toward the environmental studies major. These courses should be approved by the director prior to enrollment. AP credit in Environmental Science cannot be used to replace any Environmental Studies requirements.

Individual Study

ES 250 or ES 350 (Research or Individual Study) can be advised by any member of the advisory faculty in Environmental Studies. A partial unit course may only count as credit toward the major when combined with another partial unit course. Only two units of independent study may be counted toward the major. ES 350 courses may not be used to fulfill the minimum requirement that two electives be at the 300 level. ES 360 and ES 370 do not count toward the minimum major.

Honors in Environmental Studies

The only route to honors in the major is writing a thesis and passing an oral examination. A student whose GPA in courses in her environmental studies major is 3.5 or higher may apply to write an honors thesis. The proposal should be submitted in April of the student's junior year. Students should have identified a topic, an advisor, and a committee of two additional faculty members (one of whom must have expertise in areas outside the topic or approach of the proposed thesis) before applying. The applications are evaluated by the advisory faculty. Students planning international study should discuss their interest in honors with potential advisors during their sophomore year, and plan to submit their application in April of their junior year abroad. During the spring semester of their senior year, students are expected to give a public presentation of their thesis research to the Wellesley Community. For the complete Honors Thesis Guidelines, please visit the Environmental Studies program website at www.wellesley.edu/EnvironmentalStudies/Curriculum/honors.html.

Off-Campus Programs in Environmental Studies

By special arrangement with the Ecosystems Center of the Marine Biological Laboratory and the Marine Studies Consortium, Wellesley College students in good standing may apply for courses in these off-

campus programs. The number of participants in each program is limited. (See Special Academic Programs.) Students should also consider courses at MIT and Olin College. Courses at MIT and Olin, as well as EXT D courses count as Wellesley courses rather than as courses taken off campus, for the purposes of the Environmental Studies major, but specific courses must be approved by the student's advisor to count toward the major. For courses offered during the Semester in Environmental Studies, Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Massachusetts, see www.mbl.edu/SES.

Sustainability Certificate Program in Environmental Studies

The Three College Sustainability Certificate Program is available to undergraduate students enrolled at Wellesley, Olin, and Babson Colleges, who will take it alongside the degree programs they are following on their respective campuses. See Sustainability Certificate Program in the Wellesley Course Catalog for details.

Courses for Credit Toward the Environmental Studies Major

The following courses may be used as electives. Courses not listed may be accepted by petition. (Note that some 200- and 300-level courses have prerequisites outside of required Environmental Studies courses.)

AFR 226	Environmental Justice, "Race," and Sustainable Development
ASTR 223/GEOS 223	Planetary Climates
BISC 108	Environmental Horticulture with Laboratory
BISC 201	Ecology with Laboratory
BISC 202	Evolution with Laboratory
BISC 210	Marine Biology with Laboratory
BISC 308	Tropical Ecology with Wintersession Laboratory
BISC 314	Environmental Microbiology with Laboratory
BISC 319	Evolution and Conservation Genetics with Laboratory
EXTD 123	Water Resources Planning and Management
EXTD 128	Coastal Zone Management
GEOS 101	Earth Processes and the Environment with Laboratory
GEOS 102	The Dynamic Earth with Laboratory
GEOS 223/ASTR 223	Planetary Climates
GEOS 304	Sedimentology and Stratigraphy with Laboratory
GEOS 320	Isotope Geochemistry
HIST 283	Environmental History of East Asia: Methods and Case Studies
PHIL 233	Environmental Ethics
POL3 332	Seminar. People, Agriculture, and the Environment

Environmental Studies Minor

Requirements for the Environmental Studies Minor

There are three components to the five-course minor:

1. One introductory course: ES 101, ES 102, or ES 103.
2. One 200-level core course each in two of these three categories (two courses total):
 - a. Science: ES 201 or ES 220 or BISC 201
 - b. Social Science: ES 214 or ES 228/ECON 228 (which requires ECON 101 as a prerequisite)
 - c. Humanities: ES 203 or ES 299 or PHIL 233 or ES 207 [2011-12] or ES 215 [2011-12]
3. Two electives from ES courses or Courses for Credit Toward the Major. (Introductory, core, and capstone courses may also count as electives, but no single course can fulfill two requirements for the major.)

Students may count no more than one course taken away from Wellesley toward the environmental studies minor. This course should be approved by the director prior to enrollment.

ES - Environmental Studies Courses

ES 101 - Fundamentals of Environmental Science with Laboratory (1.25)

How can we understand environmental problems if we don't understand the environment? In this course, we will approach environmental issues as scientific investigators: What do we need to know in order to understand ozone depletion? Mercury pollution? Ocean acidification? Habitat degradation? These are complex issues that are distinct in many ways, but which often share fundamental concepts that draw from many scientific disciplines. By examining the science behind these problems, we will develop the skills required to address them and begin to build a toolbox to tackle new and different problems. Laboratories examine the relationship between humans and the environment by exploring the campus and beyond. We will investigate important issues through hands-on physical data collection, high tech analysis, and modeling/mapping. ES 101, ES 102, and ES 103 may be taken in any order.

Instructor: Higgins, Thomas (Biological Sciences)
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Open to first-years and sophomores; juniors and seniors may only enroll with permission of the instructor.
Distribution: NPS; QRF
Term(s): Fall

ES 102 - Environment and Society: Addressing Climate Change (1.0)

This course offers an interdisciplinary introduction to Environmental Studies, with a focus on climate change. Major concepts that will be examined include: the state of scientific research, the role of science, politics, and economics in environmental decision-making, and the importance of history, ethics, and justice in approaching climate change. The central aim of the course is to help students develop the interdisciplinary research skills necessary to pose questions, investigate problems, and develop strategies that will help us address our relationship to the environment. ES 101, ES 102, and ES 103 may be taken in any order.

Instructor: Higgins, Griffith

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: SBA
Term(s): Fall; Spring

ES 103 - First-Year Seminar: Environment and Society: Food, Agriculture, and Sustainability (1.0)

Where does our food come from? Is the way we grow, distribute, and consume it sustainable? What is the difference between organic and conventional agriculture? Are technologies, such as genetic modification, ethically defensible? How does our assessment change if we consider agriculture in a developing country in Africa? To answer these questions, students will take an interdisciplinary approach to environmental studies that draws on economics, politics, history, ethics, and the sciences. Students will actively investigate these questions through activities such as hands-on research on a long-term agricultural research plot on campus, fieldtrips to investigate practices at nearby farms, and policy-relevant debates in class. This course fulfills the 100-level interdisciplinary course requirement for the Environmental Studies major.

Instructor: Turner
Prerequisite: None
Distribution: None
Term(s): Fall

Mandatory credit/noncredit.

Ann M. Maurer '51 Speaking Intensive Course

ES 201 - Environmental, Health, and Sustainability Sciences with Laboratory (1.25)

Problems in environmental, health, and sustainability sciences are inherently transdisciplinary and require a diverse skill set to frame, analyze, and solve. This course will focus on developing a toolbox of skills including systems level thinking, field and analytical methods, biogeochemical analysis (natural waters, soils, and other environmental materials), and modeling with a goal of building a science-based foundation for the analysis of complex issues at the interface between humans and the environment. Students will conduct semester-long research projects and will present their results in a final poster session.

Prerequisite: Any 100-level GEOS course (except GEOS 111), ES 101, SUST 201, or permission of the instructor.
Cross-Listed as: GEOS 201
Distribution: NPS
Term(s): Not Offered

ES 203 - Cultures of Environmentalism (1.0)

What is environmentalism? This course explores how different communities of people have answered that question in the United States and abroad. It focuses on the mainstream environmental movement and other formulations of environmentalism, such as environmental justice, deep ecology, animal rights, and indigenous peoples' concerns for the environment. This course takes an interdisciplinary approach to examining the role of culture in shaping how people have valued the environment and organized to protect it. What role do the arts, popular culture, and literature play in environmental activism? What are the ethical and philosophical foundations of modern environmental movements? How is environmental activism historically specific and shaped by particular constructions of race, gender, religion, and nature? The goal of this course is to consider how environmental activism and decision-making can and must be sensitive to cultural context. Students are required to undertake a 15-20 hour service-

learning project with a Boston-area environmental group.

Instructor: Staff
Prerequisite: ES 101 or ES 102 or ES 103, or permission of the instructor.
Distribution: REP
Term(s): Not Offered

ES 210 - Hydrogeology: Water and Pollutants with Laboratory (1.25)

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle to understand sources of water for human use. Mathematical groundwater models are used to understand groundwater movement and pollutant plumes. Quantity and quality of water and the limitations they impose are considered.

Instructor: Besancon (Geosciences)
Prerequisite: Any 100-level GEOS course (except 111), or permission of the instructor.
Cross-Listed as: GEOS 210
Distribution: NPS; MM
Term(s): Not Offered

Normally offered in alternate years.

ES 214 - Social Causes and Consequences of Environmental Problems (1.0)

This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits; collective action problems and interest-group theory; time horizons in decision-making; the politics of science, risk, and uncertainty; comparative political structures; and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance.

Instructor: Baker-Medard
Prerequisite: ES 102 or ES 103, or one course in political science, or permission of the instructor.
Cross-Listed as: POL2 214
Distribution: SBA
Term(s): Fall; Spring

ES 218 - Gender, Health, and the Environment (1.0)

This course focuses on the intersection of environmental studies, public health and gender studies. Growing concern for the protection of the environment and human health has led policy makers and scholars to consider ways in which gender, class, and race mediate human-environment interactions. Drawing on the field of political ecology, this course emphasizes how access to, control over and the distribution of resources are at the core of many environmental and health issues, both in terms of social inequities and in terms of ecological decline. Specific issues addressed in this course include: ecofeminism, land tenure and food security, PHE (population-health-environment), the gendered politics of "wilderness" protection, reproductive health, and environmental toxics, climate justice and the green revolution. These topics will be examined across multiple countries and levels of social organization.

Instructor: Baker-Médard
Prerequisite: None
Distribution: SBA
Term(s): Spring

ES 220 - Environmental Limits and Conservation with Laboratory (1.25)

The growing use of global resources challenges our ability to conserve resources themselves, as well as species, ecosystems, and environmental quality. This brings up fundamental questions regarding limits to the sustainability of human and natural systems. This course investigates these far-reaching concepts by examining topics such as fundamentals and implications of thermodynamics, energy and material flow through human and natural systems, conservation of resources and biodiversity, and natural resource management. We will also explore the role of science and technology in surmounting previous limits (e.g. energy consumption and agricultural yields), as well as the implications of inherent limits that may never be broken. Laboratory work will focus on quantitative skills and tools used to assess the sustainability of different systems.

Instructor: Griffith

Prerequisite: One of the following: ES 101, GEOS 101,

GEOS 102, BISC 108, or permission of the instructor.

Distribution: NPS; MM

Term(s): Spring

ES 226 - Archaeology of Environmental Change (1.0)

Modern concerns about climate change and human impacts on the environment are the most recent in a long history of human – environmental interactions. Closer attention to long-term human-environmental interactions shows we have a constant history of impacting environments —both subtle and profoundly—throughout the world. This class will examine such interactions from a long-term perspective spanning the past 10,000 years. Through case studies in Environmental Archaeology, we will examine notions of "pristine wildernesses," how past cultural adaptations have created sustainable environments or caused environmental deterioration, and we will scrutinize environmentally driven models of societal change. With this focus on anthropogenic environments, we will look critically at models that externalize humans as ecological forces. We will also explore selected multidisciplinary approaches to reconstructing past human-environmental dynamics.

Instructor: Vining (Anthropology)

Prerequisite: None. Prior course work in anthropology (sociocultural, archaeology, or bioarchaeology), environmental studies, earth sciences, or related discipline preferred.

Cross-Listed as: ANTH 226

Distribution: SBA

Term(s): Spring

ES 227 - Fueling the World Economy: Energy, Public Policy, and the Price System (1.0)

In the recent past, developments including the rapid growth of BRIC (Brazil, Russia, India, and China) countries and the shale gas boom have strongly influenced energy markets. Governments have enacted a multitude of policies including subsidies for renewable resources, taxes on oil markets, and a mandate for ethanol in gasoline. These policies may have important economic side effects. For instance, promoting ethanol in the United States has increased the food bill for consumers in developing countries. This course will use the basic tools of economic analysis to examine such policies and their outcomes. Other topics include the economic impact of EPA regulation, global climate change, U.S. energy security policy, and OPEC's influence on oil markets.

Instructor: Cho (Economics)

Prerequisite: ECON 101, ECON 103 or by permission of the instructor.

Cross-Listed as: ECON 227

Distribution: SBA

Term(s): Spring

ES 228 - Environmental and Resource Economics (1.0)

This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods, and common property resources, we will discuss how to measure the cost and benefits of environmental policy in order to estimate the socially optimal level of the environmental good. Applications of these tools will be made to air and water pollution, renewable and nonrenewable resources, and global climate. In addressing each of these problems we will compare various public policy responses such as regulation, marketable permits, and tax incentives.

Instructor: Keskin (Economics)

Prerequisite: ECON 101

Cross-Listed as: ECON 228

Distribution: SBA

Term(s): Spring

ES 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ES 250GH - Environmental Studies Reading Group (0.5)

The Environmental Studies program runs a weekly reading group on changing topics. Readings will be chosen based on the interests of the participating students and faculty members. Students who enroll commit to coming to each week's discussion, preparing a set of responses to the week's reading, and, in collaboration with other group members, selecting some of the weekly topics and readings.

Instructor: Staff

Prerequisite: Permission of the instructor, normally limited to students who have taken two courses in environmental studies.

Distribution: None

Term(s): Not Offered

Mandatory credit/noncredit.

ES 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ES 289 - Environmental Mapping and Analysis (1.25)

Today's maps are much more than a means to get from here to there—they are rich with information and have become vital tools for addressing some of the world's most pressing environmental problems. Modern spatial analysis and mapping methods, including Geographic Information Systems (GIS), have opened up new ways to discover, interpret, and predict complex spatial patterns and systems. This course offers students hands-on experience with state-of-the-art spatial tools, statistical analyses, and data visualization in order to study multidisciplinary topics such as environmental justice, natural resource management/economics, environmental pollution, and biodiversity conservation. The combined lecture/lab format of the course in addition to its two instructors provides a thorough immersion into an evolving and exciting field.

Instructor: Griffith, Ferwerda (Research and Instructional Support)

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and ES 101, ES 102, or ES 103, or permission of the instructor.

Distribution: QRF

Term(s): Not Offered

ES 299 - U.S. Environmental History (1.0)

This course examines the relationship between nature and society in American history. The course will consider topics such as the decimation of the bison, the rise of Chicago, the history of natural disasters, and the environmental consequences of war. There are three goals for this course: First, we will examine how humans have interacted with nature over time and how nature, in turn, has shaped human society. Second, we will examine how attitudes toward nature have differed among peoples, places, and times, and we will consider how the meanings people give to nature inform their cultural and political activities. Third, we will study how these historical forces have combined to shape the American landscape and the human and natural communities to which it is home. While this course focuses on the past, an important goal is to understand the ways in which history shapes how we understand and value the environment as we do today.

Instructor: Turner

Prerequisite: ES 101, ES 102, or ES 103, or an American history course, or permission of the instructor.

Cross-Listed as: HIST 299

Distribution: HS

Term(s): Spring

ES 300 - Environmental Decision-making (1.0)

An interdisciplinary seminar in which students work together in small groups to understand and develop solutions for current environmental problems. Each year, we focus on a given environmental issue of concern to our community, e.g., environmental implications of building design, energy use, or water quality. In particular, we work to understand its scientific background, the political processes that lead to potential solutions, and the ethical and environmental justice implications. Student-led research provides the bulk of the information about the issue and its role in our local environment; lectures and readings provide supplementary information about the local situation and the global context.

Instructor: Higgins

Prerequisite: A declared major or minor in environmental studies, ES 101 or ES 102 or ES 103, and completion of the core distribution requirements, or permission of the instructor. This course is only open to juniors and seniors.

Distribution: None

Term(s): Spring

ES 306 - Seminar. Green Chemistry (1.0)

A study of the impact of chemicals and the chemical industry, broadly defined, on the global environment, and on emerging approaches to reducing that impact. The major focus will be on the fundamentals of designing chemical processes that produce smaller amounts of harmful byproducts, reduce the use of toxic solvents, exploit catalysis, and maximize the conversion of reactants to the desired product. We will also examine the economic and political issues that surround green chemistry.

Instructor: Coleman (Chemistry)

Prerequisite: CHEM 205 and CHEM 211, or CHEM 120 and CHEM 211, or permission of the instructor.

Distribution: NPS

Term(s): Not Offered

ES 307 - Advanced Topics in Ecology with Laboratory (1.25)

Cross-Listed as: BISC 307

Distribution: NPS

Term(s): Not Offered

ES 312 - Seminar. Environmental Policy (1.0)

Focuses both on how to make and how to study environmental policy. Examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students will also undertake an original research project and work in groups on influencing or creating local environmental policy.

Instructor: Baker-Medard

Prerequisite: ES 214 or one 200-level unit in political science and permission of the instructor. Enrollment is limited to juniors and seniors.

Cross-Listed as: POL2-312

Distribution: SBA

Term(s): Spring

ES 313 - Environmental Impact Assessment (1.0)

Our environment is constantly changing as a result of anthropogenic events; we can apply scientific principles and assessment tools to reduce the adverse impacts that our actions have on the environment. Environmental impact assessment is the systematic identification and evaluation of the potential impacts or effects of proposed projects, products, and decisions relative to the current state of the total environment. This course teaches the scientific fundamentals of environmental impact assessment, along with the related approaches of environmental risk assessment, life cycle assessment, and industrial ecology, that can help us make informed choices about how to minimize environmental harm and about alternatives. These tools will be applied to case studies in class, and a semester-long team project.

Instructor: Higgins

Prerequisite: One introductory ES course and one 200-level science course, or permission of the instructor.

Distribution: NPS

Term(s): Spring

ES 315 - Environmental Geochemistry with Laboratory (1.25)

Accurately predicting the fate and transport of naturally occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of pollutants and track them in water, soil, and plants. These fundamentals will be explored in several classic case studies and in semester-long geochemical research projects conducted by small groups.

Prerequisite: One course above the 100 level in two of the following disciplines: geosciences, chemistry, biological sciences or environmental studies; or permission of the instructor.

Cross-Listed as: GEOS 315

Distribution: NPS; MM

Term(s): Not Offered

Normally offered in alternate years.

ES 325 - International Environmental Law (1.0)

For international environmental problems, widespread international cooperation is both important and quite difficult. Under what conditions have states been able to cooperate to solve international environmental problems? Most international efforts to address environmental problems involve international law—how does such law function? What types of issues can international

environmental law address and what types can it not? This course addresses aspects of international environmental politics as a whole, with particular attention to the international legal structures used to deal with these environmental problems. Each student will additionally become an expert on one international environmental treaty to be researched throughout the course.

Instructor: DeSombre

Prerequisite: ES 214 or POL3 221, or permission of the instructor.

Cross-Listed as: POL3 325

Distribution: SBA

Term(s): Not Offered

ES 327-01-S - Seminar. Topics in Biodiversity (1.0)**Topic for 2013-14: Conservation Biology**

This course addresses the preservation and maintenance of species, populations, and communities in today's rapidly changing environment. Lectures and discussions will focus on selected topics in conservation biology including measuring and monitoring biodiversity, the causes and consequences of species extinction, adaptation to change and anthropogenic evolution, ecosystem restoration, and relevant environmental policy. Course format includes lectures and critical discussion of current research. Each student will complete an independent project of her choosing on a relevant topic.

Instructor: Rodenhouse (Biological Sciences)

Prerequisite: Two units in biological sciences at the 200 level or above, or permission of the instructor.

Cross-Listed as: BISC 327-01-S

Distribution: NPS

Term(s): Spring

ES 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

ES 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ES 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ES 370 - Senior Thesis (1.0)

Prerequisite: ES 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ES 381 - U.S. Environmental Politics (1.0)

This course examines the politics of environmental issues in the United States. The course has two primary goals: First, to introduce students to the institutions, stakeholders, and political processes important to debates over environmental policy at the federal level. Second, to develop and practice

skills of analyzing and making decisions relevant to environmental politics and policy. Drawing on the literature of environmental politics and policy, this course will consider how environmental issues are framed in political discourse, various approaches to environmental advocacy and reform, and the contested role of science in environmental politics. The course will be organized around environmental case studies, including endangered species conservation, public lands management, air and water pollution, and toxics regulation.

Prerequisite: ES 102, ES 103, ES 214, POL1 200 or permission of the instructor.

Cross-Listed as: POL1 381

Distribution: SBA

Term(s): Not Offered

ES 383 - The Science of Compliance: The Evolution of Technology to Meet the Goals of U.S. Environmental Policy (1.0)

For more than 40 years U.S. environmental policies have been passed, amended, and enforced with the purpose of protecting human health and preserving the environment. This course will examine the evolution of technologies to meet the goals of major U.S. environmental policies including the Clean Air Act, the Safe Drinking Water Act, the Clean Water Act, and the Comprehensive Environmental Response, Compensation, and Liability Act and the role that available technologies play in setting the enforceable standards within policies. We will learn fundamental scientific principles of water treatment, wastewater treatment, and air pollution control technologies and examine how scientists and engineers employ these technologies to meet policy goals. Students will further examine the relationship between a recent or future environmental policy and technological evolution.

Instructor: Higgins

Prerequisite: ES 101 or ES 220 or permission of the instructor.

Distribution: NPS

Term(s): Fall

ES 399 - Calderwood Seminar in Public Writing: Environmental Synthesis and Communication (1.0)

Tax carbon? Label genetically modified crops? Ban endocrine disruptors? In this course, we will engage with such questions and related environmental sustainability issues as public writers. Students will choose one environmental issue, which will be the focus of their environmental "beat" during the semester. They will draw on an interdisciplinary toolset from environmental studies to analyze and communicate the scientific, economic, political, and ethical dimensions of pressing policy issues. Students will conduct independent research to produce weekly articles, such as op-eds, blog posts, press releases, book reviews, policy memos, and interviews with environmental professionals. Class sessions will be organized as writing workshops focused on the interdisciplinary analysis and content of student work.

Instructor: Turner

Prerequisite: Declared major or minor in Environmental Studies and completion of the required introductory courses and 200-level core courses for the major or minor, and permission of the instructor. It fulfills the capstone course requirement for ES majors.

Distribution: None

Term(s): Spring

EXPERIMENTAL

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the Academic Council. Faculty members and students are invited to submit their ideas to the committee.

Experimental/Team-Taught Courses

Experimental Courses

In 2013-14, the following experimental courses will be offered:

AMST 274/WGST 274	Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns
CAMS 101	Introduction to Cinema and Media Studies
ECON 246/PHIL 246	Inequality
ENG 388/PEAC 388	Trauma, Conflict, and Narrative: Tales of Africa and the African Diaspora
HIST 396	Port Cities of the Indian Ocean in Historical Perspective
PEAC 388 /ENG 388	Trauma, Conflict, and Narrative: Tales of Africa and the African Diaspora
PHIL 246/ECON 246	Inequality
PHYS 118	Physics of Music and Musical Acoustics
POL1 300	Public Policymaking in American Politics
POL2 219	Politics of Human Development in Pakistan
SOC 307/WRIT 307	Learning by Giving: Nonprofit Organizations and American Cities in the Twenty-First Century
WGST 274/AMST 274	Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns
WRIT 307/SOC 307	Learning by Giving: Nonprofit Organizations and American Cities in the Twenty-first Century

EXTRADEPARTMENTAL

The following section includes courses of interest to students in various disciplines and courses offered within the Marine Studies Consortium.

Marine Studies Consortium Courses

The Marine Studies Consortium offers courses focusing on a variety of aquatic topics. These courses are taught at neighboring institutions and are open to a limited number of Wellesley students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

The courses offered are EXTD 123, EXTD 128, EXTD 225, and EXTD 226.

Engineering

Students interested in engineering should consider EXTD 120 Making a Difference Through Engineering and ENGR 160/EXTD 160 Fundamentals of Engineering. First-year students may enroll in EXTD 111 Product Creation for All, and students who have taken EXTD 120 are eligible for EXTD 125, an associated Wintersession course. Students may also consider possible subsequent engineering studies such as the engineering certificates from the Olin College of Engineering. Additional information about taking courses at Olin can be found online at crossreg.olin.edu. Students also have opportunities to take courses at MIT via the Wellesley-MIT exchange program. Class Dean Jennifer Stephan and Amy Banzaert, visiting lecturer in engineering, advise Wellesley students interested in engineering.

EXTD - Extradepartmental Courses

ENGR 160 - Fundamentals of Engineering (1.0)

Engineering is about combining ideas from mathematics, physics, computer science, and many other fields to design objects and systems that serve human needs. This project-based course introduces the big ideas of engineering and prepares students for taking additional engineering courses at Olin College or MIT. Topics include: the design and construction of mechanisms using rapid prototyping tools such as laser cutters, 3D printers, and computer-aided design software (SolidWorks); modeling and controlling physical systems using the MATLAB and Simulink programming environments; and feedback and control using digital electronics (microcontrollers).

Instructor: Banzaert, Mur-Miranda (Olin College)

Prerequisite: PHYS 107 or the equivalent, or by permission of the instructors.

Cross-Listed as: EXTD 160

Distribution: NPS; MM

Term(s): Spring

EXTD 111 - First-Year Seminar: Product Creation for All (1.0)

This hands-on first-year seminar will explore how products are created, including an exploration of ideation and brainstorming, reverse engineering, and the product development process. An emphasis will be placed on the role of human factors engineering, including usability successes and failures of specific products. Students will learn about these topics through two approaches: disassembly and study of existing products and creation of simple product prototypes for specific, local nonprofit organizations serving populations such as those with developmental or physical limitations. By the end of the semester, students will be able to comprehend

and independently apply both the product development process and specific human factors engineering approaches used in the design of many everyday objects; they will also have developed their own creativity and better understand how to further develop and apply that skill.

Instructor: Banzaert

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: MM

Term(s): Fall

Mandatory credit/noncredit.

EXTD 120 - Making a Difference through Engineering (1.0)

A project-based exploration of the technical challenges facing underserved communities in developing countries and locally. Technologies are focused primarily at the household level, exploring the benefits and limitations of existing and proposed solutions. Students will learn and apply engineering design skills—including estimation, prototyping, and creativity—to address real problems facing community partners affiliated with the class. Methodologies for participatory development and co-creation will be considered and utilized as appropriate. The necessity for interdisciplinary work when generating solutions will be emphasized. Specific themes for the class will vary and may include energy, health, and transportation.

Instructor: Banzaert

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: MM

Term(s): Fall

Mandatory credit/noncredit

EXTD 123 - Water Resources Planning and Management (1.0)

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands 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 Marine Studies Consortium.

Instructor: Staff

Prerequisite: Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

Distribution: None

Term(s): Fall

EXTD 125 - Making a Difference through Engineering Fieldwork (0.5)

Fieldwork experience over Wintersession for implementing and assessing projects developed in EXTD 120. Students will spend the majority of Wintersession in a developing country (e.g., Nicaragua or El Salvador), primarily living with community members. They will deliver projects developed in EXTD 120, assess these and previously delivered projects, and identify new projects. Development and practice of skills needed for engineering fieldwork: interview methods, cross-cultural observation, creative capacity building, rapid design iteration, device building with limited supplies, and co-creation.

Instructor: Banzaert

Prerequisite: EXTD 120 and by written application.

Distribution: None

Term(s): Winter

Not offered every year. Subject to Provost's Office approval.

EXTD 128 - Coastal Zone Management (1.0)

This course presents a survey of the coastal environment and its physical characteristics, natural systems, economic uses, and development pressures. Lectures examine strategies formulated in the United States for land and water-resource management in the coastal zone. The roles of federal, state, and local governments, environmental groups, and resource users are also explored. Finally, by comparing coastal-zone management problems in the United States to those elsewhere in the world, students gain a global perspective. Offered by the Marine Studies Consortium.

Instructor: Staff

Prerequisite: Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

Distribution: None

Term(s): Spring

EXTD 160 - Fundamentals of Engineering (1.0)

Engineering is about combining ideas from mathematics, physics, computer science, and many other fields to design objects and systems that serve human needs. This project-based course introduces the big ideas of engineering and prepares students for taking additional engineering courses at Olin College or MIT. Topics include: the design and construction of mechanisms using rapid prototyping tools such as laser cutters, 3D printers, and computer-aided design software (SolidWorks); modeling and controlling physical systems using the MATLAB and Simulink programming environments; and feedback and control using digital electronics (microcontrollers).

Instructor: Banzaert, Mur-Miranda (Olin College)

Prerequisite: PHYS 107 or the equivalent, or by permission of the instructors.

Cross-Listed as: ENGR 160

Distribution: NPS; MM

Term(s): Spring

EXTD 220 - Paradigms, Predictions, and Joules: A Historical and Scientific Approach to Energy and the Environment (1.0)

This interdisciplinary course, involving faculty and students from both Olin and Wellesley Colleges, will focus on "grand challenges" at the interface between energy and the environment through the disciplinary lenses of the history of technology and environmental science. We will study the changing relationship between human societies and their natural environment, examining the consequences of human energy use (agricultural production, power generation, and other forms of energy) at the local, regional, and global scales. By combining the tools, analytical frameworks, and skills found in the history and environmental science fields, we will build models that explain the observations and trends that we observe from historical case studies.

Prerequisite: One 100-level science course or permission of the instructor.

Distribution: None

Term(s): Not Offered

EXTD 225 - Biology of Fishes (1.0)

This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of

freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator-prey relationships among fish populations in aquatic communities integrates principles of ecology. Offered by the Marine Studies Consortium.

Instructor: Staff

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

Distribution: None

Term(s): Spring

EXTD 226 - Biology of Whales (1.0)

This upper-level course examines the biology and conservation of cetaceans: whales, dolphins, and porpoises. Topics include physiology, population biology, life history analysis, molecular genetics, morphology, distributional ecology, and social behavior. Lectures first focus on the biology of cetaceans and how they are adapted to the marine environment. Subsequent lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species. Offered by the Marine Studies Consortium.

Instructor: Staff

Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Marianne Moore, Department of Biological Sciences.

Distribution: None

Term(s): Spring

EXTD 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

FIRST-YEAR SEMINAR PROGRAM

First-Year Seminar Program

The First-Year Seminar Program offers courses across a wide range of disciplines and topics, as listed below. Enrollment is limited to a small number of first-year students, and the courses emphasize active, collaborative, and creative learning. Courses may fulfill specific distribution and/or major requirements.

Goals for the First-Year Seminar Program

1. Shape student expectations of the values, rigor, aspirations, and rewards of the intellectual enterprise practiced in a vibrant and supportive academic community
2. Foster skills and habits of mind essential for intellectual inquiry
3. Build a sense of intellectual and social community among students from diverse backgrounds in a cooperative and collaborative learning environment
4. Create opportunities early in a student's college career for close interaction with faculty and for the individualized instruction typical of a liberal arts education
5. Demonstrate how knowledge is constructed in a particular field

Courses in the First-Year Seminar Program

First-Year Seminars

		GER 130	First-Year Seminar: Fairy Tales and Children's Literature: The Cultural Legacy of the Brothers Grimm (in English)
		GEOS 103	First-Year Seminar: Geological Processes in Eastern California with Laboratory
		HIST 115	First-Year Seminar: Routes of Exile: Jews and Muslims
		ITAS 104	First-Year Seminar: The Cities of Italy: An Introduction to Italian Culture (in English)
		JWST 111	Society in Motion: Israel on Film
		MATH 223	Number Theory
		NEUR 120	First-Year Seminar: Color
		PHIL 110	First-Year Seminar: Mortality and Immortality
		PHYS 118	Physics of Music and Musical Acoustics
		POL 103	First-Year Seminar: Mexico: Revolution, Democracy, and Drugs
		POL 109	First-Year Seminar: <i>Democracy in America</i>
		POL 110	First-Year Seminar: News and Politics: Reading Between the Lines
		QR 170	First-Year Seminar: Causation
ASTR 103	First-Year Seminar: The Story of Mars: The Red Planet in the Scientific and Literary Imagination	SOC 114	First-Year Seminar: So, You Want to Be a Doctor?
BISC 112	Exploration of Cellular and Molecular Biology with Laboratory	SOC 137	First-Year Seminar: Reading Sociology: Using Literature as a Sociological Window
BISC 113	Exploration of Organismal Biology with Laboratory	SPAN 110	First-Year Seminar: Learning Language through Culture, Learning Culture through Language
CHEM 106	Think Like a Scientist, Act Like an Artist: How to Appreciate and Communicate Science	WGST 100	First-Year Seminar: The Body: From Reproduction to Fashion
CAMS 101	Introduction to Cinema and Media Studies		
CLCV 110	First-Year Seminar: Archaeology and Artifacts: Exploring Classical Cultures through Objects		
EDUC 110	First-Year Seminar: Play, Literacy, and Democracy		
EDUC 117	First-Year Seminar: Diversity in Education		
ENG 103	First-Year Seminar: Reading/Writing Short Fiction		
ENG 150	First-Year Seminar: Reading Poetry in a Culture that Doesn't Know How to Read Poetry		
ES 103	First-Year Seminar: Environment and Society: Food, Agriculture, and Sustainability		
EXTD 111	First-Year Seminar: Product Creation for All		
FREN 150	First-Year Seminar: 1913: A Year in the Life of the World (in English)		

DEPARTMENT OF FRENCH

Professor: *Lydgate (Chair), Levitt, Masson, Datta, Petterson, Prabhu*

Associate Professor: *Gunther*

Assistant Professor: *Billis, Morari*

Senior Lecturer: *Egron-Sparrow, Tranvouez*

Adjunct Senior Lecturer: *Fecteau*

Visiting Lecturer: *Ganne-Schiermeier*

Mellon Postdoctoral Fellow: *de Tholozany*

The French Department's courses develop skills in the language of France and French-speaking countries and offer access to cultures that are rich in tradition and have important roles to play in a rapidly diversifying Europe and a rapidly contracting world. All but two of our courses, from elementary to advanced, are taught in French. Their topics, in literature, film, and culture, span 10 centuries, from the Middle Ages to the present. In addition to opening cultural doors, the department's courses help students develop a number of critical skills and habits—linguistic, analytical, interpretive, expressive.

Early in the language cycle students encounter material from different parts of the world, from historical periods that range from the medieval to the contemporary, and in a variety of genres and media. They encounter as well a number of different approaches to reading and analyzing texts: historical, sociological, psychological, and literary—including the perspectives of race and gender and women's studies. Students who graduate from our program have gone on to further study in (among other areas) the law, medicine, international relations, museum science, art and art history, English, French, and Middle Eastern Studies, as well as to careers in publishing and on Wall Street and Madison Avenue. Graduates routinely report that their skills in French are a significant asset in pursuing careers with international organizations and companies.

French Department Information

FREN 101-FREN 102, FREN 103, and FREN 201 count toward the degree but not toward the major. First-year students who have not studied French and plan to study internationally should begin with FREN 103/FREN 203. Students who begin with FREN 101-FREN 102 in college and who would like to study internationally should consult the chair of the department during the second semester of their first year.

Except for FREN 150 (First-Year Seminar) and FREN 230, all of our courses are conducted in French. Oral expression and composition are stressed.

The numbering of certain 200-level courses does not denote increasing levels of difficulty; FREN 206, FREN 207, and FREN 209 may be taken in any sequence, and 200-level courses above FREN 209 may also be taken in any sequence, although students planning to study internationally should take FREN 211 as soon as possible.

French Major

Goals for the French Major

- The French department expects linguistic competence of its majors at graduation; students should be able to express themselves with a considerable degree of sophistication and near-native accuracy both orally and in writing.
- All majors are expected to develop their knowledge of the literature and culture of France and are encouraged to learn about the literature and culture of other Francophone countries as

well. Students should also be able to conduct rigorous in-depth research using primary as well as secondary sources on both literary and cultural topics.

Requirements for the French Major

Majors are required to complete a minimum of eight units, including the following courses or their equivalents: FREN 211, which develops students' literary analysis and writing skills in the context of an intensive grammar review, and FREN 308, which focuses on translation and stylistics. The goals of a coherent program areas follows:

1. Oral and written linguistic competence
2. Acquisition of basic techniques of reading and interpreting texts and of conducting in-depth research
3. A general understanding of French and Francophone literatures and cultures

All majors must take at least one culture course (FREN 207, FREN 225, FREN 229, FREN 232, FREN 237, FREN 314, FREN 322, FREN 323, FREN 324, FREN 331, FREN 332) or spend one semester studying in a Francophone country, and at least one literature course (FREN 209, FREN 210, FREN 213, FREN 214, FREN 217, FREN 218, FREN 221, FREN 224, FREN 228, FREN 301, FREN 302, FREN 303, FREN 306, FREN 313, FREN 317, FREN 330, FREN 333, FREN 335). All majors must take two 300-level French courses at Wellesley College, at least one of which must be during their senior year. FREN 350, FREN 360, and FREN 370 do not count toward the minimum requirement of two 300-level courses for the major. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French major. Students planning to major in French should consult with the chair of the French department. The department does not offer a minor.

Honors in French

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with FREN 360-FREN 370. See Academic Distinctions.

Students interested in an interdepartmental major in French Cultural Studies are referred to the listing for this program.

Graduate Study in French

Students planning graduate work in French or comparative literature are encouraged to write an honors thesis and study a second modern language and/or Latin.

Teacher Certification in French

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the chair of the education department.

Advanced Placement Policies and Language Requirement in French

A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. The Wellesley College language requirement is normally met with the completion of either FREN 201-FREN

202 or FREN 203. Students who present an AP score of 3 or an SAT II score between 600-640 can satisfy the requirement by taking FREN 205. Students who present an AP score of 4 or an SAT II score between 650-680 can satisfy the requirement by taking one of the following courses: FREN 206, FREN 207, or FREN 209. All incoming students who have taken French are required to take the placement test prior to registering for French department courses. Any discrepancy between a student's AP score and her score on the departmental placement test will be resolved by the placement committee. Any student who takes a language course at another institution and would like college credit must obtain permission in advance and take the French placement test upon her return to verify she has attained the required level.

International Study

All our students, majors and non-majors alike, are encouraged to spend a year or semester abroad in France or a Francophone country. Wellesley-in-Aix, the college's own international study program in Provence, is the ideal choice; other programs may be approved upon application to the International Study Committee. International study deepens academic learning with real-time experience. A student who has mastered enough French to enter sympathetically into the language's many cultures is likely to be more complexly understanding, more subtly perceptive, more keenly articulate, and more expansively communicative than her neighbor who has not. To move within more than one frame of cultural reference and to have French sounds and songs and bilingual jokes in one's head are deep intellectual pleasures. They are also highly useful tools in the real world because they foster the ability to see reality from the standpoints of others as well as from one's own. In an age of globalization, this is a valuable skill—in diplomacy, business, politics, and of course in human relations. The French department also has funds to support a limited number of summer internships in France or Francophone countries. The department encourages those students who cannot spend a semester abroad to participate in the department's Wintersession course in Paris.

Maison Française

Qualified students are highly encouraged to live at the Maison Française. The Maison Française is a French-speaking residence and a cultural center for the Wellesley College community. It houses 14 students and two French assistants from the University of Provence. It is a place where majors and non-majors who have demonstrated a significant competence in French live and can exchange ideas. During the academic year, the Maison Française organizes seminars, talks, and colloquia, and students are encouraged to attend.

French Cultural Studies

The French department also offers an interdepartmental major in French Cultural Studies. This major is intended for students whose interests in the French and Francophone world are primarily cultural and historical. Students are directed to the description of the major and its directions for election, which appear at the end of the French curriculum.

FREN - French Courses

FREN 101 - Beginning French I (1.0)

Systematic training in all the language skills, with special emphasis on communication, self-expression, and cultural insights. A multimedia course based on the video series *French in Action*. Classes are supplemented by regular assignments in a variety of video, audio, print, and Web-based materials to give students practice using authentic French accurately and expressively. Three periods.

Instructor: Egron-Sparrow

Prerequisite: Open to students who do not present French for admission or by permission of the instructor.

Distribution: None

Term(s): Fall

Each semester of FREN 101 and FREN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

FREN 102 - Beginning French II (1.0)

Systematic training in all the language skills, with special emphasis on communication, self-expression, and cultural insights. A multimedia course based on the video series *French in Action*. Classes are supplemented by regular assignments in a variety of video, audio, print, and Web-based materials to give students practice using authentic French accurately and expressively. Three periods.

Instructor: Egron-Sparrow, Ganne-Schiermeier

Prerequisite: Open to students who do not present French for admission or by permission of the instructor.

Distribution: None

Term(s): Spring

Each semester of FREN 101 and FREN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

FREN 103 - Intensive French I (1.25)

Intensive training in French. The course covers the material of French 101-102 in a single semester. Five class periods four days a week. For students with little or no previous study of French. This is a demanding course designed for students interested in taking a junior year or semester abroad. Not recommended for students seeking to fulfill the foreign-language requirement in French.

Instructor: Lydgate

Prerequisite: Open to first-year students and sophomores who do not present French for admission or by permission of the instructor.

Distribution: None

Term(s): Fall; Summer I

FREN 150 - First-Year Seminar: 1913: A Year in the Life of the World (in English) (1.0)

Three novels anchor our in-depth exploration of the year 1913: Marcel Proust's *Swann's Way*, Thomas Mann's *Death in Venice*, and Andrei Bely's *Petersburg*. Around these three works we will examine not only the multiple artistic paths or venues that arise as of 1913, but also the canals (of Panama and Venice), the channels (of the Freudian subconscious), and the trenches and ditches (of the Balkan Wars and the impending World War I) that begin to redraw the bewildering aesthetic, geographical, mental, and sociopolitical landscape of the year 1913. Throughout the course, we will examine how, in the crucial year of 1913, the arts, sciences, and politics of the time are entwined to produce a new landscape in which the vision of Europe as the radiant center of the twentieth-century global structure begins to be profoundly altered. The course is primarily discussion-based, with students presenting independent research in class, and writing frequent short assignments.

Instructor: Petterson

Prerequisite: None. Open to first-year students only.

Distribution: LL

Term(s): Spring

Mandatory credit/noncredit.

FREN 201 - French Language, Literatures, and Cultures (1.0)

Reading, writing, and speaking skills and critical thinking are developed through analysis and discussion of cultural and literary texts. Issues of cultural diversity, globalization, and identity are considered. Thorough grammar review. Three 70-minute periods a week.

Instructor: Tranvouez, Staff

Prerequisite: FREN 102 or FREN 103, SAT II score of 500-590, or an equivalent departmental placement score, or an AP score of 1 or 2, or permission of the instructor.

Distribution: None

Term(s): Fall

Each semester of FREN 201 and FREN 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Students are strongly advised to complete the FREN 201-FREN 202 sequence within the same academic year and, in order to ensure they receive credit for both courses, should consult the chair of the department if they foresee a gap in their enrollment in the sequence. A student who petitions to take FREN 202 without having completed FREN 201 must elect one of the following courses in order to complete the language requirement: FREN 205, FREN 206, FREN 207, or FREN 209.

FREN 202 - French Language, Literatures, and Cultures (1.0)

Reading, writing, and speaking skills and critical thinking are developed through analysis and discussion of cultural and literary texts. Issues of cultural diversity, globalization and identity are considered. Thorough grammar review. Three 70-minute periods a week.

Instructor: Gunther, Tranvouez

Prerequisite: FREN 102 or FREN 103, SAT II score of 500-590, or an equivalent departmental placement score, or an AP score of 1 or 2, or permission of the instructor.

Distribution: LL

Term(s): Spring

Each semester of FREN 201 and FREN 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Students are strongly advised to complete the FREN 201-FREN 202 sequence within the same academic year and, in order to ensure they receive credit for both courses, should consult the chair of the department if they foresee a gap in their enrollment in the sequence. A student who petitions to take FREN 202 without having completed FREN 201 must elect one of the following courses in order to complete the language requirement: FREN 205, FREN 206, FREN 207, or FREN 209.

FREN 203 - Intensive French II (1.25)

The continuation of FREN 103. Systematic training in all the language skills. Five class periods four days a week.

Instructor: Lydgate

Prerequisite: Open only to students who have completed FREN 103 or by permission of the instructor.

Distribution: LL

Term(s): Spring

The course is equivalent to FREN 201-FREN 202, and is designed to prepare students to qualify for international study after two further courses in

French: a unit of FREN 206, FREN 207, or FREN 209 and FREN 211.

FREN 205 - Literature and Film in Cultural Contexts (1.0)

Discussion of modern literature and film in their cultural contexts. Training in techniques of literary and cultural analysis. Materials include novels, short stories, poetry, films, screenplays, and videos from France and the Francophone world. Vocabulary building and review of key points of grammar. Frequent written practice. Attention to oral skills and listening comprehension, as needed.

Instructor: Datta

Prerequisite: FREN 202 or FREN 203, an SAT II score of 600-640, an equivalent departmental placement score, or an AP score of 3.

Distribution: LL

Term(s): Fall

FREN 206 - Intermediate Spoken French (1.0)

Practice in conversation, using a variety of materials including newspaper articles, radio and television broadcasts, advertisements, and films. This course is designed to develop oral proficiency and listening comprehension, with necessary attention to the other skills—reading and writing.

Instructor: Masson, Ganne-Schiermeier

Prerequisite: FREN 202, FREN 203, or FREN 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

Distribution: LL

Term(s): Fall; Spring

FREN 207 - Perspectives on French Culture and Society: French Identity in the Age of Globalization (1.0)

In this introduction to French society and culture, we will examine France's identity crisis at the beginning of the twenty-first century. From its historical position of political, economic, and intellectual leadership in Europe and the world, France is searching to maintain its difference as a defender of quality over mass appeal and the proud values of its national tradition in the face of increasing globalization. Topics covered include Franco-American relations, the European Union, immigration, the family, and the role of women in French society. Readings are drawn from a variety of sources: historical, sociological, and ethnographic. Magazine and newspaper articles along with television programs and films will provide supplementary information.

Instructor: Datta

Prerequisite: FREN 202, FREN 203, or FREN 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

Distribution: LL; SBA

Term(s): Spring

FREN 209 - Studies in Literature (1.0)

Contemporary Theatre and Contemporary Issues. Reading and analysis of plays performed in France at the end of the twentieth and beginning of the twenty-first century. Introduction to the techniques of reading dramatic works. Emphasis on oral discussion of the representation of contemporary issues in various plays.

Instructor: Masson

Prerequisite: FREN 202, FREN 203, or FREN 205, an SAT II score of 650-680, an equivalent departmental placement score, or an AP score of 4.

Distribution: LL; ARS

Term(s): Fall

FREN 210 - French Literature and Culture Through the Centuries (1.0)

This course, currently offered in two parts, presents students with the opportunity to explore French literature and culture from the Middle Ages through the twentieth century.

The course featuring the Middle Ages through the eighteenth century (see below) will not be offered in the 2013-14 academic year. The second part, featuring the eighteenth century to the twentieth century, is offered in the fall as FREN-210-01-F (p. 116).

French Literature and Culture through the Centuries: From the Middle Ages to the Enlightenment

A study of major authors in their cultural contexts from the Middle Ages to the eighteenth century with emphasis on textual analysis and essay writing in French. Readings will be drawn from the following authors: Du Bellay, Marguerite de Navarre, Montaigne, Corneille, Lafayette, Guilleragues, and Voltaire.

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL
Term(s): Not Offered

FREN 210-01-F - French Literature and Culture Through the Centuries (1.0)**Topic for 2013-14: From the Enlightenment to the Present**

Major authors from the eighteenth century to the twentieth studied in their historical and cultural contexts, with emphasis on close reading, analysis, and writing in French. Enlightenment writers like Montesquieu and Voltaire champion science and empiricism, and mount a frontal challenge to the authority of monarchy and church. Others (Diderot, Rousseau) foreground emotion, sensuality, and aesthetic experience, explored later and in greater depth by Romantics like Hugo and Chateaubriand. The Realist writers Zola, Balzac, Flaubert, and Maupassant reject the emotionalism of the Romantics and focus on the realities of everyday life in the nineteenth century. The twentieth century unveils its own revolutionary innovations—the Surrealists, Proust's magnificent *A la recherche du temps perdu*, groundbreaking experiments in the theatre (Beckett, Ionesco) and the stark responses of Sartre and Camus to the disillusionments of the Second World War. French writing from the newly liberated colonies (Algeria, Côte d'Ivoire) will bring our survey to a close.

Instructor: Prabhu

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL
Term(s): Fall

FREN 211 - Studies in Language (1.0)

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of literary analysis, composition, and the organization of ideas. Open to first-year students who have taken one of the prerequisite courses.

Instructor: Prabhu, Ganne-Schiermeier

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL
Term(s): Fall; Spring

FREN 213 - From Myth to the Absurd: French Drama in the Twentieth Century (1.0)

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theatre of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. Study of plays by Anouilh, Cocteau, Giraudoux, Sartre, Camus, Ionesco, Beckett, and Genet.

Instructor: Masson

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; ARS
Term(s): Not Offered

FREN 214 - Desire, Power, and Language in the Nineteenth-Century Novel (1.0)

Ambition, passion, and transgression in major works by Balzac, Sand, Flaubert, and Zola. Analysis of narrative techniques that organize the interplay of desire and power against which individual destinies are played out in post-Revolutionary France. Realism and the representation of reality in the context of a society in turmoil.

Instructor: Staff

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208 [2012-13], FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL
Term(s): Not Offered

FREN 217 - Books of the Self (1.0)

This course focuses on texts that seek to reveal the reality of the self in the space of a book, including readings of confessional and autobiographical works by the twentieth-century writers Camus, Annie Ernaux, Roland Barthes, and Maryse Condé, and by their literary ancestors Augustine, Abélard, Montaigne, and Rousseau. Themes examined include: the compulsion to confess; secret sharing versus public self-disclosure; love, desire, and language; the search for authenticity; dominant discourse and minority voices; the role of the reader as accomplice, witness, judge, confessor.

Instructor: Lydgate

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; REP
Term(s): Not Offered

FREN 218 - Women in Postcolonial "French" Africa: After *Négritude* (1.0)

Male elites in postcolonial Africa dominated the independence era with liberation movements such as "négritude." Women's position in both public culture and private spaces was ambiguous, rapidly changing, even contentious. Our study of a variety of media, while placing literary texts at the center, will seek to understand the place of women in the Francophone context and in postcolonial nations more widely.

Instructor: Prabhu

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, or FREN 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL
Term(s): Fall

FREN 221 - Love and Madness in French Poetry from François Villon to the Present (1.0)

An overview of the themes of love, madness, and death in French poetry from François Villon to the present, with specific attention to the ways these themes are embodied in poetic form. In which ways is poetry most apt to address and express the passions of the human heart and mind?

Instructor: Petterson

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208 [2012-13], FREN 209, or above, an SAT II score of 690-800, an AP score of 5, or an equivalent departmental placement score

Distribution: LL
Term(s): Fall

FREN 222 - French Cinema from the Lumière Brothers to the Present: The Formation of Modernity (1.0)

This course offers a critical panorama of French cinema while also building essential vocabulary and critical concepts for film analysis. Students will pay specific attention to the various connections between cinema, urban space, and notions of modernity. Close analyses of clips in class will also lead to a deeper appreciation of genre and technical aspects in the history of cinema. Filmmakers studied will include the Lumière Brothers (for the "perspective" model), Georges Méliès (for the cinema of attraction), Jean Renoir (for depth of field), Robert Bresson (for literary adaptation), Jean-Luc Godard (for traveling shots and direct sound), and Chris Marker (for documentary).

Instructor: Morari

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; ARS
Term(s): Not Offered

FREN 224 - Versailles and the Age of Louis XIV (1.0)

Louis XIV sought to present his royal court at Versailles as the ultimate in monarchical splendor and power. Yet writers who frequented the court focus on its dangerous intrigues, moral corruption, and petty rivalries. The course will explore this discrepancy through close study of official and unofficial productions of the court. Royal paintings, medallions, architecture, ceremonies, and official historiography all foreground the Sun King's glory; novels, memoirs, letters, and moral treatises seem to undo the very notions of courtly magnificence put forward by the monarchy. Both elements are crucial to understanding the social, political, religious, and artistic practices that defined the court. Recent films and historical works on Versailles will help us evaluate its legacy for contemporary French culture.

Instructor: Bilis

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; HS
Term(s): Spring

FREN 225 - The French Press (1.0)

This course is designed for students who want to become more familiar with the French media, to keep up with current events, and to know more about the differences between the perspectives of French and American news sources with regard to current issues. The course is also intended to improve students' reading, writing, and speaking skills in French.

Instructor: Gunther

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; SBA
Term(s): Fall

FREN 226 - Speaking Through Acting (1.0)

Improvement of French oral skills and public speaking skills through the use of acting techniques. Intensive analysis of short literary texts and excerpts from several plays with emphasis on pronunciation, diction, elocution, acting, and staging.

Instructor: Masson

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; ARS
Term(s): Spring

FREN 228 - Wintersession in Paris (1.0)

An examination of the rapid modernization and urbanization (*Haussmannization*) of Paris in the nineteenth century and the changes it brought to the life of Parisians. Two authors fond of Paris—Balzac, the eternal Parisian wanderer, and Zola, the social scientist—will be the focus of this course. Balzac witnesses the birth of the bourgeoisie and of the power of money; Zola evokes the monsters they engender. While in Paris, we will follow their steps and discover the neighborhoods dear to Balzac as well as the modern Paris Zola describes in his novel.

Instructor: Tranvouez

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, or an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL
Term(s): Winter

Not offered every year. Subject to Provost's Office approval.

FREN 229 - America Through French Eyes: Perceptions and Realities (1.0)

The French have long been fascinated by the United States, especially since the end of the Second World War. At times, the United States has been seen as a model to be emulated in France; more often, it has stood out as the antithesis of French culture and values. This course examines French representations of the United States and of Americans through key historical and literary texts—essays, autobiographies, and fiction—as well as films. Topics to be explored include: representations of African Americans in French films (Josephine Baker), French views of Taylorization, the Coca-Cola wars of the 1950s, French-American tensions during the Cold War, especially under de Gaulle, as well as more recent debates about Euro Disney, McDonald's, Hollywood, globalization, and multiculturalism.

Instructor: Datta

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; HS
Term(s): Not Offered

FREN 230 - Through the Transatlantic Mirror: French-American Encounters from the Age of Revolution to the Age of Disney (in English) (1.0)

France and the United States have fascinated each other throughout their history, beginning with the founding of the American republic. Americans from the nineteenth to the mid-twentieth centuries

viewed France, and Paris in particular, as a beacon of art, culture, literature, and philosophy. For some, especially African Americans, Paris offered a refuge from discrimination back home. Although the French initially perceived the United States as a rustic backwater, by the dawn of the twentieth century it had emerged as a symbol of the future, and as the vehicle of a worldwide mass culture epitomized by Hollywood, Coca-Cola, McDonald's, and Disney. This course traces the evolving relationship between France and the United States in the nineteenth and twentieth centuries. Drawing on a variety of historical and literary documents, among them novels and essays as well as films, we will investigate the ways in which each country served as a mirror for the other's culture and experience.

Instructor: Datta

Prerequisite: None

Cross-Listed as: AMST 230

Distribution: LL; HS
Term(s): Spring

FREN 232 - Occupation and Resistance: The French Memory and Experience of World War II (1.0)

Few experiences in recent French history have marked French collective memory as profoundly as World War II. During these years, the French dealt not only with the trauma of defeat and the German Occupation, but also with the divisive legacy of the collaborationist Vichy regime, headed by Marshal Philippe Pétain, a revered World War I hero. Memories of the war have continued to mark the public imagination to the present day, manifesting themselves in the various arenas of French national life. This course examines the history and memory of the French experience of World War II through historical documents, memoirs, films, literature, and songs.

Instructor: Datta

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; HS
Term(s): Not Offered

FREN 233 - A Passionate Cinema: French Bodies on Screen (1.0)

This course takes a historical approach to the representation of love, desire, and the body in French cinema. Although tales of love and desire are a source of commercial success for film directors and producers everywhere, in France they created aesthetic, historical, and ideological patterns that led to the creation of a French national cinema. We will examine how, by implementing the contemporary perspective on desire, French filmmakers built a national style clearly distinguishable from, even opposed to, mainstream (Hollywood) cinema in four important aspects: lighting, narrative codes, editing, and voice-over. Weekly screenings will cover poetic realism (1930s: Vigo, Renoir, Carné, Duvivier, Grémillon), *nouvelle vague* (Godard, Malle, Truffaut), women's cinema (Breillat, Denis, Akerman), and new French cinema (1990 and 2000: Assayas, Garrel, Téchiné).

Instructor: Morari

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; ARS
Term(s): Not Offered

FREN 234 - Fictions of Childhood in Nineteenth-Century France (1.0)

Representations of childhood in literature, the arts, and political and medical debates of the French nineteenth century. In the 1800s children and childhood emerged as new social preoccupations in France, both in the private sphere and in the country's developing political institutions. Medical doctors, anthropologists and social critics advanced often conflicting views of children and of their nascent humanity; these debates galvanized public opinion and profoundly changed the status of the child in French culture. This course will first explore childhood from a historical point of view, focusing on feral children, street children, and child labor. We will then investigate literary texts in which children play a central role, especially Hugo's *Les Misérables*. Finally, we will examine several writers' autobiographical accounts of their own childhoods (Stendhal, Sand, Vallès, Proust).

Instructor: de Tholozany

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208 [2012-13], FREN 209 or above, an SAT II score of 690-800, an equivalent departmental placement score or an AP score of 5..

Distribution: LL
Term(s): Spring

FREN 237 - Saint-Germain-des-Prés (1.0)

The legendary sixth arrondissement neighborhood as a cultural crucible in post-Liberation Paris. Saint-Germain-des-Prés as the locus of an unprecedented concentration of literary and artistic talent after 1945: existentialists, writers, artists, café intellectuals, and nonconformists. The discovery of jazz and American popular culture. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Raymond Queneau; songs by Juliette Gréco and others; newsreel, film, and audio documents of the period.

Instructor: Lydgate

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Distribution: LL; ARS
Term(s): Not Offered

FREN 301 - Books and Voices in Renaissance France (1.0)

Innovative writers in sixteenth-century France and the ideas and forms of expression they explored in the early decades of printing. The persistence of oral culture and the search for a voice in print; the triumph of French over Latin as a literary language of subtlety and power; the collisions of propaganda and censorship in a century torn by religious strife; the emergence of new audiences and new strategies of narration and reading. Readings in prose works by Rabelais, Montaigne, Calvin, Marguerite de Navarre; poetry by du Bellay, Ronsard, and Louise Labé. Periodic reference to resources of the Rare Books Collection in the College library.

Instructor: Lydgate

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL
Term(s): Not Offered

FREN 302 - Discourses of Desire in the Renaissance (1.0)

An exploration of ways in which writers of the sixteenth century in France express and explore the desire for transcendence in spiritual and physical experience. Convinced that the texts of antiquity contain occult teachings, scholars of the early Renaissance seek to purge ancient books of their medieval commentaries and the corruptions of

centuries of manuscript culture, and pore over astrological and hermetic treatises. Religious reformers pursue an analogous purification of the sacred texts, intent on restoring the lost inwardness and otherworldliness of Christian faith. Poets and prose writers challenge the rigid medieval dichotomy between the unsensual spirit and the unspiritual body, casting a newly loving eye on physical beauty and finding in human desire a privileged expression of the quest for intellectual and spiritual meaning. We will investigate these issues in works by Rabelais, Marguerite de Navarre, Calvin, Ronsard, Louise Labé, Montaigne, and Agrippa d'Aubigné.

Instructor: Lydgate

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL; HS

Term(s): Not Offered

FREN 303 - Advanced Studies in Seventeenth and Eighteenth Centuries (1.0)

Topic for 2013-14: Long Live the Queen! Women, Royalty, and Power in the Literature of the Ancien Régime

This seminar will examine historical, cultural, and literary portrayals of female royalty in seventeenth century France. An object of exchange in international relations, a physical "carrier" of the future king, a regent who can rule—but not in her own name, the queen poses thorny questions for political and artistic representations of power. An analysis of her social, symbolic, and politically ambiguous status reveals the paradoxes of a woman exercising sovereignty in a time when the king's body comes to define the State. Readings will include Corneille, Racine, Lafayette, Perrault, and Saint-Réal.

Instructor: Bilis

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL; HS

Term(s): Spring

FREN 306 - Literature and Inhumanity: Novel, Poetry, and Film in Interwar France (1.0)

This course will examine the confrontation between literature and inhumanity through the French literature, poetry, and film of the early twentieth century. Poetry by Guillaume Apollinaire, Robert Desnos, André Breton, Francis Ponge, and René Char, films by Luis Buñuel, and novels by André Gide, Jean-Paul Sartre, and André Malraux all serve to illustrate the profound crisis in human values that defined and shaped the twentieth century.

Instructor: Petterson

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL

Term(s): Spring

FREN 308 - Advanced Studies in Language (1.0)

The art of translation and its techniques are studied through analysis of the major linguistic and cultural differences between French and English. Translations from both languages will serve to explore past and present-day practices and theories of translation.

Instructor: Petterson

Prerequisite: FREN 211 and one additional unit, FREN 213 or above. Open to juniors and seniors only or by permission of the instructor.

Distribution: LL

Term(s): Fall

FREN 313 - George Sand and the Romantic Theatre (1.0)

George Sand, multifaceted woman and influential writer, allows us to explore the romantic theatre as well as the overall theatre production of the nineteenth century. The fact that Sand's theater was overlooked in her time and subsequently forgotten raises important questions of public recognition and literary posterity that we will examine.

Instructor: Masson

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL; ARS

Term(s): Fall

FREN 314 - A Cinematic History of Intellectual Ideas in Post-WWII France: The Politics of Art (1.0)

This course examines the various ideological turns and patterns in post-World War II France through the study of cinema. Proceeding from the assumption that aesthetics and politics are intertwined, the course will focus on form and content in order to examine the political engagement of filmmakers, overtly militant cinema, propaganda, and the shaping of moral spectatorship, in parallel with specific trends in French intellectual and political history. Our focus will be on the films of Alain Resnais, Jean-Luc Godard, Agnès Varda, Chantal Akerman, Claude Chabrol, Mathieu Kassovitz, and Abdel Kechiche. Readings will include contemporary political philosophers Jacques Rancière, Alain Badiou, and Étienne Balibar.

Instructor: Morari

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL; ARS

Term(s): Not Offered

FREN 317 - Commitment and the Contemporary French Poet (1.0)

An examination of twentieth- and twenty-first century French poetry through the reception of Jean-Paul Sartre's mid-century *Qu'est-ce que la littérature?* (1948) and through poetry's elaboration of a pragmatic response to the charge that it is politically uncommitted. Readings ranging from Tzara's Dadaism, to the surrealism of Breton and Valéry on poetry and anarchy, to Césaire, Senghor, and the wartime poetry of Eluard, Char, and Ponge, to Jacques Dupin and André du Bouchet in the wake of 1968, to the contemporary writings of Deguy, Fourcade, Cadot, Hocquard, Réda, Noël, and Alféri, who pursue equally subtle challenges to the political and philosophical condemnations of poetry.

Instructor: Petterson

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL

Term(s): Not Offered

FREN 321 - Selected Topics (1.0)

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL

Term(s): Not Offered

FREN 322 - France and Europe: Ambiguities, Obstacles, and Triumphs (1.0)

After an introduction to various social, cultural, and political aspects of contemporary France and the French, we will turn our attention to issues surrounding France's role in the project to unify Europe. We will investigate the tensions that arise as France commits more deeply to membership in the European Union, and how France is experiencing EU

membership differently from its neighbors, in ways that reflect its unique history and culture. Readings will be drawn from a variety of disciplines, including texts by historians, political scientists, sociologists, and economists.

Instructor: Gunther

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL; HS

Term(s): Not Offered

Not open to students who took the same topic as FREN 349.

FREN 323 - Liberty, Equality, Sexualities: How the Values of the French Republic Have Both Protected and Limited Sexual Freedom (1.0)

An examination of sexualities and genders in France, from the *ancien régime* to the present, that signifies the ways in which sexuality and gender have been conceptualized differently in France than in places like the United States. At the end of the semester, the course will focus on recent changes in discussions of gender and sexuality and address the issue of whether traditional paradigms for explaining gender and sexuality in France still apply or whether the French might be entering a new sexual era.

Instructor: Gunther

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL

Term(s): Fall

Not open to students who took the same topic as FREN 349.

FREN 324 - The Belle Époque and the Emergence of Modern France (1.0)

The term *belle époque* (1880-1914) evokes images of Parisian boulevards, bustling cafés, glittering shop windows, and Montmartre cabarets, all symbols of modern consumer culture. No emblem of the era is as iconic as the Eiffel Tower, constructed for the World's Fair of 1889 as a tribute to French technology and progress. During the years preceding World War I, Paris was the center of the European avant-garde—indeed, the capital of modernity. While cultural ebullience is its hallmark, this period also witnessed the definitive establishment of a republican regime, the expansion of an overseas empire, and the integration of the countryside into national life. Drawing on historical documents and literary texts as well as films, posters, and songs, this interdisciplinary course examines French culture, politics, and society during the era that ushered France into the modern age.

Instructor: Datta

Prerequisite: FREN 211 and one additional unit, FREN 213 or above.

Distribution: LL; HS

Term(s): Not Offered

Not open to students who took the same topic as FREN 349.

FREN 330 - French and Francophone Studies (1.0)

The course examines various texts from the post-independent Francophone world to understand pressing concerns in different postcolonial regions. Close attention will be paid to narrative techniques while studying questions concerning the relationship with the metropolis and the functioning of language(s). Includes a brief introduction to the history of Francophone literature. Texts by authors such as Frantz Fanon, Maryse Condé, Abdourahman Waberi, Assia Djébar.

Instructor: Prabhu
 Prerequisite: FREN 211 and one additional unit, FREN 213 or above.
 Distribution: LL
 Term(s): Not Offered

FREN 331 - Desire, Sexuality, and Love in African Francophone Cinema (1.0)

An exploration of the cinematic construction of relationships within traditional or transgressive couples in cinema from Francophone Africa. Consideration of various cultural and social aspects will frame our study of cinematic space, narration, and techniques including lighting, camera view/angle/movement, as well as montage. Controversial issues in the films, such as clitoridectomy, polygamy, and homosexuality will be examined.

Instructor: Prabhu
 Prerequisite: FREN 211 and one additional unit, FREN 213 or above.
 Distribution: LL; ARS
 Term(s): Spring

FREN 332 - Myth and Memory in Modern France: From the French Revolution to May 1968 (1.0)

This course explores the way in which the French view their past as well as the myths they have created to inscribe that past into national memory. Through an approach simultaneously thematic and chronological, modern French history and culture will be examined from the perspective of *les lieux de mémoire*, that is, symbolic events (Bastille Day), institutions (the Napoleonic Code), people (Joan of Arc), and places (Sacré-Coeur) that have shaped French national identity. The course begins by analyzing such concepts as the nation and the hexagon, and proceeds to the legacy of key moments in French history, among them the French Revolution and the Napoleonic era, the establishment of the Third Republic, the two World Wars, the Algerian conflict, and the events of May 1968.

Instructor: Datta
 Prerequisite: FREN 211 and one additional unit, FREN 213 or above.
 Distribution: LL; HS
 Term(s): Fall

FREN 333 - French Classical Tragedy: Corneille versus Racine: Rethinking the Parallel (1.0)

Ever since La Bruyère's famous comment on Corneille and Racine—"The first depicts men as they should be, the second as they are"—critics have been tireless in pitting the two French tragedians against each other. In this course, we will take a critical look at the archetypal Corneille-Racine parallel in the light of important but marginalized playwrights such as Jean Rotrou, Tristan l'Hermite, and Catherine Bernard, whose works do not fit standard definitions of Classicism and tragedy. This encounter will lead us to question the notion of *auteurs classiques* and the seventeenth century's status as the "Grand Siècle." We will explore the many variations on the Corneille-Racine theme, asking if there is a "grand Corneille" and a "tender Racine," and considering why in certain historical periods one playwright was considered to encapsulate "French values" and patriotism more than the other. Students will become familiar with an array of seventeenth-century tragedies and reflect on the process and politics of literary canonization.

Instructor: Bilis
 Prerequisite: FREN 211 and one additional unit, FREN 213 or above.
 Distribution: LL
 Term(s): Not Offered

FREN 334 - African Cinema: Character and Narrative (1.0)

This course examines how character is built and how narration occurs in cinema. It covers the study of cinematic techniques in African cinema and explores how this cinematic tradition has responded to specific issues of representation in African history that came to bear upon filmmaking and cinematic language. The larger purpose of the course is to understand filmmaking as an aesthetic and political form of intellectual expression, but also as an industry in Africa, with a place in African cultural and political history.

Instructor: Prabhu
 Prerequisite: FREN 211 and one additional unit, FREN 213 or above. Permission from the instructor is required for students with no previous cinema class.
 Cross-Listed as: CAMS 334
 Distribution: LL; ARS
 Term(s): Not Offered

This course meets four hours weekly, but not all students attend all four hours. The schedule includes common instructional time in English for all students as well as separate sessions in English (required for CAMS only) and in French (required for FREN only). However, all registered students need to be available during the scheduled time slot of the class throughout the semester.

FREN 335 - Ethics and Difference (1.0)

A course on the idea of difference in historical perspective, with particular emphasis on ethical aspects of claiming/identifying difference. Study of difference in texts by the Philosophers of the Enlightenment, travel accounts, anthropological writing, ethnographic film, and recent fiction. The course focuses on methods of close reading and the function of grammatical structures such as objects and variations in tenses, on the position of the narrator, and on nuances in vocabulary. Individual assignments will be based on students' wider interests. Themes of difference include gender, race, ethnicity, nationality, class, and differential power in individual or group relationships.

Instructor: Prabhu
 Prerequisite: FREN 211 and one additional unit, FREN 213 or above.
 Distribution: LL
 Term(s): Not Offered

FREN 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
 Distribution: None
 Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

FREN 370 - Senior Thesis (1.0)

Prerequisite: FREN 360 and permission of the department.
 Distribution: None
 Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

FRENCH CULTURAL STUDIES

AN INTERDEPARTMENTAL MAJOR

Director: *Datta (French)*

The French Cultural Studies major is intended for students whose interests in the French and Francophone world are primarily cultural and historical. This interdepartmental major combines courses from the department of French with those in Africana studies, art, history, music, political science, or any other department offering courses on France or Francophone countries. The French department's courses in history and society are the core of the program. These courses examine institutions, political and social movements, along with the mass media, using methodologies grounded in the social sciences, primarily history and sociology. Other French department offerings in the field include courses that place literature and film in a social context. French Cultural Studies majors ordinarily work closely with two advisors, one from the French department and one from their other area of concentration.

French Cultural Studies Major

Goals for the French Cultural Studies Major

- Students should develop an in-depth understanding of French history, culture, society, and politics.
- Students should also be able to conduct rigorous in-depth research using primary as well as secondary sources on cultural and historical topics.
- Because they take classes in one or more departments outside the French department, students are expected to develop an understanding of the scope and methods of other disciplines and gain new analytical frameworks for thinking about the cultures and histories of France and the Francophone world.

French Cultural Studies Information

One-hundred-level and 200-level courses. FREN 101-FREN 102, FREN 103, and FREN 201 count toward the degree but not toward the major. First-year students who begin with FREN 101-FREN 102 in college and who wish to study internationally should consult the chair of the department during the second semester of their first year.

Requirements for the French Cultural Studies Major

The major in French Cultural Studies consists of a minimum of eight units. At least four units in the French department above the 201 level are required including FREN 211 and FREN 207. In special cases, an upper-level culture course in French approved by the program director may be substituted for FREN 207. At least one unit in French at the 300 (advanced) level is required. All majors must take two 300-level courses at Wellesley College. FRST 350, FRST 360, and FRST 370 do not normally count toward the minimum requirement of two 300-level courses for the major. In exceptional cases, this requirement may be waived by the French Cultural Studies director and/or the chair of the French department. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French Cultural Studies major.

Honors in French Cultural Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have

a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with FRST 360-FRST 370. See Academic Distinctions.

Teacher Certification in French Cultural Studies

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the chair of the Education Department.

Courses for Credit Toward the French Cultural Studies Major

AFR 211	Introduction to African Literature
AFR 252	Francophone Africa
ARTH 224	Modern Art to 1945
ARTH 289	Nineteenth-Century European Art
ARTH 309-01-F	Seminar. Problems in Architectural History
ARTH 311	Envisioning Empire
ARTH 325	Seminar. Rococo and Neoclassical Interiors
ARTH 335	Seminar. Topics in Modern Art
HIST 202	Between Marx and Coca-Cola: Europe's Global 1960s
HIST 205	The Making of the Modern World Order
HIST 208	Society and Culture in Medieval Europe
HIST 222	The Barbarian Kingdoms of Early Medieval Europe
HIST 240	Cities in Modern Europe
HIST 243	Gender and Sexuality in Twentieth-Century Europe
HIST 279	Heresy and Popular Religion in the Middle Ages
HIST 302	Seminar. World War II as Memory and Myth
HIST 334	Seminar. World Economic Orders, 1918-2008
MUS 200	History of Western Music I
MUS 201	History of Western Music II
MUS 202	History of Western Music III
MUS 230	Opera: Its History, Music, and Drama
POL4 241	Modern European Political Thought

FRST - French Cultural Studies Courses

For courses taken for the French Cultural Studies major but not exclusively on France or a Francophone topic, students are expected to write their main paper(s) on a French theme. In addition, and in consultation with the director, research and individual study (FRST 350) may be approved. The procedure to be followed for honors is identical to that for the French major.

FRST 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

FRST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

FRST 370 - Senior Thesis (1.0)

Prerequisite: FRST 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF GEOSCIENCES

Associate Professor: *Besancon, Brabander, Hawkins (Chair)*

Assistant Professor: *Monecke*

Visiting Lecturer: *Pierce*

Instructor in Geosciences Laboratory: *Gilbert, Waller*

Geoscience is the study of the Earth and all its systems. Interactions between the solid earth, the hydrosphere, atmosphere, and biosphere continually reshape the Earth. Geoscientists investigate these interactions using transdisciplinary approaches to address questions related to how the Earth formed, how it evolved over geologic time, and how its continued evolution affects the environment in which we live. Understanding the Earth's many linked systems is increasingly important if we are to make informed decisions about critical issues facing humanity, including global climate change, sea-level rise, shortages of drinking water, health hazards posed by materials in our urban environment, and mitigation of threats from earthquakes, landslides, volcanic eruptions, tsunamis, floods, and other natural hazards. The Department of Geosciences offers courses on the nature and history of the Earth, the processes that shape the Earth, the impacts those processes have on human populations, and our ability to live sustainably. Student research opportunities complement the program of study.

Geosciences Major

Goals for the Geosciences Major

The Department of Geosciences seeks to educate majors in the following bodies of knowledge and to develop in them the following skills:

- A knowledge and understanding of the internal structure and composition of the Earth, the history of the Earth, and the internal and surficial processes that shape its evolution
- A knowledge and understanding of how earth systems interact to produce the environment in which we live
- The cognitive and analytical reasoning skills needed to frame and solve interdisciplinary geoscientific problems
- The written, oral, and visual/spatial communication skills needed to communicate scientific knowledge

Requirements for the Geosciences Major

A major in geosciences includes eight geosciences courses (a minimum of eight units of course work), at least six of which must be taken at Wellesley. Entry into the major may be through GEOS 101, GEOS 102 or GEOS 106 [2011-12]. Four 200-level courses are required, normally chosen from GEOS 200, GEOS 201, GEOS 203, GEOS 206, GEOS 210 and GEOS 218. Three 300-level courses are required one of which may be GEOS 350, GEOS 360 or GEOS 370. Four complementary courses from mathematics, biological sciences, chemistry, physics, astronomy, or computer science are also required, and two of these must come from the same discipline. **Most majors pursue research experiences as part of their curriculum. Students will choose an appropriate set of courses with the guidance of a departmental advisor.**

Honors in Geosciences

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the

major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Graduate Study in Geosciences

Students considering graduate school are urged to take two semesters of mathematics, two of chemistry, two of physics, and a geoscience field course, either the MIT 12.114-12.115 sequence offered in alternate years by MIT or a summer geoscience field course offered by another institution. Students will choose an appropriate set of complementary courses with the guidance of a departmental advisor.

Geosciences Minor

Requirements for the Geosciences Minor

A minor in geosciences consists of five courses, including GEOS 101, GEOS 102, or GEOS 106 [2011-12] and at least one course at the 300 level. Students will choose an appropriate set of courses with the guidance of a departmental advisor.

GEOS - Geosciences Courses

GEOS 101 - Earth Processes and the Environment with Laboratory (1.25)

Geologic processes both rapid (earthquakes and landslides) and slow (mountain building and sea level rise) are intimately linked with sustaining the diversity of life on the planet. This course will examine these and other processes in which the atmosphere, geosphere, and biosphere are linked via the flow of energy and mass. Laboratory exercises and field trips will introduce skills needed to observe and document processes shaping our environment. Problem solving in small groups during class time will foster critical thinking, and classroom debates between larger teams will focus research and communications skills on current issues in geosciences such as building and removing dams, and the science surrounding global climate change.

Instructor: Brabander, Gilbert, Waller
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken GEOS 102.
Distribution: NPS; QRF
Term(s): Not Offered

GEOS 102 - The Dynamic Earth with Laboratory (1.25)

The Earth is a dynamic planet—driven by processes that operate on its surface and within. In this course we study these processes as well as interactions between the solid earth, the hydrosphere, the atmosphere, and the biosphere that together produce the environment we live in. Topics covered include the origin and history of the Earth, plate tectonics, the distribution of earthquakes and volcanoes, hydrology, landscape evolution, and global climate; these processes influence our lives daily. Laboratory exercises, project work, and local field trips provide hands-on opportunities to develop key concepts and hone observational and analytical skills.

Instructor: Staff
Prerequisite: Not open to students who have taken GEOS 101, GEOS 103, or GEOS 104.
Distribution: NPS
Term(s): Fall; Spring

This course no longer fulfills the Quantitative Reasoning Overlay course requirement.

GEOS 103 - First-Year Seminar: Geological Processes in Eastern California with Laboratory (1.25)

This course serves as an introduction to the field of Geosciences with a one-week field excursion to the Death Valley and Mono Basin areas in Eastern California. In this course students will investigate how Earth processes such as plate tectonics, earthquakes, volcanoes, rock formation, weathering and erosion, and global climate all interact with one another and influence our daily lives. Students will explore the different Earth processes in a studio-style class that integrates lab and lecture, with emphasis on group work, in-class exercises, data interpretation, and group discussion. A week-long field trip over spring break to Eastern California will allow students to apply the skills and knowledge they have learned to specific field sites, ranging from lake sediments to volcanic craters to glacially sculpted landscapes. The trip is mandatory and requires payment of additional fees.

Instructor: Pierce
Prerequisite: None. Open only to first-year students who have not taken GEOS 102 or GEOS 104.
Distribution: NPS

Term(s): Not Offered

Mandatory credit/noncredit.

Ann M. Maurer '51 Speaking Intensive Course

GEOS 200 - Evolution of Earth Systems through Time with Laboratory (1.25)

The geologic record, covering 4.6 billion years, provides us with a long-term perspective of the Earth system and how it operates over time scales much longer than human history. In this class we will explore Earth's eventful past, including periods of mountain building, sea level variations, dramatic climate changes, and the evolution and extinction of life on our planet. This class should give us an understanding about deep time and that we live on an ever changing planet. Lab exercises using Wellesley's extensive rock and fossil collection, local field trips during lab periods, and a weekend field trip will give us an opportunity to reconstruct past geological environments.

Instructor: Monecke
Prerequisite: Any 100-level GEOS course (except GEOS 111).
Distribution: NPS
Term(s): Not Offered

GEOS 201 - Environmental, Health, and Sustainability Sciences with Laboratory (1.25)

Problems in environmental, health, and sustainability sciences are inherently transdisciplinary and require a diverse skill set to frame, analyze, and solve. This course will focus on developing a toolbox of skills including systems level thinking, field and analytical methods, biogeochemical analysis (natural waters, soils, and other environmental materials), and modeling with a goal of building a science-based foundation for the analysis of complex issues at the interface between humans and the environment. Students will conduct semester-long research projects and will present their results in a final poster session.

Instructor: Brabander, Gilbert, Waller
Prerequisite: Any 100-level GEOS course (except GEOS 111), ES 101, SUST 201, or permission of the instructor.

Cross-Listed as: ES 201
Distribution: NPS
Term(s): Not Offered

GEOS 203 - Earth Materials with Laboratory (1.25)

An introduction to the materials—minerals, rocks, magmas, sediments, soils—that make up the solid Earth, and how those materials influence the processes that operate within and on the surface of the Earth. Emphasis is placed on the geological, chemical, and physical basis for understanding the physical properties and chemical composition of minerals, magmas, rocks, and soils, and the processes by which these materials form. Lecture and laboratory sessions are integrated to create a studio-style, project-based learning experience.

Instructor: Hawkins
Prerequisite: Any 100-level GEOS course (except GEOS 111).
Distribution: NPS
Term(s): Spring

GEOS 206 - Tectonics and Structural Geology with Laboratory (1.25)

This course is an overview of plate tectonic processes and an introduction to the study of the three-dimensional geometry of rock bodies and geologic structures (e.g., faults and folds) that form at the boundaries of tectonic plates. Students will explore the wide variety of plate interactions, interpret and construct geologic maps and cross-sections, learn basic methods for characterizing geologic structures, and practice interpreting the physical and tectonic conditions under which structures form. Class and lab will be supplemented by two Saturday field trips and one weekend field trip that emphasize fundamental field methods, such as measuring and mapping rock units and geologic structures. The field trips are mandatory.

Instructor: Hawkins
Prerequisite: Any 100-level GEOS course (except GEOS 111).
Distribution: NPS
Term(s): Not Offered

Normally offered in alternate years.

GEOS 208 - Oceanography (1.0)

The Earth is an ocean planet. Covering 71 percent of the Earth's surface and holding 97 percent of the Earth's water, the oceans are perhaps our planet's most distinctive feature. This course will address fundamental questions about the oceans such as, why do we have oceans and ocean basins? Why do we have ocean currents? How have the interactions among physical, chemical, and biological processes produced the ocean we have today? Why should we strive to learn more about the oceans, and what are the links between the oceans and Earth's climate? In-class exercises, case studies, and data analysis will emphasize fundamental oceanographic processes and problem solving skills. A mandatory field trip to the coast will allow students to explore coastal processes in action.

Instructor: Pierce
Prerequisite: Any 100-level GEOS, ES, or BISC course, or permission of the instructor.
Distribution: NPS
Term(s): Spring

GEOS 210 - Hydrogeology: Water and Pollutants with Laboratory (1.25)

Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle to understand sources of water for human use.

Mathematical groundwater models are used to understand groundwater movement and pollutant plumes. Quantity and quality of water and the limitations they impose are considered.

Instructor: Besancon
Prerequisite: Any 100-level GEOS course (except GEOS 111), or permission of the instructor.
Cross-Listed as: ES 210
Distribution: NPS; MM
Term(s): Not Offered
Normally offered in alternate years.

GEOS 213 - Planetary Geology (1.0)

Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent volcanic eruptions on Io to ice fountains on Enceladus and the complex surfaces of comets and asteroids. From a comparative point of view, this course examines the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides.

Instructor: Watters (Astronomy)
Prerequisite: Any 100-level ASTR or GEOS course.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Cross-Listed as: ASTR 203
Distribution: NPS
Term(s): Not Offered

This course is also offered at the 300-level as GEOS 313/ASTR 303. Normally offered in alternate years.

GEOS 216 - Earth's Climate Systems Through Time (1.0)

Predictions for Earth's future climate require both an understanding of the fundamental processes that control climate today and knowledge of how Earth's climate behaved over the past 4.5 billion years. In this course we will discuss the processes that control the Earth's climate, such as the Earth's energy balance, and will explore the tools and archives available to scientists for studying past climate conditions, e.g., atmospheric CO₂ levels, ocean productivity, temperature, and ice-sheet volume. We will then march through time, starting with Earth's early climate and ending with projections for future climate scenarios. This course will consist of class activities, discussions, problem sets, and one or more field trips.

Instructor: Pierce
Prerequisite: Any 100-level GEOS course (except GEOS 111), or ES 101 and ES 102.
Distribution: NPS
Term(s): Fall

GEOS 218 - Geomorphology with Laboratory (1.25)

The Earth's surface is constantly changing and is controlled by the interaction of topography and climate. In this class we will investigate the major landforms that can be found on Earth's surface, the processes that have shaped them, the delicate balance between landform and process, and the rates of geomorphic change. Among other processes, we will explore glacial activity, coastal processes, landslides, and stream flow. Topographic maps, surveying equipment, and geographic information systems (GIS) will be used to analyze and interpret geomorphic features. A variety of landforms will be studied during outdoor lab exercises and during a weekend field trip.

Instructor: Monecke
Prerequisite: Any 100-level GEOS course (except GEOS 111).
Distribution: NPS

Term(s): Fall
Normally offered in alternate years.

GEOS 220 - Volcanoes: Agents of Global and Regional Change with Wintersession Laboratory (1.25)

From Mount St. Helens to Vesuvius to Krakatau, volcanoes affect global climate, change landscape evolution, and are sometimes the cause of tremendous disasters. Understanding the wide variety of phenomena associated with volcanoes provides a broad perspective on how science can be used to protect lives and further human needs and interests. Using geologic literature, Internet search, and a general text, we will study case histories of volcanoes on Earth and in the solar system. Written papers and oral presentations will be important parts of the course. The laboratory is a three-week Wintersession trip to Hawaii and California that requires payment of additional fees.

Instructor: Besancon
Prerequisite: Permission of the instructor and GEOS 101, GEOS 102, or GEOS 106.
Distribution: NPS
Term(s): Not Offered

Normally offered in alternate years. Subject to Provost's Office approval.

GEOS 223 - Planetary Climates (1.0)

We've all heard about recent and ongoing climate change on Earth. What about the climate 100 million years ago or weather patterns on Venus and climate change on Mars? In this course, we'll explore the evolution of the climate system on four worlds in our solar system: the Earth, Mars, Venus, and Saturn's moon Titan. We'll examine how geologists learn about the history of Earth's climate and how it has changed over time, as well as the sources of modern climate change and its impact on life. The course will also explore the techniques that planetary scientists use to learn about the atmospheres and surface environments on other worlds.

Instructor: Watters (Astronomy)
Prerequisite: Any 100 level course in ASTR; or GEOS 101, GEOS 102, or GEOS 206; or ES 101; or permission of the instructor.
Cross-Listed as: ASTR 223
Distribution: NPS; MM
Term(s): Spring

Normally offered in alternate years. This course is also offered at the 300-level as GEOS 323/ASTR 323.

GEOS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

GEOS 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

GEOS 302 - Marine Geosciences with Laboratory (1.25)

The accumulation of terrigenous, biological, and chemical sediments on the ocean floor provides us with an archive rich in information about the history of the Earth—for geoscientists, the challenge is determining what information can be obtained, and which methods are appropriate for attaining it. This course will consist of in-class discussions, the reading of seminal papers, weekly lab sessions, and a semester-long research project that utilizes marine sediment samples, during which students will investigate such topics as the geomorphology of ocean basins, the accumulation and distribution of

deep-sea sediments, biogeochemical cycling, ocean drilling, and how the composition of marine mud can inform us of past environmental conditions. These tools will be applied in the context of understanding paleo-tectonic configurations, paleoceanography, and paleoclimate.

Instructor: Pierce

Prerequisite: GEOS 101 or GEOS 102 and a 200-level GEOS, ES, or BISC course, or permission of the instructor.

Distribution: NPS

Term(s): Fall

Ann M. Maurer '51 Speaking Intensive Course

GEOS 304 - Sedimentology and Stratigraphy with Laboratory (1.25)

Sediments and sedimentary rocks cover most of the Earth's present surface. Sedimentology encompasses the study of the origin, transport, deposition, and lithification of sedimentary rocks and is critical to accurate interpretation of the geologic rock record. Observations of modern sedimentary processes illuminate past environments; sedimentary strata record evidence of mountain building and seismic activity, glacial advances and paleoclimate cycles, and preserve the fossil record. Natural resources including groundwater, coal, and petroleum are found in sedimentary rocks. Society is impacted by sedimentary processes in popular human habitats including coastlines and flood plains. Readings and discussions build students' familiarity with topics such as sediment transport, stratigraphy, and modern and ancient depositional environments. A semester-long project, laboratory exercises, and weekend field trips emphasize field methods, rock identification, and data collection, analysis, and interpretation.

Instructor: Monecke

Prerequisite: GEOS 200, GEOS 203, or permission of the instructor.

Distribution: NPS

Term(s): Not Offered

Normally offered in alternate years.

GEOS 306 - Evolution of the Lithosphere (1.0)

In this course students will explore the origin, growth, and recycling of the Earth's strong outer shell of rock, the lithosphere, and thereby consider fundamental questions about the Earth. How and when did the continents form? How do continents grow and why do they break apart? Have the mass and volume of continents changed over Earth history? How is oceanic lithosphere produced and what happens when it is recycled into the mantle? What are the implications of lithospheric recycling for the thermal structure and composition of the mantle? Students will explore these questions by reviewing the geologic, tectonic, geochemical, petrologic, and structural evidence, extracted from modern and ancient rocks, upon which current models for the evolution of the lithosphere are constructed.

Instructor: Hawkins

Prerequisite: GEOS 203, GEOS 206, or permission of the instructor.

Distribution: NPS; MM

Term(s): Not Offered

Normally offered in alternate years.

GEOS 313 - Advanced Planetary Geology (1.0)

This course meets with ASTR 203/GEOS 213 (see description) and on alternate Wednesdays for additional instruction and seminar-style discussions exploring special topics in planetary geology. Students will read and discuss journal articles and advanced texts, and will produce a final project that involves an in-depth treatment of a topic of their

choosing. Possible topics include: space weathering on the Moon, giant impacts and basin formation, alteration of igneous rocks on Mars, tectonics on Venus, models of planetary interiors, spacecraft instrumentation and remote sensing techniques, and landscape evolution on Titan.

Instructor: Watters (Astronomy)

Prerequisite: Must satisfy prerequisites for GEOS 213/ASTR 203 and have taken at least one of the following: PHYS 107, GEOS 203, GEOS 206, GOES 218.

Not open to students who have taken GEOS 213/ASTR 203.

Cross-Listed as: ASTR 303

Distribution: NPS

Term(s): Spring

GEOS 315 - Environmental Geochemistry with Laboratory (1.25)

Accurately predicting the fate and transport of naturally occurring toxic elements and anthropogenic compounds in the environment requires a broad set of multidisciplinary skills. This course introduces geochemical approaches, including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to fingerprint sources of pollutants and track them in water, soil, and plants. These fundamentals will be explored in several classic case studies and in semester-long geochemical research projects conducted by small groups.

Instructor: Brabander

Prerequisite: One course above the 100 level in two of the following disciplines: geosciences, chemistry, biological sciences or environmental studies; or permission of the instructor.

Cross-Listed as: ES 315

Distribution: NPS; MM

Term(s): Not Offered

Normally offered in alternate years.

GEOS 316 - Paleoseismology (1.0)

Recent earthquake and tsunami events dramatically highlight the vulnerability of human populations and infrastructure to seismic hazards. Only a thorough understanding of the frequency and magnitude of such events will enable local communities to prepare for future disasters. The rapidly evolving field of paleoseismology tries to answer such questions as: Where do earthquakes occur? How large might they be? How frequent are they? In this seminar-style class we will discuss literature to examine primary and secondary earthquake-induced deformation in various geologic archives and under different stress regimes. Through exercises and research projects students will learn techniques to assess the seismic hazard and to prepare threatened communities.

Instructor: Monecke

Prerequisite: Any 200-level GEOS course, or permission of the instructor.

Distribution: NPS

Term(s): Spring

GEOS 320 - Isotope Geochemistry (1.0)

This seminar-style course will use the primary literature to study state-of-the-art techniques in isotope geochemistry. Radiogenic, cosmogenic, and stable isotope systematics will be explored with applications ranging from geochronology, tectonics, fate and transport of pollutants, and the use of isotopes to trace biogeochemical processes. Field trips to Boston-area isotope labs and opportunities for collaborative research projects will complement the seminar.

Instructor: Brabander

Prerequisite: Any 200-level GEOS course, or permission of the instructor.

Distribution: NPS

Term(s): Not Offered

Normally offered in alternate years.

GEOS 323 - Advanced Planetary Climates (1.0)

This course meets with ASTR 223/GEOS 223 (see description) and on alternate Wednesdays for additional instruction and seminar-style discussions exploring special topics in planetary climates. Students will read and discuss journal articles and advanced texts, and will produce a final project that involves an in-depth treatment of a topic of their choosing. Possible topics include: atmospheric escape mechanisms, physics of planetary exospheres, the anti-greenhouse and methane cycle on Titan, planetary global climate models, structure of the Venusian atmosphere, modern ice ages on Mars, evolution of the early Martian climate, spacecraft instrumentation, and remote sensing techniques.

Instructor: Watters

Prerequisite: Must satisfy prerequisites for ASTR 223/GEOS 223 and have taken PHYS 107, or by permission of the instructor.

Cross-Listed as: ASTR 323

Distribution: NPS; MM

Term(s): Spring

GEOS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

GEOS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

GEOS 370 - Senior Thesis (1.0)

Prerequisite: GEOS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF GERMAN

Professor: *Hansen, Kruse, Nolden (Chair)*
 Assistant Professor: *Hans*
 Mellon Postdoctoral Fellow: *Frömming*
 Faculty Director of Study Abroad: *Nolden*

The Department of German offers a varied curriculum that introduces students to a wide range of texts and contexts in order to introduce the cultural heritage and contemporary life of Germany, Austria, and German-speaking Switzerland. Language courses emphasize rapid acquisition of communication skills. Because almost all upper-level courses are conducted in German, the advanced student can achieve a high level of fluency.

German Department Information

The language of instruction above the 100 level is almost exclusively German unless otherwise noted. Students thus have constant practice in hearing, reading, 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.

The department offers a unified major called German Studies as well as a minor in German Studies. GER 101-GER 102 is count-ed 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 or accelerating in our January-in-Berlin program during Wintersession.

German Studies Major

Goals for the German Studies Major

The goals of the major in German Studies are, broadly stated, to equip students with the cultural and linguistic skills to participate in German-speaking cultures. Specifically:

- Students acquire in our courses the linguistic skills to engage in high-level conversation in German and to write sophisticated German
- Students learn to understand and appreciate a wide variety of complex texts (literary, historical, journalistic, musical, cinematic, scholarly, etc.)
- Students receive a broad introduction to the cultures (comprising the art, history, music, philosophy, or politics) of German-speaking countries
- Students are prepared to follow a course of studies at a German or Austrian university, to succeed in internships in German-speaking firms, to enter graduate school in related fields, and to pursue diverse careers both in the United States and abroad.

Requirements for the German Studies Major

- The major in German Studies constitutes a minimum of nine units. With the approval of the department, courses taken abroad may count toward the major at the 200 level. Each student should consult with her department advisor about the best sequence of courses in her case.
- The nine units include two requirements, either GER 325 or GER 329 and GER 389. The remaining seven units must be at the 200 level or above. GER 201 and GER 202 count toward the major. Two of the other seven may be in English, and, with

departmental approval, may include one course taught outside of the department.

Honors in German Studies

The department offers two plans for the honors program.

For Plan A, students write a thesis and pass an oral examination. Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students continue with Senior Thesis (370) in the second semester.

For Plan B, students prepare for a written and an oral examination based on a reading list devised by the student under the guidance of an advisor. Preparation of a special author or project can be reflected proportionally in the honors examination. Plan B carries no course credit, but students may elect a unit of 350 as part of their preparation for the honors examination.

To be admitted to either plan, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 -level. The department may petition on behalf of exceptional students whose averages fall between 3.0 and 3.5.

International Study in Germany

Students in GER 201 who wish to accelerate at the intermediate level may apply to the January-in-Berlin program. Participants travel to Berlin in January where they study with a professor from the German department. During their stay, they complete GER 202W and receive credit as they would for a course taken on campus. Upon returning for the second semester at Wellesley, students are encouraged to continue with a 200-level course taught in German.

Qualified students are encouraged to spend their junior year at our joint program with Middlebury College in Berlin, or another program approved by the College.

German Studies Minor

Requirements for the German Studies Minor

- The minor in German Studies requires a minimum of six units beyond GER 102 of which at least five units have to be at the 200 level or above. Up to two of the six units may be in English. With departmental approval, one unit may be taken outside of the department.
- With the approval of the department, courses taken abroad may count toward the minor. Each student should consult with her department advisor about the best sequence of courses.

GER - German Courses

GER 101 - Beginning German (1.0)

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading, and writing. Videos and Web-based activities introduce the student to topics from contemporary culture in German-speaking countries.

Instructor: Frömming, Totten
 Prerequisite: None
 Distribution: None

Term(s): Fall; Winter

Each semester of GER 101 and GER 102 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

The department strongly urges all participants to sign up for both semesters in order to achieve the full introduction to the language that both semesters provide. After completing GER 102, students may apply for a departmental stipend to support summer language international study.

GER 102 - Beginning German (1.0)

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading, and writing. Videos and Web-based activities introduce the student to topics from contemporary culture in German-speaking countries.

Instructor: Hansen, Kruse
 Prerequisite: GER 101
 Distribution: None
 Term(s): Spring

Each semester of GER 101 and GER 102 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

GER 130 - First-Year Seminar: Fairy Tales and Children's Literature: The Cultural Legacy of the Brothers Grimm (in English) (1.0)

This seminar focuses on fairy tales, their history, and their continued impact on contemporary culture. We begin by studying the tales themselves, trying to uncover their original meanings and purposes. Out of what historical moments and psychological needs did the tales arise? Why did the Brothers Grimm collect and compile them in the first place? We then consider the ways in which they have been rescripted and repurposed in everything from poetry to popular film, examining how cultural production appropriates these fairy tale structures, even while radically straying from them. We read these texts against the backdrop of a range of theoretical approaches to childhood and to literary and cultural criticism, in order to uncover their significance in the past and today.

Instructor: Hans
 Prerequisite: None. Open to first-year students only.
 Distribution: LL
 Term(s): Spring
 Mandatory credit/noncredit.

GER 201 - Intermediate German (1.0)

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, written, oral, and aural practice. Readings on contemporary cultural topics.

Instructor: Nolden
 Prerequisite: GER 101 and GER 102 or permission of the instructor.
 Distribution: None
 Term(s): Fall

Each semester of GER 201 and GER 202 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

GER 202 - Intermediate German (1.0)

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, written, oral, and aural practice. Readings on contemporary cultural topics.

Instructor: Hans

Prerequisite: GER 101 and GER 102 or permission of the instructor.

Distribution: LL

Term(s): Spring

Each semester of GER 201 and GER 202 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

GER 202W - Intermediate German in Berlin (1.0)

Like GER 202 on campus, this course strengthens and expands all language skills including idiomatic grammar review, oral and listening practice, readings on contemporary and historical topics, and practice in composition. This course will be taught as an intensive Wintersession course in Berlin and will feature an important cultural component.

Instructor: Nolden

Prerequisite: GER 201 or permission of the instructor.

Application required. Not open to students who have taken GER 202.

Distribution: LL

Term(s): Winter

Students must have received credit for GER 201 in order to receive credit for GER 202W. Not offered every year. Subject to Provost's Office approval.

GER 232 - Longing and Belonging: Music in German Culture (1.0)

Music has played an important role in the formation of German cultural identity. In present-day Germany and Austria, the classical tradition associated with composers such as Bach, Mozart, or Schubert coexists with a rich tradition of so-called popular music. In this class, we will study selected examples of German musical history from the eighteenth to the twenty-first centuries in their cultural context. We will analyze the complex relationship between music and text in these works and discuss the many ways in which music has been involved in the formation of cultural identities. While exploring German history and culture through the lens of its rich musical traditions, students will develop their proficiency in all aspects of the German language.

Instructor: Frömming

Prerequisite: GER 202 or equivalent.

Distribution: LL

Term(s): Fall

Taught in German, three periods.

GER 235 - The Fantastic in German Literature (1.0)

This course surveys the rich tradition of German literature of the fantastic and the uncanny. These works, which employ allegories of escapist fantasy, horror, supernatural terror, delusion, and abnormal psychic states, are chosen for their literary treatment of fears that prey on the human imagination. We shall begin with a couple of less well-known examples from the Grimms' folk tales, and explore works of major writers for images of the Doppelgänger, talking animals, and magical helpers. Emphasis on the development of communicative skills in order to negotiate complex meaning in reading, speaking, and writing. Review of selected topics in grammar and style. Designed for students who have completed four semesters of language training or equivalent.

Prerequisite: GER 202 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

GER 236 - Post-War German Short Prose (1.0)

This course focuses on short stories and novellas from post-WWII Germany to the present. We examine how literature confronted cultural change

not only in a Germany first divided, then reunified, but also in an international context. Readings will include works by authors Heinrich Böll, Alfred Andersch, Christa Wolf, Judith Hermann, and Wladimir Kaminer. The course is designed to introduce great works of recent German literature and methods of literary analysis, and to practice advanced language skills through targeted grammatical review, analytical writing, and discussion. Taught in German, three periods.

Prerequisite: GER 202 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

GER 237 - Love in German Literature (1.0)

The course will explore some of the best-known literary expressions of romantic relationships written in German. We will begin with medieval poetry of courtly love and move to examples from Goethe, the Romantics, and Heinrich Heine, and then to the modern period. We will also study a song cycle by Franz Schubert. The topic encompasses problems like falling in love, forbidden love, tragic love, fulfillment, separation, and the erotic. The course has two goals. The first is to enhance appreciation of literature and culture through close reading and contextualization of works by period and genre. The second is to develop communicative skills in order to negotiate complex meaning in speaking and writing. Emphasis on vocabulary building, review of selected grammar topics, and extensive writing practice. Designed for students who have completed four semesters of language training or equivalent.

Prerequisite: GER 202 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

GER 238 - Texts and Contexts: Genres of German Literature (1.0)

This course presents representative works from major periods of German literature. Texts will survey different genres (lyric poetry, drama, essay, prose fiction) and major writers. We will develop skills of interpretation through speaking and writing about all aspects of these works. The course has two goals. The first is to enhance appreciation of literature and culture through close reading and contextualization of works by period and genre. The second is to develop communicative skills in order to negotiate complex meaning in speaking and writing. Emphasis on vocabulary building, review of selected grammar topics, and extensive writing practice. Designed for students who have completed four semesters of language training or equivalent.

Prerequisite: GER 202 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

Taught in German, three periods.

GER 239 - Germany and Austria Today: Advanced Conversation and Composition (1.0)

Intensive practice in oral and written communication and presentation; introduction to rhetorical strategies of conversation and discussion; introduction to elements of German prose style; practice of various forms of writing. Review of selected grammar topics. On the basis of newspaper and magazine articles, essays and stories, television news, film clips, and website materials, we will discuss and write about current events and issues in Germany and Austria. Designed for students who have completed four or five semesters of language training or equivalent.

Instructor: Kruse

Prerequisite: GER 202 or permission of the instructor.

Distribution: LL

Term(s): Spring

Taught in German, three periods.

GER 244 - Deutschlandreisen: Fictional Journeys Through Germany (1.0)

In this course we will read travel narratives in which important authors, painters, and filmmakers of the last two centuries have captured their journeys through Germany. We will ask what it is that these travelers have perceived and experienced, how they have mapped out their journeys, and how they have artistically represented their experiences. Texts, paintings, and films by Heinrich Heine, Joseph von Eichendorff, Ernst Ludwig Kirchner, Wim Wenders, Christian Kracht, Sten Nadolny, Andre Kaminski, and others.

Prerequisite: One unit taught in German above 202, or permission of the instructor.

Distribution: LL

Term(s): Not Offered

GER 245 - Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar Germany, 1918-1933 (in English) (1.0)

The short-lived Weimar Republic represents a crucible in which the traumatic aftereffects of World War I violently collide with troubled political and socioeconomic conditions. What we often think of as the "Golden Twenties" were, in fact, years marked by hardship and radical extremism. We will examine and analyze literary and theoretical texts, films, and visual arts in order to understand how the new republic grappled with its hopes and anxieties. We will trace cultural developments from Expressionism through New Objectivity; to the move toward National-Socialist ideology as expressed in essays on social and political issues, poetry, plays, and texts by authors such as Brecht, Kästner, and Thomas Mann; and films by Wiene, Lang, and von Sternberg. Lectures, readings, and discussions in English.

Prerequisite: None

Distribution: LL; HS

Term(s): Not Offered

GER 246 - German Autobiography (1.0)

In this course, we will read German autobiographies from several centuries to familiarize ourselves with patterns of autobiographical writing as well as with important moments in German and Austrian history. Texts will be drawn from the canon of literary memoirs, but will also include writings by scientists, politicians, and other persons of general interest. Our course will commence with passages from the memoirs of the Jewish merchant Glück von Hameln, an example of early women's autobiographical writing. The emphasis of the course will be on the twentieth century.

Prerequisite: GER 202 or above.

Distribution: LL

Term(s): Not Offered

GER 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

GER 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

GER 260 - Text, Texts, Texting (1.0)

In this class we will read and analyze electronic texts to understand how the application of digital media impacts the act of writing and our conception of

literature. We will discuss new genres of writing, including Internet novels, and we will ask how texts interact with visuals and how innovative ways of creating texts have generated different types of reading as well.

Prerequisite: One unit taught in German above GER 202, or permission of the instructor.

Distribution: LL; ARS
Term(s): Not Offered

GER 276 - Franz Kafka (in English) (1.0)

All aspects of Kafka's works and life will be explored in the historical and social context of early twentieth-century Central Europe. We will read a wide selection from his novels, short stories, parables and aphorisms, diaries and letters. We will discuss the delight and difficulty of reading Kafka, his posthumous reception as a world author, and his importance as a cultural icon in the late twentieth and early twenty-first centuries.

Prerequisite: None
Distribution: LL
Term(s): Not Offered

GER 280 - Film in Germany, 1919-2013 (in English) (1.0)

This course provides a survey of the history of films made by German directors. It introduces the student to the aesthetics and politics of the individual periods of German filmmaking, among them Expressionism, Film in the Third Reich, Postwar Beginnings, and New German Cinema. We will concentrate on films by Lang, Murnau, Riefenstahl, Sierck, Staudte, Akin, Fassbinder, Wenders, and Tykwer.

Prerequisite: None
Cross-Listed as: CAMS 204
Distribution: LL; ARS
Term(s): Not Offered

GER 285 - German Cult Texts (1.0)

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 Florian Illies's *Generation Golf* (2000). Works by Nietzsche, Rilke, Hesse, and others. Primary focus on the twentieth century.

Prerequisite: One unit, taught in German above 202, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GER 288 - From Berlin and London to Hollywood (in English) (1.0)

This course offers an introduction to the formative years of Hollywood by tracing the impact of European cinema on the American movie industry. Focusing on the work of film directors who in the first half of the twentieth century left the European centers of film-making for Hollywood, we will discuss the commercial competition between Berlin, London, and Hollywood as well as notions of aesthetic transfer. Among the actors and directors to be discussed are Marlene Dietrich, Alfred Hitchcock, F.W. Murnau, Fritz Lang, Ernst Lubisch, Billy Wilder, Douglas Sirk, and others.

Instructor: Nolden
Prerequisite: None
Cross-Listed as: CAMS 213
Distribution: LL; ARS
Term(s): Spring

GER 325 - Goethe and His Critics (1.0)

Texts from all phases of Goethe's literary career will be studied in their cultural and sociohistorical context. Readings will include examples from Goethe's poetry and dramatic and narrative works as well as texts by some of Goethe's contemporary critics (i.e. Kleist and Heine).

Instructor: Nolden
Prerequisite: Two units taught in German above 202, or permission of the instructor.
Distribution: LL
Term(s): Fall

GER 329 - Readings in Eighteenth- and Early Nineteenth-Century Literature (1.0)

This course introduces themes and issues of the German Enlightenment, Storm and Stress, Classicism, and Early Romanticism. Texts by Gellert, Lessing, Wagner, Schiller, Goethe, and Kleist. Introduction to important authors, texts, and ideas of German Enlightenment and Romanticism, thus providing a solid understanding of the very foundation on which present-day German culture is based.

Prerequisite: Two units taught in German above 202, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GER 345 - Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar Germany, 1918-1933 (1.0)

Same course as GER 245, with additional readings in German, and an additional weekly class meeting with discussions in German. Three periods.

Prerequisite: Two units taught in German above 202, or permission of the instructor.
Distribution: LL; HS
Term(s): Not Offered

GER 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

GER 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

GER 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

GER 370 - Senior Thesis (1.0)

Prerequisite: GER 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

GER 376 - Kafka (1.0)

Same course as GER 276 above, with additional readings in German, plus an additional weekly class meeting taught in German with discussions in German.

Prerequisite: Two units taught in German above 202, or permission of the instructor.

Distribution: LL
Term(s): Not Offered

GER 389-01-S - Seminar (1.0)

Topic for 2013-14: German Comedy

This seminar provides an overview of the comic-dramatic genre in the German theatre. The works, which are chosen for their humor and readability, will also provide a historical survey of German literature from the seventeenth to the twentieth centuries. We shall also examine theories of comedy. Authors include: Gryphius, Lessing, Büchner, Lenz, Schnitzler, Sternheim, Hofmannsthal, Hauptmann, and Dürrenmatt.

Instructor: Hansen
Prerequisite: One 300-level unit or permission of the instructor.
Distribution: LL
Term(s): Spring

HEBREW

For Elementary and Intermediate Hebrew and Research or Independent Study in Hebrew, see Jewish Studies.

DEPARTMENT OF HISTORY

Professor: *Kapteijns (Chair), Malino, Tumarkin, Rogers, Shennan*

Associate Professor: *Giersch, Matsusaka, Rao, Osorio, Ramseyer*

Assistant Professor: *Grandjean, Greer, Grote, Quintana, Slobodian*

Visting Lecturer: *Blanton*

History is the study of the cumulative human experience. As a study of change in human society over time, it lies at the foundations of knowledge in both the humanities and the social sciences, offering its own approaches to questions explored in both branches of learning. The study of history prepares students for a wide range of careers that require broad knowledge of the human experience as well as critical thinking, research, and writing skills. Most of the major geographical fields in history as well as the subdisciplines of social, cultural, political, and economic history are represented in our course offerings and in the research interests of our faculty.

History Department Information

200-level courses in the department are open to first-year students. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite. First-Year Seminars are open to first-year students only.

History Major

Goals for the History Major

Students who successfully complete a major in history will have acquired:

- A broad and deep understanding of the process of change over time, the relationship between past and present, and historical causality
- A humanistic awareness of the individual as part of a larger temporal stream, a civic sense of historical responsibility, and a social-scientific consciousness of societies and cultures as evolving systems
- Solid grounding in a body of specialized historical and historiographical knowledge about selected countries and regions or comparative problems that span various cultures and times
- Diversified knowledge of the histories and historiographies of a range of cultures and chronological periods
- A critical understanding of the methods that historians employ in reconstructing the past, including various approaches to historical research, the interpretation of primary sources and other evidence, and the uses of theory in historical analysis
- Extensive training and experience in reading monographs and scholarly articles critically, in writing concise analytical essays and longer research papers, and in oral communication skills

Requirements for the History Major

The minimum major requires nine units of course work above the 100 level, including two 300-level units (2.0). Normally, majors must include at least one seminar in their program of two 300-level units. Normally, seven of the nine units and all 300-level work must be taken at Wellesley. No AP or IB credits. A student nearing completion of her major requirement may, in special circumstances and only with the permission of her major advisor and the department chair, receive credit toward the major for one related course in another department at

Wellesley. One cross-listed course may be counted toward the major, but a student may not count both a cross-listed and a related course toward the major.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have breadth, depth, and historical perspective. To ensure breadth, the program must include at least one course (1.0 unit) in the history of Africa, China, Japan, Latin America, the Middle East, or South Asia and at least one course (1.0 unit) in the history of Europe, the United States, or Russia. 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

To ensure that students have a broad historical perspective, history majors must take at least one course (1.0 unit) in pre-modern history (e.g., Medieval Italy, Colonial Latin America, and so forth).

Honors in History

The only path to honors is the senior thesis. As specified in College legislation, students must have a grade point average of 3.5 or higher in courses applied to the major. In addition, they must complete six of the nine major units of course work before the end of their junior year. For additional information, please consult the department website or ask at the History department office (FND 202A).

Teacher Certification

Students interested in obtaining certification to teach history in the Commonwealth of Massachusetts should consult the chair of the Education Department.

Interdepartmental Majors

Students interested in a major combining history and international relations should consider the interdepartmental major in International Relations-History.

IR History Major Information

The IR-History Chair for 2013-14 is Professor Pat Giersch.

Students who elect the International Relations-History major take the following courses in addition to the International Relations core:

1. Two history courses dealing substantively with the period before ca. 1900
2. Three history courses dealing with the modern history of countries or regions
3. Two courses dealing with modern international history to be selected in consultation with advisor
4. HIST 395: International History Seminar. **Note:** For 2013-14 only, HIST 334 World Economic Orders will take the place of HIST 395.

(Three of these eight history courses must focus on one region of the world; at least three courses must deal with the non-Western world; and two must be at the 300 level.)

5. One additional 200- or 300-level course in Africana Studies, Anthropology, Economics, Political Science, Sociology, or Women's and Gender Studies.

History Minor

Requirements for the History Minor

The history minor consists of a minimum of five units of course work, of which at least four courses (4.0 units) must be above the 100 level and at least one course (1.0 unit) at the 300 level (excluding 350). Of these five courses, at least three courses (3.0 units) shall represent a coherent and integrated field of interest, such as American history, Medieval and Renaissance history, or social history. Of the other courses, at least one course (1.0 unit) shall be in a different field. Normally at least four courses (4.0 units) must be taken at Wellesley, and related courses in other departments will not count toward the minor.

HIST - History Courses

HIST 115 - First-Year Seminar: Routes of Exile: Jews and Muslims (1.0)

This course will examine exile—both internal and geographic—through contemporary memoirs, letters, novels, and films. Our primary focus will be on Jews and Muslims living in North Africa and the Middle East. Questions to be asked include, How was community defined? What provided the author with a sense of belonging? What prompts his/her exile? Is the homeland portable? If so, how, and on what terms? Each week we shall explore a different expression of exile. Discussion will include comparisons and contrasts with previous readings.

Instructor: Malino

Prerequisite: None. Open only to first-year students.

Distribution: HS

Term(s): Fall

Mandatory credit/noncredit.

HIST 200 - Roots of the Western Tradition (1.0)

In this introductory survey, we will examine how the religious, political, and scientific traditions of Western civilization originated in Mesopotamia and Egypt from 3500 B.C.E. and were developed by Greeks and Romans until the Islamic invasions of the seventh century C.E. The course will help students to understand the emergence of polytheism and the great monotheistic religions, the development of democracy and republicanism, and the birth of Western science and the scientific method.

Instructor: Rogers

Prerequisite: None

Distribution: REP; HS

Term(s): Not Offered

HIST 201 - The Rise of the West? Europe 1789-2003 (1.0)

This course traces the history of Modern Europe and the idea of "the West" from the French Revolution to the Second Gulf War. We will explore the successes of empire, industry, and technology that underwrote European global domination until World War I and Europe's subsequent financial dependence on the United States. We will reexamine conventional narratives of the rise of Europe and the West, and explore how people experienced 'progress' differently according to geography, class, gender, nationality, and ethnicity. We will also follow the

emergence of mass consumption, urbanization, total war, genocide, and decolonization, as well as the developing political idioms of national self-determination, feminism, and human rights, and the scientific idioms of eugenics, psychology, and anthropology.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 202 - Between Marx and Coca-Cola: Europe's Global 1960s (1.0)

Europe's world changed in the 1960s. Overseas empires vanished in decolonization processes both diplomatic and violent, leaving a place newly dubbed "the Third World" and a project newly labeled "development." Western European youth born after D-Day protested U.S. overseas wars even as they consumed more American popular culture than ever. A self-described New Left found inspiration in Algerian revolutionaries, Cuban guerrillas, Maoist Red Guards, and U.S. Black Panthers, while Eastern Europe saw experiments in "socialism with a human face." This lecture course explores the world-making projects of a decade lived "between Marx and Coca-Cola" and tracks the long shadow cast by 1968 in European memory.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 203 - Out of Many: American History to 1877 (1.0)

An introduction to American life, politics, and culture, from the colonial period through the aftermath of the Civil War. Surveys the perspectives of the many peoples converging on North America during this era, and explores the shifting fault lines of "liberty" among them. Because Early America was not inevitably bound toward the creation of the "United States of America," we will ask how such an unlikely thing, in fact, happened. How did a nation emerge from such a diverse array of communities? And how did various peoples come to claim citizenship in this new nation? Emphasis, too, on the issues that convulsed the American colonies and early republic: African slavery, revolutionary politics, immigration, westward expansion, and the coming of the Civil War.

Instructor: Grandjean
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 204 - The United States History in the Twentieth Century (1.0)

The United States' past is one of making and remaking the nation—as a government, a place, and a concept. This course surveys that dynamic process from the post-Reconstruction period through 9/11. Examining the people, practices, and politics behind U.S. nation building, we will consider questions of how different groups have defined and adopted "American" identities, and how definitions of the nation and citizenship shifted in relation to domestic and global happenings. This will include considering how ideas of gender, race, ethnicity, and citizenship intersected within projects of nation building. We will cover topics that include domestic race relations, U.S. imperialism, mass consumption, globalization, and terrorism, and developments such as legalized segregation, the Depression, World Wars I and II, and modern social progressive and conservative movements.

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 205 - The Making of the Modern World Order (1.0)

This foundational course in international history explores the evolution of trade, competition, and cultural interaction among the world's diverse communities, from the Mongol conquests of the late thirteenth century through the end of the twentieth century. Themes include: the centrality of Asia to the earliest global networks of trade and interaction; the rise of European wealth and power in the seventeenth and eighteenth centuries; empires; imperialism and its impact; the evolution of the nation-state; scientific and industrial revolutions; and "modernization" and the new patterns of globalization during the late twentieth century. Attention to agents of global integration, including trade, technology, migration, dissemination of ideas, conquest, war, and disease.

Instructor: Matsusaka (Fall), Giersch (Spring)
Prerequisite: None
Distribution: HS
Term(s): Fall; Spring

HIST 206 - From Conquest to Revolution: A History of Colonial Latin America (1.0)

The "discovery" by Christopher Columbus in 1492 of the "New World" unleashed a process of dramatic changes in what we now call Latin America. Spanning roughly from the fifteenth through the mid-eighteenth centuries, this course examines the ideological underpinnings of the Spanish Conquest, the place of the Americas in a universal Spanish empire, and the role of urban centers in the consolidation of Spanish rule. Emphasis is placed on indigenous societies and the transformation and interactions with Africans and Europeans under colonial rule; the role of Indian labor and African slavery in the colonial economy; the creation, consolidation, and decline of colonial political institutions; and, finally, the role of religion and baroque ritual in the creation of new hybrid colonial cultures and identities.

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 207 - Contemporary Problems in Latin American History (1.0)

In this problem-centered survey of the contemporary history of Latin America we will critique and go beyond the many stereotypes that have inhibited understanding between Anglo and Latin America, cultivating instead a healthy respect for complexity and contradiction. Over the course of the semester we will examine key themes in current history, including the dilemmas of uneven national development in dependent economies; the emergence of anti-imperialism and various forms of political and cultural nationalism; the richness and variety of revolution; ethnic, religious, feminist, literary, artistic, and social movements; the imposing social problems of the sprawling Latin American megalopolis; the political heterodoxies of leftism, populism, authoritarianism, and neoliberalism; the patterns of peace, violence, and the drug trade; the considerable U.S. influence in the region, and finally, transnational migration and globalization.

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 208 - Society and Culture in Medieval Europe (1.0)

This course examines life in medieval Europe c. 750-1250 in all its manifestations: political, religious, social, cultural, and economic. Topics to be studied include the papacy; the political structures of France, Germany, and Italy; monks and monastic culture; religion and spirituality; feudalism; chivalry; courtly love and literature; the crusading movement; intellectual life and theological debates; economic structures and their transformations; and the varied roles of women in medieval life. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

Instructor: Ramseyer
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 209 - The British Isles: From Roses to Revolution (1.0)

By the late seventeenth century, the British Isles were poised to compete for European (and soon global) dominance, yet their unsteady road to power and stability was precarious at every turn. This course will thus explore a period that is often as renowned as it is misunderstood and whose defining events and personalities have long captured the historical imagination: the Wars of the Roses; King Henry VIII; Queens "Bloody" Mary and Elizabeth; the British Civil War/Puritan Revolution; and the Royal Restoration. While moving across time, we will also focus on the broader socioeconomic, religious, and intellectual changes that defined each monarch's reign. The course centers on England, but integrates Scotland's and Ireland's particular histories of conquest and resistance.

Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 211 - Bread and Salt: Introduction to Russian Civilization (1.0)

For centuries, Russians have welcomed visitors with offerings of bread and salt. This introductory course is an earthy immersion in Russian life and culture from the age of Tolstoy to Vladimir Putin. Black bread, dense and pungent, is central to our exploration of Russian drinking, feasting, and fasting. We will also consider the patterns of autocratic and communal rule and Russians' current political and commercial uses of portions of their history and civilization. How did and do Russians understand, represent, reinvent, and market their past? This question will drive our discussions of national identity in a country that twice—in the course of one semester—lost an empire and struggled (and continues to struggle) to create a new Russian civilization and political culture.

Instructor: Tumarkin
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 212 - Atlantic Revolutions and the Birth of Nations (1.0)

This course deals with the momentous social, political, and cultural transformations that characterized the American, French, Haitian, and Spanish American Revolutions (the "Atlantic Revolutions"). Straddling the late eighteenth and early nineteenth centuries (the "Age of Revolutions"), these social and political movements

constituted a watershed of violent change that ushered in the (many) problems and possibilities of the modern world: the birth of the Nation, nationalism, and democracy, among others. We will seek answers to questions such as, How did nationalism and universalism shape the nature and strategies of revolt and counter-revolution? What were the roles of slavery, race, women, religion, and geography in defining citizenship? How did historical writing and revolution work to create the foundational myths of the modern nation?

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 213 - Conquest and Crusade in the Medieval Mediterranean (1.0)

This course examines life in the Mediterranean from the disintegration of the Roman Empire in the fourth and fifth centuries through the Latin Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine Empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, and the Latin Crusader States. Attention will also be paid to the cultural and religious diversity of the medieval Mediterranean and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish communities.

Instructor: Ramseyer
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 214 - Medieval Italy (1.0)

This course provides an overview of Italian history from the disintegration of the Roman Empire in the fifth century through the rise of urban communes in the thirteenth century. Topics of discussion include the birth and development of the Catholic Church and the volatile relationship between popes and emperors, the history of monasticism and various other forms of popular piety as well as the role of heresy and dissent, the diverging histories of the north and the south and the emergence of a multicultural society in southern Italy, and the development and transformation of cities and commerce that made Italy one of the most economically advanced states in Europe in the later medieval period.

Instructor: Ramseyer
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 215 - Gender and Nation in Latin America (1.0)

Since their invention in the early nineteenth century, nations and states in Latin America have been conceived of in gendered terms. This has played a key role in producing and reproducing masculine and feminine identities in society. This course examines the powerful relationship between gender and nation in modern Latin America. Topics include patriarchal discourses of state and feminized representations of nation; the national project to define the family as a male-centered nuclear institution; the idealization of motherhood as a national and Christian virtue; the role of military regimes in promoting masculine ideologies; state regulations of sexuality and prostitution; changing definitions of the feminine and masculine in relation to the emergence of "public" and "private" spheres;

and struggles over the definition of citizenship and nationality.

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 219 - The Jews of Spain and the Lands of Islam (1.0)

The history of the Jews in Muslim lands from the seventh to the twentieth century. Topics include Muhammed's relations with the Jews of Medina; poets, princes, and philosophers in Abbasid Iraq and Muslim Spain; scientists, scholars, and translators in Christian Spain; and the Inquisition and emergence of a Sephardic diaspora. Twentieth-century focus on the Jewish community of Morocco.

Instructor: Malino
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 220 - United States Consumer Culture and Citizenship (1.0)

We are a nation organized around an ethos of buying things. Throughout the twentieth century, the government, media, big business, and the public increasingly linked politics and consumerism, and the formulation has been a route to empowerment and exclusion. In this course, we study how and why people in the United States theorized about, practiced, and promoted mass material consumption from the turn of the twentieth century into the twenty-first. Topics will include: the rise of consumer culture; the innovations of department stores, malls, freeways, and suburbs; developments in advertising and marketing; the global position of the American consumer in the post-World War II United States; and the political utility of consumption to various agendas, including promoting free enterprise, combating racism, and battling terrorism.

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 222 - The Barbarian Kingdoms of Early Medieval Europe (1.0)

This course examines the Barbarian successor states established in the fifth and sixth centuries after the disintegration of the Roman Empire in the West. It will focus primarily on the Frankish kingdom of Gaul, but will also make forays into Lombard Italy, Visigothic Spain, and Vandal North Africa. In particular, the course will look in depth at the Carolingian empire established c. 800 by Charlemagne, who is often seen as the founder of Europe, and whose empire is often regarded as the precursor of today's European Union. Political, cultural, religious, and economic developments will be given equal time.

Instructor: Ramseyer
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 224 - Zionism and Irish Nationalism: A Comparative Perspective (1.0)

Theodore Herzl mused that he would like to be the Charles Stuart Parnell of the Jewish people. Yitzak Shamir used the code name of Michael (for Michael Collins) during Israel's War of Independence. Eamon De Valera traveled to Israel to seek advice on the resurrection of the Irish language. Does this dialogue among nationalist leaders speak to a more significant connection between their movements? To answer

this question, we shall explore the emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth centuries. Our focus will include poets, ideologues, and charismatic leaders, immigration, racism, and diaspora. Trends in modern Israel and Ireland will also be explored.

Instructor: Malino
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 228 - Swords and Scandals: Ancient History in Films, Documentaries, and Online (1.0)

Films such as *Gladiator*, *The Passion of the Christ*, and *300*, documentaries such as *The Last Stand of the 300*, and Internet courses such as Alexander Online perhaps influence how the majority of people now understand antiquity. But are these visual media historically reliable representations of the past? Or do they rather primarily reflect changing artistic and societal concerns? How have the use of digital backlots, blue screens, and other technical innovations affected how the past is being represented and understood? In this course we will examine the representation of the ancient world in films, documentaries, and online media from the "Sword and Sandal" classics of the past such as *Ben-Hur* to the present, within the scholarly frameworks of ancient history and modern historiography.

Instructor: Rogers
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 229 - Alexander the Great: Psychopath or Philosopher King (1.0)

Alexander the Great murdered the man who saved his life, 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 warrior in history.

Instructor: Rogers
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 230 - Greek History from the Bronze Age to the Death of Philip II of Macedon (1.0)

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.

Instructor: Rogers
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 231 - History of Rome (1.0)

Rome's cultural development from its origins as a small city state in the eighth 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.

Instructor: Rogers
Prerequisite: None
Distribution: HS

Term(s): Not Offered

HIST 232 - The Transformation of the Western World: Europe from 1300-1815 (1.0)

This course will provide a dynamic overview of the intellectual, sociopolitical, and cultural movements and events that defined Europe during its turbulent shift into modernity. From the Black Plague to the French Revolution, we will focus on the secular humanism of the Renaissance; the Reformation and the resulting Wars of Religion; the emergence of absolutist autocracies and modern liberal states; the radical Enlightenment; feminism; and the dueling ideologies of embryonic capitalism and socialism. By including documents ranging from private diaries and letters to political treatises and popular publications, this course will bring to vivid life a world that is at once foreign and familiar.

Instructor: Staff
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 233 - In Search of the Enlightenment (1.0)

What was the Enlightenment? This course aims to help its participants develop an answer to that question. We will examine the state of the art in scholarly answers and test them against a series of classic documents of seventeenth- and eighteenth-century European intellectual history on a wide range of important themes: biblical criticism, deism and natural theology, Pietism and the "cult of sensitivity," religious toleration and freedom of the press, commerce and its moral implications, Newtonianism, rights and representation, and revolution. Authors include Spinoza, Leibniz, Locke, Thomasius, Beccaria, Herder, and Rousseau.

Instructor: Grote
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 234 - The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon (1.0)

This course traces the tumultuous history of Europe's German lands in the three centuries between the Middle Ages and the modern era, long identified with the origins of twentieth-century German militarism and anti-Semitism. We will focus on what makes this fascinating period distinctive: Germany's uniquely persistent political diversity and the religious schism that gave Germany multiple national religions. Topics include the Protestant Reformation, the Great Witch Panic, the devastating Thirty Years War that destroyed 150 years of economic growth, Prussia and Frederick the Great, the Enlightenment, the Napoleonic Wars, and the demise of the extraordinarily complex political system known as the Holy Roman Empire. Sources include treaties, treatises, literature, autobiographical texts, visual art, and music, by, among others, Luther, Bach, Lessing, Mozart, and Goethe.

Instructor: Grote
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 235 - The Birth of Economics: Adam Smith in Enlightenment Context (1.0)

Adam Smith's *Wealth of Nations*, first published in 1776, has long been regarded as a founding work of the modern discipline of economics, usually interpreted as a ringing endorsement of free-trade liberalism. We will spend the semester

understanding and testing these interpretations by examining the intellectual and political contexts of Smith's work. Authors include various Scottish luminaries and some of their English and continental contemporaries (Mandeville, Hume, Ferguson, and Smith himself, among others) whose texts illuminate a range of Enlightenment themes: conflict over Christian theology; speculation about the origins of human society; the birth of aesthetic theory amidst controversy about the social importance of the arts; new formulations of republican political ideals; and the emergence of the study of political economy and economic development.

Instructor: Grote
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 236 - The European Enlightenment: A Revolution in Thought, Culture, and Action (1.0)

The Enlightenment has been alternately demized and revered for its prominent role in forging Western modernity. Was it the harbinger of modern democracy, secularism, and feminism? Or of ethnocentric racism, sexism, and the terror? This course will examine the works of the most innovative and controversial writers in the canon, including Mary Wollstonecraft, Kant, Montesquieu, Voltaire, Rousseau, Locke, and Diderot. We will also address the forgotten legions of men and women who comprised the international republic of letters, and who frequented the (sometimes respectable, often scandalous) coffeehouses, salons, and secret societies of the eighteenth century. Our discursive focus will be on political hegemony, civil liberties, religious toleration, gender, social development, sexuality, and race.

Instructor: Staff
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 240 - Cities in Modern Europe (1.0)

This lecture course explores the uses and visions of the city in Europe since the mid-nineteenth century. The course covers both the history of modern urban planning and the responses to it—the way the city was designed and the way it was inhabited. We will begin by looking at differing theories of the city: Was it a place of freedom or increased control, especially for socially marginalized groups like women, colonized populations, and the poor? Was it an artifact of dominant social forces or a space for individual self-creation? Themes we will cover include colonial urbanism, modernism, fascist city planning, suburbanization, tourism, migration, and reclamations of urban space by social movements, squatters, and youth subcultures.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 242 - Postwar Europe and the Three Germanies (1.0)

In 1945, Germany's war had left much of Europe in ruins. Yet postwar planners recognized that the continent's strongest economic power and most populous country would have to remain the center of a reconstructed Europe. This course explores the challenges confronting a divided continent after 1945 through the histories of East and West Germany, which faced similar problems but developed solutions that reflected the differing ideologies of state socialism and capitalism. It compares the relative influence of the U.S. and Soviet "partners," strategies for dealing with the Nazi past

and histories of collaboration, and efforts to build consumer culture and domestic consent. It also compares youth revolt, gender politics, and immigration, and explores the role of a third, reunified Germany in Europe and the world after 1989.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 243 - Gender and Sexuality in Twentieth-Century Europe (1.0)

Issues of gender and sexuality were central to projects of social and political transformation in twentieth-century Europe. Regimes of nationalism, socialism, fascism, and capitalism each provided prescriptive models of "good" and "healthy" gender relationships, making sexuality the frequent and ongoing site for state and scientific intervention. At the same time, the ruptures of two world wars and the effects of modernization created spaces for unprecedented challenges to sexual mores from below. This course explores the fraught, and occasionally deadly, debates over sexual normalcy in twentieth-century Europe through the topics of eugenics, psychoanalysis, first- and second-wave feminism, the sexual politics of fascism, and the rise of the permissive society.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 244 - History of the American West: Manifest Destiny to Pacific Imperialism (1.0)

With its sweeping landscapes, grand myths, and oversized egos, the American West has loomed large within U.S. history. Since the nation's birth, Americans looked toward the horizon and imagined their destinies, a gaze since copied by historians, novelists, and filmmakers. Nevertheless, the history of this vast region is much more fractured and complex. This course explores the West—as an idea and place—from the early nineteenth century through World War I. While we will engage the ways that Americans conjured and conquered the region, we will also look beyond their gaze toward the varied empires, peoples, and forces that created the West. Topics covered include: Northern New Spain and Mexico; American Indians and U.S. expansionism; transcontinental and trans-Pacific trade and (im)migration; race, gender, and identity.

Instructor: Quintana
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 245 - The Social History of American Capitalism from Revolution to Empire (1.0)

There is perhaps no better time than the present to study the history of American capitalism, as political leaders, pundits, bank and business executives, and workers across the world struggle to negotiate a reprieve from our current economic crisis. This course will explore the development of American capitalism from its birth in the mercantile world of imperial Great Britain through the financial ruin of the Great Depression. This course will closely examine the relationship between government, business, and society by engaging key moments in nineteenth-century American economic history: the rise of the corporation, transportation and communication innovations, industrialization, American slavery and commodity production, financial speculation and panics, the development of

American banking, immigration policy, and labor relations.

Instructor: Quintana
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 246 - Vikings, Icons, Mongols, and Tsars (1.0)

A multicultural journey through the turbulent waters of medieval and early modern Russia, from the Viking incursions of the ninth century and the entrance of the East Slavs into the splendid and mighty Byzantine world, to the Mongol overlordship of Russia, the rise of Moscow, and the legendary reign of Ivan the Terrible. We move eastward as the Muscovite state conquers the immense reaches of Siberia by the end of the turbulent seventeenth century, when the young and restless Tsar Peter the Great travels to Western Europe to change Russia forever. We will focus on khans, princes, tsars, nobles, peasants, and monks; social norms and gender roles; icons and church architecture; and a host of Russian saints and sinners.

Instructor: Tumarkin
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 247 - Splendor and Serfdom: Russia Under the Romanovs (1.0)

An exploration of Imperial Russia over the course of two tumultuous centuries from the astonishing reign of Peter the Great at the start of the eighteenth century, to the implosion of the Russian monarchy under the unfortunate Nicholas II early in the twentieth, as Russia plunged toward revolution. St. Petersburg—the stunning and ghostly birthplace of Russia's modern history and the symbol of Russia's attempt to impose order on a vast, multiethnic empire—is a focus of this course. We will also emphasize the everyday lives of peasants and nobles; the vision and ideology of autocracy; Russia's brilliant intelligentsia; and the glory of her literary canon.

Instructor: Tumarkin
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 248 - The Soviet Union: A Tragic Colossus (1.0)

The Soviet Union, the most immense empire in the world, hurtled through the twentieth century, shaping major world events. This course will follow the grand, extravagant, and often brutal socialist experiment from its fragile inception in 1917 through the rule of Lenin, Stalin, Khrushchev, Brezhnev, and Gorbachev, after which the vast Soviet empire broke apart with astonishing speed. We will contrast utopian constructivist visions of the glorious communist future with Soviet reality. Special emphasis on Soviet political culture, the trauma of the Stalin years and World War II, and the travails of everyday life.

Instructor: Tumarkin
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 249 - Cold War Culture and Politics in the United States (1.0)

The Cold War was an era, a culture, and a set of policies defining U.S. domestic and foreign relations. This course examines Cold War politics, culture, and foreign policies in relation to various national

developments—including the rise of social movements, changes in city landscapes, and the “birth of the cool”—and international events, including the Cuban Missile Crisis and conflicts concerning Vietnam. Bearing on these developments were opportunities and limitations that accompanied ideological struggles between the United States and the Soviet Union, the rise of new cultural industries, and demographic shifts in the United States. Broad topic areas include: U.S. foreign policies; conformity and deviation along lines of gender, race, and sexuality; and domestic and foreign perceptions of the United States in a Cold War context.

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 250 - Research or Individual Study (1.0)

Prerequisite: Open to first-year students and sophomores.
Distribution: None
Term(s): Fall; Spring

HIST 250H - Research or Individual Study (0.5)

Prerequisite: Open to first-year students and sophomores
Distribution: None
Term(s): Fall; Spring

HIST 252 - The Twentieth-Century Black Freedom Struggle (1.0)

As popularly narrated, African Americans' modern freedom struggle is a social movement beginning in the mid-1950s and ending in the late-1960s, characterized by the nonviolent protest of southern blacks and facilitated by sympathetic (non-southern) whites. In this course, we explore the multiple ways—beyond protest and resistance—that blacks in the twentieth-century United States struggled for their rights and equality using resources at their disposal. This exploration will take us out of the South and consider actors and activities often neglected in the narrations of the struggle. Throughout, we will return to the following questions: What defines a movement? What constitutes civil rights versus Black Power activity? How and why are people and institutions—then and now—invested in particular narratives of the black freedom struggle?

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 253 - First Peoples: An Introduction to Native American History (1.0)

An introduction to the history of Native American peoples, from precontact to the present. Through a survey of scholarly works, primary documents, objects, films, and Indian autobiographies, students will grapple with enduring questions concerning the Native past. How should we define “Native America”? How interconnected were Native peoples, and when? Can we pinpoint the emergence of “Indian” identity and understand how it developed? This course confronts those questions and other issues in Native American history, through such topics as the “discovery” by Europe and its effects, cultural and commercial exchange with Europeans, removal, the struggle for the West, the “Indian New Deal,” and the Red Power movement of the 1970s. Special attention to the Native northeast.

Instructor: Grandjean
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 256 - Brave New Worlds: Colonial American History and Culture (1.0)

This course considers America's colonial past. It is a bloody but fascinating history, with plenty of twists and turns. We will investigate colonial American culture and ordinary life (including gender, family life, ecology, the material world, religion, and magical belief), as well as the struggles experienced by the earliest colonists and the imperial competition that characterized the colonial period. Between 1607 and 1763, a florid variety of cultures bloomed on the North American continent. We will explore these, with an eye toward understanding how the English colonies emerged from very uncertain beginnings to become—by the mid-eighteenth century—the prevailing power on the continent.

Instructor: Grandjean
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 260 - Pursuits of Happiness: America in the Age of Revolution (1.0)

Investigates the origins and aftermath of one of the most improbable events in American history: the American Revolution. What pushed colonists to rebel, rather suddenly, against Britain? And what social struggles followed in the war's wake? We will explore the experiences of ordinary Americans, including women and slaves; examine the material culture of Revolutionary America; trace the intellectual histories of the founders; and witness the creation of a national identity and constitution. Those who lived through the rebellion left behind plenty of material: letters; pamphlets; teapots; runaway slave advertisements; diaries. We will consider these and more. Visits to Boston historic sites will take you back in time and space to the besieged, volatile city that led the colonies into war.

Instructor: Grandjean
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 262 - Higher Education from the Massachusetts Bay Colony to Online Education (1.0)

Today the average college student is graduating with considerable student loans and dwindling job prospects. It is as good a time as any to reflect upon the purpose of higher education in U.S. culture. Taking a historical approach, this course examines the evolution of higher education from Harvard University's founding in 1636 to the present day. What compelled early Americans toward higher education? How has the institution changed over time? Topics will include: origins of colleges and universities; the rise of women's education; accessibility for religious and racial minorities; state and land grant universities versus private colleges; the impact of war; the role of market forces; runaway tuitions; and the relationship between higher education and notions of citizenship and nation.

Instructor: Blanton
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 263 - South Africa in Historical Perspective (1.0)

An analysis of the historical background and lasting consequences 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 to the present). Important themes are: the struggle for land and

labor; the fate of African peasants, labor migrants, miners and domestic servants; the undermining of the African family; the diverse expressions of African resistance; and the processes which are creating a new, post-apartheid South Africa. The enormous challenges of reversing inequality and resolving conflicts will receive special attention.

Instructor: Kapteijns
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 264 - The History of Pre-Colonial Africa (1.0)

Pre-colonial Africa encompasses ancient agrarian kingdoms (such as Egypt and Merowe), city-states on the shores of sea and desert, and "nations without kings," with their own, unique social and political institutions. Students will learn about the material bases of these societies, as well as their social relations and cultural production, all the while familiarizing themselves with the rich array of written, oral, linguistic, and archeological sources available to the historian of Africa. After 1500, in the era of the European expansion, large parts of Africa were incorporated into the Atlantic tropical plantation complex through the slave trade. The enormous impact on Africa of this unprecedented forced migration of Africans to the Americas from 1500 to the 1880s will constitute the concluding theme.

Instructor: Kapteijns
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 265 - History of Modern Africa (1.0)

Many of Africa's current characteristics are the legacy of colonial domination. We will therefore first study different kinds of colonies, from those settled by White planters to the "Cinderellas" in which colonial economic intervention was (by comparison) minimal and the struggle for independence less bloody. For the post-independence period, we will focus on the historical roots of such major themes as neocolonialism, economic underdevelopment, ethnic conflict and genocide, HIV/AIDS, and the problems of the African state. However, Africa's enormous natural and human resources, its resilient and youthful population, and its vibrant popular culture—a strong antidote against Afro-pessimism—will help us reflect on the future of this vast continent.

Instructor: Kapteijns
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 267 - Deep in the Heart: The American South in the Nineteenth Century (1.0)

Perhaps no other region in the United States conjures up more powerful imagery than the American South—stately mansions with live oak avenues are juxtaposed with the brutal reality of slavery. Yet this same region gave birth to other, perhaps more powerful, cultural legacies—jazz and the blues, the freedom struggle and Jim Crow—a heritage both uniquely Southern and yet deeply American. To better understand this region that has always seemed to stand apart, this course will examine the early history of the American South from the Revolutionary War through the beginning of the twentieth century. Topics covered will include: African American slavery and emancipation, the Civil War, Reconstruction, the spread of evangelical Christianity, Indian Removal, African American culture, and the rise of Jim Crow segregation.

Instructor: Quintana
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 269 - Japan, the Great Powers, and East Asia, 1853-1993 (1.0)

The history of Japan's international relations from the age of empire through the end of the Cold War. Topics include: imperialism and nationalism in East Asia, diplomacy and military strategy, international economic competition, cultural and "civilizational" conflicts, World War II in East Asia, the U.S.-Japan alliance, and the politics of war memory. Special emphasis on Japan's relations with the United States, China, Russia, and Korea.

Instructor: Matsusaka
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 270 - Colonialism, Nationalism, and Decolonization in South Asia (1.0)

The Mughal Empire in late seventeenth-century India was recognized as one of the richest and strongest powers in the world. Yet by the early nineteenth-century, the British ruled the subcontinent. This course begins by examining the colonization of India. Colonial rule meant important changes to Indian life, spurred by British attempts to create private property, introduce social reforms, and spread English education. However, colonial rule also led to nationalism and efforts to imagine India as a unified nation-state. The course considers leaders such as Mohandas Gandhi and Mohammed Ali Jinnah's struggles against the British, culminating in Independence but also Partition of the subcontinent in 1947. We consider a wide range of sources including films, literature, and primary documents.

Instructor: Rao
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 272 - Political Economy of Development in Colonial and Postcolonial South Asia (1.0)

In 1947, India was partitioned into India and Pakistan. Since then, these countries have wrestled with issues of governance and development, but colonial rule casts a long shadow over their efforts. This course introduces students to the complex politicoeconomic landscape of the subcontinent by examining how the idea of development changes in modern South Asian history. How are developmental efforts embedded in contexts of politics, society, and culture? How do political systems affect decisions? This course considers these questions by examining themes such as the colonial state's construction of railway and irrigation networks; Gandhi's critique of industrialization; Nehru's vision of an industrial economy; the challenges posed by Partition and militarization of Pakistan; the Green Revolution; and the onset of economic deregulation.

Instructor: Rao
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 274 - China, Japan, and Korea in Comparative and Global Perspectives (1.0)

Overview of each political/cultural community and their interactions from ancient times to 1912. Topics from earlier periods include ancient mytho-histories and archaeological records, the rise of China's Han and Tang empires, selective adaptations of Chinese

patterns by indigenous polities and societies in Korea and Japan, commercial and technological revolution in China and its international impact, Mongol "globalization," Japan in the age of the *samurai*, and Korea in the heyday of the *yangban*. Topics from later periods include the growth of international trade in East Asia and early modern developments in Ming-Qing China, Tokugawa Japan, and Late Choson Korea. Coverage extends through first decade of the twentieth century to examine Europe's expansion and the divergent trajectories of modern transformation in each society.

Instructor: Matsusaka
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 275 - The Emergence of Ethnic Identities in Modern South Asia (1.0)

South Asian society has long been represented by rigid systems of hierarchy. Caste, most famously, has been represented as an inexorable determinant of social possibility. Yet, what are the ways in which people actually identify themselves, and to what extent is hierarchical identification a product of South Asia's modern history? This course explores the problems of social and cultural difference in South Asia. How do modern institutions such as the census and electoral politics shape the way in which these problems are perceived today? What are the effects of the introduction of English education? Caste will be the primary form of identity that we explore, but we also consider class, religion, and gender in seeking to unravel the complex notion of ethnicity.

Instructor: Rao
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 276 - The City in South Asia (1.0)

South Asian cities are currently undergoing massive demographic and spatial transformations. These cannot be understood without a consideration of both the specific history of South Asia and a broader account of urban change. This course examines these changes in historical perspective and situates urban South Asia within a global context. How did colonial rule transform old cities such as Delhi and Lahore? How were the differing ideologies of India and Pakistan mapped onto new capitals such as Chandigarh and Islamabad? How are ethnic pasts and techno futures reconciled in booming cities such as Bangalore and Mumbai? What are the connections between the urban environment and political mobilization? We consider a range of sources, including scholarly literature, films, and short stories.

Instructor: Rao
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 277 - China and America: Evolution of a Troubled Relationship (1.0)

A survey of China's economic, cultural, and political interactions with the United States from 1784 to present with a focus on developments since 1940. Principal themes include: post-imperial China's pursuit of wealth and power, changing international conditions, military strategy, the influence of domestic politics and ideology, and the basic misunderstandings and prejudices that have long plagued this critical relationship. Topics include: trade throughout the centuries; American treatment of Chinese immigrants; World War II and the Chinese Revolution; the Cold War; Taiwan; and the ongoing

instability of relations since 1979. Sources include the ever-increasing number of declassified U.S. documents as well as critical materials translated from the Chinese.

Instructor: Giersch
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 278 - Reform and Revolution in China, 1800 to the Present (1.0)

From shattering nineteenth-century rebellions that fragmented the old empire to its emergence as a twenty-first century superpower, few places have experienced tumult and triumph in the same massive measures as modern China. To understand China today, one must come to terms with this turbulent history. This course surveys China's major cultural, political, social, and economic transformations, including failed reforms under the last dynasty; the revolutions of 1911 and 1949; the rise of the Communist Party and Mao's transformation of society and politics; the remarkable market reforms of recent decades; the contentious issue of Taiwan's democratic transition; and China's ongoing effort to define its position within East Asia and the world.

Instructor: Giersch
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 279 - Heresy and Popular Religion in the Middle Ages (1.0)

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms as well as in relationship to the church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies that led to religious repression and the establishment of the Inquisition in the later Middle Ages.

Instructor: Ramseyer
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 280 - Topics in Chinese Commerce and Business (1.0)

China's stunning economic growth and the increasing visibility of transnational businesses run by entrepreneurs of Chinese descent have produced many efforts to explain the successes of "Chinese capitalism" and the "Chinese model." Central to many arguments are debatable approaches to culture and history. Is there a uniquely Chinese way of doing business? Has mainland China developed a revolutionary new path of economic development? This course engages these debates through influential works on Chinese business and economic history, from the nineteenth century through the reform period (1978 to the present). Topics include corporate governance and the financing of firms; the role of kinship and networking (*guanxi*); changing political contexts of development; competition with foreign firms; the impact of globalization; and debates over China's remarkable economic rise.

Instructor: Giersch
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 283 - Environmental History of East Asia: Methods and Case Studies (1.0)

This course explores selected topics in the environmental history of Japan, China, and Korea. We will investigate significant moments and developments throughout history with more emphasis on the nineteenth and twentieth centuries. We will first learn approaches to historical methods concerning space, place, and environment before turning to specific issues within the field. Major topics will include approaches to environmental history, religious and philosophical views of the environment, forestry, water control, wars and the environment, economic development and the environment, marginalized groups and the environment, and relationships between environmentalism and democracy. Materials are meant to highlight issues of cultural beliefs/practices, economic development, and minority groups within and among the national boundaries of East Asia.

Instructor: Marshall
Prerequisite: None
Distribution: HS
Term(s): Spring

HIST 284 - The Middle East in Modern History (1.0)

This course provides a survey of Middle Eastern history from c.1900 to present, with an emphasis on the Arab Middle East. It will focus on the historical developments of the period: the demise of the Ottoman Empire at the end of World War I; the Armenian genocide; the establishment of European "mandates" in most of the Arab world and the nationalist struggles for independence that ensued; the establishment of Israel and the expulsion of Palestinians in 1948; the Lebanese Civil War of 1975-1990; the Iranian Islamic Revolution of 1979 and the rise of Islamist political movements elsewhere; the regime of Saddam Hussein; the occupation of Kuwait and the Gulf War of 1990-1991; the failure of the Oslo peace process, Israeli settlements, and the increasing political power of HAMAS and Hizbullah; the war in Iraq; the challenge of a potentially nuclear Iran; and the still unfolding and perhaps misnamed "Arab Spring."

Instructor: Kapteijns
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 290 - Morocco: History and Culture (Wintersession in Morocco) (1.0)

An introduction to Moroccan culture, history, and society through experiential and classroom learning. Students will participate in seminars and attend lectures given by Moroccan faculty at the Center for Cross-Cultural Learning in Rabat. Program themes include: women in private and public life, Berber culture, Islam, Arabic, Morocco's Jewish heritage and history, and the legacy of European cultural rule. Students will travel as a group to the central and southern regions of the country to study historic sites and contemporary life and culture in a variety of rural and urban settings.

Prerequisite: None. Application required.
Distribution: HS
Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval.

HIST 293 - Changing Gender Constructions in the Modern Middle East (1.0)

Intertwined with the political history of the modern Middle East are the dramatic cultural and social changes that have shaped how many Middle Easterners live their lives and imagine their futures.

This course explores the historical contexts of the changing constructions of femininity and masculinity in different Middle Eastern settings from World War I to the present. Such contexts include nationalist and Islamist movements; economic, ecological, and demographic change; changing conceptions of modernity and tradition, individual and family, and public and private space; and state violence and civil war. Primary sources will focus on the self-representations of Middle Eastern men and women as they engaged with what they considered the major issues of their times.

Instructor: Kapteijns
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 295 - Strategy and Diplomacy of the Great Powers (1.0)

This course examines the history of international politics since the late eighteenth century. Rather than treating one country in depth, it considers many countries in relation to each other over time. It examines how major states of the world have, over the past two centuries, interacted with each other in war and peace. It explores past attempts to create international systems that allow each major power to achieve its objectives without recourse to war. It also looks at relations between the great powers and smaller states, conflicts between colonial powers and anti-colonial movements, and postcolonial developments.

Instructor: Matsusaka
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 298 - United States and the Middle East Since World War II (1.0)

Using primary sources in translation and related readings, the course will critically analyze the programs, leadership, and strategies of protest and reform movements in the modern Middle East and North Africa. Through a selection of case studies (e.g. Algeria, Afghanistan, Egypt) students will develop an understanding of the historical roots, theoretical bases, and social dynamics of these movements and the salience of Islamic ideology and practice in contemporary political and cultural discourses in the region.

Instructor: Rollman
Prerequisite: None
Distribution: HS
Term(s): Summer II

HIST 299 - U.S. Environmental History (1.0)

This course examines the relationship between nature and society in American history. The course will consider topics such as the decimation of the bison, the rise of Chicago, the history of natural disasters, and the environmental consequences of war. There are three goals for this course: First, we will examine how humans have interacted with nature over time and how nature, in turn, has shaped human society. Second, we will examine how attitudes toward nature have differed among peoples, places, and times and we will consider how the meanings people give to nature inform their cultural and political activities. Third, we will study how these historical forces have combined to shape the American landscape and the human and natural communities to which it is home. While this course focuses on the past, an important goal is to understand the ways in which history shapes how we understand and value the environment as we do today.

Instructor: Turner (Environmental Studies)
 Prerequisite: ES 101, ES 102, or ES 103, or an American history course, or permission of the instructor.
 Cross-Listed as: ES 299
 Distribution: HS
 Term(s): Spring

HIST 301 - Seminar. Women of Russia: A Portrait Gallery (1.0)

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 and the era of Russian mail-order brides. We will read about Russian peasants, aristocrats, feminists, workers, revolutionaries, poets, pilots, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, works of Russian literature, and film.

Instructor: Tumarkin
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Not Offered

HIST 302 - Seminar. World War II as Memory and Myth (1.0)

This seminar explores the many ways that victors and vanquished, victims and perpetrators, governments, political groups, and individuals have remembered, celebrated, commemorated, idealized, condemned, condoned, forgotten, ignored, and grappled with the vastly complex history and legacy of World War II in the past half-century. Our primary focus is the war in Europe, including Poland and Russia, although we will also consider the United States and Japan. We will investigate the construction of individual and collective memories about World War II and the creation and subsequent transformation of set myths about the war experience. In addition to books and articles, sources will include memoirs, primary documents, and films. We will also study the impact of war memories on international relations and analyze the "monumental politics" of war memorials.

Instructor: Tumarkin
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Fall

HIST 307 - Seminar. Religious Change and the Emergence of Modernity in Early Modern Europe, 1600-1800 (1.0)

During the seventeenth and eighteenth centuries, important religious, social, and intellectual transformations in Western Europe created two distinctly new and competing visions of modernity: an empirically based rational religion and a faith-based evangelicalism. The legacy of their creation and conflict, both between one another and with the established traditionalists and insurgent atheists, reverberate to this day. In this seminar, we will explore the relationship between science and religion; the effects of rising pluralism at home and global exploration overseas; witchcraft; the secularization and commercialization of daily life; the separation of church and state; and the formation of the first supra-national identities that transcended traditional religious boundaries. These issues raise broader questions about the origins of cultural change, as well as the nature of modernity itself.

Instructor: Staff

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Not Offered

HIST 312 - Seminar. Understanding Race in the United States, 1776-1918 (1.0)

This seminar explores the history of race from the American Revolution through the First World War. In this seminar we will explore what race means in the United States by examining the varied ways that it has shaped—and was shaped by—key moments in nineteenth century American history. Topics covered will include: slavery, the conquest of the American West, immigration, citizenship and the nation-state, Social Darwinism, the Great Migration, and American imperialism. Throughout the course we will seek to understand race in the United States by exploring the following questions: What is "race"? If it is but a concept or idea, how and why has it affected so many lives and dictated so much of our past?

Instructor: Quintana
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Not Offered

HIST 313 - College Contests: The History of U.S. Intercollegiate Sport (1.0)

The scale of college athletics in the United States is unequal elsewhere in the world. The question is why. This course examines the role of intercollegiate sport from its origins in the antebellum period to its current state as a multibillion-dollar enterprise. Topics will include: development of the "amateur" concept; the growth of the athletic department; the role of fandom; the dominance of high revenue sports; team and league integration; and the significance of Title IX legislation. Throughout, we will consider how intercollegiate athletics have been and remain a primary site for the expression, formation, and challenging of ideologies of race, gender, sexuality, and able-bodiedness; a space where people consolidate and resist power, create community, and formulate new—or contest existing—cultural ideas and practices.

Instructor: Blanton
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Spring

HIST 314 - Fashion Matters: Dress, Style, and Politics in U.S. History (1.0)

This course explores the history of fashion in U.S. social and political movements. How have people used clothing and style to define themselves, demand recognition, challenge power, publicize injustice, and deflect or attract attention? We will examine how ideologies and experiences of race, gender, sexuality, and nationhood shaped uses of and reactions to fashion politics. Topics include the end of slavery, the rise of the "New Woman," the Second World War, the civil rights movement, the women's liberation movement, the rise of hip hop, and the war on terror. Through these events, we will consider the political significance of hair, uniforms, campaign fashion, and religious dress. We will also consider how authenticity, imitation, appropriation, and commodification figure into this history.

Instructor: Greer
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
 Term(s): Fall

HIST 319 - Seminar. Fear and Violence in Early America (1.0)

This seminar explores the terrors that stalked the inhabitants of colonial and early national America. How did early Americans describe their fears? What did they find frightening? And what roles did fear and violence play in shaping American society? In this seminar, we will first explore the language and psychology of fear, and then study the many ways that terror intruded on early American lives. Topics include: the role of terror in early American warfare; fear of the supernatural; domestic violence and murder; the specter of slave rebellion; and fear and violence as entertainment in public executions and in early American literature.

Instructor: Grandjean
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Not Offered

HIST 320 - Seminar. The Hand that Feeds: A History of American Food (1.0)

This seminar investigates the place of food in American history and culture, from reputed cannibalism in the American colonies to the rise of fast food in the twentieth century. Through selected episodes and commodities, we will explore the role of taste, competition for food, and capitalism in recasting American lives and identities. Topics include: colonial hunger and violence; the development of taste and "refined" eating; the role of food in defining race, class, and regional culture; the rise of mass production and its environmental effects and the reshaping of American bodies. In following the evolution of American food ways, we will visit eighteenth-century coffeehouses, antebellum slave quarters, campfires of the American West, the slaughterhouses of the Chicago meat market—and, of course—McDonald's.

Instructor: Grandjean
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Not Offered

HIST 328 - Seminar. Anti-Semitism in Historical Perspective (1.0)

Historians often refer to anti-Semitism as the "Longest Hatred." What accounts for this obsession? Is the anti-Semitism of medieval Europe that of Nazi Germany? These questions will inform our examination of pre-Christian anti-Semitism, the evolving attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment, and the impact of revolution, modernization and nationalism. Sources include church documents, medieval accounts, nineteenth- and twentieth-century memoirs, and contemporary films.

Instructor: Malino
 Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
 Distribution: HS
 Term(s): Not Offered

HIST 329 - Alexander the Great: Psychopath or Philosopher King (1.0)

Alexander the Great murdered the man who saved his life, 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 warrior in history against the background of the Hellenistic world.

Instructor: Rogers

Prerequisite: Permission of the instructor.

Distribution: HS

Term(s): Spring

HIST 330 - Seminar. Revolution and Rebellion in Twelfth-Century European Society (1.0)

This course will examine the revolutionary changes that occurred in all facets of life in twelfth-century Europe. The twelfth century represents one of the most important eras of European history, characterized by many historians as the period that gave birth to Europe as both idea and place. It was a time of economic growth, religious reformation, political and legal reorganization, cultural flowering, intellectual innovation, and outward expansion. Yet the twelfth century had a dark side, too. Crusades and colonization, heresy and religious disputes, town uprisings and mob violence also marked the century. Students will study the internal changes to European society as well as the expansion of Europe into the Mediterranean and beyond, paying close attention to the key people behind the transformations.

Instructor: Ramseyer

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 333 - Seminar. Savage Exhibitions in Nineteenth-Century Europe (1.0)

Modern ideas of race and the "normal" crystallized in nineteenth-century Europe around the widespread exhibition and study of people presented as "savages." This seminar explores how performers from Africa, Asia, and the Americas linked the worlds of mass culture, anthropology, medicine, and empire, titillating spectators and stoking fantasies of colonial expansion while supposedly providing evidence of the evolution (and potential devolution) of the human races. We will look at scholarly work on the significance of ethnic performers in histories of science, museology, disability, mass consumption, and cross-cultural encounter while also exploring recent attempts to locate their lives in postcolonial memory through art practice, biography, documentary, and the repatriation of remains.

Instructor: Slobodian

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 334 - Seminar. World Economic Orders, 1918-2008 (1.0)

The idea of the "world economy" as a single, interconnected entity only entered widespread discussion in Europe and North America after World War I. This course explores the diverse ways of imagining and ordering the world economy since then and what Europe's place has been within it, from imperial economies to national economies to a supposedly "globalized" economy to recent tilts of the European Union away from the United States and toward China and Russia. We will see how ideas such as development, modernization, and globalization have dictated falsely universal models, but have also served as emancipatory idioms for previously marginalized individuals and populations. We will demystify economic arguments and learn to study

economic texts for their content, but also as political and cultural documents.

Instructor: Slobodian

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 340 - Seeing Black: African Americans and United States Visual Culture (1.0)

This course explores black Americans' relationship to visual culture in the twentieth-century United States. We will examine how African Americans have produced, used, and appeared in the visual media of news, entertainment, and marketing industries, and evaluate the significance of their representation to both black and non-black political and social agendas. Areas of inquiry will include the intersections between U.S. visual culture and race relations, African Americans' use of visual culture as a means of self- and group-expression, and the state's use of black media images. This exploration will take us through a study of Jim Crow politics, black migrations and artistic movement, U.S. foreign relations and conflicts, and the development of marketing and advertising.

Instructor: Greer

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 346 - Seminar. The Japanese Empire in East Asia, 1879-1951 (1.0)

This seminar explores the history of the Japanese empire in East Asia beginning with the annexation of the Ryukyu Islands (today, Okinawa Prefecture) to the evacuation of occupied territories after Japan's defeat in the Second World War. Issues to be examined include: the driving forces behind Japanese expansionism; the colonial experience in Taiwan and Korea; informal empire in China (emphasizing the Northeast); and the immediate aftermath of Japan's imperial collapse. Readings include monographs, essay collections, journal articles, and some translated primary sources. A 25-page research paper is expected. Some background in modern East Asian history or the history of international relations, in addition to or as part of the prerequisite below, is recommended.

Instructor: Matsusaka

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 347 - Seminar. Meiji Japan and the Rise of the East Asian Modern 1868-1912 (1.0)

Japan was the first Asian country to succeed in reproducing the twin pillars of nation-state and industrial economy sustaining nineteenth- and early twentieth-century Western modernity. This seminar takes a close look at Japan in the Meiji era (1868-1912) with emphasis on the development of innovative and adaptive strategies, cultural as well as social, political, and economic, for nation-building and "boot strap" industrialization. Although this achievement owed much to a reverse-engineering of the Western "miracle," it also drew heavily upon indigenous cultural and institutional resources. The result was a new, "East Asian modern" that would have profound influence on the region as a whole as well as twentieth-century Japan. Readings include

unpublished primary sources in translation. A 25-page research paper is required.

Instructor: Matsusaka

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

HIST 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

HIST 352 - Seminar. The Origins of Modernity in East Asia and Europe (1.0)

This seminar explores the origins and nature of modernity through comparative historical analysis. It begins with a look at a cluster of developments emerging ca. 1500-1850 commonly defining European modernity: market capitalism, industrialization, and the nation-state and its social engineering projects, along with freedom, progress, and scientific rationality. Recent scholarship on East Asia, however, reveals that China and Japan produced "ingredients" strikingly similar to those in Europe (and often in much earlier times). Why, then, did East Asia fail to produce a sustained and interactive "modern" complex of conditions until the wholesale adoption and adaptation of European models in the late nineteenth century? What were the causes and significance of this divergent pattern? Research paper required.

Instructor: Matsusaka

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Spring

HIST 352 meets the HIST 395 requirement for IR-History majors during the 2013-14 academic year. This may not be the case in future years.

HIST 353 - Seminar. Sentimental Education in Early Modern Europe (1.0)

Humans have been called rational animals since antiquity, but the notion that we should also develop our non-rational capacities—senses, imaginations, memories, and emotions—is equally central to Western intellectual and cultural history. We will trace this notion through the visual and material culture of early modern Europe in some of its most fascinating manifestations: memory palaces, Jesuit meditation techniques, emblem books, cabinets of curiosities, history paintings, pictorial encyclopedias, games, and more. Each week will involve hands-on study of jewels from Wellesley's own library and museum collections, and each student will finish the semester by writing a history of an object of her choice.

Instructor: Grote

Prerequisite: Open to juniors and seniors who have taken a grade II unit in history and/or a grade II unit in a relevant area/subject, or by permission of the instructor.

Distribution: HS

Term(s): Spring

HIST 358 - Seminar. Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation (1.0)

In the sixteenth century for the first time the world became linked through networks of global trade. From Lisbon to Calicut to Macao to Manila to Potosi to Antwerp, peoples and places became increasingly integrated through labor systems, migration, and new economic and political relationships. This course examines the development of these relationships and their political and cultural implications thorough the lens of the trade in pepper, the circulation of silver, and the manufacture of silk from the 1480s to 1700. Rather than focusing on the purely economic aspects of the trade, we will examine the new technologies and knowledge(s) that made global integration possible; the social and cultural revolutions fashioned by the production, consumption, and circulation of these commodities; and the political transformations that accompanied this circulation.

Instructor: Osorio

Prerequisite: Normally open to juniors and seniors who have taken a grade II unit in history and/or a grade II unit in a relevant area/subject.

Distribution: HS

Term(s): Spring

HIST 360 - Senior Thesis Research (1.0)

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

HIST 365 - Seminar. Research in African History (1.0)

This seminar is organized around four broad and overlapping themes of recent African historiography relevant to the period 1960 to the present: colonialism, nationalism, and modernity; women and gender; the historical roots of modern conflicts; and popular culture broadly construed. In this period, African societies tried to overcome the legacies of colonial rule and to fashion national identities and establish nation-states. However, due to external and internal causes, the successes of the 1960s and 1970s began to falter in the 1980s and 1990s—in many cases leading to violence in the form of civil and other wars. This seminar focuses on African expressions—the fancy word is "mediations"—of these historical changes, with a particular emphasis on popular culture broadly construed, i.e., including a wide range of media from the writing of history and journalism, to literary representations of history, and the popular arts such as popular song and television programs. Students will be encouraged to work with primary sources.

Instructor: Kapteijns

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 370 - Senior Thesis (1.0)

Prerequisite: HIST 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

HIST 371 - Seminar. Chinese Frontier Experience, 1600 to the Present (1.0)

Since the early twentieth century, Chinese leaders have wrestled with the task of integrating large, ethnically diverse populations into a unified, multiethnic nation-state. This task's difficulty is periodically revealed when places such as Tibet erupt into violence, as in March 2008. This course provides historical and theoretical approaches to understanding the origins and implications of China's diversity. Recent pioneering research allows our class to investigate seventeenth- and eighteenth-century histories of conquest that brought the Northeast (Manchuria), Taiwan, Mongolia, Xinjiang, and Tibet under Beijing's authority. These histories provide the foundation for exploring vexing modern issues, including the development of ethnic identities in China, efforts at nation-building and economic development in the frontiers, the internationalization of the Tibet problem, and the place of Islam in China.

Instructor: Giersch

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 372 - Seminar. Chinese Nationalism and Identity in the Modern World (1.0)

China's emergence as a great power is of vital importance, but recent violence in Xinjiang and international disputes with neighbors over China's claims to the South Sea raise questions about how Chinese envision their multiethnic nation and its place in the world. This course places these questions in historical context by examining the evolution of modern China's national and ethnic identities. Topics include: the birth of Chinese nationalism; revolutionary nationalism under the Communists; struggles over women's place in the nation; propaganda, popular culture, and nationalism; nationalism and foreign policy; and alternative visions, including Tibetan and Uyghur identities.

Instructor: Giersch

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 375 - Seminar. Empire and Modernity: The Rise and Fall of Spanish World Power (1.0)

This course traces the rise and fall of the first modern European Empire, the Spanish Empire. This first global empire ca. 1500 ruled over parts of Europe, Africa, the Americas, and Asia. This course provides a historical understanding of early modern ideologies, the institutions and the cultural practices that enabled Spain to rule over such vast territories. To this end we will examine the medieval precedents of early modern imperialism; theories of empire and monarchy; ideologies of conquest and colonization; theories of modernity and empire; models of conquest and colonial exploitation; the role of race and slavery in empire building abroad and at home; the various ways in which the "conquered" colonized Europe and Europeans; and the long-term consequences of these exchanges.

Instructor: Osorio

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 377 - Seminar. The City in Latin America (1.0)

Urbanity has long been central to Latin American cultures. This seminar examines the historical development of Latin American cities from the Roman principles governing the grid pattern imposed by the Spanish in the sixteenth century through the development of the twentieth-century, postmodern megalopolis. The seminar's three main objectives are to develop a theoretical framework within which to analyze and interpret the history, and historical study of, Latin American cities; to provide a basic overview of the historical development of cities in the context of Latin American law, society, and culture; and to subject to critical analysis some of the theoretical "models" (i.e., Baroque, Classical, Dependency, Modernism, and so on) developed to interpret the evolution and workings of Latin American cities.

Instructor: Osorio

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 378 - Seminar. Women and Social Movements in Latin America (1.0)

This seminar examines the historical development of women's movements in Latin America from the nineteenth century through the twentieth century. We will examine the local political and ideological events that shaped women's movements and feminism(s) in the region. Topics include: women's early claims to equal education and the development of the ideologies of "women's rights" and social motherhood around 1900; women in democracy and the search for social justice from the 1930s-1950s; women's role in revolutions and counter-revolutions from the late 1950s through the 1970s; the advent of international feminism in the context of national liberation and re-democratization after 1974, and neoliberalism and globalization.

Instructor: Osorio

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 379 - Heresy and Popular Religion in the Middle Ages (1.0)

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms, as well as in relationship to the church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies that led to religious repression and the establishment of the Inquisition in the later Middle Ages.

Instructor: Ramseyer

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject. Permission of the instructor.

Distribution: HS

Term(s): Fall

HIST 382 - Seminar. Gandhi, Nehru, and Ambedkar: The Making of Modern India (1.0)

The creation of the world's largest democracy brought powerful ideas into contact and conflict: the overthrow of colonial rule through a philosophy of

nonviolence; the desire to industrialize rapidly; and the quest to end centuries of caste discrimination. This seminar explores the key ideas that shaped modern India through the lives of three extraordinary individuals. How did Gandhi's experiments with food and sex affect his vision of India? How did Nehru's understanding of world history structure his program of industrialization? How did Ambedkar's untouchable upbringing shape his agenda? Could Gandhi's nonviolent agenda be sustained? Could an India based on individual transformation also annihilate caste? We engage extensively with primary sources such as autobiographies, writings, and speeches, as well as scholarly accounts and films.

Instructor: Rao

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 383 - Seminar. 1947: Partition in History and Memory in South Asia (1.0)

In the years leading to 1947, nationalist activism against the British and tensions between Hindus and Muslims escalated in the Indian subcontinent. This culminated in Partition and the emergence of the nations of India and Pakistan. Independence was marred, however, by the bloodshed accompanying the mass movements of Muslims into Pakistan and Hindus into India. What were the factors leading to this juxtaposition of triumphal Independence with shameful Partition? How have memories of Partition continued to affect powerfully politics and culture in the subcontinent? This seminar investigates such questions using a wide variety of materials, including novels, such as Salman Rushdie's *Midnight's Children* and Bapsi Sidhwa's *Cracking India*; feature films, such as Deepa Mehta's *1947*; and documentary films, such as Sabiha Sumar's *Silent Waters*.

Instructor: Rao

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS

Term(s): Not Offered

HIST 395 - International History Seminar (1.0)

Readings in the histories of ethnic and religious violence. A crucial aspect of contemporary international history is the large-scale ethnic and religious violence that has marked civil wars throughout the world, from the former Yugoslavia to Sierra Leone, and from Israel to Sri Lanka and Tibet. Though such violence is often labeled ethnic or religious, its causes are much broader. A conceptual unbundling of casual strands (diachronic and synchronic) can bring into focus different ways of dealing with the legacy of violence. Approaching primary sources through the lens of a range of conceptual and theoretical readings, student research will focus on a case study and reflect on ways in which societies may move from such violence.

Instructor: Kapteijns

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject and permission of the instructor.

Distribution: HS

Term(s): Not Offered

HIST 334 meets the HIST 395 requirement for IR-History during the 2013-14 year. This may not be the case in future years.

HIST 396 - Port Cities of the Indian Ocean in Historical Perspective (1.0)

This is a research seminar about themes in the history of Indian Ocean port cities, namely those situated on the littorals of the Red Sea, East Africa, the Persian Gulf, and South Asia. The course engages with different dimensions of life in port cities, including their relations with immediate or distant overlords; diverse communities of traders; flows of religious experts, free and unfree labor, and other migrants; the technology that sustained oceanwide links and the epidemics that threatened them; and the impact of colonial (especially British) rule. Covering the period 1500 to the present, the course emphasizes the period preceding World War II, yet traces some themes to the present. Student research papers are at the center of this seminar.

Instructor: Kapteijns and Rao

Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject and have permission of the instructor(s).

Distribution: HS

Term(s): Fall

INTERNATIONAL RELATIONS

AN INTERDEPARTMENTAL MAJOR

International relations is an interdisciplinary field concerned with understanding global interactions, both in the historical past and in the present. The major is designed to expose students to a wide range of viewpoints and analytical methodologies in their study of such fields as diplomacy and foreign policy, peace, war and security, international political economy and development, and human rights.

The International Relations major is an interdepartmental major organized into three tracks: International Relations-Economics; International Relations-History; and International Relations-Political Science. All three tracks of the major share a set of five common “core” courses.

The majors are administered by their “home” departments, and interested students should contact the relevant department chair or contact person for guidance on choosing an advisor and completing the major. For 2013-14, these are the contact people:

Economics: *Akila Weerapana*

History: *Pat Giersch*

Political Science: *Stacie Goddard*

Students who elect one of these International Relations majors may not combine it with a second major in their track department—e.g., students may not double major in International Relations-Economics and Economics. Other double majors are permitted, but generally inadvisable.

International Relations Major

Goals for the International Relations Major

- A student who completes a major in international relations will acquire the depth of knowledge and intellectual skills equivalent to completing a major in one of the three component disciplines (economics, history, political science).
- The student will also acquire the breadth of knowledge about the other two component disciplines necessary for an interdisciplinary approach to the study of international relations.
- The student will demonstrate advanced competence in the reading, writing, and speaking of a language other than English.
- International Relations-Economics majors will acquire a more in-depth understanding of international trade, development or finance, as well as a familiarity with empirical research done in one of these three areas.
- International Relations-History majors will acquire specific knowledge about the history of modern international relations, an appreciation of the importance of culturally and geographically localized historical knowledge in the analysis of global change, and an understanding, through case studies, of the relevance of history to contemporary international issues.
- International Relations-Political Science majors will be familiar with the historical study of international relations across both world regions and centuries, complete at least five courses in the International Relations subfield, and engage in intensive research, writing, and interaction with a faculty member.

Requirements for the International Relations Major

International Relations majors consist of 14 units of course work—five core courses plus nine courses in one of the three tracks. In addition to this course

work, all International Relations students are required to demonstrate advanced proficiency in a modern language, normally defined as two units of language study beyond the minimum required by the College. Language courses do not count toward the minimum 14 courses. Students who studied in educational systems requiring them to read, write, and speak a language other than English have met the language requirement for the IR major. If you intend to fulfill your language requirement this way, please provide your advisor with a signed statement attesting to the above under the honor code.

Five core courses: All students majoring in International Relations must take the following courses:

ECON 101; ECON 102; ECON 213 or ECON 214 or ECON 220; HIST 205; POL3 221.

It is strongly recommended that students complete all core courses by the end of the sophomore year.

Nine courses in one of the following majors:

Economics

- Students who elect the International Relations-Economics major take the following courses in addition to the International Relations core:
- ECON 103/SOC 190, ECON 201, ECON 202, and ECON 203.
- At least two of the following electives:
- ECON 311, ECON 312, ECON 313, ECON 314, ECON 319, ECON 320, or ECON 333.
- One intermediate or advanced history course dealing with a country or region outside the United States or with international or diplomatic history
- One 300-level political science course in an area related to economic issues or policies
- One additional course in Africana Studies, Anthropology, History, Political Science, Sociology or Women’s and Gender Studies, dealing with a particular country or region, or with relations among nations, or with transnational institutions or phenomena

History

Students who elect the International Relations-History major take the following courses in addition to the International Relations core:

- Two history courses dealing substantively with the period before ca. 1900
- Three history courses dealing with the modern history of countries or regions
- Two courses dealing with modern international history to be selected in consultation with advisor
- HIST 395: International History Seminar. Note: for 2013-14 only, HIST 352: Seminar. The Origins of Modernity in East Asia and Europe will take the place of HIST 395.

(Three of these eight history courses must focus on one region of the world; at least three courses must deal with the non-Western world; and at least two must be at the 300 level.)

- One additional 200- or 300-level course in Africana Studies, Anthropology, Economics, Political Science, Sociology, or Women’s and Gender Studies

Political Science

Students who elect the International Relations-Political Science major take the following courses in addition to the International Relations core:

- Five political science courses in international relations (i.e., POL3 courses or POL2 courses that the director agrees may count as POL3), at least two of which must be at the 300 level and one of which must be a seminar
- Two political science courses in comparative politics:
- Either POL2 202 or POL2 204, and one of the following area studies courses: POL2 205, POL2 206 [2009-10], POL2 207, POL2 208, POL2 209 [2008-2009], or POL2 211
- One political science course in American politics or in political theory or statistics and data analysis
- One additional 200- or 300-level course in Africana Studies, Anthropology, Economics, History, Sociology, or Women’s and Gender Studies

With the approval of the International Relations director and the chair of the department in which she is majoring, a student may count up to two Wellesley courses taken outside the departments of Economics, History, or Political Science toward the nine courses in her major. Attention is particularly drawn to International Relations-related courses offered in the departments of Africana Studies, Anthropology, Sociology, and Women’s and Gender Studies.

Honors in International Relations

The policies governing eligibility for honors work in International Relations-Economics, International Relations-History, or International Relations-Political Science are set by the individual departments. Students interested in pursuing honors should consult the relevant departmental entry in the *Bulletin*.

Advanced Placement Policy in International Relations

The International Relations program’s policy about AP/IB credits follows that established by the relevant department. Please consult directions for election in the departments of Economics, History, and Political Science. In no case do AP credits count toward the minimum major in International Relations.

International Study in International Relations

International Relations majors are strongly encouraged to spend at least one semester in an international study program. Transfer credits from international study programs must be approved by the appropriate department chair. Students are strongly encouraged to seek the relevant approval before studying abroad. At least two 300-level units must be completed at Wellesley.

IREC - International Relations - Economics Courses

IREC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

IREC 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

IREC 370 - Senior Thesis (1.0)

Prerequisite: IREC 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

IRHI - International Relations - History Courses

IRHI 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

IRHI 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

IRHI 370 - Senior Thesis (1.0)

Prerequisite: IRHI 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

IRPS - International Relations - Political Science Courses

IRPS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

IRPS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

IRPS 370 - Senior Thesis (1.0)

Prerequisite: IRPS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work

DEPARTMENT OF ITALIAN STUDIES

Professor: *Ward (Chair)*
 Associate Professor: *Parussa*
 Assistant Professor: *Southerden*
 Senior Lecturer: *Laviosa*
 Lecturer: *Bartalesi-Graf*
 Visiting Lecturer: *Grattarola*

Italian Studies is a vast field, covering at least 10 centuries and featuring master works in every artistic and literary genre. Whether in the Middle Ages, the Renaissance, or the modern world, Italian culture has always been in the forefront of innovation and excellence. Many of the great names of world culture in the fields of art, literature, political science, philosophy, and cinema are Italian. However, many of Italian culture's lesser-known names and works are equally rich and worthwhile studying. Our courses expose students to the wealth of Italian culture, allowing them access to and familiarity with the nation's cultural heritage and its contemporary life. As all our upper-level courses and most of our intermediate-level ones are conducted in Italian, students have ample opportunity to hone their language skills.

All courses, unless otherwise listed, are conducted in Italian. For language courses, speaking and listening exercises will be assigned via a website.

Qualified students are encouraged to spend their junior year in Italy on the Wellesley-Bologna program. See the Office of International Studies website for further information.

The Department of Italian Studies offers both a major and a minor. See Requirements for the Major.

Italian Studies Major

Goals for the Italian Studies Major

Through the courses it offers, the department aims:

- To bring those students who take only language courses to a high level of competence in the language
- To bring those who take their studies further to a level of proficiency so that they can enjoy a full intellectual life in the language
- To expose students to the names and works from a variety of genres that form (but also contest) the nation's literary tradition and cultural heritage
- To introduce students to the crucial moments and events of Italian history and political life, starting in the Middle Ages and going on to the present
- To give students a methodological grounding that will serve them well should they opt to pursue their interest in Italian Studies at graduate school

Requirements for the Italian Studies Major

The major in Italian Studies offers students the opportunity to acquire fluency in the language and knowledge of the culture of Italy in a historical perspective. Students are strongly urged to begin Italian in their first year. ITAS 101-ITAS 102 count toward the degree, but not the major. Students majoring in Italian are required to take nine units above the 100 level. One of these courses must be ITAS 271, ITAS 272 [2011-12], ITAS 273, or ITAS 274. Two of the nine courses must be at the 300 level and be taken in the department. The requirement to take two courses at the 300 level may not be met by taking ITAS 350 (Research or Individual Study), ITAS 360 (Senior Thesis Research), or ITAS 370 (Senior Thesis). One course may be taken outside of the department, on a related topic to be decided by the student and her major advisor. Students are

encouraged to 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 in Italy on the Eastern College Consortium program in Bologna (of which the Department of Italian Studies is a participant) or on another approved program.

Honors in Italian Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Italian Studies Minor

Requirements for the Italian Studies Minor

The minor in Italian Studies requires five units above the 100 level. Courses offered in translation count toward the minor. For students entering 2012 or later, at least three of the five courses must be in Italian (and can include ITAS 201, ITAS 202, and ITAS 203).

ITAS - Italian Studies Courses

ITAS 101 - Elementary Italian (1.0)

These courses focus on the development of basic language skills through the study of grammar. Viewing of language video programs, television programs, and films; listening to traditional and modern songs; and reading of passages and short stories, writing of compositions and oral presentations on cultural topics offer an introduction to Italy and its culture. Three periods.

Instructor: *Laviosa, Grattarola*
 Prerequisite: None
 Distribution: None
 Term(s): Fall; Winter; Summer I

Three periods. Each semester of ITAS 101 and ITAS 102 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.

ITAS 102 - Elementary Italian (1.0)

These courses focus on the development of basic language skills through the study of grammar. Viewing of language video programs, television programs, and films; listening to traditional and modern songs; and reading of passages and short stories, writing of compositions and oral presentations on cultural topics offer an introduction to Italy and its culture. Three periods.

Instructor: *Ward, Bartalesi-Graf*
 Prerequisite: ITAS 101
 Distribution: None
 Term(s): Spring; Summer II

Each semester of ITAS 101 and ITAS 102 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.

ITAS 103 - Intensive Elementary Italian (1.25)

Covering the same material as ITAS 101 and 102 in one semester, the course meets five times per week. Through the daily practice and reinforcement of the four skills (speaking, listening, reading, and writing) students will reach an intermediate level mastery of

the Italian language and a basic understanding of modern Italian society in one semester. Methods employed include in-class conversation and role-playing activities, as well as the latest technology in online learning. This course is ideal for students who intend to spend a semester or year studying in Bologna.

Instructor: *Bartalesi-Graf*
 Prerequisite: None
 Distribution: None
 Term(s): Fall

ITAS 104 - First-Year Seminar: The Cities of Italy: An Introduction to Italian Culture (in English) (1.0)

This seminar is dedicated to the representation of Italian cities in Italian literature, art, and cinema from the Middle Ages to the twenty-first century. By presenting cities as spatial narratives, we will introduce students to some of the most important moments in Italian history and will invite them to examine the representation of urban landscape as a privileged vantage point to understand Italian culture. The seminar is designed to introduce students to the field of Italian Studies and to provide them with a solid background in Italian history and culture.

Instructor: *Parussa*
 Prerequisite: None. Open to first-year students only.
 Distribution: LL
 Term(s): Fall

Mandatory credit/noncredit.

ITAS 201 - Intermediate Italian (1.0)

ITAS 201-ITAS 202. The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. Three periods.

Instructor: *Laviosa, Parussa*
 Prerequisite: ITAS 101- ITAS 102, or ITAS 103.
 Distribution: None
 Term(s): Fall

Each semester of ITAS 201 and ITAS 202 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.

ITAS 202 - Intermediate Italian (1.0)

ITAS 201-ITAS 202. The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. Three periods.

Instructor: *Ward*
 Prerequisite: ITAS 201
 Distribution: LL
 Term(s): Spring

Each semester of ITAS 201 and ITAS 202 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.

ITAS 202W - Intermediate Italian in Rome (1.0)

This intensive three-week program is a rigorous linguistic and a valuable full-immersion cultural experience in Italy. Like ITAS 202 on campus, the course consists of a fast-paced grammar review with practice of all language skills through readings of literary texts and newspaper articles, oral discussions, presentations on Italian current events, and compositions on cultural topics examined in class. The course includes a rich program of guest speakers, both Italian university professors and artists, and attendance at film screenings and theatre performances.

Instructor: Laviosa

Prerequisite: ITAS 201. Application required.

Distribution: LL

Term(s): Winter

Students must have received credit for ITAS 201 in order to receive credit for ITAS 202W. Not offered every year. Subject to Provost's Office approval. Not open to students who have taken ITAS 202.

ITAS 203 - Intensive Intermediate Italian (1.25)

This course is for students who have taken ITAS 103 or both ITAS 101 and ITAS 102. The course covers the same material as ITAS 201 and ITAS 202 over five class periods per week. The aim of the course is to improve and strengthen the skills acquired in Elementary Italian through reading authentic literary and journalistic texts, viewing of contemporary films, writing compositions, and grammar review. This is an intensive course developed especially for students with a strong interest in Italian Studies and who intend to spend a semester or year abroad.

Instructor: Bartalesi-Graf

Prerequisite: ITAS 103 or both ITAS 101 and ITAS 102.

Distribution: LL

Term(s): Spring

ITAS 209 - Italian-Jewish Literature (in English) (1.0)

In the light of events like the high-profile trial of a Nazi war criminal and Pope John Paul II's encyclical letter on the responsibilities of Christians in the Holocaust, this course aims to discuss the question of Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films that address issues such as religious and national identity in a culturally and linguistically homogeneous country like Italy. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Italian-Jewish writers like Primo Levi and Bassani, students will read pertinent works by non-Jewish writers like Loy.

Instructor: Parussa

Prerequisite: None

Distribution: LL

Term(s): Not Offered

Major and minors in Italian must take this course as ITAS 309 and attend an additional section with assignments in Italian.

ITAS 212 - Italian Women Film Directors: The Female Authorial Voice in Italian Cinema (in English) (1.0)

This course examines the films of a number of major Italian women directors across two artistic generations: Cavani and Wertmüller from the 1960s to the 1990s; Archibugi, Comencini, and others in the 1990s. Neither fascist cinema nor neorealism fostered female talents, so it was only with the emergence of feminism and the women's movement

of the 1960s and 1970s that a space for female voices in Italian cinema was created. The course will explore how women directors give form to their directorial signatures in film, focusing on their films' formal features and narrative themes in the light of their sociohistorical context.

Instructor: Laviosa

Prerequisite: None

Cross-Listed as: CAMS 224

Distribution: ARS

Term(s): Not Offered

ITAS 225 - The Golden Age of Italian Cinema (in English) (1.0)

A unique synergy of economic, historical, geopolitical, cultural, and aesthetic factors propelled Italian films into the international limelight during the period between 1960 (e.g. the near-simultaneous release of Antonioni's *L'Avventura* and Fellini's *La Dolce Vita*) and the mid-1970s (e.g., Pasolini's *Salò*). Exposing students to exemplary films from such a period, this course aims to investigate the interface between sociocultural history and filmmaking as well as the various ways in which Italian cinema contributed to the history of the medium. Topical examples from low genres such as comedy, Western, and horror, will alternate with "classics" of political and (post)modern cinema. The unique role played by Rome, at once center of film production, cinematic location, and symbol of eternity, shall also be examined.

Instructor: Viano (Cinema and Media Studies)

Prerequisite: None

Cross-Listed as: CAMS 225

Distribution: ARS

Term(s): Not Offered

ITAS 261 - Italian Cinema (in English) (1.0)

A survey of the directors and film styles that paved the way for the golden age of Italian cinema, this course examines, first, the early Italian cinema of the first two decades of the twentieth century, going on to fascist cinema before embarking on an in-depth journey into the genre that made Italian cinema famous, namely, neorealism. We will analyze major films by Rossellini, Visconti, De Sica, and Antonioni (among others) with a view to understanding the ethical, social, political, and philosophical foundations of the neorealist aesthetic.

Instructor: Ward

Prerequisite: None

Distribution: LL; ARS

Term(s): Not Offered

ITAS 263 - Dante (in English) (1.0)

The course offers students 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 nineteenth and twentieth 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.

Instructor: Southerden

Prerequisite: None

Distribution: LL

Term(s): Not Offered

ITAS 271 - The Construction of Italy as a Nation (1.0)

The course aims, first, to give students who wish to continue their study of Italian the chance to practice and refine their skills, and second, to introduce students to one of the major themes of Italian

culture, namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read how Dante, Petrarch, and Machiavelli imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-century Italy. Other figures to be studied will include Bembo, Castiglione, Foscolo, Gramsci, Tomasi di Lampedusa, D'Annunzio, Visconti, Levi, Blasetti, and Rossellini.

Instructor: Ward

Prerequisite: ITAS 202

Distribution: LL

Term(s): Not Offered

ITAS 273 - Italy in the 1960s (1.0)

The 1960s was a period of great change in Italy. The major consequence of the economic boom of the late 1950s was to transform Italy from a predominantly agricultural to an industrialized nation. Through a study of literary and cinematic texts, the course will examine this process in detail. Time will also be given to the consequences of the radical changes that took place: internal immigration, consumerism, the new role of intellectuals, resistance to modernity, neo-fascism, student protest. Authors to be studied will include Italo Calvino, Luchino Visconti, Pier Paolo Pasolini, Ermanno Olmi, Umberto Eco, and authors from the Neo-Avant Garde movement.

Instructor: Ward

Prerequisite: ITAS 202, ITAS 203.

Distribution: LL

Term(s): Fall

ITAS 274 - Women in Love: Portraits of Female Desire in Italian Culture (1.0)

This course is dedicated to the representation of female desire in Italian culture. From Dante's Francesca da Rimini to Pasolini's Medea, passing through renowned literary characters such as Goldoni's Mirandolina, Manzoni's Gertrude, and Verdi's Violetta, the course will explore different and contrasting voices of female desire: unrequited and fulfilled, passionate and spiritual, maternal and destructive, domestic and transgressive. In particular, the varied and beautiful voices of women in love will become privileged viewpoints to understand the changes that occur in Italian culture in the conception of desire and other intimate emotions, as well as in the notion of gender and sexuality. Students will read texts by men and women from a wide variety of literary genres and artistic forms including not only prose and poetry, but also theatre, opera, and cinema. They will also read important theoretical essays on the conception of love in Western cultures by Barthes, de Rougemont, Giddens, and Nussbaum.

Instructor: Parussa

Prerequisite: ITAS 202 or ITAS 201.

Distribution: LL

Term(s): Spring

ITAS 275 - Between Transcendence and Transgression: Desire from Dante to Milton (1.0)

This course takes as its focus the discourses of desire informing some of the major works of English and Italian literature from the Middle Ages to the seventeenth century. Through an exploration of the themes of transcendence and transgression in Dante, Petrarch, Boccaccio, Chaucer, Shakespeare, Ariosto, and Milton, students will analyze the dynamics of desire (whether sexual, psychological, or textual) that open up exciting vistas on the tensions between human and divine love, excess and control, lack and fulfillment, suffering and joy. The roles of transcendence and transgression will also be

considered in the relationship each author entertains with his or her literary models and predecessors to see how desire shapes a dialogue across geographical and temporal boundaries.

Instructor: Southerden
Prerequisite: None
Cross-Listed as: ME/R 275
Distribution: LL
Term(s): Not Offered

ITAS 309 - Italian-Jewish Literature (1.0)

In the light of events like the high-profile trial of a Nazi war criminal and Pope John Paul II's encyclical letter on the responsibilities of Christians in the Holocaust, this course aims to discuss the question of Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films that address issues such as religious and national identity in a culturally and linguistically homogeneous country like Italy. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Italian-Jewish writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy.

Instructor: Parussa
Prerequisite: ITAS 271, ITAS 272, ITAS 273, ITAS 274, or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

ITAS 310 - Fascism and Resistance in Italy (1.0)

This course examines the two fundamental political and cultural experiences of twentieth-century Italy: the 20-year fascist regime and the resistance to it. We will study the origins of fascism in Italy's participation in World War I and its colonial ambitions, and then follow the development of fascism over the two decades of its existence and ask to what extent it received the consensus of the Italian people. We will go on to examine the various ways in which Italians resisted fascism and the role the ideals that animated antifascist thinking had in the postwar period. Authors to be studied include: Marinetti, D'Annunzio, Pascoli, Croce, Gobetti, Rosselli, Bassani, Ginzburg, Carlo and Primo Levi, and Silone.

Instructor: Ward
Prerequisite: ITAS 271, ITAS 272 [2011-12], ITAS 273, or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 311 - Theatre, Politics, and the Arts in Renaissance Italy (1.0)

The flourishing Italian theatre in the fifteenth and sixteenth centuries is an extraordinary and unmatched phenomenon in the history of Italian culture. In Italian courts and city squares, theatre became the center of a dynamic relationship between power and culture. Under the aegis of princes and popes, artists of all kinds worked for the stage to celebrate and criticize the same power that both fostered and limited their intellectual freedom. The stage became a mirror in which Renaissance Italy, while attempting to admire its beauty, came face to face with its distorted image. The course will include readings of major plays by Bibiena, Machiavelli, and Ariosto. Attention will also be given to the paintings, drawings, and sketches used in the staging of these plays.

Instructor: Parussa
Prerequisite: ITAS 271, ITAS 272 [2011-12], ITAS 273, or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 312 - *Rinascimento e Rinascimenti*: Cultural Identities in Fifteenth- and Sixteenth-Century Italy (1.0)

The Renaissance witnessed deep cultural transformations that have influenced contemporary ways of thinking. Cultural notions of class, gender, and religion find their roots in the cultural debate that animated Italian courts during the fifteenth and sixteenth centuries. Exploring how these notions have been both shaped and challenged, the course will suggest that it is more appropriate to think of the Renaissance as a plural rather than a single entity. In particular, attention will be given to themes such as the *donna angelicata* and the poet, the *cortegiano* and the peasant, the *principe* and the artist. The course will give students a solid introduction to the literature of the period and provide them with a theoretical framework for a thorough discussion of the material at hand.

Instructor: Parussa
Prerequisite: ITAS 271, ITAS 272 [2011-12], ITAS 273, or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 315 - Italian Mysteries (1.0)

Italian Mysteries introduces students to the Italian tradition of mystery and detective writing of the nineteenth and twentieth centuries with particular attention paid to its philosophical and semiotic dimensions. It also exposes students to some of the political mysteries that have characterized Italy since the end of World War II and which have become the subject of much contemporary mystery writing, films, and documentaries. From an aesthetic standpoint, we will ask why a new generation of young writers has been drawn to these mysteries as subjects of their writings and examine the variety of narrative forms they use to investigate them. Authors to be studied will include Emilio De Marchi (author of the first Italian detective novel), Carlo Emilio Gadda, Umberto Eco, Carlo Ginzburg, Carlo Luccarelli, Simone Sarasso, Giuseppe Genna, and the writing collectives known as Luther Blissett and Wu Ming.

Instructor: Ward
Prerequisite: ITAS 271, ITAS 272 [2011-12], ITAS 273 or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 316 - *Dreams of Eden: Gardens in Medieval and Renaissance Italian Literature and Art* (1.0)

This course will focus on the *topos* of the garden in Italian literature and art during the Middle Ages and the Renaissance. Looking at the descriptions of memorable gardens in literary works by Dante, Petrarch, Ariosto, and Tasso, alongside paintings by artists such as Mantegna, Da Vinci, Botticelli, and Michelangelo, students will explore the relationship between the self and God, the earthly and the transcendent, nature and culture. An analysis of the female inhabitants of the gardens will, in turn, offer an opportunity to consider how far the garden may be considered a gendered space, and/or a political one, that embodies the conflict between love and duty, woman and God, illusion and reality.

Instructor: Southerden
Prerequisite: ITAS 271, ITAS 272 [2011-12], ITAS 273 or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 320 - The Landscape of Italian Poetry (1.0)

The course is dedicated to the representation and exploration of landscape in the Italian poetic

tradition. By studying how the varied and beautiful Italian landscape found expression in the literary works of major poets, students will be exposed to a rich body of work and the tradition it both follows and renews. In particular, the course will focus on a series of specific themes, giving special attention to language and style. These will include: the opposition between rural and urban landscapes; the tension between dialects and the national language; the complex dynamics of tradition and innovation. Through initial exposure to selected classical poets, including Dante and Petrarch, students will gain in-depth knowledge of the main formal structures of Italian poetry, from the classical sonnet, going on to free verse. In addition, we will read poems by the Italian greats of the twentieth century, namely Ungaretti, Saba, and Montale, as well as works by contemporary poets, such as Caproni, Sereni, and Valduga.

Instructor: Parussa
Prerequisite: ITAS 271, ITAS 272, ITAS 273, or ITAS 274, or permission of the instructor.
Distribution: LL
Term(s): Spring

ITAS 349 - The Function of Narrative (1.0)

Beginning with Boccaccio and going on to Manzoni, Verga, and beyond, the course introduces students to the major figures of the Italian narrative tradition. We then go on to study twentieth-century narrative texts, all the time seeking answers to the question of why narrative is such a fundamental human need. Why, for example, do we narrate our experience of life and the sense we have of ourselves, even in the form of diaries? Do the stories we tell faithfully reflect reality or do they create it? The course concludes with a reflection on narrative technique in cinema illustrated by the films of Antonioni. Other authors to be studied may include Calvino, Ceresa, Rasy, Pasolini, Celati, and Benni.

Instructor: Ward
Prerequisite: ITAS 271, ITAS 272, ITAS 273, or ITAS 274 or permission of the instructor.
Distribution: LL
Term(s): Fall

ITAS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ITAS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ITAS 370 - Senior Thesis (1.0)

Prerequisite: ITAS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

JAPANESE STUDIES

See East Asian Languages and Cultures (p. 79)

JEWISH STUDIES

AN INTERDEPARTMENTAL MAJOR AND MINOR

Professor: *Malino (Director)*

Visiting Lecturer: *Grinfeld*

Advisory Board: *Geller (Religion), Malino (History), Rosenwald (English), Silver (Religion)*

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.

Jewish Studies Major

Goals for the Jewish Studies Major

Developing an understanding of the breadth and diversity of Jewish civilization through interdisciplinary learning in the arts, humanities, and social sciences

- Learning to contextualize Jewish civilization within its broader milieu
- Understanding the foundation texts and central ideas and institutions of Judaism
- Building specialized knowledge in one area: e.g., among others, Biblical studies; ancient, medieval, early modern or modern Jewish history; European or Eastern Jewry; Hebrew language and literature; Israel studies
- Establishing proficiency (equivalent to two years of undergraduate instruction) in Hebrew, either Biblical or modern, or if relevant Yiddish, Arabic or Spanish
- Interpreting primary texts critically, developing writing skills, and learning to identify essential links among disciplines and cultures

Requirements for the Jewish Studies Major

For the eight-unit 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, or 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 100 level, including at least two at the 300 level.

Advanced study of Hebrew may be pursued as a JWST 350 course, and this may be used to fulfill the Language and Literature distribution requirement.

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.

Honors in Jewish Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be

admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the program may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Courses for Credit Toward the Jewish Studies Major

ANTH 242	"Civilization" and "Barbarism" during the Bronze Age, 3500–2000 B.C.E.
ANTH 247	Societies and Cultures of Eurasia
ARAB 101	Elementary Arabic
ARAB 102	Elementary Arabic
ARAB 201	Intermediate Arabic
ARAB 202	Intermediate Arabic
ARAB 301	Advanced Arabic I
ARAB 302	Advanced Arabic II
ARTH 267	Cross-Cultural Encounters in the Medieval Mediterranean
CLCV 240/REL 240	Romans, Jews, and Christians in the Roman Empire
CPLT 208/REL 208	Legend, Satire, and Storytelling in the Hebrew Bible
FREN 232	Occupation and Resistance: The French Memory and Experience of World War II
HIST 115	First-Year Seminar: Routes of Exile: Jews and Muslims
HIST 201	The Rise of the West? Europe 1789-2003
HIST 219	The Jews of Spain and the Lands of Islam
HIST 224	Zionism and Irish Nationalism: A Comparative Perspective
HIST 242	Postwar Europe and the Three Germanies
HIST 243	Gender and Sexuality in Twentieth-Century Europe
HIST 328	Seminar. Anti-Semitism in Historical Perspective
ITAS 209	Italian-Jewish Literature (in English)
ITAS 309	Italian-Jewish Literature
PHIL 301	Seminar. Early Modern Philosophy: Spinoza, Mind, and Nature
REL 104	Study of the Hebrew Bible/Old Testament
REL 105	Study of the New Testament
REL 106	Children of Abraham
REL 204	Religious Speech and Social Power
REL 205	Cosmic Order and the Ordered Self: Wisdom Literature in the Hebrew Bible
REL 208/CPLT 208	Legend, Satire, and Storytelling in the Hebrew Bible
REL 240/CLCV 240	Romans, Jews, and Christians in the Roman Empire
REL 243	Women in the Biblical World
REL 244	Jerusalem: The Holy City
REL 245	The Holocaust and the Nazi

	State
REL 247	The World of the Bible
REL 260	Islamic/ate Civilizations
REL 307	Seminar. Gods, Politics, and the Body in the Ancient Near East
REL 342	Seminar. Archaeology of the Biblical World
REL 343	Seminar. Apocalypse and Armageddon: Envisioning the Endtime
SPAN 252	Christians, Jews, and Moslems: The Spirit of Spain in Its Literature
SPAN 267	The Writer and Human Rights in Latin America
SPAN 279	The Jewish Women Writers of Latin America

Jewish Studies Minor

Requirements for the Jewish Studies Minor

A minor in Jewish Studies consists of five units of which at least one must be at the 300 level and no more than one can be at the 100 level. Units must be taken in at least two departments. In consultation with the director of the program in Jewish Studies, students devise their own programs. Also in consultation with the director, students can arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

HEBR - Hebrew Courses

HEBR 101 - Elementary Hebrew (1.0)

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past, and future tenses, as well as basic verb patterns.

Instructor: Grinfeld

Prerequisite: None

Distribution: None

Term(s): Fall

Each semester of HEBR 101 and HEBR 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HEBR 102 - Elementary Hebrew (1.0)

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past, and future tenses, as well as basic verb patterns.

Instructor: Grinfeld

Prerequisite: None

Distribution: None

Term(s): Spring

Each semester of HEBR 101 and HEBR 102 earns one unit of credit; however, both semesters must be

completed satisfactorily to receive credit for either course.

HEBR 201 - Intermediate Hebrew (1.0)

Building on the foundations of HEBR 101-HEBR 102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures, and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic, and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings.

Instructor: Grinfeld
Prerequisite: HEBR 101-HEBR 102
Distribution: None
Term(s): Fall

Each semester of HEBR 201 and HEBR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HEBR 202 - Intermediate Hebrew (1.0)

Building on the foundations of HEBR 101-HEBR 102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures, and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic, and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings.

Instructor: Grinfeld
Prerequisite: HEBR 101-HEBR 102
Distribution: LL
Term(s): Spring

Each semester of HEBR 201 and HEBR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HEBR 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

HEBR 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

Prerequisite: None
Distribution: ARS
Term(s): Spring
Mandatory credit/noncredit.

JWST 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JWST 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JWST 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

JWST 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JWST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

JWST 370 - Senior Thesis (1.0)

Prerequisite: JWST 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

JWST - Jewish Studies Courses

JWST 111 - Society in Motion: Israel on Film (1.0)

In this seminar we will look into the evolution of Israeli society and of its self-understanding through their representations on the screen. A wide-ranging selection of films as well as discussions of a variety of readings, visual arts, and popular music will introduce students to the central issues in Israeli social and cultural history—immigration, the presence of the military in everyday life, center and periphery—and the complexities of the debate surrounding them. Students will get a chance to become familiar with a unique and thriving cinema, and gain insight into film as document and social commentary.

Instructor: Grinfeld

KOREAN STUDIES

See East Asian Languages and Cultures (p. 79)

LATIN AMERICAN STUDIES

AN INTERDEPARTMENTAL MAJOR

Director: *Osorio (History)*

Advisory Committee: *Agosin (Spanish), Elkins (Religion), Guzauskyte (Spanish), Hagimoto (Spanish), Hall (Spanish), Levitt (Sociology), McEwan (Economics), Oles (Art), Osorio (History), Renjilian-Burgy (Spanish), Vega (Spanish), Wasserspring (Political Science)*

The Latin American Studies major is designed to provide students with a broad understanding of the Latin American experience through an interdisciplinary program of study.

Latin American Studies Major

Goals for the Latin American Studies Major

- To enable students to acquire an in-depth multidisciplinary knowledge of the political, economic, historical, and cultural development of the major regions of Latin America: Mexico, Central and South America, and the Caribbean Basin
- To familiarize students with classic works on Latin America, and the ways in which various disciplines have contributed to understandings of its culture, politics, and history, as well as with newer and challenging perspectives on the region
- To train students in the acquisition of critical analytical skills for understanding and evaluating the diversity of realities in both past and present Latin America

Requirements for the Latin American Studies Major

The Latin American Studies major consists of 11 courses: two language courses and nine courses from the detailed list of courses for credit toward the Latin American Studies major. The language requirement normally consists of two Spanish courses at the SPAN 241 level or above. In exceptional circumstances when a student can demonstrate oral and written mastery of Spanish, she may be exempted from this requirement by taking an oral and written examination.

For the nine courses beyond the language requirement, students need to choose a concentration consisting of four courses taken in one of the following disciplines: art history, history, political science, sociology, or Spanish. (In special circumstances, students may petition the director for an alternative field of concentration.) Overall, students must complete courses in at least three different disciplines. Out of the nine required courses, at least two must be taken at the 300 level. At least one 300-level course must be in the student's field of concentration. It is also recommended that one 300-level course be a seminar.

Upon declaring the major, students must submit to the director a plan of study for approval. In cases where the student's chosen concentration is in a discipline other than those of the director, a second advisor in the student's field of concentration must also be arranged.

Honors in Latin American Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the

major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students who are interested in writing an honors thesis in Latin American Studies should submit a proposal to the faculty committee by the end of their junior year. The proposal should include a description of the thesis project, a sample bibliography, and a copy of the student's transcript. It is required that the student has already completed fundamental course work in the area in which she proposes to do her honors work. See Academic Distinctions.

Graduate Study in Latin American Studies

Majors may also apply to the Five-Year Cooperative Degree Program at Georgetown University in Latin American Studies. This program enables the student to apply upper-level Latin American Studies courses taken at Wellesley toward the master's degree at Georgetown. A summer of study at the Universidad Catolica in Santiago, Chile, taken during an undergraduate summer, and a year of academic work at Georgetown are required to earn the master's degree at Georgetown in one year. Interested students should contact the director of Latin American Studies or the Center for Work and Service.

International Study in Latin American Studies

Qualified juniors are encouraged to spend a semester or a year in Latin America. Both the director and the Office of International Study have information to help students select appropriate sites for study in Latin America. In addition, the Wellesley Internship Program in Costa Rica (WICR) offers funded summer internships to qualified students. To be eligible for study in Latin America, a student is expected to have completed a course at or above SPAN 241.

Courses for Credit Toward the Latin American Studies Major

AFR 207	Images of Africana People Through the Cinema	POL2 214/ES 214	Social Causes and Consequences of Environmental Problems
AFR 226	Environmental Justice, "Race," and Sustainable Development	POL2 306	Seminar. Revolution
AFR 242	New World Afro-Atlantic Religions	POL2 310	Seminar. Politics of Community Development
AFR 341	Neglected Africans of the Diaspora	POL2 353	The Politics of Contemporary Cuba
ANTH 279	Life Across Borders: Migration, Language, and Culture in Latin America	POL3 229	International Political Economy
ANTH 300	Ethnographic Methods and Ethnographic Writing	POL3 348	Seminar. Problems in North-South Relations
ARTH 336-01-S	Seminar. Museum Studies.	POL4 345	Seminar. Race and Political Theory
CAMS 240/WGST 223	Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film	REL 226	The Virgin Mary
ES 214/POL2 214	Social Causes and Consequences of Environmental Problems	REL 326	Seminar. Theologies of Liberation
HIST 207	Contemporary Problems in Latin American History	SOC 221	Globalization
HIST 215	Gender and Nation in Latin America	SOC 231	The Sociology of Art, Media, and Culture: Comparative Perspectives
HIST 358	Seminar. Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation	SOC 310	Encountering the Other: Comparative Perspectives on Immigration
POL 103	First-Year Seminar: Mexico: Revolution, Democracy, and Drugs	SPAN 253	The Latin American Short Story
		SPAN 263	Women's Art and Activism in Latin America
		SPAN 271	Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature
		SPAN 275	The Making of Modern Latin American Culture
		SPAN 277	Exile, Resistance, and Creativity in Latin American Writers
		SPAN 279	The Jewish Women Writers of Latin America
		SPAN 305	Seminar. Hispanic Literature of the United States
		SPAN 307	Seminar. The Clothed and the Naked in Colonial Latin America
		SPAN 315	Seminar. Luis Buñuel and the Search for Freedom and Morality
		SPAN 327	Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon
		SPAN 340	Calderwood Seminar in Public Writing: Unity and Diversity in the Hispanic World
		WGST 218	Stage Left: Chican@/Latin@ Theatre and Performance
		WGST 223/CAMS 240	Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film
		WGST 326	Seminar. Crossing the Border(s): Narratives of Transgression

Upon enrollment in the following courses for credit toward the major, the student must notify the instructor that the course is to be counted for Latin American Studies and that, as such, the student will be required to do a research paper which focuses on Latin America.

AFR 207, AFR 226, AFR 242, AFR 342 [2012-13], ANTH 300, POL2 214, POL2 306, POL2 310, POL3 229, POL3 348, POL4 345, REL 226, REL 326, SOC 221, SOC 231, SOC 310.

Courses may be taken in the Program for Mexican Culture and Society in Puebla, Mexico and in approved programs in other Latin American sites. Courses focusing on Latin America in the PRESHCO program in Spain or in other international study programs can be counted with permission of the director.

LAST - Latin American Studies Courses

LAST 250 - Research or Individual Study (1.0)

Prerequisite: Two units of course work in Latin American studies.
Distribution: None
Term(s): Fall; Spring

LAST 250H - Research or Individual Study (0.5)

Prerequisite: Two units of course work in Latin American studies.
Distribution: None
Term(s): Fall; Spring

LAST 350 - Research or Individual Study (1.0)

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Term(s): Fall; Spring

LAST 350H - Research or Individual Study (0.5)

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Term(s): Fall; Spring

LAST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department. See Academic Distinctions.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

LAST 370 - Senior Thesis (1.0)

Prerequisite: LAST 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

LINGUISTICS

See Cognitive and Linguistic Sciences

DEPARTMENT OF MATHEMATICS

Professor: *Bu, Hirschhorn (Chair), Magid, Shuchat, Shultz, Trenk, Wang*

Associate Professor: *Chang, Kerr, Volic*

Assistant Professor: *Diesl, Fernandez, Lange, Schultz*
Lecturer: *Tannenhauser*

Mathematics has a fascinating dual nature. Many study it as an object of endless beauty, interest, and intellectual challenge, while others are motivated by its applications to real-world problems. Increasingly, mathematics is an essential tool for modeling phenomena in the physical, biological, and social sciences. Mathematical literacy is the key to surviving and thriving in the world of technology. At its heart, mathematics is the study of patterns: it is a creative art as well as a logical system. Mathematics has always been a part of the liberal arts core at Wellesley College. One way our students continue this tradition is by combining mathematics with a minor or a double major in another field such as economics, English, classics, or chemistry. Mathematics is excellent preparation for a lifetime of discovering, learning, and applying new knowledge. Most courses meet for three periods weekly or for two periods weekly with a third period approximately every other week.

The mathematics department Web page (www.wellesley.edu/Math) has more detailed course descriptions and information for majors and minors.

Mathematics Major

Goals for the Mathematics Major

The mathematics major offers to students a rigorous program of study in analysis, algebra, topology, geometry, and various applied subjects. These categories form the foundations of the discipline in both the pure and applied arenas. During their mathematical studies, students learn how to execute sophisticated computations and to form arguments using appropriate laws of inference. Part of their training involves an understanding of mathematical grammar, syntax, diction, and style and the ways in which abstract concepts are accurately communicated in the domains of both speech and writing. The major is sufficiently broad and deep in scope that students are prepared thereafter to continue their studies in graduate school or to apply their skills in the private sector.

Requirements for the Mathematics Major

Students majoring in mathematics must complete MATH 115 and one of MATH 116/MATH 120 (or the equivalent) and at least eight units of 200-level and 300-level courses. These eight units must include MATH 205, MATH 206, MATH 302, MATH 305, and two additional 300-level courses. Credit for PHYS 216 satisfies the requirement that a mathematics major take MATH 205, but does not count as one of the units of 200-level and 300-level courses toward the major. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major.

Majors are also required to present one classroom talk in either their junior or senior year. This requirement can be satisfied with a presentation in the student seminar, but it can also be fulfilled by giving a talk in one of the courses whose catalog description says "Majors can fulfill the major presentation requirement in this course." In addition, a limited number of students may be able to fulfill the presentation requirement in other courses, with permission of the instructor.

Students expecting to major in mathematics should complete the prerequisites for MATH 302 and MATH 305 before the junior year. Students may wish to consult the chair of the Department of Mathematics or their current mathematics instructor in deciding when to take MATH 302 and MATH 305. Independent study units (MATH 350, MATH 360, MATH 370) may not count as one of the 300-level courses required for the major.

Students expecting to do graduate work in mathematics should elect MATH 302, MATH 305, and at least four other 300-level courses, possibly including a graduate course at MIT. See the department Web page for course suggestions: www.wellesley.edu/Math/coursework_prepgrad.html. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Honors in Mathematics

The department offers the following options for earning honors in the major field:

1. Completion of MATH 302, MATH 305, and four other 300-level courses, and two written comprehensive examinations
2. Two semesters of thesis work (MATH 360 and MATH 370). An oral examination is required for both programs

To be admitted to the honors program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification in Mathematics

Students interested in teaching mathematics at the secondary-school level should consult the chair of the mathematics department and the chair of the education department. Students interested in taking the actuarial science examinations should consult the chair of the mathematics department.

Placement in Courses and Exemption Examinations in Mathematics

The mathematics department reviews elections of calculus students and places them in MATH 115, MATH 116, MATH 120, or MATH 205 according to their previous courses and summer placement results. See the descriptions for these courses. If there is a question about placement, the department recommends that the student attend the course in which she is placed and contact the sectioning coordinator (contact information in Science Center 361) to discuss her placement. No special examination is necessary for placement in an advanced course. See the department Web page www.wellesley.edu/Math/coursework_curriculum_cal.html for more information.

Students may receive course credit toward graduation through the AP tests in mathematics and the IB Higher Level mathematics exam. Students with scores of 4 or 5 on the AB Examination or an AB-subscore of 4 or 5 on the BC Examination, or a score of 5, 6, or 7 on the IB Higher Level mathematics exam receive one unit of credit (equivalent to MATH 115) and are eligible for MATH 116 or MATH 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to MATH 115 and MATH 116/MATH 120) and are eligible for MATH 205. Students with a 5 on the AP examination in statistics receive one unit of credit (equivalent to

MATH 101). Neither AP credits nor IB credits may count toward the major or minor.

Transfer Credit in Mathematics

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

Mathematics Minor

Requirements for the Mathematics Minor

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 (five units) consists of (A) MATH 205, MATH 206 and (B) MATH 302 or MATH 305 and (C) two additional units, at least one of which must be at the 200 or 300 level. Option II (five units) consists of (A) MATH 205, MATH 206 and (B) three additional 200- or 300-level units. PHYS 216 satisfies the requirement that a math minor take MATH 205, but does not count as one of the five units. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the minor. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

MATH - Mathematics Courses

MATH 101 - Reasoning with Data: Elementary Applied Statistics (1.0)

An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include descriptive statistics, basic probability, inference, and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Instructor: Diesl (Summer), Shuchat (Fall), Tannenhauser (Spring)

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed MATH 205, except by permission of the instructor; such students should consider taking MATH 220 instead. Not open to students who have taken or are taking MATH 101Z, POL 199, QR 180, ECON 103/SOC 190, or PSYC 205.

Distribution: MM; QRF

Term(s): Fall; Spring; Summer I

MATH 101Z - Reasoning with Data: Elementary Applied Statistics with Health Applications (1.0)

In this course, students use probability and statistics to examine the risks that we encounter every day. The focus is on personal medical decision-making and the impact of our environment on our health. Students will address questions such as, How concerned should we be about pesticide use? How can we make informed decisions about women's health issues, including contraception and sexually transmitted diseases? How much of an impact does diet have on health? Why did different studies of hormone replacement therapy come to contradictory conclusions, and how can we read reports on such studies intelligently and skeptically? Topics include descriptive statistics, basic probability, inference, and hypothesis testing.

Instructor: Polito (Quantitative Reasoning)

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed MATH 205, except by permission of the instructor; such students should consider taking MATH 220 instead. Not open to students who have taken or are taking MATH 101, POL 199, QR 180, ECON 103/SOC 190, or PSYC 205.
Distribution: MM; QRF
Term(s): Spring

MATH 102 - Applications of Mathematics without Calculus (1.0)

This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-school mathematics as a prerequisite. The areas covered will be chosen from systems of linear equations, linear programming, probability, game theory, and stochastic processes. Students will solve problems on topics ranging from medical testing to economics, with the results demonstrating the value of mathematical reasoning. May not be counted toward the major.

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: MM
Term(s): Not Offered

MATH 115 - Calculus I (1.0)

Introduction to differential and integral calculus for functions of one variable. The heart of calculus is the study of rates of change. Differential calculus concerns the process of finding the rate at which a quantity is changing (the derivative). Integral calculus reverses this process. Information is given about the derivative, and the process of integration finds the "integral," which measures accumulated change. This course aims to develop a thorough understanding of the concepts of differentiation and integration, and covers techniques and applications of differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions. MATH 115 is an introductory course designed for students who have not seen calculus before.

Instructor: Staff
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed MATH 116, MATH 120, or the equivalent.
Distribution: MM
Term(s): Fall; Spring; Summer I

MATH 116 - Calculus II (1.0)

The course begins with applications and techniques of integration. It probes notions of limit and convergence and adds techniques for finding limits. Half of the course covers infinite sequences and series, where the basic question is, What meaning can we attach to a sum with infinitely many terms and why might we care? The course can help students improve their ability to reason abstractly and also teaches important computational techniques. Topics include integration techniques, l'Hôpital's rule, improper integrals, geometric and other applications of integration, theoretical basis of limits and continuity, infinite series, power series, and Taylor series. MATH 116 is the appropriate first course for many students who have had AB calculus in high school.

Instructor: Staff
Prerequisite: MATH 115 or the equivalent. Not open to students who have completed MATH 120.
Distribution: MM
Term(s): Fall; Spring; Summer II

MATH 120 - Calculus IIA (1.0)

This course is a variant of MATH 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. It 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, and applications of integration.

Instructor: Hirschhorn
Prerequisite: Open by permission of the department to students who have completed a year of high school calculus. Students who have studied Taylor series should elect MATH 205. Not open to students who have completed MATH 116 or the equivalent.
Distribution: MM
Term(s): Fall

MATH 203 - Mathematical Tools for Finance (1.0)

This course is intended for students who are interested in mathematics and its applications in economics and finance. The following topics will be covered: mathematical models in economics, market equilibrium, first and second order recurrences, the cobweb model, profit maximization, derivatives in economics, elements of finance, constrained optimization, Lagrangians and the consumer, microeconomic applications, business cycles, European and American options, call and put options, Black-Scholes analysis.

Instructor: Bu
Prerequisite: MATH 116 or the equivalent.
Distribution: MM
Term(s): Summer II

MATH 205 - Multivariable Calculus (1.0)

Most real-world systems that one may want to model, whether in the natural or in the social sciences, have many interdependent parameters. To apply calculus to these systems, we need to extend the ideas and techniques of MATH 115 and MATH 116 to functions of more than one variable. Topics include vectors, matrices, determinants, polar, cylindrical, and spherical coordinates, curves, functions of several variables, partial and directional derivatives, gradients, Lagrange multipliers, multiple integrals, line integrals, and Green's Theorem.

Instructor: Staff
Prerequisite: MATH 116, MATH 120, or the equivalent. Not open to students who have completed PHYS 216.
Distribution: MM
Term(s): Fall; Spring

MATH 206 - Linear Algebra (1.0)

Linear algebra is one of the most beautiful subjects in the undergraduate mathematics curriculum. It is also one of the most important with many possible applications. In this course, students learn computational techniques that have widespread applications in the natural and social sciences as well as in industry, finance, and management. There is also a focus on learning how to understand and write mathematical proofs and an emphasis on improving mathematical style and sophistication. Topics include vector spaces, subspaces, linear independence, bases, dimension, inner products, linear transformations, matrix representations, range and null spaces, inverses, and eigenvalues.

Instructor: Chang (Fall), Lange (Spring), Magid (Fall), Shultz (Spring)
Prerequisite: MATH 205 or MATH 215; or, with permission of the instructor, MATH 116, MATH 120, or the equivalent. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major or minor.
Distribution: MM

Term(s): Fall; Spring

MATH 210 - Differential Equations (1.0)

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.

Instructor: Fernandez
Prerequisite: MATH 205. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major or minor.
Distribution: MM
Term(s): Spring

MATH 214 - Euclidean and Non-Euclidean Geometry (1.0)

A rigorous treatment of the fundamentals of two-dimensional geometry: Euclidean, spherical, elliptic, and hyperbolic. The course will present the basic classical results of plane geometry: congruence theorems, concurrence theorems, classification of isometries, etc., and their analogues in the non-Euclidean settings. The course will provide a link between classical geometry and modern geometry, preparing for study in group theory, differential geometry, topology, and mathematical physics. The approach will be analytical, providing practice in proof techniques. This course is strongly recommended for prospective teachers of mathematics.

Prerequisite: MATH 205 or permission of the instructor.
Distribution: MM
Term(s): Not Offered

Normally offered in alternate years.

MATH 215 - Mathematics for the Sciences I (1.0)

This course is tailored to the needs and preparations of students considering majors in the sciences. It presents techniques of applied mathematics relevant to a broad range of scientific studies, from the life sciences to physics and astronomy. The topics of study include complex numbers, ordinary differential equations, an introduction to partial differential equations, linear algebra (matrices, systems of linear equations, vector spaces, eigenvalue problems), and Fourier series. The course emphasizes mathematical techniques and presents applications from all the sciences. Some familiarity with vectors (e.g., dot products) is assumed.

Instructor: Tannenhauser (Fall), Fernandez (Fall, Summer)
Prerequisite: MATH 116, MATH 120, or the equivalent. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major or minor.
Distribution: MM
Term(s): Fall; Summer I

MATH 220 - Probability and Elementary Statistics (1.0)

This course is about the mathematics of uncertainty, where we use the ideas of probability to describe patterns in chance phenomena. Probability is the basis of statistics and game theory, and is immensely useful in many fields including business, social and physical sciences, and medicine. The first part of the course focuses on probability theory (random variables, conditional probability, probability distributions), using integration and infinite series. The second part discusses topics from statistics (sampling, estimation, confidence interval, hypothesis testing). Applications are taken from

areas such as medical diagnosis, quality control, gambling, political polls, and others.

Instructor: Magid (Spring), Tannenhaus (Fall)

Prerequisite: MATH 205. Open to students with a strong background in single-variable calculus (MATH 116, MATH 120, or the equivalent) by permission of the instructor.

Distribution: MM; QRF

Term(s): Fall; Spring

MATH 223 - Number Theory (1.0)

Number theory is the study of the most basic mathematical objects: the natural numbers (1, 2, 3, etc.). It begins by investigating simple patterns: for instance, which numbers can be written as sums of two squares? Do the primes go on forever? How can we be sure? The patterns and structures that emerge from studying the properties of numbers are so elegant, complex, and important that number theory has been called "the Queen of Mathematics." Once studied only for its intrinsic beauty, number theory has practical applications in cryptography and computer science. Topics include the Euclidean algorithm, modular arithmetic, Fermat's and Euler's Theorems, public-key cryptography, quadratic reciprocity. MATH 223 has a focus on learning to understand and write mathematical proofs; it can serve as valuable preparation for MATH 305.

Instructor: Trenk

Prerequisite: MATH 116, MATH 120, or the equivalent; or CS 230 together with permission of the instructor. The fall section of MATH 223 is a First-Year Seminar, reserved for first-year students.

Distribution: MM

Term(s): Fall; Spring

MATH 225 - Combinatorics and Graph Theory (1.0)

Combinatorics is the art of counting possibilities: for instance, how many different ways are there to distribute 20 apples to 10 kids? Graph theory is the study of connected networks of objects. Both have important applications to many areas of mathematics and computer science. The course will be taught emphasizing creative problem-solving as well as methods of proof, such as proof by contradiction and induction. Topics include: selections and arrangements, generating functions, recurrence relations, graph coloring, Hamiltonian and Eulerian circuits, and trees.

Instructor: Shultz (Spring), Trenk (Fall)

Prerequisite: MATH 116, MATH 120, or the equivalent; or CS 230 together with permission of the instructor.

Distribution: MM

Term(s): Fall; Spring

MATH 249 - Fourier Analysis and Partial Differential Equations (1.0)

How does an MP3 file achieve 91 percent compression yet still sound identical to the uncompressed song? Why does heat flow from hot to cold? How do airplane wings generate lift? These questions can be answered by studying partial differential equations (PDEs). This course will rigorously develop Fourier series and transforms and apply them to solve PDEs, including those modeling wave motion, heat flow, and fluid flow. Topics include Fourier series and transforms, separation of variables, the heat, wave, Laplace, and Euler equations; both theory and problem-solving will be included.

Instructor: Fernandez

Prerequisite: MATH 205

Distribution: MM

Term(s): Spring

MATH 302 - Elements of Analysis I (1.0)

Real analysis is the study of the rigorous theory of the real numbers, Euclidean space, and calculus. The goal is to thoroughly understand the familiar concepts of continuity, limits, and sequences. Topics include compactness, completeness, and connectedness; continuous functions; differentiation and integration; limits and sequences; and interchange of limit operations as time permits.

Instructor: Chang (Spring), Diesl (Fall)

Prerequisite: MATH 205 and MATH 206.

Distribution: MM

Term(s): Fall; Spring

MATH 303-01-S - Topics in Analysis (1.0)

Topic for 2013-14: Functional Analysis

Topics will include normed spaces, bounded linear operators, the Baire category theorem, the closed graph theorem, the contraction mapping theorem, continuous functions on compact spaces, and orthonormal systems.

Instructor: Chang

Prerequisite: MATH 302

Distribution: MM

Term(s): Spring

Students who have taken this course once may register for it one additional time.

MATH 305 - Abstract Algebra (1.0)

In this course, students examine the structural similarities between familiar mathematical objects such as number systems, matrix sets, function spaces, general vector spaces, and mod n arithmetic. Topics include groups, rings, fields, homomorphisms, normal subgroups, quotient spaces, isomorphism theorems, divisibility, and factorization. Many concepts generalize number theoretic notions such as Fermat's little theorem and the Euclidean algorithm. Optional subjects include group actions and applications to combinatorics.

Instructor: Diesl (Spring), Lange (Fall)

Prerequisite: MATH 206.

Distribution: MM

Term(s): Fall; Spring

MATH 306-01-S - Topics in Abstract Algebra (1.0)

Topic for 2013-14: Galois Theory

This course offers a continued study of the algebraic structures introduced in MATH 305, culminating in the Fundamental Theorem of Galois Theory, a beautiful result that depicts the circle of ideas surrounding field extensions, polynomial rings, and automorphism groups. Applications of Galois theory include the unsolvability of the quintic by radicals and geometric impossibility proofs, such as the trisection of angles and duplication of cubes. Cyclotomic extensions and Sylow theory may be included in the syllabus.

Instructor: Diesl

Prerequisite: MATH 305

Distribution: MM

Term(s): Spring

MATH 307 - Topology (1.0)

This course covers some basic notions of point-set topology, such as topological spaces, metric spaces, connectedness and compactness, Heine-Borel Theorem, quotient spaces, topological groups, groups acting on spaces, homotopy equivalences, separation axioms, Euler characteristic, and classification of surfaces. Additional topics include the study of the fundamental group (time permitting).

Instructor: Chang

Prerequisite: MATH 302

Corequisite: MATH 305

Distribution: MM

Term(s): Fall

Majors can fulfill the major presentation requirement in this course in 2013-14.

MATH 309 - Foundations of Mathematics (1.0)

This course will introduce students to aspects of set theory and formal logic. The notion of set is one of the fundamental notions of modern mathematics. In fact, other mathematical notions, such as function, relation, number, etc., can be represented in terms of purely set theoretical notions, and their basic properties can be proved using purely set theoretic axioms. The course will include the Zermelo-Fraenkel axioms for set theory, the Axiom of Choice, transfinite arithmetic, Zorn's Lemma, ordinal numbers, and cardinal numbers. We also study Gödel's incompleteness theorem, which asserts that any consistent system containing arithmetic has questions that cannot be answered within the system.

Instructor: Lange

Prerequisite: MATH 302 or MATH 305; or at least two from MATH 206, MATH 214, MATH 223, MATH 225.

Distribution: MM

Term(s): Spring

Majors can fulfill the major presentation requirement in this course in 2013-2014. Normally offered in alternate years.

MATH 310 - Complex Analysis (1.0)

This course offers a rigorous treatment of complex analysis of one variable. Topics include complex numbers and functions, analyticity, Cauchy's integral formula and its consequences, Taylor and Laurent series, the residue theorem, the principle of the argument, and Rouché's theorem. Other subjects may include conformal mappings, asymptotic series, and infinite products. The course will be conducted at the level of both theory and computation.

Instructor: Fernandez

Prerequisite: MATH 302

Distribution: MM

Term(s): Fall

MATH 312 - Differential Geometry (1.0)

Differential geometry has two aspects. Classical differential geometry, which shares origins with the beginnings of calculus, is the study of local properties of curves and surfaces. Local properties are those properties which depend only on the behavior of the curve or the surface in a neighborhood of point. The other aspect is global differential geometry: here we see how these local properties influence the behavior of the entire curve or surface. The main idea is that of curvature. What is curvature? It can be intrinsic or extrinsic. What's the difference? What does it mean to have greater or smaller (or positive or negative) curvature? We will answer these questions for surfaces in three-space, as well as for abstract manifolds. Topics include curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics, and surfaces of constant curvature.

Instructor: Kerr

Prerequisite: MATH 206 or by permission of the instructor.

Distribution: MM

Term(s): Fall

Normally offered in alternate years.

MATH 322 - Advanced Linear Algebra (1.0)

Linear algebra at this more advanced level is a basic tool in many areas of mathematics and other fields.

The course begins by revisiting some linear algebra concepts from MATH 206 in a more sophisticated way, making use of the mathematical maturity picked up in MATH 305. Such topics include vector spaces, linear independence, bases, and dimensions, linear transformations, and inner product spaces. Then we will turn to new notions, including dual spaces, reflexivity, annihilators, direct sums and quotients, tensor products, multilinear forms, and modules. One of the main goals of the course is the derivation of canonical forms, including triangular form and Jordan canonical forms. These are methods of analyzing matrices that are more general and powerful than diagonalization (studied in MATH 206). We will also discuss the spectral theorem, the best example of successful diagonalization, and its applications.

Prerequisite: MATH 305. Not open to students who took MATH 349 when advanced linear algebra was the topic.

Distribution: MM

Term(s): Not Offered

Normally offered in alternate years.

MATH 323 - Algebraic Number Theory (1.0)

This is an advanced course in number theory from the algebraic point of view. The course begins with the notion that every integer can be factored uniquely into primes. We will then explore these notions of primeness and unique factorization in other, more general number systems. Topics covered will include number fields, algebraic integers, Diophantine equations, cyclotomic extensions, and class number.

Prerequisite: MATH 305. Not open to students who took MATH 306 when algebraic number theory was the topic.

Distribution: MM

Term(s): Not Offered

MATH 325 - Graph Theory (1.0)

Graph Theory has origins both in recreational mathematics problems (i.e., puzzles and games) and as a tool to solve practical problems in many areas of society. Topics covered will include trees and distance, connectivity and paths, network flow, graph coloring, directed graphs, and tournaments. In addition, students will gain a sense of what it means to do research in graph theory.

Instructor: Trenk

Prerequisite: MATH 225 and a 300-level course in math or computer science.

Distribution: MM

Term(s): Spring

Majors can fulfill the major presentation requirement in this course in 2013-14. Normally offered in alternate years.

MATH 326 - Advanced Combinatorics (1.0)

This course covers questions of enumerations, existence, and construction in combinatorics, building on the fundamental ideas introduced in MATH 225. Topics include: famous number families, combinatorial and bijective proofs, counting under equivalence, combinatorics on graphs, combinatorial designs, error-correcting codes, and partially ordered sets.

Instructor: Trenk

Prerequisite: MATH 225. Not open to students who took MATH 349 when Advanced Combinatorics was the topic.

Corequisite: MATH 305

Distribution: MM

Term(s): Not Offered

MATH 349-01-F - Selected Topics (1.0)

Topic for 2013-14: Optimization

This is a course on linear and nonlinear optimization. In optimization, we seek to maximize or minimize a function of several variables, where the variables may be required to satisfy some constraints. When the function and constraints are linear we solve this with linear programming, which is based on linear algebra and convexity and is one of the most widely used methods of applied mathematics. Nonlinear problems use methods based on multivariable calculus and are often solved by approximation. We will focus on the theory underlying these various optimization techniques, on the convergence properties of the algorithms, and on applications. Applications will be selected from a range of areas, such as production, inventory, scheduling, investment, transportation, and distribution.

Instructor: Shuchat

Prerequisite: MATH 302

Distribution: MM

Term(s): Fall

MATH 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

MATH 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MATH 370 - Senior Thesis (1.0)

Prerequisite: MATH 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MEDIA ARTS AND SCIENCES

AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Metaxas (Computer Science), Kelley (Studio Art)*

The Departments of Art and Computer Science offer an interdepartmental major in media arts and sciences that explores the artistic, cultural, and scientific applications of new media technologies. The program focuses on media production that balances artistic sensibility with analytical reasoning within the rich tradition of the liberal arts environment. Areas of study include: digital imaging and design; Web-connected database architectures; three-dimensional visualization and modeling; digital composition in audio/video; analog and digital print and photographic processes; computer graphics and animation; human-computer interaction; and programming for networked environments.

Media Arts and Sciences Major

Goals for the Media Arts and Sciences Major

The Media Arts and Sciences major provides a well-rounded understanding in both areas supporting it: art and computer science. Graduates of the program are expected to be able to analyze and produce multimedia applications that are both visually and functionally competent. They are also expected to be aware of the historical and contemporary trends that drive the creative application of digital media in our society. Importantly, they are expected to be critical thinkers of the use of digital media and their influence on the society. In the process, they are expected to have achieved competence in art theory, multimedia design, and use of technological tools.

Requirements for the Media Arts and Sciences Major

A major in Media Arts and Sciences requires 12 units of course work, at least eight of which must be above the 100 level and at least two of which must be at the 300 level. No more than one can be MAS 350 or MAS 360. In particular, to major in Media Arts and Sciences a student must take three required *introductory* courses, one each from studio art, art history, and computer science and at least three required *art/music core* courses and at least three required *computer science core* courses. The approved courses are listed in the labeled sections above.

Flexibility has been built into the major to allow students to adapt their course of study to their interests, choosing an optional concentration in one of these:

- **Media Arts** by adding two more art/music core courses
- **Media Sciences** by adding two more computer science core courses

Majors are also encouraged to take at least one approved *media culture* course and an advanced media production course (e.g., a MAS individual study). In addition to other courses at Wellesley, students can take approved courses at the MIT's Media Lab and Comparative Media Studies program or at Olin College of Engineering. An FAQ section can be found at the program's website: www.wellesley.edu/MAS/ along with a spreadsheet to help students plan their major. For more information, students should contact the program directors.

Honors in Media Arts and Sciences

The Media Arts and Sciences thesis offers a year-long opportunity to develop independent research and production with honors. Students interested in proposing a thesis must have a minimum 3.5 GPA in the major, and the support of a faculty advisor in the art or computer science departments. Normally, the honors process needs to obey the guidelines of the corresponding department (art or computer science). An interdepartmental review will occur at the end of the fall semester, to determine whether the student should continue her project as a MAS 370 in the spring and convey its decision to the student by December 18. In a case where it is recommended that the senior thesis not be continued into the second semester, a student would receive credit for 360 work on the completion of a schedule of work previously agreed to between the thesis advisor and the student.

The thesis proposal should be discussed with the primary faculty advisor during the spring prior to senior year. Proposals for thesis projects must be submitted in writing, detailing the scope for the project, research methodology, and project timeline, and must be accompanied by an electronic portfolio of at least four Media Arts and Sciences/Studio Art projects. Proposals are due on August 25 before the beginning of the student's senior year. (For students wanting to graduate in the fall, contact the program directors for adjusted dates.)

Advanced Placement Policy in Media Arts and Sciences

Students may receive a maximum of one unit of college credit for a score of 5 on the Computer Science A or AB AP exam. This unit can count toward the Media Arts and Sciences major.

Media Arts and Sciences Approved Courses

Students majoring in Media Arts and Sciences are required to take at least 12 courses. Three of them are introductory and at least six are core. At least two of them must be at the 300 level. The following sections have specific information about courses that can count toward the major.

Introductory Required Courses in Media Arts and Sciences

Students majoring in Media Arts and Sciences are required to take three introductory courses, one in art history or cinema and media studies, one in computer science, and one in studio art. The approved courses are listed below.

Required Courses

ARTH 101	Global Perspectives on Art and Architecture: Renaissance to Contemporary
CAMS 101	Introduction to Cinema and Media Studies
ARTS 105	Drawing I
ARTS 108/CAMS 138	Photo I: Introduction to Photography
ARTS 109	Two-Dimensional Design
ARTS 165/CAMS 135	Introduction to Video Production
CAMS 138/ARTS 108	Photo I: Introduction to Photography
CAMS 135/ARTS 165	Introduction to Video Production
CS 110	Computer Science and the Internet

CS 114	The Socio-Technological Web
Core Courses Required for the Media Arts and Sciences Major	
Students majoring in Media Arts and Sciences are required to take at least three art/music core courses and at least three computer science core courses from the following core courses. There is flexibility for a student to declare a concentration in Media Arts by adding two more art/music core courses, or in Media Sciences by adding two more computer science core courses. The approved core courses are listed below.	
ARTS 208/CAMS 238	Intermediate Digital Photography
ARTS 219	Introductory Print Methods: Lithography/Monotype
ARTS 220	Introductory Print Methods: Intaglio/Relief
ARTS 221/CAMS 239	Digital Imaging
ARTS 255/CAMS 225	Dynamic Interface Design
ARTS 260/CAMS 230	Moving Image Studio
ARTS 265/CAMS 235	Intermediate Video Production/The Documentary Form
ARTS 308/CAMS 338	Photography III
ARTS 313/CAMS 313	Virtual Form
ARTS 317	Seminar: Topics in the Visual Arts
ARTS 321/CAMS 321	Advanced New Media
ARTS 322	Advanced Print Concepts
ARTS 365/CAMS 335	Advanced Video Production
CAMS 230/ARTS 260	Moving Image Studio
CAMS 235/ARTS 265	Intermediate Video Production/The Documentary Form
CAMS 238/ARTS 208	Intermediate Digital Photography
CAMS 239/ARTS 221	Digital Imaging
CAMS 335/ARTS 365	Advanced Video Production
CAMS 338/ARTS 308	Photography III
CS 111	Computer Programming and Problem Solving
CS 215	Multimedia Design and Programming
CS 220	Human-Computer Interaction
CS 230	Data Structures
CS 231	Fundamental Algorithms
CS 242	Computer Networks
CS 304	Databases with Web Interfaces
CS 307	Computer Graphics
CS 315	Web Search and Mining
CS 320	Tangible User Interfaces

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

Media Culture Courses Recommended for the Media Arts and Sciences Major

It is recommended that students majoring in Media Arts and Sciences take least one media culture course from the ones listed below.

ARTH 225 Modern Art Since 1945
 ARTH 226/CAMS 207 History of Photography: From Invention to Media Age
 ARTH 364 Women Filmmakers: History and Theory of Subversion
 ARTH 391/CAMS 341 Persuasive Images
 CAMS 200 Thinking Through Cinema: Film and Media Theory
 CAMS 207/ARTH 226 History of Photography: From Invention to Media Age
 CAMS 222 "Being There": Documentary Film and Media
 CAMS 341/ARTH 391 Persuasive Images

For Credit Toward the Media Arts and Sciences Major

The courses listed below are representative of other Wellesley and MIT courses that emphasize topics related to the Media Arts and Sciences major. MAS majors must request approval from the program directors before registering for CS 249 and CS 349. Students may include courses not listed below in their major with permission of the program directors.

ANTH 232/CAMS 232 Anthropology of Media
 CAMS 234/ENG 204 The Art of Screenwriting
 CAMS 270 The Light and the Dark of the Net: Histories and Theories of the Internet
 CS 249-01-S Topics in Computer Science
 CS 332 Visual Processing by Computer and Biological Vision Systems
 CS 342 Computer Security
 CS 349-01-S Advanced Topics in Computer Science
 ENG 204/CAMS 234 The Art of Screenwriting
 NEUR 320 Vision and Art
 PHIL 203 Philosophy of Art
 POL1 316 Media and American Democracy
 SOC 231 The Sociology of Art, Media, and Culture: Comparative Perspectives

MIT Courses

The MIT Media Lab and the MIT Comparative Media Studies Program offer a large variety of courses that may be appropriate for a Media Arts and Sciences major. These offerings vary per semester; please consult the MIT catalog at student.mit.edu/catalog/mMASa.html and student.mit.edu/catalog/mCMSa.html. In addition, the MIT Undergraduate Research Opportunities Program (UROP) offers opportunities for students to participate in research with MIT faculty. The Media Lab faculty often offer research opportunities that are appropriate for a Media Arts and Science major. Research opportunities vary per semester; please

check the MIT UROP webpage for information: web.mit.edu/urop/students/howto.html.

Olin Courses

The Olin College of Engineering offers the following courses that may be appropriate for a Media Arts and Sciences major:

ENGR 2250 User-Oriented Collaborative Design

MAS - Media Arts and Sciences Courses

MAS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

MAS 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

MAS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
 Distribution: None
 Term(s): Fall; Spring

MAS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

MAS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
 Distribution: None
 Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MAS 370 - Senior Thesis (1.0)

Prerequisite: MAS 360 and permission of the department.
 Distribution: None
 Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MEDIEVAL RENAISSANCE STUDIES

AN INTERDEPARTMENTAL MAJOR

Director: *Ramseyer (History)*

Advisory Committee: *Bilis (French), Carroll (Art), Southerden (Italian), Vega (Spanish), Wall-Randell (English)*

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.

Medieval/Renaissance Studies Major

Goals for the Medieval/Renaissance Studies Major

The Medieval/Renaissance major seeks to develop the following areas of knowledge and skills in its majors:

- An acquaintance with the richness and variety of European and Mediterranean civilization from the later Greco-Roman times through the Renaissance and Reformation (c. 300-1600 C.E.), as reflected in art, history, literature, music, and religion
- The opportunity to work across disciplines and make connections between the approaches and subject matters in the different fields that make up the major
- An in-depth understanding and special competence in at least one area of humanistic study during the period
- The ability to analyze and critique primary and secondary source material in a variety of humanistic disciplines
- The ability to express ideas clearly and cogently in both written and spoken language, and to conduct original research

Students entering Wellesley in the fall of 2012 or later must take at least nine units of course work from the following list. Of these, at least four must be above the 100 level in an area of concentration, a single department, a geographical location, a topic or theme.

Students who entered Wellesley prior to fall of 2012 must take at least eight units of course work from the following course listings. Of these, at least four must be above the 100 level in an area of concentration—a single department, a geographical location, a topic or theme.

A major in Medieval/Renaissance Studies will normally select her major advisor from the department or area in which she is concentrating. Two units of course work must be at the 300 level, and under normal circumstances, both of these courses must be taken at Wellesley College. Normally, credit/noncredit courses do not count for the major.

Honors in Medieval/Renaissance Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have

a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Graduate Study and Careers in Medieval/Renaissance Studies

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 language 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.

Advanced Placement Policy in Medieval/Renaissance Studies

The Medieval/Renaissance Studies program does not accept Advanced Placement credits to replace course work in the major.

Transfer Credit in Medieval/Renaissance Studies

Under normal circumstances, no more than two courses taken outside of Wellesley College may be counted toward the major. For students entering in the fall of 2014 and later, neither of these can be the required 300-level course for the major. Students entering in the fall of 2013 and earlier should consult the Chair of Medieval/Renaissance about counting such courses as 300-level courses in the major.

International Study in Medieval/Renaissance Studies

There are numerous opportunities for international study for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. For students entering in the fall of 2014 and later, up to two courses in accredited programs abroad may be counted toward the major. For students entering in the fall of 2013 and earlier, up to three courses in accredited programs abroad may be counted toward the major. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

Courses for Credit Toward the Medieval/Renaissance Studies Major

ARTH 100	Global Perspectives on Art and Architecture: Ancient to Medieval	HIST 208	Society and Culture in Medieval Europe
ARTH 101	Global Perspectives on Art and Architecture: Renaissance to Contemporary	HIST 209	The British Isles: From Roses to Revolution
ARTH 201	Medieval Art and Architecture, 400-1400	HIST 213	Conquest and Crusade in the Medieval Mediterranean
ARTH 202	Byzantine Art and Architecture	HIST 214	Medieval Italy
ARTH 218	From Van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries	HIST 219	The Jews of Spain and the Lands of Islam
ARTH 221	Seventeenth-Century Dutch and Flemish Painting	HIST 222	The Barbarian Kingdoms of Early Medieval Europe
ARTH 244	Art, Patronage, and Society in Sixteenth-Century Italy	HIST 232	The Transformation of the Western World: Europe from 1300-1815
ARTH 247	Islamic Art and Architecture,	HIST 246	Vikings, Icons, Mongols, and Tsars
		HIST 279	Heresy and Popular Religion in the Middle Ages

		650-1500	The Arts in Renaissance Italy Before and After the Black Death
ARTH 251			
ARTH 267			Cross-Cultural Encounters in the Medieval Mediterranean
ARTH 299			History of the Book from Manuscript to Print
ARTH 330			Seminar. Italian Renaissance Art
ARTH 331-01-F			Seminar. The Art of Northern Europe.
ARTH 332			Seminar. Topics in Medieval Art
ARTH 344-01-S			Seminar. Topics in Islamic Art
ARTH 369			Seminar. Conservation Studies: The Materials and Techniques of Painting and Sculpture
CLCV 240/REL 240			Romans, Jews, and Christians in the Roman Empire
ENG 213			Chaucer
ENG 222			Renaissance Literature
ENG 223			Shakespeare Part I: The Elizabethan Period
ENG 224			Shakespeare Part II: The Jacobean Period
ENG 225			Seventeenth-Century Literature
ENG 227			Milton
ENG 315			Advanced Studies in Medieval Literature
ENG 324			Advanced Studies in Shakespeare
ENG 325-01-F/ME/R 325-01-F			Advanced Studies in Sixteenth- and Seventeenth-Century Literature
FREN 224			Versailles and the Age of Louis XIV
FREN 301			Books and Voices in Renaissance France
FREN 302			Discourses of Desire in the Renaissance
FREN 333			French Classical Tragedy: Corneille versus Racine: Rethinking the Parallel
HIST 208			Society and Culture in Medieval Europe
HIST 209			The British Isles: From Roses to Revolution
HIST 213			Conquest and Crusade in the Medieval Mediterranean
HIST 214			Medieval Italy
HIST 219			The Jews of Spain and the Lands of Islam
HIST 222			The Barbarian Kingdoms of Early Medieval Europe
HIST 232			The Transformation of the Western World: Europe from 1300-1815
HIST 246			Vikings, Icons, Mongols, and Tsars
HIST 279			Heresy and Popular Religion in the Middle Ages

HIST 307	Seminar. Religious Change and the Emergence of Modernity in Early Modern Europe, 1600-1800
HIST 330	Seminar. Revolution and Rebellion in Twelfth-Century European Society
HIST 375	Seminar. Empire and Modernity: The Rise and Fall of Spanish World Power
HIST 379	Heresy and Popular Religion in the Middle Ages
ITAS 263	Dante (in English)
ITAS 311	Theatre, Politics, and the Arts in Renaissance Italy
ITAS 312	<i>Rinascimento e Rinascimenti: Cultural Identities in Fifteenth- and Sixteenth-Century Italy</i>
MUS 200	History of Western Music I
MUS 224/REL 224	Hildegard of Bingen
PHIL 221	History of Modern Philosophy
PHIL 301	Seminar. Early Modern Philosophy: Spinoza, Mind, and Nature
REL 109	Religions of the Silk Road
REL 215	Christian Spirituality
REL 216	Christian Thought and Practice: 100-1600
REL 224/MUS 224	Hildegard of Bingen
REL 226	The Virgin Mary
REL 240/CLCV 240	Romans, Jews, and Christians in the Roman Empire
REL 260	Islamic/ate Civilizations
REL 261	Cities of the Islamic World
REL 262	The Formation of the Islamic Tradition
REL 361	Seminar. Studying Islam and the Middle East
REL 364	Seminar. Sufism: Islamic Mysticism
SPAN 252	Christians, Jews, and Moslems: The Spirit of Spain in Its Literature
SPAN 300	Seminar. Honor, Monarchy, and Religion in Golden Age Drama
SPAN 302	Cervantes
SPAN 307	Seminar. The Clothed and the Naked in Colonial Latin America
SPAN 318	Seminar. Love and Desire in Spain's Early Literature
SPAN 325	Seminar. Candid Cuisine: Food in Latin American Literature and Culture
WRIT 107	ARTH 100 Global Perspectives on Art and Architecture: Ancient to Medieval
WRIT 108	ARTH 101 Global Perspectives to Art and Architecture: Renaissance to Contemporary

Medieval/Renaissance Studies Minor

Requirements for the Medieval/Renaissance Studies Minor

For a Medieval/Renaissance Studies minor, students must take at least five units of course work from the preceding and following course listings. Of these, at least one must be at the 300 level and no more than one may be at the 100 level.

MER - Medieval Renaissance Courses

ME/R 247 - Arthurian Legends (1.0)

The legends of King Arthur and the Knights of the Round Table, with their themes of chivalry, magic, friendship, war, adventure, corruption, and nostalgia, as well as romantic love and betrayal, make up one of the most influential and enduring mythologies in European culture. This course will examine literary interpretations of the Arthurian legend, in history, epic, and romance, from the sixth century through the sixteenth. We will also consider some later examples of Arthuriana, on page and movie screen, in the Victorian and modern periods.

Prerequisite: None
Cross-Listed as: ENG 247
Distribution: LL
Term(s): Not Offered

ME/R 249 - Writing Medieval Gender in England (1.0)

This course will mine the earliest beginnings of English literary history for new answers about how gender constructions have been and can be fluid, rigid, oppressive, or liberating. We'll find that though nearly all early English scribes identified as male (if they identified themselves at all), we can still perceive the voices, bodies, and experiences of authors and subjects who identified as women, men, girls, boys, or none of these, or who moved from one gender identity to others, or who remained somewhere in between. We'll supplement our Old and Middle English readings (most of them in translation) with short, access-ible samples from modern theoretical writing on gender, sexuality, and queerness.

Prerequisite: None
Cross-Listed as: ENG 249
Distribution: LL
Term(s): Not Offered

ME/R 275 - Between Transcendence and Transgression: Desire from Dante to Milton (1.0)

This course takes as its focus the discourses of desire informing some of the major works of English and Italian literature from the Middle Ages to the seventeenth century. Through an exploration of the themes of transcendence and transgression in Dante, Petrarch, Boccaccio, Chaucer, Shakespeare, Ariosto, and Milton, students will analyze the dynamics of desire (whether sexual, psychological, or textual) that open up exciting vistas on the tensions between human and divine love, excess and control, lack and fulfillment, suffering and joy. The roles of transcendence and transgression will also be considered in the relationship each author entertains with his or her literary models and predecessors to see how desire shapes a dialogue across geographical and temporal boundaries.

Instructor: Southerden (Italian Studies)
Prerequisite: None
Cross-Listed as: ITAS 275

Distribution: LL
Term(s): Not Offered

ME/R 325-01-F - Advanced Studies in Sixteenth- and Seventeenth-Century Literature (1.0)

Topic for 2015-2016: The Myth of Elizabeth

The only unmarried queen in British history, Elizabeth I, maintained her controversial authority through a complicated balancing act, simultaneously playing the roles of nurturing mother, warlike father, alluring lover, and cruel, chaste mistress to her subjects. This course will consider literature of the Elizabethan age by Sidney, Spenser, Raleigh, Shakespeare, and others: poems, prose, and plays that respond to the Virgin Queen with portrayals of heroic maidens as well as their dark sisters, out-of-control Amazons and dominating viragos. It will also examine Elizabeth's own works (letters, speeches, and poetry), consider the fascinating visual representations of the queen from her lifetime, and survey some later portraits of her in biographies and films such as Strachey's *Elizabeth and Essex* (1928) or Kapur's film *Elizabeth* (1998).

Instructor: Wall-Randell (English)
Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.
Cross-Listed as: ENG 325-01-F
Distribution: LL
Term(s): Fall

ME/R 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ME/R 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ME/R 370 - Senior Thesis (1.0)

Prerequisite: MER 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MIDDLE EASTERN STUDIES

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Marlow (Religion)*

Lecturer: *Aadnani*

Visiting Lecturer: *Zitnick*

Postdoctoral Fellow: *Ramadan*

Advisory Committee: *Euben (Political Science), Geller (Religion), Hajj (Political Science), Kapteijns (History), Malino (History and Jewish Studies), Marlow (Religion)*

The major in Middle Eastern Studies is designed to acquaint students with the many facets of Middle Eastern civilizations through an interdisciplinary study of the languages, literatures, histories, religions, arts, social and political institutions, and cultural patterns of the region known as the Middle East. Study of Middle Eastern communities living in diaspora may also be counted toward the major.

The Middle Eastern Studies program offers both a major and a minor.

Middle Eastern Studies Major

Goals for the Middle Eastern Studies Major

- Introduce students to the histories, ecologies, social, political and cultural systems, and religious traditions and communities of the Middle East and North Africa
- Provide the necessary linguistic skills and methodological tools to pursue advanced and more specialized study
- Provide depth of study in a particular subfield or area (examples include modern Arabic literature; art and architecture of the Middle East; literature and film; Islamic studies; history of religion in the Middle East; the Middle East in the twentieth century; North African studies; Iranian studies; women and gender in the Middle East)
- Refine the skills required in each of the contributing departments (Anthropology, Art, History, Political Science, Religion), including:
 - The abilities to formulate and test ideas and hypotheses
 - Adduce and evaluate evidence of various kinds
 - Identify, summarize, and criticize arguments in primary and secondary textual and other materials
 - Write with clarity and precision

Requirements for the Middle Eastern Studies Major

The major in Middle Eastern Studies requires nine units. Students must demonstrate proficiency in Arabic (equivalent to at least two semesters at the second-year level). No credit toward the major is given for the first year of language study. In certain cases, another Middle Eastern language (for example, Persian, Turkish, Hebrew) may be substituted for Arabic. The substitution of a language other than Arabic for the major requires the approval of the advisory committee. A student who wishes to substitute a language other than Arabic should consult her advisor and, with her advisor's approval, submit a written request to the director. If the request is approved, one year of Arabic study will still be required for the major in almost all cases. For students who are exempt from the language requirement, nine units are still necessary for the completion of the major. Students are required to concentrate in some area or aspect of Middle Eastern

Studies (for example, Arabic language and literature; religion; the pre-modern Middle East; the modern Middle East; political science) by taking four courses above the 100 level, including at least two at the 300 level, one of which must normally be a seminar. As long as they have secured the program's approval, students may apply two courses taken away from Wellesley to the major. In exceptional cases, students who wish to count an additional course taken away from Wellesley to their majors may, after consultation with their advisors, submit a request for approval to the director. For the minor, only one course taken away from Wellesley may be counted.

Majors devise their own programs of study in consultation with 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 Middle Eastern studies.

In addition to Wellesley courses, students are encouraged to take relevant courses at Brandeis University, Olin College, and MIT. These courses must be approved toward the major, in advance, by the corresponding department at Wellesley.

Honors in Middle Eastern Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the Advisory Committee may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions. A student who wishes to be admitted to the honors program should discuss her plans with her advisor well before the application is due, and should normally have completed at least two courses within the discipline or department of the advisor.

Courses for Credit Toward the Middle Eastern Studies Major and Minor

ANTH 344	The Middle East: Anthropological Perspectives
ARTH 202	Byzantine Art and Architecture
ARTH 203	Near Eastern Art and Architecture
ARTH 241	Egyptian Art and Archaeology
ARTH 247	Islamic Art and Architecture, 650-1500
ARTH 267	Cross-Cultural Encounters in the Medieval Mediterranean
ARTH 344-01-S	Seminar. Topics in Islamic Art
CLCV 240/REL 240	Romans, Jews, and Christians in the Roman Empire
HEBR 201	Intermediate Hebrew
HEBR 202	Intermediate Hebrew
HIST 115	First-Year Seminar: Routes of Exile: Jews and Muslims
HIST 219	The Jews of Spain and the Lands of Islam
HIST 284	The Middle East in Modern History
HIST 290	Morocco: History and Culture (Wintersession in Morocco)
HIST 293	Changing Gender Constructions in the Modern Middle East
HIST 396	Port Cities of the Indian Ocean in Historical Perspective
POL2 217	Politics of the Middle East and

POL2 301	North Africa
POL2 358-01-F	Gender, Islam, and Politics
POL4 346	Seminar. Political Conflict in the Middle East
REL 104	Encountering Islamist Political Thought
REL 105	Study of the Hebrew Bible/Old Testament
REL 106	Study of the New Testament
REL 109	Children of Abraham
REL 240/CLCV 240	Religions of the Silk Road
REL 243	Romans, Jews, and Christians in the Roman Empire
REL 244	Women in the Biblical World
REL 260	Jerusalem: The Holy City
REL 261	Islamic/ate Civilizations
REL 262	Cities of the Islamic World
REL 263	The Formation of the Islamic Tradition
REL 269	Islam in the Modern World
REL 330	Religion and Culture in Iran
REL 342	Seminar. Religion and Violence
REL 361	Seminar. Archaeology of the Biblical World
REL 364	Seminar. Studying Islam and the Middle East
REL 367	Seminar. Sufism: Islamic Mysticism
REL 368	Seminar. Muslim Travelers
SPAN 252	Seminar. Topics in the Study of Islam and Islamic History
WGST 299	Christians, Jews, and Moslems: The Spirit of Spain in Its Literature
	Gender and Sexuality in the Muslim and Arab Worlds

REL 330, SPAN 252: also require the permission of the instructor if the course is to be counted for Middle Eastern studies.

Middle Eastern Studies Minor

Requirements for the Middle Eastern Studies Minor

A minor in Middle Eastern Studies consists of five units, of which at least one should be at the 300 level (excluding MES 350). Units must be taken in at least two departments; only one course at the 100 level can be counted toward the minor. Second-year Arabic may be counted toward the minor.

ARAB - Arabic Courses

ARAB 101 - Elementary Arabic (1.0)

An introduction to the Arabic language. The course takes a comprehensive approach to language learning and emphasizes the four skills of listening, speaking, reading, and writing. Students are introduced to the principles of grammar, taught how to read and write in the Arabic alphabet, and trained in the basics of everyday conversation. Through the use of a variety of written, video, and audio materials, as well as other resources made available through the Web, the course emphasizes authentic

materials and stresses the active participation of students in the learning process.

Instructor: Ramadan, TBA

Prerequisite: None

Distribution: None

Term(s): Fall

Each semester of ARAB 101 and ARAB 102 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

ARAB 102 - Elementary Arabic (1.0)

An introduction to the Arabic language. The course takes a comprehensive approach to language learning and emphasizes the four skills of listening, speaking, reading, and writing. Students are introduced to the principles of grammar, taught how to read and write in the Arabic alphabet, and trained in the basics of everyday conversation. Through the use of a variety of written, video, and audio materials, as well as other resources made available through the Web, the course emphasizes authentic materials and stresses the active participation of students in the learning process.

Instructor: Ramadan, TBA

Prerequisite: ARAB 101

Distribution: None

Term(s): Spring

Each semester of ARAB 101 and ARAB 102 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

ARAB 201 - Intermediate Arabic (1.0)

A continuation of ARAB 101-ARAB 102. The course takes students to a deeper and more complex level in the study of the Arabic language. While continuing to emphasize the organizing principles of the language, the course also introduces students to a variety of challenging texts, including extracts from newspaper articles, as well as literary and religious materials. Students will be trained to work with longer texts and to gain the necessary communicative skills to prepare them for advanced-level Arabic.

Instructor: Aadnani

Prerequisite: ARAB 101, ARAB 102, or permission of the instructor.

Distribution: None

Term(s): Fall

Each semester of ARAB 201 and ARAB 202 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

ARAB 202 - Intermediate Arabic (1.0)

A continuation of ARAB 201. The course takes students to a deeper and more complex level in the study of the Arabic language. While continuing to emphasize the organizing principles of the language, the course also introduces students to a variety of challenging texts, including extracts from newspaper articles, as well as literary and religious materials. Students will be trained to work with longer texts and to gain the necessary communicative skills to prepare them for advanced-level Arabic.

Instructor: Aadnani

Prerequisite: ARAB 101, ARAB 102, ARAB 201, or permission of the instructor.

Distribution: LL

Term(s): Spring

Each semester of ARAB 201 and 202 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

ARAB 210 - Arabic Literature in Translation (in English) (1.0)

Exploration of some highly influential works of literature translated from Arabic. Students will have a chance to delve into literary works composed by authors from a large geographical area, extending from Morocco to the Middle East, from the turn of the nineteenth century to the present day. Our study of modern and contemporary Arabic literature will focus on a number of recurring themes, such as cultural and national identity, colonialism, religion, gender relations, and class conflict. Authors to be discussed include Naguib Mahfouz, Abdelrahman Munif, Ahlam Mosteghanemi, Leila Abouzeid, Tahir Wattar, Mohammed Zafzaf, and Yusuf Idris.

Instructor: Aadnani

Prerequisite: None

Distribution: LL

Term(s): Not Offered

ARAB 250 - Research or Individual Study (1.0)

Prerequisite: ARAB 201-ARAB 202 or equivalent and permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ARAB 250H - Research or Individual Study (0.5)

Prerequisite: ARAB 201-ARAB 202 or equivalent and permission of the instructor.

Distribution: None

Term(s): Fall; Spring

ARAB 301 - Advanced Arabic I (1.0)

Continuation of ARAB 201-ARAB 202. Involving further development of students' skills in listening, speaking, reading, and writing, this course exposes students to a variety of authentic Arabic materials, including print and online sources, incorporating MSA and diglossia. Focus on enhanced communication skills in Arabic and attention to the use of language in its sociocultural context. Appropriate for students who have completed ARAB 201-ARAB 202 at Wellesley or the equivalent in summer courses or international study programs.

Instructor: TBA

Prerequisite: ARAB 201-ARAB 202 or permission of the instructor.

Distribution: LL

Term(s): Fall

ARAB 302 - Advanced Arabic II (1.0)

Continuation of ARAB 301. Further development of all linguistic skills with special attention to reading, writing, and discussion. The course also introduces students to modern Arabic literature. Focus on enhanced communication skills in Arabic and attention to the use of language in its sociocultural context. Appropriate for students who have completed ARAB 301 at Wellesley or the equivalent in summer courses or international study programs.

Instructor: Aadnani

Prerequisite: ARAB 301 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

ARAB 304 - Advanced Contemporary Media Arabic (1.0)

An exploration of contemporary standard Arabic as used in audiovisual, Web-based, and print media, including newspapers, magazines, websites, audiovisual commentaries, news reports, forums, and popular television programs. Authentic Arabic press reports, current news broadcasts, and other reading or listening materials will provide a basis for discussion and debate in class. Focus on strengthening listening and speaking skills, and

developing the ability to express and support various opinions on political, cultural, and other issues in contemporary Arab societies.

Prerequisite: ARAB 201-ARAB 202 or permission of the instructor. Not open to students who have taken this course as ARAB 301.

Distribution: LL

Term(s): Not Offered

ARAB 306 - Arabic Through Song and Poetry (1.0)

This course explores the importance of song lyrics and poetry in the Arabic-speaking world. In addition to providing a concise historical survey of some of the most influential figures in poetry and songwriting, the course offers training in textual analysis of selected texts in Arabic. Materials include sung poems from al-Andalus (Muslim Spain), poetry and song lyrics from traditional Arabic music from the 1900s onward, as well as from contemporary genres such as rock 'n' roll and hip-hop.

Instructor: Aadnani

Prerequisite: ARAB 201-ARAB 202 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

ARAB 307 - Readings in Classical Arabic Literature (1.0)

Close readings and study of selected prose and verse from the rich repertoire of Classical Arabic literature. Readings will be selected in part in response to the interests of students enrolled in the course, but are likely to include some of the following: readings from sacred texts and the traditional scholarly traditions, mystical and philosophical writings, historiographical and geographical writings, collections of stories, travelers' accounts, letters and diaries, and various kinds of poetry. All readings will be in Arabic, with discussion and written assignments mostly in English.

Instructor: Marlow

Prerequisite: ARAB 201-ARAB 202 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

ARAB 310 - Resistance and Dissent in North Africa and the Middle East (1.0)

An exploration of themes of resistance and dissent in the literatures and cultures of North Africa and the Middle East since the early 1980s. Topics include the rise of democratic movements, such as political parties, associations, and NGOs; the role and importance of Islam to the identity of contemporary nation-states in the region; the status of women and minorities in the ideologies of the movements under study; and the status and implications of dissent. Materials studied include works of fiction and nonfiction, films, speeches, song lyrics, and online publications.

Instructor: Aadnani

Prerequisite: Open to students who have taken at least one course in Middle Eastern studies, and to juniors and seniors by permission of the instructor.

Cross-Listed as: MES 310

Distribution: LL; SBA

Term(s): Not Offered

MES 310 is taught in English. Students who wish to take the course for credit in Advanced Arabic should enroll in ARAB 310. For these students, assignments will be in Arabic according to their levels of proficiency, and an additional weekly meeting will be held.

ARAB 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ARAB 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

MES - Middle Eastern Studies Courses

MES 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

MES 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

MES 310 - Resistance and Dissent in North Africa and the Middle East (in English) (1.0)

An exploration of themes of resistance and dissent in the literatures and cultures of North Africa and the Middle East since the early 1980s. Topics include the rise of democratic movements, such as political parties, associations, and NGOs; the role and importance of Islam to the identity of contemporary nation-states in the region; the status of women and minorities in the ideologies of the movements under study; and the status and implications of dissent. Materials studied include works of fiction and nonfiction, films, speeches, song lyrics, and online publications.

Instructor: Aadnani

Prerequisite: Open to students who have taken at least one course in Middle Eastern studies, and to juniors and seniors by permission of the instructor.

Cross-Listed as: ARAB 310

Distribution: LL; SBA

Term(s): Not Offered

MES 310 is taught in English. Students who wish to take the course for credit in Advanced Arabic should enroll in ARAB 310. For these students, assignments will be in Arabic according to their levels of proficiency, and an additional weekly meeting will be held.

MES 331 - Islamic Cultural World in Premodern Travel Accounts (1.0)

The course engages with travel accounts produced by premodern Muslim travelers as well as European travelers writing about the Islamic world. Delving into such travel chronicles in order to make forays into the social and cultural fabric of premodern Islamic cultures, the course will attempt to foreground the permeability and diversity of the premodern Islamic world from North Africa to South Asia. In what sundry modes were these travelers' experiences constructed and preserved in these accounts? What insights into the operations of premodern Islamic cultures could we gain from these travel narratives? We will read extracts from representative travel accounts, and assess their contents critically to appreciate the modes and sensibilities instrumental in shaping the understanding of the premodern Islamic world.

Instructor: Latif

Prerequisite: Permission of the instructor.

Cross-Listed as: SAS 331

Distribution: LL; HS

Term(s): Fall

MES 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

MES 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

MES 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MES 370 - Senior Thesis (1.0)

Prerequisite: MES 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF MUSIC

Professor: *Brody, Fisk, Fontijn (Chair)*
 Associate Professor: *Bhogal*
 Assistant Professor: *Barzel, J. Johnson*
 Director of the Music Performance Program: *Dry*

Ensemble Directors:

Brandeis-Wellesley Orchestra: *Hampton*
 Chamber Music Society: *Russell, Tang*
 Collegium Musicum: *Zajac*
 Evelyn Barry Director of Choral Programs: *Graham*
 Wellesley BlueJazz: *Miller*
 Yanvalou: *Washington*

Instructors in Performing Music:

Piano: *Hodgkinson, Shapiro, Tang, Akahori*
 Jazz Piano: *D. Johnson*
 Voice: *Dry, Fuller, Matthews, Sheehan*
 Vocal Jazz: *Adams*
 Violin: *Bossert, Diaz*
 Baroque Violin: *Starkman*
 Jazz Violin: *Zeitlin*
 Viola: *Bossert, Diaz*
 Violoncello: *Russell, Thornblade*
 Double Bass: *Henry*
 Flute: *Boyd, Stumpf*
 Baroque Flute: *Stumpf*
 Jazz Flute: *Martin*
 Oboe: *Harrison*
 Clarinet: *Matasy*
 Bassoon: *McGinnis*
 Jazz Saxophone: *Miller*
 Jazz Percussion: *Langone*
 French Horn: *Aldrich*
 Percussion: *McNutt*
 Trumpet: *Russian*
 Jazz Trumpet: *Hopkins*
 Trombone: *Langfur*
 Jazz Trombone: *Harris*
 Organ: *Christie, Carrier*
 Harp: *Zdorovetchi*
 Guitar and Lute: *Collver-Jacobson*
 Electric Guitar: *Kirby*
 Harpsichord and Continuo: *Cleverdon*
 Viola da Gamba: *Jeppesen*
 Recorder and Early Winds: *Zajac*
 African Diaspora Drumming: *Washington*
 Performance Workshop: *Stumpf*
 Accompanists: *Akahori, Collins, Nishikawa, Talroze, Tang*

The Music Department offers both a highly regarded academic program and a wide range of outstanding performance activities, providing an ideal environment for students who seek to combine serious musical study with a traditional liberal arts curriculum. For those who wish to undertake focused exploration of music history, theory, composition, ethnomusicology, or performance practice, our academic curriculum includes programs for a music major or music minor. For students who wish to expand their knowledge of music without making it a central focus of their college education, numerous course offerings require no special background.

Music Major

Goals for the Music Major

We continue to believe that our majors should develop a substantial awareness of the history, traditions, literature, aesthetics, and theoretical background of Western art music, understood within the broader context of world music practices. They should be able to work closely with the materials of music, to be fluent in analyzing and interpreting both

written and heard music, and to have sufficient keyboard fluency to decipher musical scores in different vocal and instrumental styles. We also aim to cultivate their intellectual breadth through the study of a wide range of critical and analytical approaches to music, enabling them to conduct individual research projects, and to develop competency in critical reading and writing. Moreover, we strive to enhance their knowledge and understanding of musical cultures different from their own, and to guide them in applying approaches deriving from the study of those less familiar cultures to more familiar musical repertoires.

Requirements for the Music Major

The major in Music is a program of at least 10 units. The normal sequence of courses for the major is MUS 122, MUS 244, MUS 315 (theory and musicianship), and MUS 200, MUS 201, and MUS 202 (history and analysis), and a total of one semester of MUS 300 (of which two half-semester modular units are normally offered per year). Also required are three additional elective units, primarily of 200- or 300-level work. While MUS 101 can be counted toward the major, MUS 111 cannot. Students who declare a music major will also be required to participate in their choice of the department's performing music ensembles for at least one academic year (i.e. two semesters). The study of composition is highly recommended for majors.

Students with a special interest in jazz performance may substitute MUS 209 and MUS 220 for MUS 244 and MUS 315. For these students, up to two units of MUS 298 can also be counted toward the major.

In most cases, courses taken credit/noncredit will not count toward the major. Ideally, students interested in majoring in music should begin the theory sequence with MUS 122 in the fall semester of the first year. This allows them to enroll in the spring-term offering of MUS 244, which is desirable for MUS 200 and the courses that follow sequentially. Starting on this sequence immediately affords the option of taking a wider variety of elective music courses in the junior and senior years, and also makes it easier for those studying abroad to complete the major comfortably. Students who need remedial theory (MUS 102H) should work with a Music advisor to set up an accelerated program of study if they would like to pursue the major. If a student places out of MUS 122 and/or MUS 244, she will need to pursue other Music courses to add up to 10 units.

Students who plan to undertake graduate study in musicology or theory are strongly encouraged to study German, French, or Italian beyond the introductory level, as well as European history, literature, and art. Basic proficiency in one or more European languages will also benefit students who plan to undertake graduate study in ethnomusicology as will studies in one or more languages relevant to a particular research interest. In addition, those concentrating in ethnomusicology can perform in the department's world music ensembles and take related courses in anthropology and area studies. Music majors develop their musicianship through the acquisition of basic keyboard skills, ear training, private instruction in practical music, and involvement in the various performance ensembles of the department.

Honors in Music

The department offers a choice of three programs for honors, all under the catalog numbers 360/370; honors students normally elect the two units in

succession during the senior year. Eligibility for these programs requires a GPA of 3.5 in the major. Under Program I, the honors candidate carries out independent research leading to a written thesis and an oral examination. Under Program II, honors in composition, the 360 and 370 units culminate in a composition of substance and an oral examination on the honors work. Prerequisites for this program are MUS 315 and distinguished work in MUS 313. Program III, honors in performance, culminates in a recital, a lecture-demonstration, and an essay on some aspect of performance. The prerequisite for Program III is MUS 344 or MUS 298 in the junior year and evidence during that year, through public performance, of exceptional talent and accomplishment; MUS 344 or MUS 298 must then be continued in the senior year, but now as a component of the MUS 360/MUS 370 sequence, and not for separate course credit.

Performing Music Instrument Collection

The music department owns 40 pianos (which include 28 Steinway grands, two Mason and Hamlin grands, and numerous Steinway uprights), a Noack practice organ, a harp, a marimba, a jazz drum kit, and a wide assortment of modern orchestral instruments. In addition, an unusually fine collection of instruments appropriate to early music performance is available for use by students. These include a Dolmetsch clavichord, a virginal, three harpsichords, a positive organ, a fortepiano, an 1823 Clementi grand piano, a Gothic harp, a lute, eight violas da gamba, a Baroque violin, and an assortment of Renaissance and Baroque wind instruments.

Of particular interest is the Charles Benton Fisk meantone organ (completed 1981) in Houghton Memorial Chapel, which is America's first major instrument constructed after seventeenth-century German prototypes. Galen Stone Tower contains a 32-bell carillon.

Performance Workshop (MUS 344)

The Performance Workshop offers advanced students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comments.

Skills Instruction in Music

Group instruction in basic keyboard skills, including keyboard harmony, sight-reading, ear training, and score reading, is provided free to all students enrolled in any music course (including 101 with the instructor's permission and if space is available), and to MUS 99 students with the written recommendation of their private instructor. Ensemble sight-reading instruction on a more advanced level is also available for pianists.

Private Instruction in Music

The department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, Baroque violin, fiddle, viola, violoncello, double bass, viola da gamba, flute (Baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, percussion, and marimba; and private jazz instruction in piano, violin, bass, saxophone, flute, trumpet, trombone, percussion, and voice. We will make every attempt to accommodate students wishing private instruction in instruments not currently taught.

All students planning to enroll for music lessons must take the music theory placement test. Information concerning auditions and course

requirements for noncredit and credit study is given above under listings for MUS 99, MUS 198, MUS 199, MUS 298, MUS 299, and MUS 344. Except for MUS 344, auditions and the Placement Test are ordinarily given at the start of the first semester.

There is no charge to students enrolled in MUS 198, MUS 199, MUS 298, MUS 299, or MUS 344 who: 1) have demonstrated financial need as determined by the Wellesley College Financial Aid Office; 2) are receiving financial aid from Wellesley College; and 3) are taking the normal length of lesson (45 minutes at the 199 level, one hour at the 299 level). All other MUS 198, MUS 199, MUS 298, and MUS 299 students, while still given the full-length lesson, are charged an annual fee of \$1,014 (calculated as the rate for one half-hour lesson per week of the academic year). Students who contract for performing music instruction under MUS 99 are charged \$1,014 for one half-hour lesson per week through both semesters, and may register for 45-minute or hour lessons for an additional charge. 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 fortepiano, harpsichord, and organ is \$45.

Music lessons at Wellesley involve a full-year commitment: lesson contracts are binding for the entire school year. Performing music fees are payable by September 30; no refunds will be made thereafter.

For purposes of placement, the music theory placement test is given before classes start in the fall semester. All students registered for MUS 111, MUS 122, or private instruction in MUS 99, MUS 198, or MUS 199 are required to take the test.

Arrangements for lessons are made at the department office during Orientation or the first week of the semester. Students may begin private study in MUS 99 (but not MUS 199 or MUS 299) at the start of the second semester, if space permits.

Academic Credit and Corequisites for MUS 198, MUS 199, MUS 298, and MUS 299 in Music

Credit for performing music at the MUS 198, MUS 199, MUS 298, and MUS 299 levels is granted only for study with the department's performance faculty, not with outside instructors; 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 MUS 198, MUS 199, MUS 298, or MUS 299; except by special permission, both semesters must be satisfactorily completed before credit can be counted toward the degree. While music performance courses (MUS 99, MUS 198, MUS 199, MUS 298, MUS 299, MUS 344) may be repeated without limit, no more than four units of credit in these courses may be counted toward the Wellesley degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the department.

An additional music course must be elected as a corequisite for each unit of credit in performing music. If a student must take MUS 111 as a result of the placement test, this course counts as the corequisite for the year.

The department's MUS 198, MUS 199, MUS 298, and MUS 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

Group Instruction in Music

Group instruction in classical guitar, percussion, viola da gamba, Renaissance wind instruments, and voice is available for a fee of \$300 per year.

Performing Organizations in Music

The following organizations, all directed by faculty members, are vital extensions of the academic program of the Department of Music.

The Wellesley College Choir

The College Choir, consisting of approximately 50 singers, has a rich history of dedication to great choral literature and inspiring performances. Endowed funds provide for annual collaborative concerts with men's choirs from such institutions as the Miami University of Ohio, Harvard, and Cornell. The choir regularly commissions and premieres new compositions as well as performs a great variety of repertoire for women's chorus. In addition to staging local performances of works for choir and orchestra and singing at annual college events throughout the year, the choir tours both nationally and internationally. Auditions are held during Orientation.

The Wellesley College Chamber Singers

A select ensemble of 12 to 16 vocalists, the Chamber Singers perform concerts on and off campus. The Chamber Singers are often invited to perform with local instrumental ensembles, on professional concert series, and as part of choral festivals. Specializing in music for women's voices, the repertoire ranges from medieval to contemporary literature.

Choral Scholars

As part of the Choral Program, students may audition to join the Choral Scholars. Open to all students and effective for the full academic year, the scholarships are awarded to singers and conductors who have a serious interest in choral music. The recipients will be expected to participate in one or more of the choral ensembles; serve as section leaders and/or assistant conductors; meet weekly as a group for coaching and research; and take voice or conducting lessons. Applications are available at the start of the fall semester.

The Collegium Musicum

The Wellesley College Collegium Musicum specializes in the performance of Western music from the Middle Ages to the early nineteenth century. This ensemble of singers and instrumentalists is open to Wellesley College students, faculty, staff, and members of the local community. The Collegium is also frequently joined by guest artists, who enrich the ensemble for special projects. Members of the Collegium enjoy the use of an extensive collection of historical instruments. Separate consort instruction is available in viola da gamba and Renaissance wind instruments for both beginning and advanced players on a fee basis (\$300 for the 2013-14 academic year).

The Brandeis-Wellesley Orchestra

The Orchestra is composed of students, faculty, staff, and associates of Wellesley College and Brandeis University. Observing the high standard of excellence associated with these institutions, the Orchestra is dedicated to bringing inspiring performances of the great orchestral literature—past and present—to a new generation of musicians and audiences. The Orchestra gives four to five concerts a year; one concert features the winners of the annual Concerto Competition, which is open to students taking lessons and participating in department ensembles. Two-hour rehearsals are held on Tuesday evenings at Brandeis and Thursday evenings at Wellesley, and shuttle buses are provided. Membership is based on auditions held at the start of each semester.

The Chamber Music Society

The Chamber Music Society offers an opportunity for small ensembles to explore the chamber music repertoire of the last four centuries. A number of

groups, which include singers and players of strings, winds, and keyboards, rehearse independently and also meet weekly with a faculty coach at no cost. Throughout the year, players present formal and informal recitals. Entrance is by audition.

Wellesley Bluejazz

Wellesley BlueJazz Ensemble Program includes Wellesley BlueJazz Big Band and BlueJazz Combos. Faculty-directed rehearsals encourage the development of fluency in jazz improvisation. The ensembles perform throughout the year on campus and also collaborate with other colleges in the Boston area to present joint concerts. The Wellesley BlueJazz experience includes workshops and master classes with visiting guest artists and WBJ Nights Out attending jazz performances in the Boston area.

Yanvalou Drumming and Dance Ensemble

Yanvalou, an ensemble that explores the traditional music of Africa and the Caribbean, offers participants the opportunity to perform with authentic instruments, and to experience a variety of cultures through their music. In collaboration with its dance troupe, Yanvalou presents several concerts during each academic year.

Music Minor

Requirements for the Music Minor

The music minor is a program of at least five units. One unit must come from theory (MUS 120, MUS 122, MUS 213/MUS 313, MUS 220, or MUS 244), and another from history (MUS 101, MUS 200, MUS 201, MUS 202, MUS 209, MUS 222/MUS 322, MUS 224, MUS 230, MUS 235/MUS 335 [2012-13], MUS 275, or MUS 276). One of the five units may come from earning one credit through performing music lessons (MUS 198, MUS 199, MUS 298, MUS 299) or through completing two years in an ensemble (MUS 250H). In order to shape a program to suit diverse musical interests, the student minoring in music should plan to select the remaining two or three courses in consultation with her chosen advisor in the process of declaring her music minor. Not more than one academic course taken credit/noncredit may be counted toward the minor.

Music minors are encouraged to develop musicianship through the acquisition of basic keyboard skills, and through ear training, private instruction in practical music, and involvement in the various performing organizations of the Department of Music.

MUS - Music Courses

MUS 099 - Performing Music (without academic credit) (0)

One half-hour private lesson per week. Students may register for 45-minute or hour-long lessons for an additional fee. May be repeated without limit.

Instructor: Staff

Prerequisite: MUS 102H or exemption by Music Theory placement test; audition required.

Distribution: None

Term(s): Fall; Spring

For further information, including fees, see Performing Music: Private Instruction. See also MUS 198, MUS 199, MUS 298, MUS 299, and MUS 344.

MUS 101 - Music of the Sphere (1.0)

Did you know that "hocketing patterns," or rhythms that interlock, are important in European medieval music *and* African American funk from the 1970s? Or that the small variations in musical pitch that lend such expressive power to Indian classical music are

barely present in the classical music of Western Europe? This course offers a cross-cultural listening encounter with musical expressions from around the globe. Using a case-study approach, we will consider the commonalities and differences among classical, jazz, pop, and traditional music from many continents. Our auditory journeys will introduce you to various musical systems, instruments, composers, performers, and social settings for engaging with music. Open ears are the only prerequisite.

Instructor: Barzel, Bhogal
Prerequisite: None
Distribution: ARS
Term(s): Fall

MUS 102H - Musicianship Lab (0.5)

One class period per week, devoted to training in reading, playing, and singing from musical notation, and the study of scales, intervals, chords, and rhythmic patterns. Although this lab will continue throughout the academic year, students who complete the first semester successfully will be eligible to take MUS 111 in the second semester.

Instructor: Staff
Prerequisite: None
Distribution: None
Term(s): Fall; Spring

One-half credit will be given for completion of two consecutive semesters of this course. Students who take MUS 102H in the fall and MUS 111 in the spring will receive .25 units for their work in the fall, but all others must complete both semesters to receive credit. First-year students may take this course in addition to a four-course load. Mandatory credit/noncredit.

MUS 111 - Introduction to the Language of Music (1.0)

This course is designed to enhance understanding of how music works and to improve listening, reading, and general comprehension skills for students who can read music. While the focus is on the fundamentals of Western music (notation, rhythm, melody, scales, chords, formal plans), listening examples will be drawn from a variety of genres.

Instructor: J. Johnson (Fall), Akahori (Spring), Barzel (Spring)
Prerequisite: None
Distribution: ARS
Term(s): Fall; Spring

The music theory placement test will determine placement in MUS 102H, MUS 111 or MUS 122. A musicianship lab supplements the three class meetings. May not be counted toward the major or the minor.

MUS 122 - Harmonic Concepts in Tonal Music (1.0)

Beginning with a comprehensive review of musical terminology and basic materials, MUS 122 explores the fundamentals of tonal harmony, voice-leading, phrasing, and form. Topics include harmonic functions and phrase structure, cadence formation, voice-leading and figured bass, and tonal analysis. Regular ear-training practice complements written exercises.

Instructor: Tang
Prerequisite: Open to all students who have completed or exempted MUS 111. Students who meet this requirement are advised to take MUS 122 in the fall semester if they are interested in pursuing a major in music.
Distribution: ARS
Term(s): Fall; Spring

Normally followed by MUS 244 or MUS 220.

MUS 198 - Performing Music (Jazz Improvisation) Intermediate (1.0)

One 45-minute lesson per week. Students may take an hour-long lesson for an additional fee. A minimum of six hours of practice per week is expected. MUS 198 incorporates theory and practice of improvisation as well as written repertoire.

Instructor: Staff
Prerequisite: By entrance audition; in addition, MUS 111 must be completed or exempted, as determined by the mandatory Music Theory placement test. Performing Music requires the completion of one music course before credit is given for each year of MUS 198; MUS 111 fulfills this requirement if needed during the first year. Students should consult the department website for details regarding the entrance audition for MUS 198.
Distribution: ARS
Term(s): Fall; Spring
Mandatory credit/noncredit.

MUS 199 - Performing Music (for academic credit) (1.0)

One 45-minute lesson per week. Students may take an hour-long lesson for an additional fee. A minimum of six hours of practice per week is expected.

Instructor: Staff
Prerequisite: /Corequisite: By entrance audition; in addition, MUS 111 must be completed or exempted, as determined by the mandatory Music Theory placement test. Performing Music requires the completion of one music course before credit is given for each year of MUS 199; MUS 111 fulfills this requirement if needed during the first year. Students should consult the department website for details regarding the entrance audition for MUS 199.
Distribution: ARS
Term(s): Fall; Spring

One credit is given for a full year of study, which must begin in the first semester. Not to be counted toward the major in music, but one unit of MUS 199 can count toward the minor. MUS 199 may be repeated without limit. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, MUS 299, and MUS 344. Except by special permission, no credit will be given unless both semesters are completed satisfactorily. Mandatory credit/noncredit.

MUS 200 - History of Western Music I (1.0)

The first portion of a three-semester comprehensive survey of Western music history, MUS 200 considers significant forms and styles of earlier eras, from the liturgical and vernacular repertoires of the Middle Ages to the music of the mid-eighteenth century. The course offers a strong historical component and encourages the development of analytical skills. As we examine compositions in many genres, we will pursue numerous avenues of inquiry, including close readings of verbal texts, evaluation of formal structures, harmonic analysis, assessment of melodic and rhythmic features, and investigation of the broader circumstances that surround and inform musical creation. Two lectures and one lab.

Instructor: Fontijn
Prerequisite: MUS 122
Distribution: ARS
Term(s): Fall

MUS 201 - History of Western Music II (1.0)

MUS 201 is the second part in a continuation of the survey of Western music history begun in MUS 200. This portion examines music written between the early eighteenth and the late nineteenth centuries. We will continue to sharpen our analytical and listening skills through the study of musical form and

style across a wide range of genres encompassing vocal, chamber, solo instrumental, and orchestral musical traditions. The standpoints of history, culture, and aesthetics will form the conceptual backdrop for our investigation of matters pertaining to harmony, melody, texture, timbre, meter, instrumentation, and performance conventions. Two lectures and one lab.

Instructor: Bhogal
Prerequisite: MUS 122
Distribution: ARS
Term(s): Spring

MUS 202 - History of Western Music III (1.0)

MUS 202 is the third part in a continuation of the survey of Western music history begun in MUS 200. This portion examines music created between the late nineteenth and late twentieth centuries. We will continue to sharpen our analytical and listening skills through the study of musical form and style across a wide range of genres encompassing vocal, chamber, solo instrumental, orchestral, and synthesized electronic practices. The standpoints of history, culture, politics, and aesthetics will form the conceptual backdrop for our investigation of matters pertaining to musical language (harmony, melody, texture, timbre, meter, instrumentation, etc.), performance conventions, improvisation, notation, and criticism. Two lectures and one lab.

Instructor: Bhogal
Prerequisite: MUS 122
Distribution: ARS
Term(s): Fall

MUS 209 - A History of Jazz (1.0)

In the 1910s, African American musicians in New Orleans developed a new kind of dance music that took the art of improvisation to unprecedented heights and transformed the concept of musical time. Some likened the new music to an electric jolt: it swept the nation's dance floors and sent signals of social change over its radio waves. Jazz has since reinvented itself as a modernist art form and an occasion for political protest. In our historical survey of jazz we will cultivate a listening praxis that engages us with jazz's sounds in cultural and historical context. We will learn how to distinguish among genres and identify major artists and African American, Latin American, and European influences. Our class will feature visits by professional musicians.

Instructor: Barzel
Prerequisite: None
Distribution: ARS; HS
Term(s): Spring

MUS 213 - Composing in the Twenty-First Century (1.0)

Art music composition in the twentieth century was characterized by a vast array of practices and procedures, ranging from the post-tonal experiments of Debussy and Stravinsky, the serialism of Schoenberg, Crawford Seeger, and Babbitt, and the minimalism of Glass, Reich, and Saariaho to the electronic innovations of Varese, Stockhausen, and Spiegel and the cross-cultural excursions of Crumb, Ligeti, and Yi. This course offers students the opportunity to compose a substantial piece of music of their own while analyzing and absorbing the techniques of a variety of contemporary works from the present and recent past, and will culminate in a final concert of student compositions, to be performed by professional musicians from the Boston area.

Instructor: J. Johnson
Prerequisite: MUS 122 or permission of the instructor.

Distribution: ARS
Term(s): Not Offered

This course may be taken as either MUS 213 or, with additional assignments, MUS 313.

MUS 220 - Jazz Theory (1.0)

This course is based on an immersion approach into the language of jazz, creating a close connection between theory and practice. Ear training is a key component (singing bass lines and jazz solos, harmonic dictation), and we will practice improvisation techniques in class. We will study the basics: scales and modes, chords, forms, rhythmic structures, and jazz styles. We will explore the fundamentals of jazz harmony, including tune analysis, the II-V progression, secondary dominants, re-harmonization, and jazz piano voicings. Students will also use concepts learned in class to compose a blues and a solo based on a jazz standard. Class meets for one double period weekly with an additional keyboard ear-training lab.

Instructor: Miller
Prerequisite: MUS 111
Distribution: ARS
Term(s): Fall

MUS 222 - Music, Gender, and Sexuality (1.0)

Music, Gender, and Sexuality offers the opportunity to identify from a historical perspective the human passion for music, circumscribed by femininity, masculinity, sexual orientation, race, politics, economics, and identity. Class discussions prompted by listening, video, reading, and writing assignments probe the nature of a variety of musical cultures in which biological destiny audibly intersects with gender paradigms. Students acquire tools with which to consider music as an ideal site for a fuller expression of humanity that transcends boundaries.

Instructor: Fontijn
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

This course meets together with MUS 322 for classes; assignments for MUS 322 students require score-reading and musical analysis.

MUS 224 - Hildegard of Bingen (1.0)

This interdisciplinary course will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess, Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today.

Instructor: Fontijn, Elkins (Religion)
Prerequisite: None
Cross-Listed as: REL 224
Distribution: ARS; REP
Term(s): Not Offered

MUS 225 - Topics in World Music (1.0)

Distribution: ARS
Term(s): Not Offered

MUS 230 - Opera: Its History, Music, and Drama (1.0)

This course offers a comprehensive chronological survey of the history and evolution of opera, from 1600 to the present. Lectures will examine historical background, the subgenres of operatic literature (opera seria, opera buffa, music drama), and complete operas by major composers representing a number of periods and styles (including Monteverdi, Mozart, Verdi, and Berg). We will also study librettos, relevant novels, and other source materials in order to establish connections between musical structure

and dramatic expression. Two class meetings, with additional sessions required for viewing operas in their entirety.

Instructor: Bhogal
Prerequisite: None
Distribution: ARS
Term(s): Spring

MUS 235-01-F - Topics in Instrumental Music (1.0)

Topic for 2013-14: Schubert, Schumann, and the Lyric Impulse

Franz Schubert once reportedly said, "I hope to make something of myself, but who can do anything after Beethoven?" One un-Beethovenian thing Schubert did was to set more than 600 poems to music. This course will explore how his instrumental music came more and more to suggest the themes of reverie, recollection, and alienation so prevalent in that poetry. When 18-year-old Robert Schumann learned of Schubert's death, he is said to have wept all night. We shall also investigate how Schumann's instrumental music of the following decades, so influenced by Schubert's song cycles, explored in its own ways the extreme contrasts of mood so characteristic of the poetry of Schumann's contemporaries.

Instructor: Fisk
Prerequisite: MUS 111 or the equivalent.
Distribution: ARS
Term(s): Fall

MUS 240 - Opera Workshop (1.0)

This course is appropriate for singers currently enrolled in voice lessons who wish to gain expertise in dramatic musical performance—i.e., the techniques that aid singing actors in the presentation of operatic repertory. All students will receive extensive musical and dramatic coaching, and will have the opportunity to perform a scene or aria in an informal presentation. Emphasis will be placed on researching of roles, character development, and actions appropriate to musical style, and the interaction of text, music, and movement. Students are expected to study and rehearse individually and with other participants outside of class sessions.

Instructor: Fuller
Prerequisite: or Corequisite: MUS 199 in voice, with permission of MUS 199 instructor.
Distribution: ARS
Term(s): Fall

Students may take this course no more than three times.

MUS 244 - Tonal Counterpoint and Harmony (1.0)

A continuation of MUS 122, this course offers an introduction to sixteenth-century species/modal counterpoint and eighteenth-century tonal counterpoint, with an emphasis on its relationship to the harmony and melodic figuration of the seventeenth through nineteenth centuries. Students will complete a variety of compositional and analytic exercises in the style of Palestrina and Bach, and will also learn the history of Western counterpoint as articulated in the treatises of Zarlino, Galilei, Fux, Cherubini, and others. A keyboard lab offers practice in playing assigned counterpoint exercises, cadence progressions, and figured bass in keyboard style.

Instructor: J. Johnson
Prerequisite: MUS 122
Distribution: ARS
Term(s): Spring

MUS 245 - Doing Ethnomusicology: Critical Music Studies "Out in the Field" (1.0)

This course has three primary aims: (1) to give students the experience of doing ethnographic research in a local community; (2) to introduce key concepts pertaining to ethnomusicology, or the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork as participant/observers; taking scratch notes and writing up field journals; recording and transcribing interviews; and doing library and online research. Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper based on the student's research.

Instructor: Barzel
Prerequisite: MUS 111 or consent of the instructor.
Distribution: ARS
Term(s): Fall

Not open to students who took this course as a topic of MUS 225/MUS 325.

MUS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

MUS 250H - Performing Ensembles for Credit (0.5)

This course is open to qualified students by permission of the individual ensemble director. One-half unit of credit is granted for a full year (two consecutive semesters) of participation in any one of the department-sponsored ensembles, provided that the corequisite is successfully completed. A maximum of two units of credit toward the degree can be accumulated through 0.5 courses. Of the 32 units required for graduation, no more than four units in performing music may be counted toward the degree; thus students taking music lessons for credit during all four years at Wellesley cannot also receive degree credit via MUS 250H.

Corequisite: One academic music course per 0.5 credit earned.
Distribution: None
Term(s): Fall; Spring

No credit will be given for this course unless both semesters are completed satisfactorily. MUS 250H is graded on a credit/noncredit basis.

MUS 275 - Computer Music: Synthesis Techniques and Compositional Practice (1.0)

An overview of the fundamental concepts, techniques, and literature of electronic and computer music. Topics include the technology of acoustic and digital musical instruments, MIDI programming, sound-synthesis techniques (frequency modulation, sampling, linear synthesis, waveshaping, etc.), and the history of electronic music. Students will undertake brief compositional exercises, and learn basic programming and related technical skills.

Instructor: J. Johnson
Prerequisite: None
Distribution: ARS
Term(s): Fall

MUS 276 - American Popular Music in the Twentieth Century (1.0)

"Popular music" denotes a variety of idioms—including R&B, rock, soul, funk, and hip-hop—linked to the youth culture and social movements that developed in the United States after World War II. With a foundation in African American genres (especially blues and gospel), popular music has also

absorbed strong influences from rural white Protestant communities, Latin America, and Europe, and its sounds are indelibly linked to twentieth-century technologies (the electric guitar, multitrack recording, turntables). With an emphasis on the 1940s to the 1970s, our historical survey of American popular music will bring us from the 1800s to the present day. Using close listening as a starting point, we will learn how to decode sounds to reveal their complex social histories as we assess popular music's role in America's tumultuous twentieth century.

Instructor: Barzel
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

MUS 277 - Interactive Sound Art with Electronics (1.0)

A continuation of MUS 275, Computer Music: Synthesis Techniques and Compositional Practice, this course offers intermediate and advanced instruction in digital sound design for live performance, film, or installation work. Students will continue to develop fluency in the digital audio software applications Logic Pro, Ableton Live, and Max/MSP, and will develop semester-long projects involving either a live musical performance with electronics, a short film score, or a site-specific interactive audio installation. In addition to building individual sound projects, students will also have the opportunity to engage with visiting digital artists, to read and discuss recent scholarship on technology, improvisation, and performance art, and to develop a fundamental understanding of acoustics and critical theories of sound.

Instructor: J. Johnson
Prerequisite: MUS 275 or permission of the instructor.
Distribution: ARS
Term(s): Spring

This course may be taken as either MUS 277 or, with more advanced assignments, MUS 377.

MUS 298 - Performing Music (Jazz Improvisation) Advanced (1.0)

A one-hour private lesson per week. Students who have completed at least one year of MUS 198 are eligible for promotion to MUS 298. Up to two units of MUS 298 can be counted toward the major. MUS 298 incorporates theory and practice of jazz improvisation as well as written repertoire.

Instructor: Staff
Prerequisite: MUS 198 and recommendation of instructor.
Distribution: ARS
Term(s): Fall; Spring

For further information, including requirements and fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99 and MUS 198. Except by special permission, no credit will be given for this course unless both semesters are completed satisfactorily.

MUS 299 - Performing Music (Advanced, with Academic Credit) (1.0)

A one-hour private lesson per week. Students who have completed at least one year of MUS 199 are eligible for promotion to MUS 299. A student wishing to enroll in MUS 299 is expected to demonstrate accomplishment distinctly beyond that of the MUS 199 student. Students are recommended for promotion by their instructors. A minimum of 10 hours of practice per week is expected. MUS 299 may be repeated without limit. One 200- or 300-level music course must be completed for each unit of credit granted for MUS 299. A music course already

used to fulfill the requirement for MUS 199 may not be counted again for MUS 299. One unit of credit is given for a full year of study. Not to be counted toward the major in music.

Instructor: Staff
Prerequisite: MUS 199 and recommendation of instructor.
Distribution: ARS
Term(s): Fall; Spring

For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, MUS 199, and MUS 344. Except by special permission, no credit will be given for this course unless both semesters are completed satisfactorily. Mandatory credit/noncredit.

MUS 300 - Seminar. Studies in History, Theory, Analysis, Ethnomusicology (0.5)

Prerequisite: MUS 200, MUS 201, and MUS 244, or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

MUS 301 - Calderwood Seminar in Public Writing: Music in Public (1.0)

Music in Public will challenge students to explore the role of music in contemporary society, gauging the relationship between their specialized, academic knowledge and their quotidian experience as music consumers. The medium of this exploration will be a sequence of intensive writing exercises addressed to an imagined audience of non-specialists. These exercises will challenge students not only to share their knowledge, but also to think critically about a wide variety of controversial questions concerning musical values in the public sphere. Writing exercises will include reviews of concerts and interviews with prominent musicians in the Boston area, as well as discussions of esoteric and controversial issues in academic music.

Instructor: Brody
Prerequisite: Two courses from among MUS 200, MUS 201, MUS 244.
Distribution: ARS
Term(s): Fall

MUS 308 - Conducting (1.0)

The study of conducting is a synthesis of all skills important to a musician's craft, and the art of communicating a specific musical vision to bring a composer's written intentions to life. The physical gestures are expressive of a full understanding of both the score and the instruments and/or voices performing the work. This course is a study of the techniques that transform written music into sound, including score preparation and reading, baton technique, and rehearsal methods. Development of aural and interpretive ability as well as leadership skills are explored in the process. Students will have the opportunity to take their skills outside the classroom and conduct one of the College's musical ensembles as part of their work in the course.

Instructor: Graham
Prerequisite: Permission of the instructor.
Distribution: ARS
Term(s): Spring

MUS 313 - Composing in the Twenty-First Century (1.0)

Art music composition in the twentieth century was characterized by a vast array of practices and procedures, ranging from the post-tonal experiments of Debussy and Stravinsky, the serialism of Schoenberg, Crawford Seeger, and Babbitt, and the minimalism of Glass, Reich, and Saariaho to the electronic innovations of Varese, Stockhausen, and

Spiegel and the cross-cultural excursions of Crumb, Ligeti, and Yi. This course offers students the opportunity to compose a substantial piece of music of their own while analyzing and absorbing the techniques of a variety of contemporary works from the present and recent past, and will culminate in a final concert of student compositions, to be performed by professional musicians from the Boston area.

Instructor: J. Johnson
Prerequisite: MUS 122 or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

This course may be taken as either MUS 213 or, with additional assignments, MUS 313.

MUS 315 - Advanced Harmony (1.0)

A study of chromatic harmony including modulation, mode mixture, variation, and development procedures such as harmonic and chromatic sequences, and the relationship between harmony and tonal form. Students will be introduced to basic Schenkerian terminology and modes of analysis. As a final project, students will present a notebook of excerpts, compiled from the classical literature, exemplifying each of the topics presented in class.

Instructor: Tang
Prerequisite: MUS 244 and either MUS 313 or MUS 201.
Distribution: ARS
Term(s): Fall

MUS 322 - Music, Gender, and Sexuality (1.0)

Music, Gender, and Sexuality offers the opportunity to identify from a historical perspective the human passion for music, circumscribed by femininity, masculinity, sexual orientation, race, politics, economics, and identity. Class discussions prompted by listening, video, reading, and writing assignments probe the nature of a variety of musical cultures in which biological destiny audibly intersects with gender paradigms. Students acquire tools with which to consider music as an ideal site for a fuller expression of humanity that transcends boundaries.

Instructor: Fontijn
Prerequisite: Permission of the instructor.
Distribution: ARS
Term(s): Not Offered

This course meets together with MUS 222 for classes; assignments for MUS 322 students require score-reading and musical analysis.

MUS 325 - Topics in World Music (1.0)

Distribution: ARS
Term(s): Not Offered

MUS 335-01-F - Topics in Instrumental Music (1.0)

Topic for 2013-14: Schubert, Schumann, and the Lyric Impulse

Franz Schubert once reportedly said, "I hope to make something of myself, but who can do anything after Beethoven?" One un-Beethovenian thing Schubert did was to set more than 600 poems to music. This course will explore how his instrumental music came more and more to suggest the themes of reverie, recollection and alienation so prevalent in that poetry. When 18-year-old Robert Schumann learned of Schubert's death, he is said to have wept all night. We shall also investigate how Schumann's instrumental music of the following decades, so influenced by Schubert's song cycles, explored in its own ways the extreme contrasts of mood so characteristic of the poetry of Schumann's contemporaries.

Instructor: Fisk

Prerequisite: MUS 122 and MUS 201, or permission of the instructor.
 Distribution: ARS
 Term(s): Fall

MUS 344 - Performance Workshop (1.0)

As an adjunct to private lessons with a member of the College performance faculty, the Performance Workshop offers intensive study of advanced interpretation and performance. The program gives students the opportunity to perform frequently in an informal setting before fellow students and faculty, to receive constructive comment, and to discuss repertoire and interpretation.

Instructor: Stumpf

Prerequisite: A written recommendation from her instructor in Performing Music.

Corequisite: Students must complete an additional 200- or 300-level music course during each year they are enrolled in MUS 344. Permission to elect subsequent units is granted only to a student who has fulfilled all corequisite requirements and whose progress in MUS 344 is judged excellent; a maximum of four units of MUS 344 may be counted toward the degree.

Distribution: ARS

Term(s): Fall; Spring

This is the only credit course in classical performance that can be counted toward the music major.

MUS 345 - Doing Ethnomusicology: Critical Music Studies "Out in the Field" (1.0)

This course has three primary aims: (1) to give students the experience of doing ethnographic research in a local community; (2) to introduce key concepts pertaining to ethnomusicology, or the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork as participant/observers; taking scratch notes and writing up field journals; recording and transcribing interviews; and doing library and online research. Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper based on the student's research.

Instructor: Barzel

Prerequisite: MUS 122, MUS 220, or consent of the instructor.

Distribution: ARS

Term(s): Fall

Not open to students who took this course as a topic of MUS 225/MUS 325.

MUS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

MUS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

MUS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If

sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MUS 370 - Senior Thesis (1.0)

Prerequisite: MUS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MUS 377 - Interactive Sound Art with Electronics (1.0)

A continuation of MUS 275, Computer Music: Synthesis Techniques and Compositional Practice, this course offers intermediate and advanced instruction in digital sound design for live performance, film, or installation work. Students will continue to develop fluency in the digital audio software applications Logic Pro, Ableton Live, and Max/MSP, and will develop semester-long projects involving either a live musical performance with electronics, a short film score, or a site-specific interactive audio installation. In addition to building individual sound projects, students will also have the opportunity to engage with recent scholarship on technology, improvisation, and performance art, and to develop a fundamental understanding of acoustics and critical theories of sound. Coursework in 377 expects students to have more advanced skills than those required for 277 in music composition, sound design or computer programming, depending on their individual backgrounds.

Instructor: J. Johnson

Prerequisite: MUS 275 and either one music theory course or one computer science course

Distribution: ARS

Term(s): Spring

This course may be taken as either MUS 277 or, with more advanced assignments, MUS 377.

NEUROSCIENCE

AN INTERDEPARTMENTAL MAJOR

Professor: *Beltz (Director)*

Associate Professor: *Conway, Tetel*

Assistant Professor: *Gobes, Wiest*

Visiting Lecturer: *Bauer*

Instructor in Neuroscience Laboratory: *Quinan*
Neuroscience Advisory Committee: *Ducas (Physics),
Ellerby (Biological Sciences), Hildreth (Computer
Science), Keane (Psychology),*

Neuroscience explores how the nervous system develops and how it functions to generate behavior, emotion, and cognition. Neuroscience is highly interdisciplinary, integrating biology, psychology, chemistry, physics, and computer science. Exploring the complexity of the nervous system requires analyses at multiple levels. Neuroscientists investigate how genes and molecules regulate nerve cell development and function (cellular/molecular neuroscience), explore how neural systems produce integrated behaviors (behavioral neuroscience), seek to understand how neural substrates create mental processes and thought (cognitive neuroscience), and use mathematics and computer models to comprehend brain function (computational neuroscience). In studying how the brain and nervous system function normally and during disease states, neuroscientists also hope to better understand devastating neurological and psychiatric disorders.

Neuroscience Major

Goals for the Neuroscience Major

- Create a cohesive and supportive interdepartmental community
- Foster an excitement for neuroscience and an understanding of applications of neuroscience discoveries to everyday life
- Appreciate the ethical complexities involved in the pursuit and application of knowledge about the brain and cognition
- Cultivate an understanding of the relationships among disparate subfields that comprise neuroscience, including cellular and molecular, cognitive, computational, and systems neuroscience
- Develop the ability to read and critically evaluate the neuroscience literature
- Acquire confidence and fluency with oral and written communication
- Generate a facility with the major experimental methods and techniques used by neuroscientists, including:
 - electrophysiology
 - computational modeling
 - neurochemistry
 - neuropharmacology
 - neuranatomy
 - genomics
 - behavioral approaches
- Master analytical and statistical methods critical to the evaluation of experimental data
- Encourage an environment supportive of student involvement in neuroscience research

We anticipate that fulfillment of these goals will provide the intellectual and technical skills necessary

for the successful pursuit of graduate school, medical school, and careers in neuroscience-related fields.

Requirements for the Neuroscience Major

The major in neuroscience offers three areas of concentration: cellular and molecular neuroscience, cognitive neuroscience, and systems and computational neuroscience. Students are expected to achieve competence in two of these three areas. The major must include the following core courses: NEUR 100, NEUR 200, and NEUR 300, BISC 110 or BISC 112 and PSYC 205. Majors must elect three 200-level courses from at least two different areas of concentration: cellular and molecular neuroscience: BISC 219, BISC 220, CHEM 211, CHEM 221 (through Fall of 2011), CHEM 220, CHEM 222 or CHEM 223; cognitive neuroscience: PHIL 215, PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218; systems and computational neuroscience: CS 232, MATH 215, PHYS 216, PHYS 222. Note that these 200-level courses have specific prerequisites that must be satisfied. Majors must also elect three 300-level courses from at least two different areas of concentration, at least one of which must be a laboratory course: cellular and molecular neuroscience: NEUR 305, NEUR 332, NEUR 306/BISC 306, NEUR 315/BISC 315, BISC 302; cognitive neuroscience: PSYC 301, PSYC 304R, PSYC 314R, PSYC 316, PSYC 318, PSYC 319, PSYC 328; systems and computational neuroscience: NEUR 320, NEUR 325, NEUR 335, CS 332. Any other 300-level courses must be specifically approved by the Director. NEUR 332 will count towards the major in whatever concentration reflects the topic in that year. NEUR 250, NEUR 250G, NEUR 250H, NEUR 350, NEUR 350G, NEUR 350H, NEUR 360, and NEUR 370 do not count toward the minimum major. A minimum of eight courses toward the major requirements must be taken at Wellesley. Additional information is also available at www.wellesley.edu/neuroscience/major_complete.html.

Normally no more than three units in neuroscience taken at other institutions may be counted toward the major.

Transfer Credit in Neuroscience

To obtain Wellesley credit for any neuroscience course taken at another institution, preliminary approval must be obtained from the director of the program prior to enrolling in the course. In general, courses taken at two-year colleges will not be accepted. These restrictions apply to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for courses taken prior to enrollment at Wellesley should consult the program director.

Honors in Neuroscience

The only route to honors in the major is writing a thesis (NEUR 360/NEUR 370) and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level. The department may petition on her behalf if her grade point average in the major is between 3.0 and 3.5. Projects may be supervised by members of the various departments associated with the major. Students considering the senior thesis option are advised to consult with the director of the program during the fall of their junior year. See Academic Distinctions.

Graduate Study in Neuroscience

Students wishing to attend graduate school in neuroscience are strongly encouraged to take CHEM 211/CHEM 212, CS 112, MATH 115/MATH 116, and physics through PHYS 106 or PHYS 108. PHYS 210 may also be of interest.

NEUR - Neuroscience Courses

NEUR 100 - Brain, Behavior, and Cognition: An Introduction to Neuroscience (1.0)

This course will provide a broad introduction to neuroscience, focusing on examples and approaches from cellular and molecular, cognitive, behavioral, systems, and computational neuroscience. The lecture aspect of the course will be accompanied by a 70-minute practicum in which students will engage directly in experimental neuroscience.

Instructor: *Bauer, Gobes, Wiest, Quinan*

Prerequisite: None

Distribution: EC; NPS

Term(s): Fall; Spring

NEUR 120 - First-Year Seminar: Color (1.0)

Color is used to recognize and remember objects. But perhaps equally important to the human experience, color gives us pleasure. The desire for color drives the lucrative digital-display industry, permeates fashion, and inspires artists. In this first-year seminar we will study color from several vantage points, including social, chemical, neuroscientific, psychological, and philosophical points of view. We will explore the nature of color pigments and categorization systems, the neural mechanisms for encoding color, the genetics of color vision, and the relationship between color and language. Instruction will be both through discussions of primary literature and through student-directed problem-based learning involving hands-on discovery inside and outside of class time. The course will involve learning some programming in the computer language MATLAB. This course does not substitute for NEUR 100.

Instructor: *Conway*

Prerequisite: None

Distribution: NPS

Term(s): Spring

NEUR 200 - Neurons, Networks, and Behavior with Laboratory (1.25)

This course will build on basic concepts in neuroscience. Current issues will be examined within a broad framework that includes examples and readings in cellular and molecular, cognitive, behavioral, and computational neuroscience. Topics such as sensory systems, learning, memory, and cognition will be covered. The accompanying laboratory is designed to expose students to basic methods and experimental approaches in neuroscience.

Instructor: *Beltz, Conway, Quinan*

Prerequisite: NEUR 100 and BISC 110 (or BISC 112) or permission of the instructor. Not open to first-year students.

Distribution: EC; NPS

Term(s): Fall; Spring

NEUR 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

NEUR 250G - Group Research in Behavioral Neuroscience (1.0)

An introduction to selected topics from the literature and research methods in developmental neuroscience will be emphasized. Topics will include stem cell biology, the production of neurons during embryonic and adult life, precursor cell migration, neuronal differentiation, and cell death. Students will develop research questions by conducting literature searches and critically reading and evaluating original research articles. Current methods in developmental neuroscience such as BrdU incorporation, immunocytochemistry, electrophysiology, dye-filling of cells by iontophoresis, and assessments using confocal microscopy, as well as statistical analyses of data, will be available to address research questions. Individual and group laboratory projects will be offered.

Instructor: Beltz

Prerequisite: Open to first-years and sophomores by permission of the instructor.

Distribution: None

Term(s): Fall; Spring

NEUR 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

NEUR 300 - Capstone Seminar in Neuroscience (1.0)

In this capstone seminar for neuroscience majors, students will give group presentations of articles on cutting edge areas of neuroscience research. The authors of these articles will be invited to campus to present their research and meet with the class. Some of the topics to be discussed include: developmental neuroscience, computational and systems neuroscience, neuroendocrinology, cognitive neuroscience, learning and memory, and neurodegenerative disorders. In addition, careers in neuroscience will be discussed.

Instructor: Bauer, Beltz, Gobes, Tetel

Prerequisite: NEUR 200. Open only to senior Neuroscience majors.

Distribution: EC; NPS

Term(s): Fall

NEUR 305 - Glutamate Neurotransmission with Laboratory (1.25)

Glutamate is the major excitatory neurotransmitter in the central nervous system. In this course, you will become familiar with the functions of glutamate in healthy neurotransmission, plasticity, and disease including stroke, epilepsy, schizophrenia, and drug abuse. In addition, you will continue to improve your ability to critically read scientific literature. This course is designed to be interactive, and lectures will be supplemented by in-class activities and discussions. In the laboratory portion of this course, you will have the opportunity to study the role of glutamate receptors in long-term potentiation, and study the role of glutamate receptor mutations on *C. elegans* behavior. Through these experiences you will improve your reading, critical thinking, writing, problem solving, and oral presentation skills.

Instructor: Bauer

Prerequisite: NEUR 200

Distribution: EC; NPS

Term(s): Spring

NEUR 306 - Principles of Neural Development (1.0)

This course will discuss aspects of nervous system development and how they relate to the

development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis, and the development of behavior will be discussed, with an emphasis on the primary literature and critical reading skills. Laboratory sessions focus on a variety of methods used to define developing neural systems.

Instructor: Beltz

Prerequisite: NEUR 200 or BISC 216, or permission of the instructor.

Cross-Listed as: BISC 306

Distribution: EC; NPS

Term(s): Fall

Does not fulfill the laboratory requirement.

NEUR 315 - Neuroendocrinology with Laboratory (1.25)

Hormones act throughout the body to coordinate basic biological functions such as development, differentiation, and reproduction. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis, and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular, and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior.

Instructor: Tetel

Prerequisite: NEUR 200, or both BISC 110/BISC 112 and BISC 203, or permission of the instructor.

Cross-Listed as: BISC 315

Distribution: EC; NPS

Term(s): Fall

NEUR 320 - Vision and Art (1.0)

This course investigates the form and function of the visual system and the cultural and historical products that are engaged with it. Our goal is to explore the art, science, and culture of seeing. We will examine the nature of the visual stimulus and the physiological mechanisms that trigger perception. In parallel, we will explore how such processes drive the practice of art at different times and in different cultures. The course will employ experimental investigations of your own visual system, guided analysis of art objects, exercises in making art, field trips, examinations of illusions, and inquiries into machine vision. The interdisciplinary nature of the course requires an advanced level of participation, commitment, and self-directed learning culminating in a final project of your own design. The course will consist of lectures to be held on one evening per week, and laboratory exercises held during one three-hour session per week.

Instructor: Conway

Prerequisite: NEUR 100 or by permission of the instructor. Not open to first-year students.

Distribution: ARS; NPS

Term(s): Spring

NEUR 325 - Neurobiology of Sleep, Learning and Memory (1.0)

Although we spend a major part of our lives sleeping, we understand surprisingly little about sleep and dreaming. In this course we will discuss recent advances made in the field of neuroscience of sleep. Course topics include basic neurobiology of sleep (what is sleep, how is it regulated) as well as specialized discussions of sleep-related learning and memory investigated in different model systems. You will get familiar with these topics through a

combination of in-depth review sessions, in-class activities and student presentations of the primary literature. Assignments are given to train presentation and writing skills and to give students the opportunity to explore their favorite topic in more detail.

Instructor: Gobes

Prerequisite: NEUR 100

Distribution: EC; NPS

Term(s): Fall

NEUR 332-01-S - Advanced Topics in Neuroscience (1.0)**Topic for 2013-14: Neuropharmacology**

Neuropharmacology is the study of how drugs act on the nervous system. In this course, you will learn the molecular mechanisms of drug action, increase your depth of knowledge of the various neurotransmitter systems, and apply this knowledge to understand how drugs are used to treat disorders of the nervous system including pain, sleep disorders, affective disorders, addiction, schizophrenia, neurodegeneration, seizures, and stroke. You will have the opportunity to discuss primary literature, design theoretical drugs to treat nervous system disorders, and improve Web content about neuropharmacological agents. Through these experiences you will improve your reading, critical thinking, writing, and oral presentation skills.

Instructor: Bauer

Prerequisite: NEUR 200 or by permission of the instructor. Not open to first-year students.

Distribution: NPS

Term(s): Spring

NEUR 335 - Computational Neuroscience with Laboratory (1.25)

The electrical activities of neurons in the brain underlie all of our thoughts, perceptions, and memories. However, it is difficult to measure these neural activities experimentally, and also difficult to describe them precisely in ordinary language. For these reasons, mathematical models and computer simulations are increasingly used to bridge the gap between experimental measurements and hypothesized network function. This course will focus on the use of mathematical models and computer simulations to describe the functional dynamics of neurons in a variety of animals. Topics will range from single neuron biophysics to the analysis of circuits thought to underlie sensory perception and memory. Topics will be introduced by background lectures, followed by student-led presentations of primary literature and construction of a computer model of the system studied. Lab will introduce students to computer programming of mathematical models in MATLAB and the neuron-simulator NEURON.

Instructor: Wiest

Prerequisite: NEUR 200 and calculus at the level of MATH 115, or by permission of the instructor. No programming experience is required.

Distribution: NPS; MM

Term(s): Spring

NEUR 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

NEUR 350G - Group Research in Behavioral Neurobiology (1.0)

An introduction to selected topics from the literature and research methods of behavioral neurobiology, which seeks to relate animal behavior to activation

in specific cell circuits in the nervous system. Students will develop research questions by conducting literature searches and critically reading and evaluating original research articles. Students will be exposed to current methods in behavioral neurobiology, including behavioral methods, wet-lab techniques, histology and anatomy, as well as computer analysis of the resulting neural and behavioral data. Individual and group laboratory projects will be offered.

Instructor: Goben

Prerequisite: Not open to first-year students. By permission of the instructor.

Distribution: None

Term(s): Fall; Spring

NEUR 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

NEUR 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

NEUR 370 - Senior Thesis (1.0)

Prerequisite: NEUR 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

PEACE AND JUSTICE STUDIES

A STRUCTURED INDIVIDUAL MAJOR

Director: *Skeath (Economics)*
 Co-Director for Experiential Education: *Kazanjian*
 Assistant Professor: *Confortini*
 Advisory Board: *Candland (Political Science)*,
Kaptejns (History), *Kazanjian (Peace and Justice Studies)*,
Kodera (Religion), *Confortini (Peace and Justice Studies)*,
Rosenwald (English), *Skeath (Economics)*

The Peace and Justice Studies program provides a program of study that integrates the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world.

Peace and Justice Studies Major

Goals for the Peace and Justice Studies Major

To give students exposure to and an understanding of the core canonical concepts and findings in the field, and to enable students to develop proficiency in two primary areas of study: the social, political, historical, and cultural factors that lead to conflict, violence, and injustice; and the various philosophies, strategies, and techniques of peacemaking and conflict transformation at the level of nation-states, social groups and communities within nation-states, and interpersonal and individual relationships. Approaches to conflict transformation will include the mainstream integrated approach, including crisis intervention, human rights, grassroots development, and restorative justice, and the nonviolent direct action approach. Students are also expected to take part in field-based experiential education that is linked to the student, her specific discipline, and peace studies in general.

Requirements for the Peace and Justice Studies Major

Students are expected to complete nine units. The major and the concentration should be designed in consultation with the program directors. The major consists of the following:

Four required courses:

PEAC 104	Introduction to the Study of Conflict, Justice, and Peace
PEAC 204	Conflict Transformation in Theory and Practice
PEAC 259-01-F	Peace and Conflict Resolution
PEAC 304	Senior Seminar in Peace and Justice Studies

One of the following courses (students will generally need to fulfill prerequisites for these courses):

ECON 222	Games of Strategy
ECON 243	The Political Economy of Gender, Race, and Class
HIST 206	From Conquest to Revolution: A History of Colonial Latin America
HIST 263	South Africa in Historical Perspective
PHIL 236	Global Justice
POL2 204	Political Economy of Development and Underdevelopment
REL 257	Contemplation and Action
SOC 202	Human Rights in Global

Context

SOC 209 Social Inequality: Class, Race, and Gender

Four courses above the 100 level in an area of concentration, including at least one at the 300 level. Students must elect a concentration in consultation with the program directors and a faculty member knowledgeable in the area of concentration, and demonstrate the intellectual coherence of the concentration.

Students majoring in Peace and Justice Studies are also expected to include an experiential education component in their course of study.

This component should be discussed with the program directors and may include Wintersession, summer or yearlong internships, course-related experiential education programs, or community service projects. Majors are expected to participate in the Action/Reflection Programs offered by the director of Experiential Education as part of fulfilling this requirement.

Action/Reflection Program

The objectives of the Action/Reflection Program are to provide students with experience to complement and extend their theoretical learning in Peace and Justice Studies; to broaden the student's foundation in Peace and Justice Studies by including a behavioral level of learning through field experience; to provide students with an opportunity to meet and work with people engaged in peace and justice-related professions and activities; and to provide an opportunity for students to develop and apply knowledge, skills, and peacemaking principles to concrete situations. Completion of the Action/Reflection Program includes:

1. Meeting with the director of Experiential Education prior to involvement in a student's experiential education program, and participation in a two-hour learning module following the experience. The Action/Reflection module is offered multiple times each semester and explores learning that takes place outside of the classroom and its connection to a student's overall educational process
2. Maintaining a journal noting hours spent, observations, and reflections, with particular emphasis on peace studies concepts (journal format provided)

Honors in Peace and Justice Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

PEAC - Peace and Justice Studies Courses

PEAC 104 - Introduction to the Study of Conflict, Justice, and Peace (1.0)

An interdisciplinary introduction to the study of conflict, justice, and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence, and injustice and the strategies that have been employed to attain peace and justice, including balance of power, cooperation, diplomacy and

conflict resolution, law, human rights, social movements, social justice (economic, environmental, and race/class/gender), interpersonal communication, and religiously inspired social transformation.

Instructor: Confortini (Fall), Kazanjian (Spring)
 Prerequisite: None
 Distribution: SBA; REP
 Term(s): Fall; Spring

PEAC 204 - Conflict Transformation in Theory and Practice (1.0)

This course provides the student with an in-depth study of conflict and its resolution. We will explore the basic theoretical concepts of the field and apply this knowledge as we learn and practice skills for analyzing and resolving conflicts. The course seeks to answer the following questions at both the theoretical level and the level of engaged action: What are the causes and consequences of conflict? How do we come to know and understand conflict? How do our assumptions about conflict affect our strategies for management, resolution, or transformation? What methods are available for waging and resolving conflicts productively rather than destructively?

Instructor: Confortini
 Prerequisite: PEAC 104 or permission of the instructor.
 Distribution: SBA
 Term(s): Spring

PEAC 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

PEAC 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

PEAC 259-01-F - Peace and Conflict Resolution (1.0)

Topic for 2013-14: Gender and Conflict

This course explores the gendered dimensions of violence, paying particular attention to what feminists have described as the continuum of violence, from the "private" to the "public" sphere, from militarization of everyday living to overt violent conflict. Focusing on intergroup violent conflict, this course addresses specific issues such as gender-based crimes, militarization, gender in conflict zones, and gendered forms of cooperation with violence. Our aim is to reflect on the implications of gendered conflicts for human security and the building of peace, looking at the gendered aspects of post-conflict reconstructions, and gendered forms of resistance to political violence. This class also examines the evolution of peace building efforts since the mid-1990s, paying particular attention to United Nations Security Council Resolutions on Women, Peace, and Security.

Instructor: Confortini
 Prerequisite: None
 Distribution: REP
 Term(s): Fall

PEAC 304 - Senior Seminar in Peace and Justice Studies (1.0)

A capstone course for the major in Peace and Justice Studies, centered on a seminar project and paper that students research and write on a subject of their

choice in relation to the course topic, and on readings and discussions exploring essential topics and research methods in peace studies.

Prerequisite: Required for Peace and Justice Studies majors; for others, permission of the instructor.

Distribution: SBA

Term(s): Not Offered

In 2013-14 only, PEAC 388 fulfills the capstone requirement of the PEAC major normally fulfilled by PEAC 304.

PEAC 324 - Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India (0.5)

This three-and-a-half-week Wintersession course in India focuses on understanding the historical development of the Gandhian philosophy of nonviolence and on how Gandhian strategies have been adapted by grassroots community-based organizations to address the challenges facing India and the world today. The course involves both experiential and classroom learning. During this course we will meet with women's organizations, peace organizations, environmental action groups, and community health activists in rural and urban communities in the north of India. In addition, we will take part in a seminar series on intercultural and interreligious conflict resolution at the Malaviya Centre for Peace Research at Banaras Hindu University.

Prerequisite: Two 200-level courses in related fields. Application required.

Distribution: SBA; REP

Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval.

PEAC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

PEAC 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PEAC 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

PEAC 370 - Senior Thesis (1.0)

Prerequisite: PEAC 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

PEAC 388 - Trauma, Conflict, and Narrative: Tales of Africa and the African Diaspora (1.0)

This team-taught course explores the role of narratives in response to mass trauma, focusing on regions of Africa and African Diaspora societies.

Drawing on the emerging fields of trauma narrative

and conflict resolution, we will examine the effectiveness of oral, written, and cinematic narratives in overcoming legacies of suffering and building peace. Topics include: violence in colonial and postcolonial Central Africa, the Biafran war, South Africa during and after Apartheid, and Rwanda's 1994 genocide. We will also explore the trans-Atlantic slave trade and its impact on African American and Caribbean societies. Types of narrative include novels, memoirs, films, plays, and data from truth and reconciliation commissions. Students will be exposed to trauma narrative not only as text but as a social and political instrument for post-conflict reconstruction.

Instructor: Confortini, Cezair-Thompson (English)

Cross-Listed as: ENG 388

Distribution: LL; SBA

Term(s): Spring

This course fulfills the capstone requirement of the PEAC major, normally fulfilled by PEAC 304.

DEPARTMENT OF PHILOSOPHY

Professor: *McGowan (Chair), McIntyre, Menkiti*
Associate Professor: *Wearing*
Assistant Professor: *de Bres, Gartner, Marshall, Matthes*

One of the marks of philosophy, and one of its strengths, is that it identifies and examines assumptions that we make in our ordinary lives or that are made in other areas of study. Many would also accept a definition of philosophy as the attempt to answer, or at least to better understand, very basic questions about the universe and our place in it. A striking thing about these assumptions and questions is that many of us live as if we were clear about them even though we have never even asked about them. We accept one belief and dismiss another without asking what it takes for a belief to be worthy of acceptance. We decide whether an act is right or wrong without even asking what the difference is between right and wrong. A famous passage by the philosopher David Hume, written when he was about 25, expresses the impulse to philosophize: "I am uneasy to think I approve of one object, and disapprove of another; call one thing beautiful, and another deformed; decide concerning truth and falsehood, reason and folly, without knowing upon what principles I proceed." The clarity, depth and rigor encouraged in philosophy courses are useful not only in philosophy, but also in any other area of study, and it is a major that is welcomed by graduate programs in many fields, as well as by employers and professional schools.

Philosophy Major

Goals for the Philosophy Major

Majoring in philosophy will acquaint one with important developments in ancient and early modern philosophy and how these developments influence contemporary philosophical debates. Moreover, because philosophy is in the business of critically evaluating the reasons offered to support hypotheses, factual claims and evaluative judgments, majoring in philosophy will develop or sharpen the following skills:

- The interpretation of dense and challenging texts
- The ability to formulate and consider alternatives to commonly accepted views
- The construction and defense of coherent, well-considered positions
- The ability to offer reasoned responses to the ideas and objections of others

Requirements for the Philosophy Major

The major in philosophy consists of at least nine units. PHIL 201 and PHIL 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, every major must take at least two units in each of subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take PHIL 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 complete at least two 300-level units; these units must be in different subfields of philosophy and at least one of the 300-level units must be a philosophy seminar (as opposed to PHIL 350 Independent Study, or PHIL 360 or PHIL 370 Honors Thesis) taken at Wellesley. Every philosophy major is responsible for doing a PHIL LAB

presentation during the fall or spring semester of her senior year. This involves presenting a philosophy text of her choice to an audience consisting of philosophy majors, minors, and faculty, and then leading an informal discussion of the philosophical issues it raises.

Subfield Information

The philosophy department divides its courses and seminars into three subfields:

(A) the history of philosophy: PHIL 201, PHIL 221, PHIL 222 [2011-12], PHIL 224, PHIL 230, PHIL 239 [2012-13], PHIL 300, PHIL 301, PHIL 310, PHIL 323 (when the topic is appropriate) [2012-13], PHIL 349 (when the topic is appropriate);

(B) value theory: PHIL 106, PHIL 108 [2012-13], PHIL 110, PHIL 202, PHIL 203, PHIL 204, PHIL 206, PHIL 210 [2010-11], PHIL 211, PHIL 212, PHIL 213, PHIL 233, PHIL 235 [2011-12], PHIL 236, PHIL 246, PHIL 249, PHIL 253, PHIL 256, PHIL 310 (when the topic is appropriate), PHIL 317, PHIL 323 (when the topic is appropriate) [2012-13], PHIL 326, PHIL 333, PHIL 340, PHIL 342, PHIL 349 (when the topic is appropriate);

(C) metaphysics and theory of knowledge: PHIL 103, PHIL 109 [2012-13], PHIL 110, PHIL 207, PHIL 208 [2011-12], PHIL 209 [2010-11], PHIL 211, PHIL 215, PHIL 216, PHIL 217, PHIL 218, PHIL 239 [2012-13], PHIL 243, PHIL 245, PHIL 300 (when the topic is appropriate), PHIL 301, PHIL 310 (when the topic is appropriate), PHIL 313, PHIL 317, PHIL 323 (when the topic is appropriate) [2012-13], PHIL 325, PHIL 333, PHIL 345, PHIL 349 (when the topic is appropriate).

Honors in Philosophy

Honors in the Philosophy major may be earned by writing a thesis or a set of related essays, and passing an oral examination.

To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Members of the department also *prefer* to see the following criteria satisfied by the end of the junior year: PHIL 201 and PHIL 221 completed, at least six philosophy courses completed, and at least one 300-level seminar that demonstrates the ability to work independently completed with a grade of A or A-.

Transfer Credit in Philosophy

The department participates in exchange programs with Brandeis and MIT. Both schools have excellent philosophy departments, and students are encouraged to consult the respective catalogs for offerings.

Courses for Credit Toward the Philosophy Major

EDUC 102	Education in Philosophical Perspective
WRIT 114	EDUC 102 Education in Philosophical Perspective

Philosophy Minor

Requirements for the Philosophy Minor

The minor in philosophy consists of five units. No more than one of these units may be at the 100 level; PHIL 201 or PHIL 221 is required of all minors; at least one of the five units must be at the 300 level.

PHIL - Philosophy Courses

PHIL 103 - Self and World: Introduction to Metaphysics and Epistemology (1.0)

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, the relation between reason and faith, skepticism and certainty, theories of knowledge, the relation between mind and body, and the compatibility of free will and causal determinism. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the student's own critical perspective on the problems discussed.

Instructor: Wearing, McIntyre
Prerequisite: None
Distribution: EC
Term(s): Fall; Spring

PHIL 106 - Introduction to Moral Philosophy (1.0)

A study of central issues in moral philosophy, with readings drawn from historical and contemporary texts. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, and competing accounts of the bases of moral judgment.

Instructor: Matthes, Gartner
Prerequisite: None
Distribution: REP
Term(s): Fall; Spring

PHIL 110 - First-Year Seminar: Mortality and Immortality (1.0)

This course will examine some fundamental philosophical questions that arise when one reflects upon the fact that all of us will die. After comparing differing conceptions of death and differing views about whether we continue to exist after we die, we will consider whether death is bad for the person who dies. We intuitively think that our deaths are bad for us, but, as Lucretius famously points out, most of us do not lament that we were not born sooner. Is it problematic that we tend to hold inconsistent attitudes toward prenatal versus postmortem nonexistence? Is immortality desirable or valuable? How might our thinking about these issues surrounding mortality and immortality inform our thinking about the value of human existence and what makes a life worth living?

Instructor: Gartner
Prerequisite: None
Distribution: REP
Term(s): Fall

Registration in this section is restricted to students selected for the Wellesley Plus Program. Mandatory credit/noncredit.

Ann M. Maurer '51 Speaking Intensive Course

PHIL 201 - Ancient Greek Philosophy (1.0)

An introduction to the work of Plato, Aristotle, and select Hellenistic philosophers that aims to develop students' skills in analyzing and constructing philosophical arguments with attention to historical context. Focusing on the ways in which various ancient philosophical views formed internally consistent systems, we will address a range of central topics in ancient thought, including issues in

ethics, political philosophy, metaphysics, and epistemology. The course will deal primarily with Plato and Aristotle, and end with a briefer treatment of the Epicureans, Stoics, and Skeptics.

Instructor: Gartner
Prerequisite: None
Distribution: EC; REP
Term(s): Fall

PHIL 202 - Introduction to African Philosophy (1.0)

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.

Instructor: Menkiti
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Cross-Listed as: AFR 202
Distribution: EC; REP
Term(s): Spring

PHIL 203 - Philosophy of Art (1.0)

In this course, we will examine a broad set of philosophical questions raised by art. What is art? How do we know what it means (if it does mean anything)? What is beauty? What does it mean to have an aesthetic experience, and what grants an object or activity aesthetic value? What is the relationship between aesthetics and ethics? In exploring these general questions we will consider topics such as taste, horror, mimesis, creativity, forgery, public art, and popular art. We will take into account diverse art forms, including, but not limited to, painting, photography, sculpture, literature, music, film, and dance. We will also consider the place of the aesthetic in nature and everyday experience.

Instructor: Matthes
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: ARS; EC
Term(s): Spring

PHIL 204 - Philosophy and Literature (1.0)

This course considers these questions: What sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation? It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals will also be explored. We end the course by looking at poetry—how it has meaning despite an inbuilt element of ambiguity and how it succeeds not only in shaping, but also healing the world.

Instructor: Menkiti
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: REP
Term(s): Spring

PHIL 206 - Contemporary Ethical Issues (1.0)

Can we justify buying things while allowing people in distant countries to go without basic sustenance? Can someone justify killing whales to satisfy a taste for blubber? May the state prohibit recreational drug

use? This course will examine the relationship between general ethical principles and the application of these principles to current ethical issues, forcing us to reflect on the complexity of the moral choices we make as individuals and as participants in societies. Special attention will be paid to conflicts between principles that aim to promote individual and collective well-being and those that prohibit restrictions on individual freedom and autonomy.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: REP
Term(s): Not Offered

PHIL 207 - Philosophy of Language (1.0)

This course will explore a variety of philosophical issues concerning language: the different ways in which spoken language functions and conveys information, the alleged difference between speech and action and how it relates to freedom of speech issues (e.g., pornography and hate speech), the general problem of how words get attached to their referents, and criticisms of traditional conceptions of meaning and reference.

Instructor: McGowan
Prerequisite: Open to first-year students who have taken one course in philosophy, and to sophomores, juniors, and seniors without prerequisite.
Distribution: EC
Term(s): Fall

PHIL 211 - Philosophy of Religion (1.0)

This course undertakes a critical and philosophical study of central topics in the philosophy of religion, including the questions of the nature and existence of god, the problem of evil, the relation between morality and the divine, the relation between faith and reason, the problems of personal identity involved in the doctrines of incarnation and resurrection, and a consideration of the origins and value of religion in life. Readings will draw from the rich heritage of philosophical discourse, including Plato, Anselm, Aquinas, Leibniz, Pascal, Kant, Nietzsche, Freud, and others, including some contemporary work.

Prerequisite: One course in philosophy or by permission of the instructor.
Distribution: EC; REP
Term(s): Not Offered

PHIL 213 - Social and Political Philosophy (1.0)

Why should we obey the government? Are there limits to what the state may demand of us? Does social justice require equality? Is taxation—or wage labor—theft? This course addresses these and other questions of social and political morality, through the lens of the major theories of Western philosophy. Topics will include Mill on the general welfare and the importance of liberty, Locke and Nozick on individual rights, Rawls and Dworkin on distributive justice, and Marx and Cohen on equality. We'll study the structure and justification of each of these theories, as well as apply them to contemporary issues such as affirmative action, campaign finance, gay marriage, and welfare policy.

Instructor: de Bres
Prerequisite: Open to seniors without prerequisite and to juniors and sophomores who have taken one course in philosophy or political theory, or by permission of the instructor.
Distribution: SBA; REP
Term(s): Spring

PHIL 215 - Philosophy of Mind (1.0)

What is a mind? How is it related to a person's brain and body? These two questions have driven centuries of work in the philosophy of mind, and we will take them as our starting point. After considering a variety of answers, we will pursue several topics that challenge our best accounts of the mind: consciousness, mental representation, the emotions, free will, and the possibility of thinking machines. Our goal will be to connect central philosophical perspectives on these issues with contributions from psychology, cognitive science, and neuroscience.

Instructor: McIntyre
Prerequisite: One course in philosophy, psychology, or cognitive science, or permission of the instructor.
Distribution: EC
Term(s): Fall

PHIL 216 - Logic (1.0)

Logic studies the principles of valid, or correct, reasoning. It does this by looking for ways to regiment the relationship between a conclusion and the claims that support it. In this course, we will learn how to translate sentences of English into a symbolic language that brings out their logically relevant properties, and we will study formal methods—methods sensitive only to the form of the arguments, as opposed to their content—that allow us to determine whether the conclusions of arguments follow from their premises. We will conclude by reflecting on the formal system itself—How powerful is it? What are its limitations?—and on the relationship between logic and ordinary language.

Instructor: Wearing, McGowan
Prerequisite: None
Distribution: EC
Term(s): Fall; Spring

PHIL 218 - Feminist Philosophy of Science (1.0)

This course will use feminist critiques of mainstream philosophy of science to tackle central questions about the nature and status of scientific knowledge. First, we will investigate the proper basis for choosing among competing scientific theories. How direct is the relation between evidence and theory? Feminist philosophers of science of challenged the idealization of scientific practice at the heart of traditional conceptions of science. We will use their work to redefine our understanding of how one's theory can be objectively better than another. At the same time, we will consider whether political and social values have any legitimate role to play in justifying the acceptance of a given theory. We will also examine the status of scientific theories as claims about the world. Are scientists discovering how the world "really" is? What, if anything, distinguishes science from other ways of understanding the world?

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: EC
Term(s): Not Offered

PHIL 221 - History of Modern Philosophy (1.0)

A study of central themes in seventeenth- and eighteenth-century philosophy, concentrating on Descartes, Hume, and Kant. More limited readings of such figures as Spinoza, Locke, Ann 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.

Instructor: McIntyre

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.

Distribution: EC; HS

Term(s): Spring

PHIL 224 - Existentialism (1.0)

This course will study basic themes in existentialism by focusing on the theoretical and theatrical works of key existentialist writers such as Jean-Paul Sartre, Simone de Beauvoir, Antonin Artaud, Samuel Beckett, Albert Camus, and Eugene Ionesco. In taking the human condition as its primary question, existentialism redefines the meaning of theory as a philosophical reflection or "seeing" of the human condition, as well as the significance of theatre as a "seeing" or "manifestation" of features of the human condition that otherwise remain hidden from view. Special emphasis will be placed on the themes of boredom, death, bad faith, anxiety, suffering, freedom, and inter-subjective relationships.

Prerequisite: One philosophy course or permission of the instructor.

Distribution: EC; HS

Term(s): Not Offered

PHIL 230 - Nineteenth-Century Philosophy (1.0)

This course will study selected themes in nineteenth-century philosophy. Readings from Kant, Hegel, Marx, Kierkegaard, Schopenhauer, and Nietzsche will address central issues such as the status of reason, the irrational and the unconscious, modernization and the meaning of history, and the significance of religion and art for human existence. Other important figures of nineteenth-century thought such as Darwin, Comte, Mill, and Schleiermacher may also be addressed.

Prerequisite: One course in philosophy or permission of the instructor.

Distribution: EC; HS

Term(s): Not Offered

PHIL 233 - Environmental Ethics (1.0)

Do nonhuman animals, plants, species, ecosystems, or wilderness have moral value beyond their relation to human interests? Do we have moral duties to refrain from harming the natural world or to preserve it for future generations? How should we weigh environmental concerns against other concerns (such as the elimination of poverty or economic growth) in cases where they come into conflict? How should the benefits of the environment, and the burdens of conserving it, be shared across individuals or countries? Does recognition of the importance of the environment call for a brand new kind of moral philosophy or merely a more sophisticated application of an old one? This course will examine a variety of philosophical answers to these questions and apply those answers to a set of pressing current issues, including global climate change; population policy and reproductive freedom; the local food movement; and the use of nonhuman animals for food, research, and entertainment.

Instructor: Matthes

Prerequisite: One course in philosophy or environmental studies, or permission of the instructor.

Distribution: REP

Term(s): Fall

PHIL 236 - Global Justice (1.0)

An introduction to recent work in political philosophy on the ethics of international relations. The course will discuss some of the main theoretical approaches to the topic: realism, cosmopolitan egalitarianism, political liberalism, utilitarianism, and nationalism. We will also consider how these

different approaches might be applied to some central moral controversies in international politics, including those relating to global poverty, human rights and humanitarian intervention, immigration, climate change, and fair trade.

Instructor: de Bres

Prerequisite: Open to first-year students who have taken one course in philosophy or political science, and to sophomores, juniors, and seniors without prerequisite.

Distribution: REP

Term(s): Spring

PHIL 243 - Teleporters and Time Travel: The Metaphysics Behind Science Fiction (1.0)

Characters on *Star Trek* use teleporters for instantaneous travel; Doctor Who and friends regularly travel through time and alter history; and many science fiction stories ask whether robots or even people could be free and moral beings even if they are caused to act as they do, whether by their programming or other antecedent causes. These recurring issues in science fiction are in fact philosophical; more exactly, they are questions of metaphysics, the study of the foundations of reality. In this course, we'll look at some of these pressing philosophical issues. We'll consider these stories as thought experiments with which we can test and explore various theories about the foundations of reality. We'll investigate a variety of philosophical theories on issues of identity, necessity, possible worlds, causation, freedom, and time travel. We'll also consider the role and nature of these thought experiments themselves: what role should they play in our theorizing?

Prerequisite: One prior philosophy class.

Distribution: EC

Term(s): Summer I

PHIL 245 - Agency and Motivation (1.0)

An examination of the capacities important to human agency, drawing on work in philosophy as well as research in psychology and the cognitive sciences, with the goal of characterizing what distinguishes human agency from the goal-directed behavior of other animals. We will use the conceptually puzzling but utterly familiar phenomena of self-deception and action against one's better judgment as a point of departure to explore philosophical theories about the ultimate sources of motivation, philosophical attempts to characterize the nature of intentional action, and differing conceptions of free will and the nature of autonomy.

Prerequisite: One course in philosophy.

Distribution: EC

Term(s): Not Offered

PHIL 246 - Inequality (1.0)

How much income and wealth inequality is there in the United States today? How has inequality changed over time and what explains these changes? What effect does inequality have on standards of living, health and democracy? Should we attempt to reduce inequality, or would doing so come at too great a cost to liberty and economic growth? Answering these questions requires knowledge and analytical tools from both economics and philosophy. Through a combination of empirical analysis and normative argument, this team-taught course will provide you with the core skills you need to understand and critically assess contemporary debates on inequality in America.

Instructor: de Bres, Lindauer (Economics)

Prerequisite: ECON 101

Cross-Listed as: ECON 246

Distribution: SBA; REP

Term(s): Fall

PHIL 249 - Medical Ethics (1.0)

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, gender surgery, genetic screening, amniocentesis, and euthanasia.

Instructor: Menkiti

Prerequisite: Open to all students without prerequisite.

Distribution: REP

Term(s): Fall

PHIL 250 - Research or Individual Study (1.0)

Prerequisite: At least one course in philosophy and permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PHIL 250H - Research or Individual Study (0.5)

Prerequisite: At least one course in philosophy and permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PHIL 253 - Art and Politics in Continental Philosophy (1.0)

In recent decades, art has advanced Marxist revolutions and has served as Nazi propaganda; it has fueled both the culture wars in the United States and the global outcry over artistic censorship in China; it has taken the form of both liberal critique and government-funded public monuments. This course attempts to clarify the complex dynamic between aesthetics and politics by engaging with key figures of continental philosophy. Through the work of Nietzsche, Foucault, Benjamin, Adorno, Habermas, Lyotard, and, most recently, Jacques Rancière, we will explore questions of censorship, ideology, identity, gender, and similarly important aspects of contemporary politics. This will involve an interdisciplinary approach that integrates philosophy with artistic, literary, and political analysis and a deep engagement with the cultural life of Boston.

Prerequisite: One course in philosophy, political science, or art history, or permission of the instructor.

Distribution: ARS; REP

Term(s): Not Offered

PHIL 256 - Ethical Theories (1.0)

We all have feelings and opinions about what kinds of behavior are morally right or morally wrong. But how do we develop those intuitions into a coherent and plausible *theory* that can withstand criticism and be applied consistently across a range of cases? This course will be an examination of historical and contemporary approaches to systematic ethical theorizing. In the course of our inquiry, we will consider such questions as: Are the effects of your actions all that matter morally? Or does what you *intend* to do matter too? Is there a significant difference between what you intend to do and the consequences you can reasonably *foresee*? Is there a moral difference between *causing* harm and *allowing* someone to be harmed?

Instructor: Matthes

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors and seniors without prerequisite.

Distribution: REP

Term(s): Spring

PHIL 300 - Seminar in Modern Philosophy: Women of the Enlightenment (1.0)

The Enlightenment is the foundation of the modern world. During this period, modern science, government, and economy developed. The thinkers who generated these revolutionary changes are among the most famous and important intellectuals and philosophers in history: Descartes, Locke, Voltaire, Kant. Indeed, this is how the period is often taught, as the story of an ongoing conversation among these men. Unfortunately, this story has traditionally excluded women thinkers, though many women philosophers participated in the vibrant intellectual culture of the period; indeed, some of them may have done more to advance the Enlightenment project than many of the canonical men. We will attempt to correct this historical bias in order to reveal the role played in the philosophical conversation of the period by such thinkers as Elisabeth of Bohemia, Margaret Cavendish, Anne Conway, Damaris Cudworth, Mary Astell, Gabrielle Suchon, Émilie du Châtelet, Mary Shepherd, and Mary Wollstonecraft. In addition to standard philosophical treatises, our texts will include correspondence, autobiographies, and even a utopian science fiction story.

Prerequisite: PHIL 221 or permission of the instructor.
Distribution: REP; HS
Term(s): Not Offered

PHIL 301 - Seminar. Early Modern Philosophy: Spinoza, Mind, and Nature (1.0)

This seminar will investigate the thought of Baruch Spinoza, a seventeenth-century Dutch rationalist. Our focus will include Spinoza's mechanistic view of mind, its embodiment, and the relationship between the individual and society. We will explore Spinoza's striking claim that mind and body are one, his views on the possibility of action against one's better judgment, and his reflections on the nature of human virtue and well-being. Readings will include several of Spinoza's works, a few excerpts from his contemporaries, and the interpretive work of some recent commentators.

Prerequisite: PHIL 221 or permission of the instructor.
Distribution: EC; HS
Term(s): Not Offered

PHIL 310-01-S - Seminar. Ancient and Medieval Philosophy (1.0)

Topic for 2013-14: Ancient Scepticisms

We all believe certain things to be true, but are we ever justified in doing so? Ancient skeptics attempted to examine all beliefs (the word *skepsis* means examination). When faced with any dogmatic claim—for example, that the world is made of atoms and void—the skeptic constructs an argument for the opposite claim, resulting in suspended judgment. The seminar will begin with an investigation of the roots of Hellenistic skepticism in Socrates' techniques for questioning beliefs. We will then trace two strands of ancient skeptical thought, Academic skepticism and Pyrrhonian skepticism, attending throughout to two questions: Can the skeptic advance her own skepticism without being dogmatic and thereby contradicting herself? Can the skeptic live her skepticism; is it possible to act if one suspends judgment?

Instructor: Gartner
Prerequisite: PHIL 201 or equivalent preparation with permission of instructor.
Distribution: EC; HS
Term(s): Spring

PHIL 313 - Seminar. Metaphysics (1.0)

Constructionism. This course will survey various ways in which we make facts about our world. That

certain facts are constructed (e.g., speed limits and checkmates) is uncontroversial. Substantive philosophical issues arise, however, when delineating the precise manner in which such facts are constructed and drawing a defensible line between that which is constructed and that which is not. Constructionist speech, the social construction of gender, and certain global constructionist theses will be considered. The diverse work of such contemporary analytic philosophers as Elgin, Goodman, Haslanger, Hacking, Lewis, Putnam, and Searle will be discussed.

Prerequisite: Open to students who have taken two courses in philosophy.
Distribution: EC
Term(s): Not Offered

PHIL 317 - Seminar. Philosophy and Race (1.0)

This seminar will explore various philosophical issues related to race. First, we shall explore the metaphysics of race. Drawing on work in biology, anthropology, the philosophy of science, and theories of social construction, this section of the course will be concerned with what sort of thing (or category) race is. Next, we will examine racist hate speech. Appealing to work in the philosophy of language, sociology, and free speech law, we will explore (alleged) connections between racist hate speech and various sorts of harm and discuss how, if at all, such connections affect the free speech status of racist hate speech. Finally, we will consider racist jokes. Using work in the philosophy of language and political philosophy, we shall explore how they work, what they communicate, and how they may be implicated in broader issues of social justice.

Instructor: McGowan
Prerequisite: At least two courses in philosophy or permission of the instructor. Not open to first-year students.
Distribution: EC
Term(s): Spring

PHIL 325 - The Free Will Problem (1.0)

Do we ever act with freedom of the will? To address this question, philosophers typically start by analyzing the concept of free will. Some conclude that a choice that is caused by antecedent states or is causally determined could not be an instance of free will. This approach can lead to skepticism about whether free will actually exists. Others start with the assumption that free will must exist because it is the trait that explains and justifies our practice of holding people responsible for what they do. This approach leaves open what free will might turn out to be. Variations on these two strategies in the work of philosophers, psychologists, and neuroscientists will be scrutinized and evaluated as we formulate our own positions in the free will debate.

Prerequisite: At least one course in philosophy, psychology, neuroscience, or cognitive and linguistic science, or permission of the instructor.
Distribution: EC
Term(s): Not Offered

PHIL 326 - Philosophy of Law (1.0)

A systematic consideration of fundamental issues in the conception and practice of law such as the nature and function of law, the limits of law, the nature of judicial reasoning, and the relationship of law to morality. We will assess how alternative theories of law explain rights, duties, liability, and responsibility. We will also focus on philosophical issues raised in court cases associated with liberty, privacy, justice, responsibility, causation, and punishment. Readings include selections from legal theory and a variety of contemporary court decisions.

Instructor: Menkiti
Prerequisite: Open to juniors and seniors without prerequisite and to sophomores who have taken one course in philosophy.
Distribution: REP
Term(s): Fall

PHIL 333 - Seminar. Language and Law (1.0)

Language issues permeate the criminal justice system. If a police officer says, "You wouldn't mind if I looked inside your trunk, now would you?" is that statement only a question or is it also a request or even an order? Committing perjury requires uttering something false; can a misleading but true utterance constitute perjury? This seminar will explore various linguistic issues related to the law (and the criminal justice system more generally). Tools from the philosophy of language and linguistics will be explored and then applied to legal questions. Topics covered include: perjury, consent, Miranda warnings, verbal crimes (e.g., solicitation, price fixing), threats and cross-burning, hearsay rules, sedition, and free speech.

Prerequisite: Two previous philosophy courses or permission of the instructor. Not open to first-year students.
Distribution: EC
Term(s): Not Offered

PHIL 340 - Seminar. Moral Philosophy (1.0)

Distribution: REP
Term(s): Not Offered

PHIL 342-01-F - Seminar. Political Philosophy (1.0)

Topic for 2013-14: Liberalism

Many of us consider ourselves to be liberals. But what does it really mean to be a liberal? And is the case for being one as strong as you may think? This seminar will approach these questions via an exploration of key aspects of liberal political philosophy, focusing on freedom, individual rights, and toleration of diverse ways of life. We will discuss classic texts in the liberal tradition, contemporary developments in liberal thought, controversies in current affairs that turn on liberal themes, and important critiques of liberalism, including those from conservatives, communitarians, and feminists. Some questions that we'll look at along the way include these: Do liberals emphasize liberty and individuality at the expense of justice, virtue, human flourishing or a meaningful life? Deep down, does liberalism conflict with religion? Is a genuinely liberal society possible?

Instructor: de Bres
Prerequisite: Open to seniors without prerequisite and to juniors and sophomores who have taken one course in philosophy, or by permission of the instructor.
Distribution: REP
Term(s): Fall

PHIL 345-01-F - Seminar. Advanced Topics in Philosophy of Psychology and Social Science (1.0)

Topic for 2013-14: Empathy, Perspective-taking and Moral Judgment

The capacities to empathize with other people and to imagine the differing perspectives of others seem essential to moral judgment. What distinguishes the moral uses of these capacities from their use in non-moral contexts? Are they as essential to making moral assessments of others' behavior as they seem? Why can they be used for immoral ends as well, e.g., to manipulate or deceive other people? To explore these questions we will begin with discussions of the

"mechanism of sympathy" in the works of David Hume and Adam Smith and their sentimentalist accounts of moral judgment, before broadening the discussion to include contemporary work on empathy, emotion, and moral judgment in philosophy, psychology, and neuroscience.

Instructor: McIntyre

Prerequisite: One course in philosophy, psychology, or cognitive and linguistic science, or by permission of the instructor.

Distribution: EC

Term(s): Fall

PHIL 349 - Seminar. Speech Acts (1.0)

This seminar will survey various philosophical issues and applications of speech act theory. Particular attention will be paid to utterances that enact facts about what is permissible for others, the role of authority in this, and indirect speech acts. Recent applications of speech act theory to free speech (e.g., hate speech and pornography) will also be discussed.

Prerequisite: PHIL 207 or permission of the instructor.

Distribution: EC

Term(s): Not Offered

PHIL 350 - Research or Individual Study (1.0)

Prerequisite: At least two courses in philosophy and permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PHIL 350H - Research or Individual Study (0.5)

Prerequisite: At least two courses in philosophy and permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PHIL 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

PHIL 370 - Senior Thesis (1.0)

Prerequisite: PHIL 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF PHYSICAL EDUCATION, RECREATION AND ATHLETICS

PERA Professor of the Practice: *Bauman, Belgiovine (Chair and Athletic Director)*
 PERA Associate Professor of the Practice: *Dix, Kroll, McPhee, O'Meara, Spillane, Webb*
 PERA Assistant Professor of the Practice: *Berry, King, Kuscher, Makerney, Mohammed*
 Instructor: *Berger, Cameron, Charlton, Chin, Clark, Egizi, Gifford, Gillotti, Grande, Harkless, Hayden-Ruckert, Kaliouby, LaBella, Lekas, Liung, Magill, McLaughlin, Mercer, Owen, Pickul, Provencher, Reekstin, Renninger, Sieck, Ulissey, Vega, Wade, Weaver, Weeks, Wilson, Wood, Work*

The Department of Physical Education, Recreation and Athletics is dedicated to promoting students' intellectual success and balanced living through increased knowledge, skill development, and participation in physical activity and sports. PERA engages and challenges all students through a diverse physical education curriculum, varied types and levels of recreation and competitive varsity athletics, affirming the undergraduate degree requirement as an essential component of a liberal arts education.

PE 121 (Fall and Spring) Physical Education Requirement

To complete the College degree requirement in physical education, a student must earn at least eight physical education credit points through physical education classes, varsity athletics, or recreation programming. These credit points do not count as academic units toward the degree, but are required for graduation. Students are strongly urged to fulfill the requirement by the end of the sophomore year. There are no exceptions for the degree requirement in physical education and athletics.

Upon fulfilling the Physical Education 121 Requirement, students will possess the following knowledge and skill sets. These competencies are the foundation of a healthy, balanced life and instrumental to a well-rounded liberal arts education.

All students who participate in the PERA programs will:

- Acquire knowledge of and competence in fundamental and advanced motor skills that will allow students to enjoy regular physical activity
- Demonstrate an understanding of the fundamental training principles that apply to cardiovascular fitness, flexibility, and strength
- Develop strategies for self-assessment and goal-setting to achieve fitness and sport-related objectives
- Understand the link between regular physical activity and improvements in mood, cognition, and academic performance
- Adapt quickly to challenging situations as a result of being exposed to risk-taking opportunities

Requirements for Completion of PE 121 Requirement

Most students fulfill the PE 121 requirement by taking two or more physical education classes. Students may also earn credit-points for participation on one or more of Wellesley's 14 varsity athletic teams or for participation in a department-approved, College-sponsored recreational program (maximum two credits). Qualified students may also earn physical education credit for pre-approved independent study programs (maximum four credits).

No student is exempt from the physical education requirement. If a student has a temporary or permanent medical restriction, the student may work with PERA and Health Services to arrange an activity program to serve the student's individual needs.

Incoming transfer students are awarded partial credit toward the physical education requirement dependent upon year and semester of admission. Typically, students admitted as sophomores will be expected to complete four credit points at Wellesley. Students admitted as juniors or as Davis Scholars will be considered as having completed the degree requirement.

A. Physical Education Instructional Classes (maximum credits: unlimited)

Physical education activity classes are scheduled either for a semester (12 weeks) or a term (6 weeks). Semester courses are worth four credit points while term courses are worth two credit points.

All classes are graded on a credit/noncredit basis:

CR—Credit for course completed satisfactorily.

NC—No credit for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

Students may take a given physical education class only once for credit. Students are encouraged to continue to enroll in physical education classes after they complete the PE 121 requirement to support their own individual fitness and wellness.

Physical Education Courses

	Semester	Term
Aquatics		
Canoeing		1, 4
Sailing		1, 4
Elementary Swimming		1, 3
Stroke Technique;		2, 4
Aquatic Games		4
Take the Leap (Beginning Diving)	1	
Dance		
African Dance	1	
Afro-Brazilian Dance	2	
Ballet	1, 2	
Ballet II	1, 2	
Ballet III	1	
Classical Indian Dance	1	
Irish Dance	1	
Dance Basics	1, 2	
Modern/Jazz II	1, 2	
Fitness		
Cardio Fitness	1, 2	
Boot Camp Training	1, 2	
Couch to 5K	1, 2	
Fusion Fitness	1, 2	
Pilates	1, 2	
Beginning Spinning	1, 2	
Strength Training	1, 2	
Strength Training II	1, 2	
Zumba	1, 2	
Martial Arts		
Self-Defense	1	
Tai Chi	1	
Kung Fu	2	
Sports		
Archery	1, 2	
Badminton		1, 2
Fencing		2, 3
Golf		1, 4
Horseback Riding		1, 2, 3, 4

Intro to Racquet Sports	1, 2	
Rock Climbing	1, 2	
Downhill Skiing		3
Snowboarding		3
Squash	1, 2	
Table Tennis		1, 2
Elementary Tennis	1, 2	
Intermediate Tennis	1, 2	
Yoga		
Beginning Yoga	1, 2	
Continuing Yoga	1, 2	

For course descriptions, see new.wellesley.edu/athletics/physicaleducation/curriculum

B. Varsity Athletics Teams (maximum credits: unlimited)

The intercollegiate varsity program offers 14 sports through which a student may earn credit points toward the completion of the degree requirement. The athletics program is divided into three seasons: fall, winter, and spring.

Athletic Team	Season
Basketball	Winter
Crew (Novice or Varsity)	Fall/Spring
Cross Country	Fall
Fencing	Winter
Field Hockey	Fall
Golf	Fall/Spring
Lacrosse	Spring
Soccer	Fall
Softball	Spring
Squash	Winter
Swimming	Winter
Tennis	Fall/Spring
Track and Field	Spring
Volleyball	Fall

Enrollment and eligibility for earning credit points for intercollegiate varsity athletics is limited to those students who are selected to the team by the head coach. Notices of organizational meetings and tryouts for these teams are distributed each year by head coaches.

C. Recreation: Intramural Crew, Dance, or Sport Clubs (maximum credits: two points)

The college offers students the opportunity to engage in a variety of recreational activities through a partnership between Physical Education, Recreation, Athletics, and Student Activities. Activities that include at least 10 hours of formal instruction under the guidance of a qualified instructor—such as dorm crew, class crew, and some dance and sport clubs—are worth two credit points. Offerings and notice of organizational meetings and participation for these clubs are available through Physical Education, Recreation and Athletics and Student Activities.

While the College encourages students to take advantage of many recreational opportunities, students may earn credit for recreational activity only once, for a maximum of two credit points. Students must fulfill the remainder of the graduation requirement either through physical education course work or varsity athletics.

PE - Physical Education Courses

PE 205 - Sports Medicine (1.0)

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces that arise within and outside 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. An off-site cadaver lab reinforces identification of anatomical structures. Academic credit only.

Instructor: Bauman

Prerequisite: None

Distribution: None

Term(s): Spring

DEPARTMENT OF PHYSICS

Professor: *Berg (Chair), Ducas, Stark*
 Associate Professor: *Hu, Quivers*
 Assistant Professor: *Battat*
 Senior Instructor in Physics Laboratory: *Bauer, Caplan, Wardell*

A major in physics involves the study of the universal principles underlying phenomena ranging from the behavior of subatomic particles to the structure of the universe. It also entails the applications of these principles to the phenomena we observe every day and to the technology used to explore the world and address people's needs. Important components of the major are modeling, problem-solving, and developing the critical thinking skills necessary to address fundamental questions about Nature. To acquire these skills our majors engage in active inquiry in the classroom and teaching laboratories and in performing research. In addition to preparing students for graduate study in physics or engineering, a major in physics is an excellent basis for a career in other sciences, business, public policy, medicine, law, and the arts. Physics majors will also be prepared with fundamental intellectual tools to support their lifelong learning in a rapidly changing world.

Physics Major

Goals for the Physics Major

- The Wellesley physics major is designed to give students an effective and engaging sequence of experiences to prepare them for graduate study or any of the subsequent paths listed above. Physics courses for the first three semesters have laboratory components that provide hands-on training in investigating the physical world and exposure to modern equipment and analytical tools. There is also a two-term mathematical methods sequence that focuses on the link between mathematics and physics that is central to the modeling process. Our core upper-level courses include advanced work in three fields fundamental to the understanding of the many special topics within the discipline as well as an advanced laboratory course that gives students experience in modern experimental techniques.
- Most courses meet three times weekly. If indicated, there is an additional three-hour laboratory session weekly.

Requirements for the Physics Major

A major in physics should ordinarily include PHYS 107, PHYS 108, PHYS 202, PHYS 207, PHYS 302, PHYS 305, PHYS 310, and PHYS 314. MATH 215 and PHYS 216 are additional requirements. PHYS 320 is strongly recommended. One unit of another laboratory science is recommended.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (PHYS 107 and PHYS 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 MATH 115 and MATH 116 or MATH 120 in their first year and the MATH 215-PHYS 216 sequence no later than their second year. All students majoring in physics are urged to develop proficiency in the use of one or more computer languages.

Honors in Physics

The only route to honors in the major is writing a thesis and passing an oral examination. To be

admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification in Physics

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the chairs of the education and physics departments.

Transfer Credit in Physics

In order to obtain Wellesley credit for any physics 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. There is a limit of one physics course for which transfer credit may be given. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after matriculation at Wellesley. Transfer students wishing to obtain credit for physics courses taken prior to matriculation at Wellesley should consult the chair of the department.

Advanced Placement and Exemption Examinations in Physics

If a student has a strong physics background (AP, IB physics credits, or the equivalent) and wishes to be exempted from our introductory courses for the purpose of enrolling in a higher-level physics course, she must pass an exemption examination administered by the department. Sample examinations are available from the department. Students may not receive more than two units of credit for the introductory physics sequence. For example, a student who enrolls in both PHYS 107 and PHYS 108 will not also receive AP or IB credit.

Engineering

Students interested in engineering should consider EXTD 120: Making a Difference Through Engineering and EXTD 160: Fundamentals of Engineering. First-year students may enroll in EXTD 111: Product Creation for All and students who have taken EXTD 120 are eligible for EXTD 125, an associated Wintertime course. Students may also consider possible subsequent engineering studies such as the engineering certificates from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley. Additional information about taking courses at Olin can be found online at crossreg.olin.edu. Students also have opportunities to take courses at MIT via the Wellesley-MIT exchange program. Class Dean Jennifer Stephan and Amy Banzaert, visiting lecturer in engineering, advise Wellesley students interested in engineering.

Physics Related Courses

Attention Called
 MATH 215 Mathematics for the Sciences I

Physics Minor

Requirements for the Physics Minor

A minor in physics (six units) should ordinarily include PHYS 104 or PHYS 107, PHYS 108, PHYS 202, PHYS 207, PHYS 302, and one other unit at the 300 level (PHYS 350 cannot be counted as the other 300-level unit). MATH 215 and PHYS 216 are also required.

PHYS - Physics Courses

PHYS 101 - Einstein's Century: Physics in the Last 100 Years (1.0)

In 1905, Albert Einstein published three seminal papers in the history of modern science, introducing the theory of special relativity, launching the field of quantum mechanics, and helping establish the atomic nature of matter. We will use Einstein's contributions as a springboard for an introductory exploration of the natures of light, matter, space, and time. PHYS 101 is designed for the student who may not have a strong science background, but would like an introduction to the major themes of physics in the last 100 years. In addition to lectures and demonstrations we will have readings that draw from the biographical and historical contexts in which these ideas developed. We will make use of basic high school algebra, and some trigonometry, in our work. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Instructor: Staff
 Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
 Distribution: NPS; MM
 Term(s): Fall

PHYS 102 - Physics for Modern Living (1.0)

Will the house of the future have an LED in every socket and a hybrid car in the driveway? What do you need to build a nuclear bomb? What do cool roofs have to do with the greenhouse effect and night-vision goggles? This course covers physics topics with applications to current events. Stressing conceptual understanding and critical reasoning, it gives students the physics background that will help them make informed decisions and cogent arguments on matters of technology, energy policy, and public safety. We will cover topics such as energy, heat, gravity, exponential growth, light, and quantum mechanics as they apply to fuel cells, refrigerators, satellites, nuclear reactors, LCD screens, and lasers. Mathematics used will be limited to high school algebra and scientific notation. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Instructor: Staff
 Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
 Distribution: NPS; MM
 Term(s): Not Offered

PHYS 103 - The Physics of Marine Mammals (1.0)

Sperm whales can dive down thousands of feet, stay submerged for over an hour, and resurface rapidly. Many marine mammals thrive in arctic waters, sense the world around them using sound, and move with phenomenal efficiency. In this course, we will learn the physics underlying the remarkable abilities of these aquatic mammals. Marine mammal characteristics and the associated scientific topics include diving and swimming (ideal gas law, fluids, and forces); metabolism (energy, thermodynamics, and scaling); and senses (waves, acoustics, and optics). This course represents a naturally interdisciplinary approach in connecting biology, chemistry, and engineering principles to the physics we will study as we learn about these animals. The course also emphasizes the development of modeling and problem-solving techniques. Whale watch. Not

to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Instructor: Ducas

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: NPS; MM

Term(s): Not Offered

PHYS 104 - Fundamentals of Mechanics with Laboratory (1.25)

This course is a systematic introduction to Newtonian mechanics, which governs the motion of objects ranging from biological cells to galaxies.

Primary concepts such as mass, force, energy, and momentum are introduced and discussed in depth. We will place emphasis on the conceptual framework and on using fundamental principles to analyze the everyday world. Topics include:

Newton's Laws, conservation of energy, conservation of momentum, rotations, waves, and fluids. Concepts from calculus will be developed and used as needed. Laboratories introduce experimental approaches to these topics. Students with a strong background in mathematics or previous experience in physics should consider PHYS 107. May not be taken in addition to PHYS 107.

Instructor: Bradonjic, Bauer, Quivers

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Corequisite: Calculus at the level of MATH 115

Distribution: NPS; MM

Term(s): Fall; Spring; Summer I

PHYS 106 - Fundamentals of Electricity, Magnetism, and Optics with Laboratory (1.25)

This second semester of classical physics concentrates on the fundamental forces of electricity and magnetism. The electric and magnetic forces are entirely responsible for the structures and interactions of atoms and molecules, the properties of all solids, and the structure and function of biological material. Our technological society is largely dependent on the myriad applications of the physics of electricity and magnetism, e.g., motors and generators, communications systems, and the architecture of computers. After developing quantitative descriptions of electricity and magnetism, we explore the relations between them, leading us to an understanding of light as an electromagnetic phenomenon. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics, and optical experiments.

Instructor: Staff

Prerequisite: PHYS 104 and calculus at the level of MATH 115.

Distribution: NPS; MM

Term(s): Fall; Spring; Summer I

PHYS 106 does not normally satisfy the prerequisites for PHYS 202 or PHYS 203 and does not count toward the major.

PHYS 107 - Principles and Applications of Mechanics with Laboratory (1.25)

Newtonian mechanics governs the motion of objects ranging from biological cells to galaxies. The fundamental principles of mechanics allow us to begin to analyze and understand the physical world. In this introductory calculus-based course, we will systematically study the laws underlying how and why objects move, and develop analysis techniques for applying these laws to everyday situations. Broadly applicable problem-solving skills will be developed and stressed. Topics include forces, energy, momentum, rotations, gravity, and waves,

and a wide range of applications. Laboratories focus on hands-on approaches to these topics.

Instructor: Staff

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Calculus at the level of MATH 115. Not open to students who have taken PHYS 104.

Distribution: NPS; MM

Term(s): Fall; Spring

PHYS 108 - Principles and Applications of Electricity, Magnetism, and Optics with Laboratory (1.25)

The electromagnetic force, one of the fundamental interactions in nature, is responsible for a remarkably wide range of phenomena and technologies, from the structures of atoms and molecules to the transmission of nerve impulses and the characteristics of integrated circuits. This introductory course begins with the study of Coulomb's law of electrostatics and progresses through investigations of electric fields, electric potential energy, magnetic fields, and Faraday's law of magnetic induction. The course culminates in the study of light, where the deep connections between electricity and magnetism are highlighted. Geometrical optics and an introduction to interference effects caused by the electromagnetic wave nature of light are covered. Laboratories, a central part of the course, provide students with hands-on experiences with electronics and electronic and optical instruments.

Instructor: Ducas (Fall), Hu (Spring)

Prerequisite: PHYS 107 (or PHYS 104 and permission of the instructor), and MATH 116 or MATH 120. Not open to students who have taken PHYS 106.

Distribution: NPS; MM

Term(s): Fall; Spring

PHYS 118 - Physics of Music and Musical Acoustics (1.0)

The connection between music and physics is both deep and wide. It extends from the mathematics underlying scales and musical structure to the physical basis of instrument design, our perception of sound, concert hall acoustics, and the digital production of music. This first-year seminar will provide opportunities for students to explore these connections in a variety of ways. In addition to seminar discussions there will be laboratory sessions with acoustic measurements and characterization of musical instruments, demonstrations and performances by the music faculty and staff, projects involving the construction of musical instruments, and a field trip to the Fisk Organ Company to learn how Wellesley College's own Opus 72 Fisk organ was designed and built.

Instructor: Ducas, Music Faculty

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.

Distribution: NPS; MM

Term(s): Spring

PHYS 202 - Introduction to Quantum Mechanics, Thermodynamics, and Special Relativity with Laboratory (1.25)

The development of quantum mechanics represented one of the most fundamental revolutions in our understanding of the natural world. Quantum mechanics forms the basis for our knowledge of atoms, molecules, and solid-state systems as well as of nuclei and fundamental particles. Thermodynamics deals with the concepts of heat and temperature and their connection to properties of matter and to processes in natural and constructed systems. This course introduces both of these important branches of physics and looks at

their links by investigating such phenomena as atomic and molecular heat capacities, and the statistical basis for blackbody radiation and the second law of thermodynamics. Einstein's theory of special relativity, another cornerstone of modern physics, will also be introduced.

Instructor: Staff

Prerequisite: PHYS 108, MATH 116, or MATH 120.

Corequisite: MATH 215

Distribution: NPS; MM; QRF

Term(s): Fall

PHYS 207 - Intermediate Mechanics (1.0)

The basic laws of Newtonian mechanics will be revisited in this course using more sophisticated mathematical tools. Special attention will be paid to harmonic oscillators, central forces, planetary orbits, and the motion of rigid bodies. Newton's laws will be applied to a simple continuous medium to obtain a wave equation as an approximation. Properties of mechanical waves will be discussed. Nonlinear dynamics and chaos will be introduced.

Instructor: Staff

Prerequisite: PHYS 108, MATH 215.

Corequisite: PHYS 216 or permission of the instructor

Distribution: NPS; MM

Term(s): Spring

PHYS 210 - Techniques for Experimentalists (0.5)

This course provides a hands-on introduction to the art and craft of the experimental scientist, focusing on a variety of techniques of broad applicability to laboratory work in the natural sciences. Topics include an introduction to electronics and other skills needed for the effective and flexible use of modern scientific instrumentation. The course meets for 12 three-hour sessions during the first half of the term.

Instructor: Berg

Prerequisite: PHYS 108. Not open to students who have taken PHYS 310.

Distribution: NPS; MM

Term(s): Spring

PHYS 216 - Mathematics for the Sciences II (1.0)

When laws of nature are written in advanced mathematical forms, gradient, divergence, and curl are frequently encountered. In this course, we study these mathematical operations in the broader context of differential and integral vector calculus, with an emphasis on their physical meanings. Fourier transforms and partial differential equations, which are used throughout the physical sciences, are also discussed. The course ends with an introduction to numerical methods, which is widely used in most modern scientific and engineering fields when analytical solutions to algebraic or differential equations do not exist. We use MATLAB®, a popular high-level programming language. Part of the course is similar to MATH 205, but topics closely related to physics—the theorems of Gauss and Stokes, spherical and cylindrical coordinates—are discussed in depth.

Instructor: Stark

Prerequisite: MATH 215

Distribution: MM

Term(s): Spring

PHYS 222 - Medical Physics (1.0)

This course covers applications of physics to two important areas of medical science: the mechanisms of the human body and the design of modern diagnostic and treatment devices and techniques. We will use principles of physics from mechanics, fluids, electricity and magnetism, thermodynamics,

acoustics, and optics to model aspects of human structural design and performance such as respiration, circulation, muscle and nerve operation, heat regulation, hearing, and vision. We will also study the principles underlying modern medical technology, such as ultrasound imaging, computer aided tomography (CT scans), magnetic resonance imaging (MRI), positron emission tomography (PET scans), and applications of lasers in diagnosis and surgery.

Instructor: Ducas

Prerequisite: PHYS 104/PHYS 107, Mathematics at the level of MATH 115 or higher, or by permission of the instructor.

Distribution: NPS; MM

Term(s): Not Offered

PHYS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PHYS 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PHYS 302 - Quantum Mechanics (1.0)

This course provides a comprehensive development of the principles of nonrelativistic quantum mechanics, the fundamental theory of electrons, atoms, and molecules. Quantum mechanics governs the building blocks of all matter, and yet fundamentally challenges our physical intuition, which is based on the behavior of everyday macroscopic objects. Topics include the postulates of quantum mechanics, the Schrödinger equation, operator theory, the Heisenberg uncertainty principle, the hydrogen atom, and spin.

Instructor: Staff

Prerequisite: PHYS 202, PHYS 207, and PHYS 216.

Distribution: NPS; MM

Term(s): Fall

PHYS 305 - Statistical Mechanics and Thermodynamics (1.0)

Modern statistical mechanics builds from the quantum nature of individual particles to describe the behavior of large and small systems of such particles. In this course, we will derive the fundamental laws of thermodynamics using basic principles of statistics and investigate applications to such systems as ideal and real atomic and molecular gases, radiating bodies, magnetic spins, and solids. We will study Bose-Einstein and Fermi-Dirac statistics and learn about exciting new developments, such as Bose-Einstein condensation and ultra-cold Fermi gases. We will cover additional applications of statistical mechanics in the fields of biology, chemistry, and astrophysics.

Instructor: Staff

Prerequisite: PHYS 202 and PHYS 216.

Distribution: NPS; MM

Term(s): Spring

PHYS 310 - Experimental Physics (1.25)

Modern experimental physics draws on a wide range of laboratory skills, design strategies, and analysis techniques. The experimentalist approaches each measurement with an array of tools, from the effective use of sophisticated instrumentation and the construction of home-built equipment to the evaluation of experimental uncertainties. This course offers a comprehensive introduction to experimental physics as it is carried out in research settings. An introduction to laboratory electronics is followed by

a sequence of experiments that illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena in nuclear, atomic, molecular, and condensed matter systems. Scientific writing skills and oral presentation skills receive focused attention. An emphasis on independent work is gradually developed throughout the semester.

Instructor: Staff

Prerequisite: PHYS 202

Distribution: NPS; MM

Term(s): Spring

PHYS 311 - Advanced Astrophysics (1.0)

This course meets with ASTR 211 (see description) and on alternate Wednesdays for additional instruction and seminar-style discussion. Students will read and discuss journal articles and upper-level texts, carry out more advanced problem sets, and produce a final project that involves an in-depth treatment of a topic of their choosing.

Instructor: McLeod (Astronomy)

Prerequisite: PHYS 207

Cross-Listed as: ASTR 311

Distribution: NPS; MM

Term(s): Not Offered

Normally offered in alternate years.

PHYS 314 - Electromagnetic Theory (1.0)

Richard Feynman once said, "From a long view of the history of mankind—seen from, say, ten thousand years from now—there can be little doubt that the most significant event of the nineteenth century will be judged as Maxwell's discovery of the laws of electrodynamics. The American Civil War will pale into provincial insignificance in comparison with this important scientific event of the same decade." In this course we will study the classical theory of electromagnetic fields and waves as developed by Maxwell. Topics include boundary value problems, electromagnetic radiation and its interaction with matter, and the connection between electrodynamics and relativity.

Instructor: Staff

Prerequisite: PHYS 108, PHYS 207, and PHYS 216.

Distribution: NPS; MM

Term(s): Fall

PHYS 320 - Advanced Topics in Physics (1.0)

This course covers advanced extensions of the topics encountered elsewhere in the physics curriculum. Normally included are elements of advanced quantum mechanics (perturbation theory, interaction of atoms with radiation, entanglement) and classical mechanics (Lagrangian and Hamiltonian dynamics, rotating frames of reference, rigid body rotations), with additional possible topics from electrodynamics and statistical mechanics. The course is highly recommended for students considering graduate work in physics or related disciplines.

Instructor: Staff

Prerequisite: PHYS 207 and PHYS 302.

Distribution: NPS; MM

Term(s): Not Offered

Normally offered in alternate years.

PHYS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

PHYS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PHYS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

PHYS 370 - Senior Thesis (1.0)

Prerequisite: PHYS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF POLITICAL SCIENCE

Professor: *Burke, Euben, Joseph (Chair), Just, Krieger, Moon, Murphy, Paarlberg*

Associate Professor: *Candland, Goddard, Han, Scherer*

Assistant Professor: *Grattan, Hajj, MacDonald, Woolfalk*

Senior Lecturer: *Wasserspring*

Visiting Lecturer: *McAllister, Park*

Political Science is the systematic study of politics. It is the academic discipline that analyzes how power is defined, who does or should have power in society, how those with power use or ought to use it, how those with less power challenge it, and the effect of power on people's lives. Political Science courses explore a wide range of questions regarding the concepts and norms central to the study of power and politics (e.g., authority, domination, gender, freedom); the structure and operations of law and institutions (e.g., the U.S. Supreme Court, United Nations, nongovernmental organizations); the historical, sociological, and cultural factors involved in political and economic development; social movements and processes (e.g., women's movements, immigration); comparative political systems (e.g., democracy, communism); political trends and transformations in various regions (e.g., East Asia, South Asia, Latin America); and analyses of current affairs in the many realms and contexts in which politics take place.

Political Science Major

Goals for the Political Science Major

Our curriculum is specifically designed to achieve several goals:

- Provide majors with a broad background in the discipline of political science through the study of the four subfields that comprise it: American politics and law, comparative politics, international relations, and political theory
- Help students develop the capacity to think critically about themselves and local, national, and global politics
- Train students to become informed and reflective citizens of a democracy, as well as knowledgeable about the global dynamics which influence the shape and content of political life
- Facilitate the acquisition of particular skills and tools, including the ability to read complex texts closely; write clearly and well; think critically and analytically; generate and test hypotheses; take and defend a position against the strongest counterarguments

Requirements for the Political Science Major

A major in Political Science consists of at least nine units. Courses at the 100 level may be counted toward the major, but not toward a subfield distribution requirement (see below).

It is strongly recommended that students interested in further work in political science take one of the small 100-level courses offered each fall. The Department of Political Science divides its courses beyond the introductory level into four subfields: American politics and law (POL1), comparative politics (POL2), international relations (POL3), and political theory (POL4). 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 200-level or 300-level unit in each of the four subfields offered by the department. Recommended first courses in the four subfields: in

American politics and law: POL1 200; in comparative politics: POL2 202 or POL2 204; in international relations: POL3 221; in political theory: POL4 201, POL4 240, POL4 241, POL4 248.

In addition to the subfield distribution requirement, all majors must do advanced work (300 level) in at least two of the four subfields; a minimum of one of these units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by the word "Seminar" before the course title.) Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available on the political science department website homepage prior to preregistration for each term. Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required 300-level courses.

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. These courses are offered at the 250 (intermediate) and 350 (advanced) levels and for one or 0.5 unit of credit.

Honors in Political Science

In the political science department, the only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the honors program, a student must have a minimum 3.5 grade point average in work in the major above the 100 level. Students who fall slightly below this minimum requirement may petition for an exemption if they present a particularly strong proposal and if they have the strong support of a potential thesis advisor. Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with a potential faculty advisor as early as possible in their junior year. The deadline for submitting an honors thesis proposal is the second Monday in April; all students are expected to submit their proposals by this date.

Graduate Study in Political Science

Students considering going to graduate school for a Ph.D. in political science should talk with their major advisors about appropriate preparation in quantitative methods and foreign languages.

Transfer Credits in Political Science

A minimum of five units for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distributions and the seminar requirement. The department does not grant transfer credit at the 300 level for either the major or for College distribution or degree requirements. This policy applies to courses taken at MIT.

For the purpose of meeting a subfield distribution requirement in the major, a student may count a course taken elsewhere provided that it transfers as at least .75 Wellesley units.

Although Wellesley College does not grant academic credit for participation in internship 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.

Advanced Placement Policy in Political Science

Students may receive units of College credit if they achieve a grade of 5 on the American Government and Politics or the Comparative Politics AP examinations. Such AP credits do not count toward the minimum number of units required for the political science major nor for the American or comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American politics exam, she may not take POL1 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American politics or to take POL1 200 should consult with a member of the department who specializes in American politics/law or comparative politics.

Courses for Credit Toward the Political Science Major

AFR 318	Seminar: African Women, Social Transformation, and Empowerment
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POL - Political Science Courses

POL 103 - First-Year Seminar: Mexico: Revolution, Democracy, and Drugs (1.0)

Mexico is a country of remarkable contradictions. Unleashing one of the great revolutions of the twentieth century in 1910, the revolutionaries and their heirs then ruled Mexico for 71 years. Developing a genuine multiparty political system only since 2000, Mexico's democracy now faces an array of daunting challenges, including the increasing power of drug cartels whose tactics of violence and intimidation threaten the entire nation. Our seminar will aim to make sense out of the fascinating puzzle that is Mexico. We will focus on its twentieth-century Revolution, its distinctive political system (including the return to power of the PRI in 2013), and its current social, economic, and political challenges. We will examine its complex relationship with the United States, emphasizing the dual issues of immigration and drugs.

Instructor: Wasserspring

Prerequisite: None. Open to first-year students only.

Distribution: SBA

Term(s): Fall

POL 109 - First-Year Seminar: Democracy in America (1.0)

The premise of this course is that Alexis de Tocqueville's nineteenth-century masterpiece, *Democracy in America*, remains a useful starting point for understanding democracy, America, and politics across nations in the twenty-first century. Students in the course will read excerpts from *Democracy in America* alongside contemporary works in social science that take up some of the themes and concepts Tocqueville developed in his book. These themes and concepts will provide the fuel for class discussions and debates, and for student research that probes the contemporary relevance of the questions about democracy and America that Tocqueville raised so provocatively two centuries ago.

Instructor: Burke

Prerequisite: None. Open to first-year students only.

Distribution: SBA

Term(s): Fall

Mandatory credit/noncredit.

POL 110 - First-Year Seminar: News and Politics: Reading Between the Lines (1.0)

As the sources of political news multiply, it is hard to know where to get reliable information. The lines have blurred between reporting and opinion, hard and soft news, and professional journalists and everyone else. In this course students will examine the new media environment and how people interact with media. To appreciate the goals of various media, students will undertake journalism assignments, such as straight news reporting, blogging, Tweeting, and writing op-eds and investigative reports on political topics ranging from presidential debates to Wikileaks. Some familiarity with the American media environment is helpful.

Instructor: Just

Prerequisite: None. Open to first-year students only.

Distribution: SBA

Term(s): Fall

Mandatory credit/noncredit.

POL 199 - Introduction to Research Methods in Political Science (1.25)

An introduction to the process of conducting research in political science. Students learn to produce their own insights about how politics works and why certain political outcomes emerge. The course addresses different approaches to asking and answering questions, with a particular focus on quantitative analysis. Students will design a research project, formulate and test hypotheses about politics, find ways to measure political phenomena, and assess methods of empirical analysis and interpretation. The course provides a solid foundation for conducting empirical research and is strongly recommended for students interested in independent research, a senior honors thesis, and/or graduate school.

Instructor: Han

Prerequisite: Two courses in political science.

Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 101, MATH 101Z, ECON 103/SOC 190, QR 180, or PSYC 205.

Distribution: SBA; QRF

Term(s): Fall

POL1 Political Science Courses - American Politics and Law

POL1 200 - American Politics (1.0)

The institutions, processes, and values that shape American politics. The origins and evolution of the U.S. Constitution and the institutions it created: Congress, the executive branch, the presidency, the federal court system, and federalism. Analysis of "intermediary" institutions including political parties, interest groups, elections, and the media. Study of enduring debates over values in American politics, with particular attention to conflicts over civil rights and civil liberties.

Instructor: Han, Scherer, Woolfalk

Prerequisite: None

Distribution: SBA

Term(s): Fall; Spring

POL1 210 - Political Participation and Influence (1.0)

It is no secret that some people have a lot of resources (money, knowledge, status) and others have little. This course examines the political consequences of inequalities in different political arenas from the ballot box to the courts, from the

legislature to administrative agencies. Does the same elite group always come out on top or are there ways that disadvantaged actors can be effective? Beyond voting and organized activities, is direct action a useful tool of political influence? How do social movements, such as gay rights or environmentalism shape policy agendas? What role does the media play in amplifying or constraining the power of political actors? Will the Internet change the power equation in the United States?

Prerequisite: POL1 200 or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

POL1 215 - Courts, Law, and Politics (1.0)

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.

Instructor: Burke

Prerequisite: POL1 200

Distribution: SBA

Term(s): Not Offered

POL1 225 - Public Opinion and Voting Behavior (1.0)

This course will examine the dynamics of public opinion and assess its place in the contemporary American political system. We will study the administration and impact of public opinion polls, examining their strengths and weaknesses, and consider how they can both enlighten and obscure political reality. The course will explore the formation of political attitudes on an individual and societal level, examining the role of ideology and partisanship in the organization of American politics.

Instructor: Baylor

Prerequisite: None

Distribution: SBA

Term(s): Summer II

POL1 247 - Constitutional Law (1.0)

This course is a survey of landmark decisions of the U.S. Supreme Court throughout American history. The course covers both cases about the structure of our government and cases interpreting the Bill of Rights and the Fourteenth Amendment. Topics include executive powers, congressional authority under the Commerce Clause, nation-state relations, economic liberties, freedom of the press, the right to privacy, the rights of the criminally accused, and the civil rights of women and minorities.

Instructor: Scherer

Prerequisite: POL1 200

Distribution: SBA

Term(s): Spring

POL1 300 - Public Policymaking in American Politics (1.0)

This course examines how public policy on a wide range of issues, from reproductive rights to education, environment, and immigration, is made in the United States. The battle over these issues involves many institutions—the president, the executive branch, Congress, the courts, state and local governments—who compete, and sometimes cooperate, over public policy. Students will analyze current policy struggles to better understand the interactions among these institutions and the resulting shape of American public policy.

Instructor: Burke, Han

Prerequisite: POL1 200

Distribution: SBA

Term(s): Spring

POL1 303 - The Politics of Crime (1.0)

This course will explore major topics on criminal policy and procedure through the lens of American politics. This year, the course will cover the following topics: the Supreme Court and civil liberties; race, gender, class, and crime; the death penalty; prison reform; and the war on drugs.

Instructor: Scherer

Prerequisite: POL1 200

Distribution: SBA

Term(s): Spring

POL1 313 - American Presidential Politics (1.0)

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 relations with the other branches of government and the making of domestic and foreign policy.

Instructor: Baylor

Prerequisite: POL1 200

Distribution: SBA

Term(s): Summer I

POL1 316 - Media and American Democracy (1.0)

This course focuses on the mutual influences of the American media, politics, and the public. We assess the role of the media as a source of democratic accountability, civic education, expert opinion, editorial signaling, entertainment, propaganda, and political engagement. We examine the constraints on media posed by professional norms, journalism, market pressures, and political ideology. Besides legacy media, we examine Internet news, comedy programs, opinionated news, political ads, blogs, YouTube, Twitter, and social networking sites and their impact at home and abroad. The aim is to develop critical thinking about information.

Instructor: Just

Prerequisite: POL1 200

Distribution: SBA

Term(s): Spring

POL1 317 - Health Politics and Policy (1.0)

The American system of health care is distinctive. Financing is provided through voluntary employer contributions, tax subsidies, individual payments and an array of public programs, principally Medicare and Medicaid—but despite the variety of funding sources, Americans, unlike citizens of other affluent democracies, are not guaranteed health care coverage. How did the American approach to health care develop? How is it different from that of other affluent nations? What explains the differences? What are the strengths and weaknesses of the American health care system? Issues of cost containment, technological innovation, quality of care, and disparities in health outcomes are explored.

Instructor: Burke

Prerequisite: POL1 200

Distribution: SBA

Term(s): Spring

POL1 319 - Seminar: Campaigns and Elections (1.0)

This seminar discusses why campaigns are important and what elections mean for democracy. The focus is on the U.S. presidential and congressional elections, and on the impact of the party nominating system, the long campaign, campaign funding, conventions, debates, media

coverage, political advertising, public opinion surveys, and campaign consultants. Special attention to the growing role of the Internet and social networking. We consider voting behavior and turnout, the impact of election rules, and why money makes the world go 'round.

Instructor: Just

Prerequisite: POL1 200 and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Not Offered

POL1 320 - Seminar. Inequality and the Law (1.0)

Analysis of statutory and constitutional law regarding inequalities based on gender, race, class, sexual orientation, and disability, and the effect of this law on society. Do antidiscrimination laws reduce social inequalities? To what extent have the legal rights won by groups such as African Americans, women, and people with disabilities been translated into social practice? Focus on the Equal Protection and Due Process clauses of the Fourteenth Amendment, statutes such as the 1964 Civil Rights Act and the Americans with Disabilities Act, and recent Supreme Court decisions. Examination of the role of law and litigation in public policies regarding school desegregation, employment discrimination, marriage and family life, housing, and welfare.

Instructor: Burke

Prerequisite: POL1 215 or POL1 247, and permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Not Offered

POL1 324 - Seminar. Gender and Law (1.0)

Analysis of how law in the United States is used to confer rights, create obligations, and define the identities of women. The course explores the historical and modern approaches used by the Supreme Court to address gender disparity in society, including labor law, reproductive rights, family law, sexual discrimination in the workplace, and gay rights. The course also analyzes the relationship between the feminist movement, social policymaking, and the Supreme Court. The last part of the class will examine whether the gender of legal actors (litigants, lawyers, and judges) makes a difference in their reasoning or decision-making.

Instructor: Scherer

Prerequisite: POL1 215 or POL1 247 and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Fall

POL1 331 - Seminar. Political Organizing: People, Power, and Change (1.0)

This is a course about the theory and practice of organizing for social change. Organizing is an approach to social change in which people work collectively to acquire the power, capacity, and resources to achieve their goals. In this course, students learn what organizing is and how it works. They do this by developing cognitive understandings (theory) of what organizing is, how it has historically played a role in making social change, and how it works. In addition, all students in the course engage in a hands-on organizing project of their own choosing in which they must organize a group of people to achieve a common goal. Students will be

introduced to basic organizing skills and practices in the course and must apply them to their projects.

Instructor: Han

Prerequisite: POL1 200 or equivalent; or by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Spring

POL1 337 - Racial and Ethnic Politics in the United States (1.0)

This course examines the role of race and ethnicity in American politics, with special attention to the opportunities and challenges that have defined the political lives of racial and ethnic minority groups in the United States over the last 40 years. We will consider the definition and political meaning of racial and ethnic identities; the causes and consequences of political attitudes and mobilization among racial and ethnic groups; the determinants and significance of substantive and descriptive representation of minority group interests; the political implications of intersections among race, ethnicity, class, gender, and sexuality; and the prospects for pan-ethnic and interracial coalitions in an increasingly diverse society.

Instructor: Woolfalk

Prerequisite: POL1 200

Distribution: SBA

Term(s): Fall

POL1 362 - Seminar. Religion and Politics in the United States (1.0)

This course examines the influence of religion on contemporary American political life. With special attention to the relationship between religion and political behavior, we will critically evaluate the extent of religious influence on the political system and the processes by which religious affiliations, beliefs, and practices become connected to politics. We will consider how to define, conceptualize, and measure religion in the study of political behavior; the influence of religion on political attitudes, including political ideology, partisan identification, and policy opinions; and the impact of religion on the political activities of the public, religious leaders, interest groups, social movements, and political elites.

Instructor: Woolfalk

Prerequisite: POL1 200 and permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Spring

POL1 381 - U.S. Environmental Politics (1.0)

This course examines the politics of environmental issues in the United States. The course has two primary goals: first, to introduce students to the institutions, stakeholders, and political processes important to debates over environmental policy at the federal level; second, to develop and practice skills of analyzing and making decisions relevant to environmental politics and policy. Drawing on the literature of environmental politics and policy, this course will consider how environmental issues are framed in political discourse, various approaches to environmental advocacy and reform, and the contested role of science in environmental politics. The course will be organized around environmental case studies, including endangered species conservation, public lands management, air and water pollution, and toxics regulation.

Prerequisite: ES 102, ES 103, ES 214, or POL1 200, or permission of the instructor.

Cross-Listed as: ES 381

Distribution: SBA

Term(s): Not Offered

POL2 Political Science Courses - Comparative Politics

POL2 202 - Comparative Politics (1.0)

A comparative study of contemporary politics and political systems and the exploration of various approaches to comparative political analysis. Emphasis on the interactive effects of global forces and domestic politics. Issues to be discussed include authoritarianism, revolutions, nationalism, social movements, and political culture. Country studies will be used to illuminate themes such as the role of the state in governing the economy, the challenges of democracy, and the politics of collective identities (attachments such as religion, ethnicity, race, gender, and nationality). Guest lectures and active participation by the entire comparative politics faculty. This course is strongly recommended for political science majors for all further work in comparative politics.

Instructor: Wasserspring, Hajj, Joseph

Prerequisite: None

Distribution: SBA

Term(s): Fall; Spring; Summer I

POL2 204 - Political Economy of Development and Underdevelopment (1.0)

Overview of development studies with attention to major schools of political economy, their intellectual origins and centrality to contemporary debates about economic development. Topics include: colonialism, nationalism, and independence; postcolonial economic development models, policies, and strategies; perspectives on gender and development; changing conceptions and measures of poverty, development, and underdevelopment; contemporary debates in development studies.

Instructor: Candland, Hajj

Prerequisite: Fall: None. Spring: One unit in political science. Open to juniors and seniors without additional prerequisite. By permission of the instructor to other qualified students.

Distribution: SBA

Term(s): Fall; Spring

POL2 205 - The Politics of Europe and the European Union (1.0)

A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France, and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics, such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Instructor: Krieger

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.

Distribution: SBA

Term(s): Not Offered

POL2 206 - The Politics of Russia and Eurasia (1.0)

An introduction to the history, politics, and international context of Russia and other countries of

the former Soviet Union. The course will explore the creation, development, and dissolution of the Soviet Union, but will focus most closely on post-Soviet Russia and Eurasia. In doing so it will consider the interconnections between domestic politics, state-society relations, economic development, and foreign policy.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to second-semester first-years with the permission of the instructor.

Distribution: SBA

Term(s): Not Offered

POL2 207 - Politics of Latin America (1.0)

The course will explore Latin American political systems, focusing on the dual challenges of democratization and development. An examination of the broad historical, economic, and cultural forces that have shaped Latin American nations as well as analysis of the contemporary forces molding politics today. In-depth analysis of three case studies. Cases for 2012 will be Mexico, Brazil, and Cuba. Topics include an evaluation of the contrasting post-revolutionary political experiences of Mexico and Cuba, Mexico's emerging multiparty system and the war on drugs, Cuba's transition to a post-Fidel world, and Brazil's emergence as a leader of the developing world. Attention as well to the role of the United States in Latin American political development.

Instructor: Wasserspring

Prerequisite: One unit in political science or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

POL2 208 - Politics of China (1.0)

An introduction to the modern political history and contemporary political system of China. Topics include: the origins and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong; economic reform and political repression in the era of Deng Xiaoping; and recent developments in Chinese politics.

Instructor: Joseph

Prerequisite: One unit in political science, economics, history, or Asian studies recommended, but not required.

Distribution: SBA

Term(s): Spring

POL2 211 - Politics of South Asia (1.0)

An introduction to the politics of South Asia (India, Pakistan, Bangladesh, Sri Lanka, Afghanistan, Nepal, Bhutan, and the Maldives) from historical and contemporary, national and comparative perspectives. Examines the relationship of political institutions to patterns of development. Comparative themes include: colonial experiences and nationalist ideologies; politicization of religions and rise of religious conflict; government and political processes; economic reforms; initiative for conflict transformation; women's empowerment; and obstacles to and prospects for human development.

Instructor: Candland

Prerequisite: One unit in political science; open to juniors and seniors without prerequisite.

Distribution: SBA

Term(s): Fall

POL2 214 - Social Causes and Consequences of Environmental Problems (1.0)

This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics

include: externalities and the politics of unpriced costs and benefits; collective action problems and interest-group theory; time horizons in decision-making; the politics of science, risk and uncertainty; comparative political structures; and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance.

Instructor: Baker-Medard (Environmental Studies)

Prerequisite: ES 102 or ES 103, or one course in political science, or permission of the instructor.

Cross-Listed as: ES 214

Distribution: SBA

Term(s): Fall; Spring

POL2 217 - Politics of the Middle East and North Africa (1.0)

How do Arab-Islamic history and culture shape politics in the contemporary Middle East and North Africa? Why is the Arab world—despite its tremendous oil-wealth—still characterized by economic underdevelopment and acute gaps between rich and poor? How have the events of September 11 and the U.S.-led "war on terror" affected the prospects for greater freedom and prosperity in the Middle East in the future? What do the 2011 revolts mean for the existing regimes and prospects for democracy? These are some of the questions we will examine in this course. In readings, lectures, and class discussions, the analysis of general themes and trends will be integrated with case studies of individual Arab states.

Instructor: Hajj

Prerequisite: One unit in political science.

Distribution: SBA

Term(s): Fall

POL2 219 - Politics of Human Development in Pakistan (1.0)

The course analyzes politics, policies, and practices related to human development in Pakistan. Videoconferencing joins students at Wellesley College and Fatima Jinnah Women University in Rawalpindi, Pakistan and allows them to interact with one another and with Pakistani leaders in fields related to human development. Issues include public and private education; health, including reproductive health; community development in rural and urban settings; microfinance; and the rights of minorities, women, and workers. Case studies include the Aga Khan Rural Support Program, the Baitak (living room) School Network, the Citizens Foundation, and the Orangi Pilot Project.

Instructor: Candland, Baqir

Prerequisite: Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Spring

POL2 238 - North Korea: Conflicting Realities (1.0)

Introduces scholarly and policy debates about what makes North Korea (Democratic People's Republic of Korea) tick and recent key developments within the DPRK, such as the rise of the country's new leader, Kim Jong-eun, its nuclear weapons program, deepening relations with China, commercialization of the economy through elite control of state trading companies, and the spread of black markets among the general population. Examines how the United States and other countries apply policy tools like financial sanctions in an effort to influence North Korean behavior, and how North Korea evades them.

Assesses important changes implemented by the new regime to strengthen its hold on power through the Workers' Party of Korea.

Instructor: Park

Prerequisite: POL2 202, POL3 221, or one unit in East Asian politics or history recommended but not required.

Distribution: SBA

Term(s): Fall

POL2 301 - Gender, Islam, and Politics (1.0)

This course examines the rights and status of women in contemporary Muslim societies, as well as past and recent initiatives to advance them. The seminar will consider how Western social scientists—including some with an explicit feminist agenda—define the issues facing Muslim women today, but special attention will be paid to the diverse perspectives and strategies of action that have been adopted by Muslim women themselves. Analysis of issues will be woven into a discussion of case material from countries in the Arab Middle East and the broader Muslim world.

Instructor: Hajj

Prerequisite: Two units in political science. Open to juniors and seniors only.

Distribution: SBA

Term(s): Not Offered

POL2 304 - State and Society in East Asia (1.0)

This course explores comparative analysis of the economic and political development of selected countries in East Asia: Japan, the Philippines, South Korea, and North Korea. It examines the role of and relationship between the state and society with respect to economic development and failures, political repression and democratization, civil society development, nationalism, identity politics, globalization, and transnational activism. The course also examines how economic and political trends in East Asia might affect the future of North Korea and the challenges that North Korea poses to the political and economic future of East Asia. References to China, Taiwan, and Southeast Asia are also included in the course material.

Instructor: Moon

Prerequisite: One 200-level unit in comparative politics or a unit in history related to East Asia. POL2 202 is recommended.

Distribution: SBA

Term(s): Not Offered

POL2 306 - Seminar. Revolution (1.0)

A comparative analysis of the theory and practice of revolution from the seventeenth century to the present, with an emphasis on revolutions in the twentieth and twenty-first centuries. Questions to be considered include: the meaning and causes of revolution, why people join revolutionary movements, the international dimensions of internal war, strategies of insurgency and counterinsurgency, and the changing nature of revolution over the last 350 years. Case studies will include the French, Russian, Chinese, Cuban, and Iranian revolutions, as well as more contemporary events in East Central Europe and the Middle East and North Africa.

Instructor: Joseph

Prerequisite: Junior or senior standing and permission of the instructor by application. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Fall

POL2 307 - Seminar. Women and Development (1.0)

A comparative analysis of the impact of change on gender in the Third World. Topics include the status of women in traditional societies, comparative analysis of the role of colonialism in forging gender identities, the impact of "development" upon peasant women, female urban and global migration experiences, women as "sellers" and "servants" in the urban environment, women's political organizing to improve their lives. Special emphasis on the role of the state in altering or reinforcing gender stereotypes. Comparative analysis of cultural conceptions of gender and the factors which enhance or hinder the transformation of these views will also be emphasized. Examples drawn from all regions of the developing world.

Instructor: Wasserspring

Prerequisite: Any 200-level unit of comparative politics or permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Not Offered

POL2 308 - State and Society in China (1.0)

An analysis of politics in contemporary China. Topics include the political economy of China's market reforms and opening to the outside world; political reform and the structure of power in the People's Republic; the legal system; change and contention in rural and urban China; policy issues such as the arts and censorship, the environment, public health, and demography; and politics in Tibet, Xinjiang, Hong Kong, and Taiwan.

Instructor: Joseph

Prerequisite: POL2 208, HIST 278, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

POL2 309 - Seminar. Ethnicity, Nationalism, Religion, and Violence (1.0)

Investigates the causes of modern conflicts over religious, national, and ethnic identity. Introduces methods for studying nationalism, ethnic groups in conflict, and religious violence. Considers the construction of ethnicity and nation, the political uses of ethnicity, nationalism, and religion; the relationship between gender, class, ethnicity, and nationalism; various sources of interethnic, international, and interreligious conflict; and the psychology of group violence and warfare.

Prerequisite: Permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the Political Science department website homepage.

Distribution: SBA

Term(s): Not Offered

POL2 310 - Seminar. Politics of Community Development (1.0)

Focuses on strategies for poverty alleviation, employment generation, promotion of social opportunity, and empowerment. Emphasis is on development in Asia (especially South and Southeast Asia), Africa, and Latin America. Considers women's leadership in social change, local control of resources, faith-based activism, and collaboration between activists and researchers. Examines activities of nongovernmental organizations (NGOs) and their relations with funders, governments, and other NGOs. Specific NGOs and development programs will be closely examined.

Instructor: Candland

Prerequisite: Permission of the instructor. Enrollment is limited; interested students must fill out a seminar

application available on the political science department website homepage.

Distribution: SBA

Term(s): Spring

POL2 312 - Seminar. Environmental Policy (1.0)

Focuses both on how to make and how to study environmental policy. Examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students will also undertake an original research project and work in groups on influencing or creating local environmental policy.

Instructor: Baker-Medard (Environmental Studies)

Prerequisite: ES 214 or one 200-level unit in political science and permission of the instructor. Enrollment is limited to juniors and seniors.

Cross-Listed as: ES 312

Distribution: SBA

Term(s): Spring

POL2 353 - The Politics of Contemporary Cuba (1.0)

Analysis and assessment of the Cuban Revolution and its contemporary politics raise issues central to political science. The role of political leadership, political culture and its transformation, the development options of small economies, the effects of tourism as a development strategy, and international constraints upon domestic policy formulation are some of the important themes that emerge from a focus on contemporary Cuba. This course will focus on these issues as we evaluate the politics of the Cuban Revolution. Special emphasis also on the evolution of U.S. policy toward Cuba and the impact of Cuban Americans on that policy.

Instructor: Wasserspring

Prerequisite: Any 200-level unit in comparative politics or permission of the instructor

Distribution: SBA

Term(s): Spring

POL2 358-01-F - Seminar. Political Conflict in the Middle East (1.0)

Topic for 2013-14: The Arab-Israeli Conflict

This class will provide an in-depth understanding of the Arab-Israeli conflict and the evolution of the conflict over time. Our goal is to develop an appreciation of the complexities and the dynamism of this conflict through an examination of its origins, the actors involved, and the key historical and political factors that have shaped it.

Instructor: Hajj

Prerequisite: POL2 217 or one unit in Middle Eastern history. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Fall

POL2 383 - Politics of Migration (1.0)

A comparative study of the politics of mass population movements across state borders, including forced relocation under colonialism, refugees of war, food migration, labor migration, and different forms of legal and illegal immigration, including the international trafficking of persons. Analyzes migration and immigration policies in sending and receiving countries, U.N. conventions on the movement of persons, and social movements against and on behalf of migrant peoples. Country cases to be examined include Algeria and France, Brazil and Japan, Canada and Hong Kong, China and North Korea, Germany and Turkey, the Philippines, and the United States, and others. This course may

qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of research paper topic.

Instructor: Moon

Prerequisite: One 200-level course in comparative politics or international relations or permission of the instructor. Not open to students who have taken POL2 383S [2008-09].

Distribution: SBA

Term(s): Not Offered

POL3 Political Science Courses - International Relations

POL3 221 - World Politics (1.0)

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. This course serves as an introduction to the international relations subfield in the political science department, and also as a means of fulfilling the political science core requirement of the international relations major.

Instructor: Goddard, McAlister, Murphy

Prerequisite: None

Distribution: SBA

Term(s): Fall; Spring

POL3 222 - The United States in World Politics (1.0)

An examination of American foreign policy, understood as the current and recent behavior of the U.S. government abroad. The preeminence of American military power in the post-Cold War era makes understanding U.S. policy essential to the larger study of international relations. Emphasis will be placed on different theoretical approaches to explaining the United States' behavior, including approaches based on structures of the international system versus explanations that are particular to American geography, history, culture, or institutions.

Instructor: MacDonald

Prerequisite: POL3 221

Distribution: SBA

Term(s): Not Offered

POL3 224 - International Security (1.0)

An examination of warfare as a central problem of international politics. The shifting causes and escalating consequences of warfare since the Industrial Revolution. The post-Cold War danger of a clash of civilizations versus prospects for a "democratic peace." The multiple causes and consequences of modern internal warfare, and prospects for international peacekeeping. The spread of nuclear weapons, the negotiation of arms control agreements, the revolution in military affairs (RMA), and the threat of terrorism and asymmetric war.

Instructor: Goddard

Prerequisite: One unit in political science or permission of the instructor.

Distribution: SBA

Term(s): Fall

POL3 227 - The Vietnam War (1.0)

An examination of the origins, development, and consequences of the Vietnam War. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of

American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the antiwar movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975.

Instructor: Joseph

Prerequisite: One unit in social sciences or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

POL3 229 - International Political Economy (1.0)

Fundamental relationships between power and wealth in world politics. An examination of trade, aid, investment, and finance as central problems of international relations. The role of state policies and international institutions in the internationalization of industrial economies since the Industrial Revolution. Economic nationalism. The impact of hegemonic powers, the Bretton Woods system, the World Trade Organization. Globalization, inequality, and the transformations of the Information Age. Realist, liberal, Marxist, postcolonial, feminist, and green perspectives on the global political economy.

Instructor: Murphy

Prerequisite: One unit in political science or permission of the instructor.

Distribution: SBA

Term(s): Spring

POL3 239 - Africa in the World (1.0)

Sub-Saharan Africa's role in the world has changed dramatically since 2000. Global commodity shortages, China's new investments, the continent's rapid recovery from the Great Recession, the United States' new concerns about global terrorism, the U.N. system's commitment peace building after the wars of the 1990s and its concern with the continent's lagging achievement of the Millennium Development Goals, and the controversy over the stalled Doha Round of trade talks have fundamentally changed Africa's position in the world. This course explores the explanations offered for these changes by political economists and security analysts, investigates the opportunities that have opened for African policy makers (both public and private), and considers how they might respond.

Prerequisite: POL2 202, POL2 204, or POL3 221.

Distribution: SBA

Term(s): Not Offered

POL3 322 - Gender in World Politics (1.0)

The course will examine gender constructions in world politics, with a focus on the biological and social determinants of aggression, violence, and war. Topics include: gender biases in international relations theories; women in combat; male and female roles in the conduct of war; gender and attitudes toward war; women's relationship to the state; gays in the military; rape and the military; feminist analysis of war and peace.

Instructor: Moon

Prerequisite: POL3 221 and permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Spring

POL3 323 - International Economic Policy (1.0)

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 for the differing economic performance of states in Asia, Africa, and Latin America. Consideration of the respective roles of intergovernmental organizations, nongovernmental organizations, and multinational corporations. Discussion of global governance issues including food, population, migration, energy, and environment.

Instructor: Paarlberg

Prerequisite: One unit in international relations or comparative politics.

Distribution: SBA

Term(s): Not Offered

POL3 325 - International Environmental Law (1.0)

For international environmental problems, widespread international cooperation is both important and quite difficult. Under what conditions have states been able to cooperate to solve international environmental problems? Most international efforts to address environmental problems involve international law—how does such law function? What types of issues can international environmental law address and what types can it not? This course addresses aspects of international environmental politics as a whole, with particular attention to the international legal structures used to deal with these environmental problems. Each student will additionally become an expert on one international environmental treaty to be researched throughout the course.

Prerequisite: POL3 221 or POL2 214/ES 214 or permission of the instructor.

Cross-Listed as: ES 325

Distribution: SBA

Term(s): Not Offered

POL3 329 - International Law (1.0)

An exploration of the meaning of the "rule of law" in a global context. The course focuses on three themes: first, the classic form of international law, including the concepts of statehood and sovereignty, the relationship of nations to each other, and the growth of international organizations; second, the role and responsibility of individuals in international law, especially in the area of human rights; third, the developing international law of the Earth's common areas, specifically the oceans, space, and the environment.

Prerequisite: One unit in international relations or legal studies, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

POL3 332 - Seminar. People, Agriculture, and the Environment (1.0)

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. This course may qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of research paper topic.

Instructor: Paarlberg

Prerequisite: POL2 204 or POL3 323. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Not Offered

POL3 348 - Seminar. Problems in North-South Relations (1.0)

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. This course may qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student's choice of research paper topic.

Instructor: Murphy

Prerequisite: One unit in international relations or permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA

Term(s): Spring

POL3 351 - Global Governance (1.0)

Explores the challenge of global institutions in the new century within a larger historical context. Considers the function and role of the League of Nations, the International Labor Organization, the United Nations, the Bretton Woods institutions, the GATT, and the World Trade Organization. Special emphasis on comparing and contrasting international organizations in the three main periods of institution building: post-World War I, post-World War II, and post-Cold War. Discusses radical, liberal internationalist, and realist approaches.

Instructor: Murphy

Prerequisite: One unit in international relations. Not open to students who have taken POL3 351S [2010-11].

Distribution: SBA

Term(s): Fall

POL3 352 - Seminar. Small Wars and Insurgencies (1.0)

We often think of warfare in conventional terms: states fight other states in large-scale battles employing uniformed soldiers to conquer enemy territory. In reality, however, there are many instances of asymmetric conflicts involving non-state actors who avoid open battles, whose fighters are indistinguishable from civilians, and who seek a wide variety of political objectives. Peasant revolts, communist insurrections, ethnic rebellions, and terrorist movements are among the various ways in which the weak have attempted to use violence to break the will of the strong. We address these wars from a theoretical, historical, and contemporary perspective. We will explore how classical theorists, including Mao Zedong and Che Guevara, adapted the ideas of Clausewitz to guerilla warfare. We will examine how rebel groups—whether the Spanish guerillas, Boer commandos, Chinese communists, or Serb militias—employed violence to intimidate their opponents. We will consider how globalization and the diffusion of military technology have transformed guerilla conflicts, and debate the implications of our theories for contemporary conflicts in Iran and Afghanistan.

Prerequisite: POL3 221 required; POL3 224 suggested. Enrollment is limited; interested students must fill out a

seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Not Offered

POL3 354 - Seminar. The Rise and Fall of Great Powers (1.0)

Power transitions are among the most dangerous moments in international politics. Scholars argue that when new great powers rise, they threaten the interests of other states, provoking balancing coalitions, arms races, and even major power war. When a great power declines, it can topple existing international institutions, and undermine the existing world order. In this seminar, we will undertake a theoretical, historical, and contemporary examination of rising and declining great powers, looking at historical case studies (such as the rise of Germany, Japan, and the United States), as well as contemporary cases (the decline of Russia, American hegemony, and the posited rise of China, India, and the European Union).

Instructor: Goddard
Prerequisite: POL3 221. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Fall

POL3 374 - America's New Asia-Pacific Strategy (1.0)

After more than a decade of war in Iraq and Afghanistan and many decades of emphasis on Europe, the United States is now "pivoting" to the Asia-Pacific region. Through geopolitical rebalancing, the United States seeks to preserve successful economic and political development in the region, prevent regional conflicts, and strengthen U.S. influence, especially in light of the rise of China. The course examines the logic of this pivoting, or rebalancing, and analyzes prospects for the United States to manage effectively key challenges in U.S.-Asia relations. Questions of economic cooperation and military burden-sharing with America's Asian allies, as well as the implications for U.S. strategic doctrine, will be addressed.

Instructor: Park
Prerequisite: One unit in international relations, Asian politics, or history.
Distribution: SBA
Term(s): Spring

POL3 378 - Seminar. Empire and Imperialism (1.0)

This course provides a critical overview of empire and imperialism in international politics from the eighteenth century to the present day. Key questions include: Why do states establish empires? Do empires provide political or economic gains? How are empires governed? What role does technology play in driving and sustaining empires? How do empires end? What are the legacies of empire? This course examines these questions by consulting the classic theoretical works on empire by Hobson, Marx, Lenin, Mackinder, Robinson and Gallagher, and Said. It also explores the historical practice of empire through structured historical comparisons of imperial conquest and governance in North America, Latin America, Asia, and Africa. We will also explore the contemporary relevance of the concept of empire for understanding postwar American foreign policy, including issues such as overseas basing, humanitarian intervention, nation-building, and military occupation.

Instructor: MacDonald

Prerequisite: Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Not Offered

POL3 379 - Weapons, Strategy, and War (1.0)

This course examines the interrelationships among military technology, strategy, politics, and war. How have these forces shaped warfare from the introduction of gunpowder to the present? How, in turn, have developments in warfare influenced societies and politics? This course emphasizes select cases from World Wars I and II and the development of nuclear weapons strategy. How, for example, did the development of chemical weapons affect the battlefield? What ethical choices, if any, guided the strategic bombing of civilians in World War II? How did nuclear weapons change ideas about fighting war? The class concludes with an examination of the "war on terror" and its implications for strategy and politics.

Instructor: Goddard
Prerequisite: POL3 221; recommended: POL3 224.
Distribution: SBA
Term(s): Spring

POL4 Political Science Courses - Political Theory

POL4 201 - Introduction to Political Theory (1.0)

An introduction to the study of political theory, and specifically to the problems of political action. Exploration of questions about civil disobedience, legitimate authority, ethics and politics, and the challenge of creating a just order in a world characterized by multiple beliefs and identities. Discussion of the social contract, liberalism, democracy, decolonization, violence, revolution, globalization, universalism, and cultural relativism, and differences of race, class, and gender. Authors include Plato, Machiavelli, Locke, Rousseau, Mohandas Gandhi, Fanon, Malcolm X, and Martin Luther King, Jr.

Instructor: Euben
Prerequisite: None
Distribution: REP
Term(s): Fall

POL4 240 - Classical Political Theory (1.0)

An investigation of some of the most important thinkers and texts of ancient Western (or what is also called classical) political theory, guided by particular questions and themes. What makes a text "classic"? Do these texts merely provide knowledge of the past, or do they offer wisdom that bears upon the dilemmas of contemporary politics? Is such wisdom distinctively "Western" or does it reveal paradoxes and challenges of political life that characterize other cultures as well? Themes of the course include the relationship (if any) between morality and politics; fate and free will; the content and purpose of politics; human nature; the virtues and dangers of democracy; political wisdom and good leadership. Authors include Homer, Sophocles, Thucydides, Plato, and Aristotle.

Instructor: Euben
Prerequisite: None
Distribution: REP
Term(s): Fall

POL4 241 - Modern European Political Thought (1.0)

Study of the development of European political theory from the seventeenth to nineteenth centuries.

Among the theorists read are Hobbes, Locke, Rousseau, Burke, and Marx. Emphasis on the logic of each theorist's arguments and on their different understandings of the following concepts and relationships: human nature; individual and society; morality, political economy, and the state; reason, authority, and sovereignty; equality, justice, and freedom. Attention is paid to the historical context within which each theorist writes, and especially to how their works respond to and treat questions of class, race, and colonialism. Attention is also paid to how these works influence and challenge contemporary assumptions, visions, and movements.

Instructor: Grattan
Prerequisite: None
Distribution: REP
Term(s): Spring

POL4 242 - Contemporary Political Theory (1.0)

Study of several twentieth-century traditions that raise fundamental questions about the human condition, processes of historical and personal transformation, and our capacity to understand them. Exploration of contemporary political and social theories, including existentialism, contemporary variants of Marxism, postmodern theory, alternative theories of power, and the ethics of war.

Instructor: Krieger
Prerequisite: One unit in political theory, social theory, or political philosophy, or permission of the instructor.
Distribution: REP
Term(s): Not Offered

POL4 248 - Power and Politics (1.0)

An examination of the nature and functioning of power in politics, with an emphasis on the following questions: What is the nature of power and how has it been exercised in political life, both past and present? Who has power and who should have it? Is power primarily wielded by political leaders and bureaucrats, or has the development of new technologies decentralized power? Do the powerless understand and exercise power differently from those who traditionally hold it? Are power and violence inextricably intertwined or are they opposites? Authors include Thucydides, bell hooks, Hannah Arendt, Robert Dahl, Karl Marx, Michel Foucault, Adam Michnik, and Vaclav Havel.

Instructor: Euben
Prerequisite: One unit in political science, philosophy, or history, or permission of the instructor.
Distribution: REP
Term(s): Spring

POL4 249 - Politics of the Right, Left, and Center (1.0)

An introduction to historical and contemporary texts that have shaped political visions, movements, and orders across the ideological spectrum. Explores questions such as: What sources of authority should guide political decision-making and action: tradition or reason; the past or the future; individuals or society; citizens or government; local, national, or transnational allegiances? What social, economic, and political arrangements best facilitate the tensions between values such as order, equality, and freedom? What makes an idea or action conservative, radical, or moderate? Authors may include John Stuart Mill, Milton Friedman, Herbert Marcuse, Michael Oakeshott, Wendell Berry, Richard Neuhaus, and William Connolly.

Instructor: Grattan
Prerequisite: One unit in political science, philosophy, or history, or permission of the instructor.
Distribution: REP
Term(s): Fall

POL4 340 - American Political Thought (1.0)

Examination of the development of political thought in the United States, including its colonial and revolutionary origins, the constitution of a new government and a new citizenry, and subsequent social and political forces that have shaped American democracy and its future. Throughout the course, we consider how arguments about race, ethnicity, and class reflect not only marginalized experiences and discourses but also broader challenges to and aspirations for American democracy. Readings include both primary and secondary sources.

Instructor: Grattan

Prerequisite: One course in political theory, philosophy, or American Studies, or permission of the instructor.

Distribution: REP

Term(s): Spring

POL4 342 - Seminar. Marxism, Anarchism, and Fundamentalism (1.0)

Comparative theoretical study of the core concepts of Marxist, anarchist, and fundamentalist thought, emphasizing the patterns of similarity and difference in perspectives on theories of politics; conceptions of history and social change; the role of the state and of the individual in society; normative and ideological orientations; political engagement and the prospects for—and concepts of—positive social change. The term "fundamentalism" can be applied to each of the three theories, since adherents sometimes reduce each theory to fundamental tenets and each aspires to fundamentally and radically restructure society. The applicability of the theories to contemporary developments will be carefully assessed and compared.

Prerequisite: Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA; REP

Term(s): Not Offered

POL4 343 - Seminar. Democracy and Difference (1.0)

An examination of liberal democracy and contemporary theoretical challenges introduced by diversity and difference. Does liberal democracy, with its emphasis on individual rights, separation of powers, representative assemblies, and the principle of a limited state, remain a durable model? How does the consideration of cultural diversity and difference, understood by reference to gender, race, ethnicity, language, religion, nationality, and sexual orientation, affect our understanding of citizenship, equality, representation, recognition, and community? Study of communitarian thought, multiculturalism, and feminist critiques of democracy.

Instructor: Krieger

Prerequisite: One 200-level unit in political theory, or permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: REP

Term(s): Not Offered

POL4 344 - Seminar. Feminist Political Theory (1.0)

An examination of feminist theory, beginning with early liberal and socialist feminisms and continuing on to radical, post-structuralist and postcolonialist feminist theories. Particular attention to the complexity of theorizing about "what women are and need" in the context of a multicultural society and a postcolonial world. Consideration of feminist perspectives on law and rights, body image/eating

disorders, pornography, racial and sexual differences, non-Western cultural practices such as veiling, and methodology. Authors include J.S. Mill, Alexandra Kollontai, Audre Lorde, Nancy Hartsock, Chandra Mohanty, bell hooks, Nayereh Tohidi, Catharine MacKinnon, Susan Okin, Wendy Brown, Joan Scott, and Judith Butler.

Instructor: Euben

Prerequisite: One 200-level unit in political theory, philosophy, or women's and gender studies; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: REP

Term(s): Spring

POL4 345 - Seminar. Race and Political Theory (1.0)

Examines race as a category of theory and practice from modernity through postcolonial and post-structuralist theory, emphasizing efforts by marginalized writers to reconstruct culture, politics, and economics. Do such efforts reflect underutilized conceptual resources for politics, or is thinking race counterproductive? Key concepts include violence, domination, and liberation; the politics of recognition, revolution, and redemption; race consciousness, identity politics, and coalition politics. Cases may include transatlantic slavery, the Haitian Revolution, Black Power, *Latinidad*, and prison abolition. Authors may include Frantz Fanon, James Baldwin, Toni Morrison, Kwame Ture, bell hooks, Angela Davis, Orlando Patterson, William Julius Wilson, Linda Alcoff, Eduardo Bonilla-Silva, and Cristina Beltrán.

Instructor: Grattan

Prerequisite: One 200-level unit in political theory or Africana studies. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: REP

Term(s): Fall

POL4 346 - Encountering Islamist Political Thought (1.0)

Political Theory is usually understood as Western, but questions about the nature and value of politics are central to intellectual traditions in a wide range of non-Western cultures. This course is an investigation of the most visible but least understood Muslim intellectual tradition today: Islamist (often called fundamentalist) political thought from the early twentieth century to the present. It is organized around themes such as Islam and democracy; violence and political action; women, gender, and Islamization; and the politics of language (e.g., the terminology of fundamentalism, Islamism, Western/non-Western, Islam versus the West). Authors include Hasan al-Banna, Sayyid Abu'l-A'la Mawdudi, Sayyid Qutb, Ayatollah Ruhollah Khomeini, Yusuf al-Qaradawi, Zaynab al-Ghazali, Nadia Yassine, and Osama bin Laden.

Prerequisite: One 200-level unit in political theory, philosophy, or a course on Islam in history or religion.

Distribution: REP

Term(s): Not Offered

POLS Political Science Courses**POLS 250 - Research or Individual Study (1.0)**

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

POLS 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

POLS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

POLS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

POLS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

POLS 370 - Senior Thesis (1.0)

Prerequisite: POLS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF PSYCHOLOGY

Professor: *Akert, Cheek, Gleason, Hennessey, Keane, Lucas, Norem, Wink (Chair)*

Associate Professor: *Genero, Pyers, Theran*

Assistant Professor: *Bahns, Deveney, Wilmer*

Senior Lecturer: *Brachfeld-Child, Carli*

Lecturer: *Kulik-Johnson,*

Visiting Lecturer: *Adler, Fay, Prokosch*

Psychology is the scientific study of behavior and mental processes, including cognition, emotion, and motivation. The Wellesley psychology department is empirically oriented and places a strong emphasis on using scientific methods to investigate aspects of human nature such as how the mind works, how culture and environment interact with individuals over the course of their development, and how we understand ourselves, others, and social interaction.

Psychology Major

Goals for the Psychology Major

- Students will receive an overview of the major areas of psychology, including major historical controversies, developments, theoretical perspectives, and empirical findings in various areas of psychology.
- Students will understand the kinds of questions psychologists ask about human nature, emotion, motivation, cognition, and behavior, and the tools they use to answer those questions, and the perspectives and assumptions that distinguish psychology as a discipline from related fields such as anthropology, sociology, and biology.
- Students will understand the role that research plays in the development of psychological theory and the knowledge base of the field and will become critical consumers of psychological literature and research. They will be equipped to work with data and understand numerical presentation and interpretations of data.
- Students will have an opportunity for hands-on experience in translating psychological questions into hypotheses that can be explored empirically, in designing studies to explore those hypotheses, in analyzing data, and in preparing research reports according to the conventions of the field.

Requirements for the Psychology Major

Psychology is a broad field, and the major is designed to allow students to gain both breadth and depth of knowledge in the field. To that end, students take 200-level courses that represent different areas of the field, but develop depth by taking a 200-level content course that then leads, along with statistics, to a corresponding research methods course in which they learn firsthand about how knowledge is developed within specific subareas of the field. For example, a student may take social psychology (PSYC 210), followed by the research methods in social psychology course (PSYC 310R), but she will also have taken at least two other 200-level courses, including one from the 214–219 (PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219) set of courses that historically have focused on somewhat different research questions than has social psychology.

The psychology major consists of at least 9.25 units, including PSYC 101, PSYC 205 (Statistics), and a research-methods course plus at least three additional courses at the 200 level and two additional courses at the 300 level. Of the 200-level courses, at least one must be a course numbered

207–213 (courses on developmental, social, personality, and abnormal psychology—PSYC 207, PSYC 208, PSYC 210, PSYC 211 [2008–09], PSYC 212, PSYC 213) and at least one must be numbered 214–219 (courses on cognition, memory, language, sensation and perception, and biological psychology—PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219). Independent study courses (PSYC 250 and PSYC 250H) count toward the major, but not toward the required three 200-level courses. Only one independent study course (PSYC 350, PSYC 350H) or thesis course (PSYC 360, PSYC 370) can count as one of the two 300-level courses required in addition to the research-methods course. PSYC 299 does not count as one of the nine courses for the major. At least five of the courses for the major, including one 300-level course, must be taken in the department.

Statistics: PSYC 205 is the only Wellesley statistics course that will count toward the fulfillment of the major. In order to obtain Wellesley credit for a statistics course taken at another institution during the summer or academic year, approval must be obtained from the department prior to enrolling in the course. Transfer students wishing to obtain credit for statistics courses taken prior to enrollment at Wellesley should consult the chair of the department.

Research Methods Requirement: The department currently offers eight research methods courses: PSYC 304R, PSYC 306R, PSYC 307R, PSYC 310R, PSYC 312R, PSYC 313R, PSYC 314R, and PSYC 323R. Research methods courses taken outside of Wellesley will not fulfill this requirement. In order to be eligible for Senior Thesis Research (PSYC 360), students must complete the research methods course by the end of the junior year.

Honors in Psychology

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student should have a grade point average of at least 3.67 in all work in the major field above the 100 level; students with a slightly lower average who have a strong interest and commitment to research are welcome to submit applications. See Academic Distinctions.

Advanced Placement Policy in Psychology

The unit given to students for advanced placement in psychology does not count toward the minimum psychology major or minor at Wellesley, but it does fulfill the PSYC 101 requirement. If a student with a an AP score of 5 completes PSYC 101, she will receive the appropriate psychology credit, but will receive no AP credit.

Advanced placement credit for statistics does not exempt students from or fulfill the PSYC 205 requirement. A student with an AP score of 5 in statistics must still take PSYC 205, but can receive AP credit.

Interdepartmental Majors in Psychology

Students interested in an interdepartmental major in neuroscience or cognitive and linguistic sciences are referred to the section of the catalog where these programs are described. They should consult with the directors of the neuroscience or cognitive and linguistic sciences programs.

Psychology Minor

Requirements for the Psychology Minor

The psychology minor consists of five units, including one course at the 300 level and including PSYC 101, PSYC 250, PSYC 299, and PSYC 350 do 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.

PSYC - Psychology Courses

PSYC 101 - Introduction to Psychology (1.0)

An introduction to some of the major subfields of psychology, such as developmental, personality, abnormal, clinical, physiological, cognitive, cultural, and social psychology. Students will explore various theoretical perspectives and research methods used by psychologists to study the origins and variations in human behavior.

Instructor: Staff

Prerequisite: None

Distribution: SBA

Term(s): Fall; Spring; Summer II

PSYC 205 - Statistics (1.0)

The application of statistical techniques to the analysis of psychological experimental and survey 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.

Instructor: Cheek, Genero, Hennessey

Prerequisite: PSYC 101, NEUR 100, AP score of 5, or permission of the instructor. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 199, or QR 180 except for psychology and neuroscience majors, with permission of the instructor. Distribution: SBA; QRF

Term(s): Fall; Spring; Summer I

Three periods of combined lecture-laboratory. Does not fulfill the laboratory requirement.

PSYC 207 - Developmental Psychology (1.0)

Behavior and psychological development in infancy and childhood. 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.

Instructor: Gleason, Pyers

Prerequisite: PSYC 101, AP score of 5, or permission of the instructor.

Distribution: SBA

Term(s): Fall; Spring

PSYC 208 - Adolescence (1.0)

Survey of contemporary theories and research in the psychology of adolescents. Topics will include the physical, cognitive, social, and personality development of adolescents.

Instructor: Fay

Prerequisite: PSYC 101, AP score of 5, or permission of the instructor.

Distribution: SBA

Term(s): Spring

PSYC 210 - Social Psychology (1.0)

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.

Instructor: Bahns
 Prerequisite: PSYC 101, AP score of 5, or permission of the instructor.
 Distribution: SBA
 Term(s): Fall; Spring

PSYC 212 - Personality (1.0)

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.

Instructor: Cheek, Norem
 Prerequisite: PSYC 101, AP score of 5, or permission of the instructor.
 Distribution: SBA
 Term(s): Fall; Spring

PSYC 213 - Abnormal Psychology (1.0)

An examination of major psychological disorders 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.

Instructor: Theran, Wink
 Prerequisite: PSYC 101, AP score of 5, or permission of the instructor.
 Distribution: SBA
 Term(s): Fall; Spring

PSYC 214 - Evolution and Human Behavior (1.0)

Evolutionary Psychology is the scientific study of human nature as shaped by natural selection. It is grounded in evolutionary biology and the psychological sciences with connections to disciplines ranging from neuroscience to anthropology and economics. Topics covered will include adaptive solutions to major life challenges including survival, mating, family relations, and group living (e.g., cooperation, aggression, and status).

Instructor: Lucas (Spring), Prokosch (Fall)
 Prerequisite: PSYC 101 or NEUR 100, AP score of 5, or permission of the instructor.
 Cross-Listed as: CLSC 214
 Distribution: SBA; EC
 Term(s): Fall; Spring

PSYC 215 - Memory (1.0)

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.

Instructor: Keane
 Prerequisite: PSYC 101 or NEUR 100, AP score of 5, or permission of the instructor.
 Distribution: SBA; EC
 Term(s): Spring

PSYC 216 - Psychology of Language (1.0)

Introduction to the study of the psychological processes underlying language ability. Topics covered will include the biological and evolutionary foundations of language, child and adult language acquisition, reading, and sound, word, and sentence processing. We will also consider whether language

is unique to humans, whether it is innate, and the degree to which language influences thought.

Instructor: Lucas
 Prerequisite: PSYC 101 or NEUR 100, AP score of 5, or permission of the instructor.
 Cross-Listed as: CLSC 216
 Distribution: SBA; EC
 Term(s): Not Offered

PSYC 217 - Cognition (1.0)

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 decision-making.

Instructor: Keane
 Prerequisite: PSYC 101 or NEUR 100, AP score of 5, or permission of the instructor.
 Distribution: SBA; EC
 Term(s): Fall

PSYC 218 - Sensation and Perception (1.0)

In a split-second, a curling of lips across a crowded room is registered by one's eyes and translated effortlessly into a vividly three-dimensional, full-color perception of a baby's smile. This and other sensory and perceptual feats, unmatched by any computer, are this course's focus. Topics include consciousness, attention and inattention, perceptual learning and development, visual memory, faces, 3D depth, color, motion, and brain bases of sensation/attention/perception. Emphasis is given to abnormal and illusory perception, such as that resulting from brain damage/stimulation or artistic sleight of hand. This course shows that our perception, far from being a "copy" of the outside world, incorporates many predictions and educated guesses. Frequent in-class demonstrations will provide insights into course concepts.

Prerequisite: PSYC 101 or NEUR 100, AP score of 5, or permission of the instructor.
 Distribution: SBA; EC
 Term(s): Not Offered

PSYC 219 - Biological Psychology (1.0)

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, language, and mental disorders.

Instructor: Deveney
 Prerequisite: PSYC 101, AP credit, or permission of the instructor. Not open to students who have taken NEUR 200.
 Distribution: SBA; EC
 Term(s): Fall; Spring

PSYC 221 - Narrative Psychology (1.0)

An examination of the scientific study of humans' approach to meaning-making through the telling of personal stories. This course will include consideration of the ways in which we create meaning out of our experiences with a special emphasis on identity development, drawing on scientific research from personality, developmental, and clinical psychology.

Instructor: Adler
 Prerequisite: PSYC 101, AP score of 5, or permission of the instructor.
 Distribution: SBA
 Term(s): Spring

PSYC 245 - Cultural Psychology (1.0)

Examines the effect of cultural differences on identity and psychological functioning by comparing normative behavioral and psychological tendencies

associated with membership in diverse cultural groups: East Asian, South Asian, Middle Eastern, African American, Latino, American Indian, and working- and middle-class contexts within the United States. Topics include: self, agency, motivation, cognition, emotion, development, hierarchy, relationships, and physical and mental health.

Prerequisite: PSYC 101, AP credit, or permission of the instructor.
 Distribution: SBA
 Term(s): Not Offered

PSYC 248 - Psychology of Teaching, Learning, and Motivation (1.0)

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.

Instructor: Hennessey
 Prerequisite: PSYC 101, AP credit, or permission of the instructor.
 Distribution: SBA
 Term(s): Not Offered

PSYC 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

PSYC 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
 Distribution: None
 Term(s): Fall; Spring

PSYC 299 - Practicum in Psychology (1.0)

Participation in a structured learning experience in an approved field setting under faculty supervision. Does not count toward the minimum major in psychology.

Instructor: Staff
 Prerequisite: Permission of the instructor. Two units above the 100 level that are most appropriate to the field setting as determined by the faculty supervisor (excluding PSYC 205).
 Distribution: None
 Term(s): Fall; Spring

Mandatory credit/noncredit, except by permission of the instructor.

PSYC 300-01-S - Seminar. Topics in Cognitive and Linguistic Sciences (1.0)

Topic for 2013-14: How We Choose

Every day we make many choices. Some of these choices are trivial, but some can have profound effects on our lives. In this interdisciplinary course, we will investigate how individuals make choices, examining processes of decision-making that are often emotional and irrational. Topics include biases that lead to poor choices, loss aversion, sunk costs, risk taking, impulsiveness, moral choice, and group decision-making.

Instructor: Lucas (Cognitive and Linguistic Sciences)
 Prerequisite: Open to juniors and seniors who have taken one of PSYC 214, PSYC 215, CLSC/PSYC 216, PSYC 217, PSYC 218, PSYC 219, LING 114, PHIL 215, or CS 111, or permission of the instructor.
 Cross-Listed as: CLSC 300-01-S
 Distribution: SBA; EC
 Term(s): Spring

PSYC 301 - Cooperation and Competition (1.0)

According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness, and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course evidence and theories from the psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language.

Prerequisite: Open to juniors and seniors who have taken one of 214-219 (PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219), LING 114, PHIL 215, or permission of the instructor. Not open to students who have taken this course as a topic of PSYC 300/CLSC 300. Distribution: SBA; EC
Term(s): Not Offered

PSYC 304R - Research Methods in Evolution and Human Behavior (1.25)

An introduction to research methods appropriate to an evolutionary approach to the study of human nature. Student projects investigate topics across diverse areas of psychology, focusing on the psychological processes that our ancestors evolved to cope with survival and reproductive challenges. Possible topics include cooperative behavior, mate choice, adaptive aspects of language, and gender differences in cognition. Group projects with some individual exercises. Laboratory. Each section typically limited to 10 students.

Prerequisite: PSYC 205 and one of the following: PSYC 212, PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218 or PSYC 219. Distribution: SBA
Term(s): Not Offered

Does not fulfill the laboratory requirement.

PSYC 305 - Seminar. Advanced Statistical Methods and SPSS (1.0)

Building on introductory statistical concepts and data analysis applications, this course provides an in-depth understanding of hypothesis testing and probability for use in psychological quantitative research. Topics include factorial analysis of variance, correlation, regression, and basic psychometric techniques.

Instructor: Genero
Prerequisite: PSYC 205
Distribution: SBA; QRF
Term(s): Fall

PSYC 306R - Research Methods in Developmental Psychology and the School Experience (1.25)

An introduction to research methods appropriate to the study of human development in teaching and learning settings from preschool through college. Individual and group projects. Laboratory. Each session typically limited to 10 students. Observations at the Child Study Center and other classroom locations required.

Instructor: Hennessey
Prerequisite: PSYC 205 and PSYC 207 or PSYC 248. Distribution: SBA
Term(s): Spring

Does not fulfill the laboratory requirement.

PSYC 307R - Research Methods in Developmental Psychology (1.25)

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to 10 students. Observations at the Child Study Center required.

Instructor: Pyers
Prerequisite: PSYC 205 and PSYC 207. Distribution: SBA
Term(s): Fall

Does not fulfill the laboratory requirement.

PSYC 308 - Systems of Psychotherapy (1.0)

This course examines theory, research, and practice in three schools of psychotherapy: psychodynamic, cognitive-behavioral, and humanistic. Topics to be covered include underlying assumptions of normalcy/pathology, theories of change, methods/techniques, and relationship between therapist and client.

Instructor: Wink
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor. Distribution: SBA
Term(s): Spring

PSYC 310R - Research Methods in Social Psychology (1.25)

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 10 students.

Instructor: Bahns
Prerequisite: PSYC 205 and PSYC 210. Distribution: SBA
Term(s): Spring

Does not fulfill the laboratory requirement.

PSYC 312R - Research Methods in Personality Psychology (1.25)

An introduction to research methods appropriate to the study of personality psychology. Student projects investigate individual and group differences in personality traits, values, goals, and dimensions of self-concept. Laboratory. Each section typically limited to 10 students.

Instructor: Norem
Prerequisite: PSYC 205 and PSYC 212. Distribution: SBA
Term(s): Fall

Does not fulfill the laboratory requirement.

PSYC 313R - Research Methods in Abnormal Psychology (1.25)

An introduction to research methods appropriate to the study of abnormal psychology. Topics will include affective and personality disorders, substance abuse, and stressful life events. Individual and group projects. Laboratory. Each section typically limited to 10 students.

Instructor: Theran
Prerequisite: PSYC 205 or PSYC 213. Not open to students who have taken PSYC 324R [2009-10]. Distribution: SBA
Term(s): Fall

Does not fulfill the laboratory requirement.

PSYC 314R - Research Methods in Cognitive Psychology (1.25)

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 10 students.

Instructor: Keane
Prerequisite: PSYC 205 and one of the following: PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219.

Distribution: SBA
Term(s): Spring

Does not fulfill the laboratory requirement.

PSYC 316 - Seminar. Language Acquisition (1.0)

Children around the world acquire their first language, spoken or signed, with seemingly little effort. By the end of their first year, they are saying their first words, and a mere two years later they are speaking in full sentences! We will discuss the various factors that play into children's rapid acquisition of their first language. Toward figuring out how children learn language, we will talk about early speech perception, word learning, the acquisition of phonology, morphology, syntax, and pragmatic knowledge. In addition, we will cover topics such as language development disorders (e.g., autism), the critical period hypothesis, sign language, bilingualism, and language and thought. Over the course of the semester, we will understand the empirical methods that guide the study of child language.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, including PSYC 207 and excluding PSYC 205, or permission of the instructor. LING 114 may be substituted for either 200-level unit. Distribution: SBA; EC
Term(s): Not Offered

PSYC 318 - Seminar. Psychopharmacology (1.0)

Topics include principles and mechanisms underlying action of drugs, major neurotransmitter systems, major classes of psychoactive drugs, and psychological disorders and medications.

Instructor: Deveney
Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either PSYC 219 or NEUR 200, and excluding PSYC 205. Distribution: SBA; EC
Term(s): Spring

PSYC 319 - Neuropsychology (1.0)

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.

Instructor: Keane
Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either PSYC 219 or NEUR 200, and excluding PSYC 205. Distribution: SBA; EC
Term(s): Fall

PSYC 321 - Community Psychology with Wintersession Applied Research (1.25)

Examines the sociocultural and developmental aspects of gender-specific instruction for girls and boys. The impact of single-gender public school education on social identity, gender stereotypes, motivation, and academic achievement will be explored. An experiential component will be conducted during Wintersession in partnership with the Office of Public School Choice at the South Carolina Department of Education. Students will collect and analyze classroom-based observational and interview data. During the spring, students will review pertinent research literature and statewide

survey data, and reflect on the psychological and public policy implications of differential education.

Instructor: Genero

Prerequisite: Open to juniors and seniors who have taken PSYC 205 and two 200-level courses. Application required.

Distribution: SBA

Term(s): Winter; Spring

Not offered every year. Subject to Provost's Office approval.

PSYC 322 - Emotion, Cognition, and the Brain (1.0)

Emotion-based and cognitive-based processes have traditionally been studied in isolation. Yet in most circumstances, there are interactions between these processes. For example, our mood, or the emotional nature of the information we are processing, can alter the ways in which we attend to, or remember, information. In addition to providing an overview of the methods used in affective and cognitive neuroscience, this course will explore topics including how we use emotions to make decisions, how we regulate our emotional responses, how we decide about the morality of actions, and how we perceive, attend to, and remember emotional experiences. This course also will examine how these processes break down in depression, anxiety disorder, and post-traumatic stress disorder.

Prerequisite: Open to juniors and seniors. Two 200-level units, including PSYC 217, PSYC 218 or PSYC 219 or NEUR 200, and excluding PSYC 205

Distribution: SBA; EC

Term(s): Not Offered

PSYC 323R - Research Methods in the Psychology of Human Sexuality (1.25)

An introduction to research methods appropriate to the study of individual and group differences in sexual attitudes and behavior. Student projects use archival and new survey data to investigate topics such as sexual motivation and attraction, sexual self-esteem and identity, intimacy in romantic relationships, and gender and cultural differences in sexuality. Laboratory. Each section typically limited to 10 students.

Prerequisite: PSYC 205 and PSYC 208 or PSYC 219. Not open to students who have taken PSYC 327.

Distribution: SBA

Term(s): Not Offered

Does not fulfill the laboratory requirement.

PSYC 326 - Seminar. Child and Adolescent Psychopathology (1.0)

Description, etiology, and developmental patterns of behavior problems of children, adolescents, and their families. Topics include theories of child and adolescent psychopathology, externalizing problems such as conduct disorder and attention-deficit/hyperactivity disorder, internalizing problems such as depression, anxiety, and children's experiences of trauma, and developmental disorders such as mental retardation, risk and protective factors for child psychopathology, and child and family interventions.

Instructor: Theran

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Spring

PSYC 327 - Seminar. Psychology of Human Sexuality (1.0)

An examination of psychological approaches to individual and group differences in sexual attitudes

and behavior. This course draws upon theory and research from the fields of personality psychology and social psychology. Topics include: sexual motivation and attraction; sexual self-esteem and identity; intimacy in romantic relationships; and gender and cultural differences in sexuality.

Instructor: Cheek

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor. Not open to students who have taken PSYC 323R.

Distribution: SBA

Term(s): Fall; Summer I

PSYC 328 - Seminar. Genes, Brains, and Human Variation (1.0)

Why do some people have a keen memory for names or faces, a great sense of direction, or a remarkable ability to do two things at once? And why are some people only average (or even below average) in these areas? We will critically evaluate a broad range of perceptual and cognitive abilities (and disabilities) by drawing upon the fields of cognitive neuroscience, behavioral genetics, development, and human variation. We will address three kinds of question: What broad combination of nature and nurture, and what specific genes and experiences, contribute to differing abilities? What are the neural and cognitive bases of such abilities? And how can we or should we apply such knowledge to ourselves, our families, our communities, and our countries?

Instructor: Wilmer

Prerequisite: Two 200-level units, excluding PSYC 205, one of which should be PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219, or NEUR 200, or permission of the instructor.

Distribution: SBA; EC

Term(s): Not Offered

PSYC 329 - Seminar. Psychology of Adulthood and Aging (1.0)

An examination of how individuals develop and change over the life course. Particular emphasis on experiences associated with entry into adulthood, middle age, and older adulthood. Topics include: age-related changes in personality, emotion, and cognition; work and relationships (including marriage and parenting); life's transitions (e.g., divorce, menopause, and retirement); influence of culture and history on crafting adult lives. Different models of the life course will be discussed.

Instructor: Fay

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Fall

PSYC 330 - Psychology of Law (1.0)

This course will document biases in jury decisions, inequalities in sentencing, factors that contribute to criminal behavior, and other contemporary research findings in the psychology of law. Students will review research on jury selection, the reliability of eyewitness testimony, factors affecting the perceived innocence or guilt of defendants, the use of hypnosis and lie-detector tests, blaming victims of crime, methods of interrogation, and issues surrounding testimony from children in abuse cases. This course will explore both theory and research on the psychology of law and will include case analyses. A fundamental goal of the course is to allow students to apply their psychological knowledge and critical-thinking skills to the analysis of legal decisions and outcomes.

Instructor: Carli

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Spring

PSYC 332 - Seminar. Personality and Motivation (1.0)

What do we want, why do we want it, and how do we get it? Do we all want the same things? How much control do we have over our own behavior? These questions drive psychologists who study motivation and personality. We will review major perspectives on motivation from personality and social psychology. Within each perspective, we will consider ways in which individual differences at different levels of analysis (e.g., neural networks, hormonal processes, traits, emotional dispositions, family background, social and cultural contexts) are intertwined with motivation and goal pursuit. We will consider ways in which students might apply what psychologists have learned to the pursuit of their personal goals.

Instructor: Norem

Prerequisite: Open to juniors and seniors who have taken either PSYC 210 or PSYC 212 and one other 200-level unit, or permission of the instructor.

Distribution: SBA

Term(s): Spring

PSYC 333 - Clinical and Educational Assessment (1.0)

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.

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

PSYC 334 - Seminar. The Psychology of Creativity (1.0)

The study of the psychology of creativity is an exciting and ever-growing area of investigation. While the creative process often appears to be mysterious and outside of our conscious control, creative behavior is something that can be examined, quantified, and fostered. In this seminar, we will explore creativity at the individual, group, societal, and cultural levels. Our readings will combine many of the "classics" in the field with cutting-edge empirical studies of creativity in educational, business, and design settings. In addition to doing a substantial amount of reading and writing, each class member will choose a research topic to investigate as well as a semester-long personalized creativity project.

Instructor: Hennessey

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Fall

PSYC 337 - Seminar. Prejudice and Discrimination (1.0)

A discussion-based examination of social psychological theory and research on prejudice and

discrimination with applications to current social issues. Topics include racism, sexism, heterosexism, ageism, and many other forms of intergroup bias, with an emphasis on the psychological mechanisms that underlie all prejudices. We will address two primary questions: Why do people have prejudices? What factors may reduce intergroup bias?

Instructor: Bahns

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Fall

PSYC 338 - Social Influence (1.0)

This course focuses on a major topic in social psychology: attitude formation and change. Techniques of social influence that we encounter in everyday life will be explored, with a particular emphasis on advertising. The findings of empirical research and theory will be used to understand persuasive messages. Topics include how emotion, gender, and culture are used to maximize the effectiveness of advertisements, and how stereotypes are both perpetuated and refuted in advertising.

Prerequisite: Open to juniors and seniors who have taken PSYC 210 and one other 200-level unit, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

PSYC 339 - Seminar. Narrative Identity (1.0)

Narrative psychology explores the human propensity to create and use stories about significant figures and events in the process of identity formation. Topics will include an exploration of mermaids and related figures as cultural images, metaphors for personal transformation, and archetypal symbols of the collective unconscious. *The Little Mermaid* and *La Sirene* of Haitian Vodou will be examined as representations of men's fear of, and attempts to control, women's spirituality and sexuality. The personality theories of Jung and Reich provide the framework for the seminar.

Instructor: Cheek

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

PSYC 340 - Organizational Psychology (1.0)

An examination of key topics, such as 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.

Instructor: Carli

Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Fall

PSYC 341 - Seminar. Psychology of Shyness (1.0)

An examination of psychological approaches to understanding shyness and the related self-conscious emotions of embarrassment and shame. Topics include: genetics of shyness, evolutionary perspectives on shyness in animals, adolescent self-consciousness, and individual and group differences in social behavior.

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

PSYC 342 - Seminar. Psychology of Optimism and Pessimism (1.0)

An examination of the ways in which expectations influence and are influenced by thoughts, feelings, motivation, and behavior. There are a variety of psychological constructs that fall under the general rubric of optimism and pessimism, and research has shown that they relate to physical and mental health, achievement, personal relationships, and even longevity. This seminar will explore those relationships, with an emphasis on understanding both the costs and the benefits of personal and cultural optimism and pessimism.

Prerequisite: Open to juniors and seniors who have taken PSYC 212 or PSYC 210 and one other 200-level course, excluding PSYC 205.

Distribution: SBA

Term(s): Not Offered

PSYC 343 - Calderwood Seminar in Public Writing: Psychology in the Public Interest (1.0)

The primary goal of this course is to develop skills for communicating complex and technical information about human psychology and a psychological perspective to nonexperts. Students will learn to communicate psychological theories (as well as the empirical evidence and methods that support them) to the public through a set of varied writing assignments. These assignments will require students to take a step back from the details of their course work in psychology to think about how the major has shaped their understanding of human biological and social processes. Assignments may include interviews of research psychologists, observations of behavior, book reviews, evaluation of journal articles, and coverage of public talks related to psychological topics. Class sessions will be conducted as workshops devoted to analyzing and critiquing the presentation of psychological information in expository writing.

Instructor: Gleason

Prerequisite: Open to junior and senior psychology majors who have taken two 200-level courses, excluding PSYC 205, or permission of the instructor.

Distribution: SBA

Term(s): Fall

PSYC 344 - Seminar. Social Imagination (1.0)

An examination of the uses and types of imagination in both childhood and adulthood. This course will touch on the mechanics of mental imagery and discuss the ways in which imagery is manifest in cognition and particularly in management of social relationships. Emphasis will be placed on the connections between imagination and emotion, such as in children's enactment of scary or nurturant pretend play. How imagination affects interpersonal interactions will be considered, as will other topics such as children's creation of imaginary companions, imagination as pathology, and individual differences in imagination, imagery of individuals deprived of particular senses, and the influence of imagination on memory.

Instructor: Gleason

Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding PSYC 205.

Distribution: SBA; EC

Term(s): Spring

PSYC 345-01-S - Seminar. Selected Topics in Developmental Psychology (1.0)

Topic for 2013-14: Language and the Development of Autobiographical Memory

Most adults have limited memories from their childhood and almost no memories from before the age of 3. Students will learn about the factors that influence this phenomenon of 'childhood amnesia' and the course of autobiographical memory development in children. The topic of language features heavily in this course, as language and autobiographical memory are inextricably linked. We will discuss how the language that parents use to reminisce with children influences autobiographical memory development. Additional topics include: language, autobiographical memory and gender, broader societal and cultural influences on memory, atypical language development and its effect on autobiographical memory, and bilingualism and autobiographical memory.

Instructor: Steiner

Prerequisite: Open to juniors and seniors who have taken PSYC 207 and one other 200-level course, excluding PSYC 205.

Distribution: SBA

Term(s): Spring

PSYC 349 - Seminar. Nonverbal Communication (1.0)

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. 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).

Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205.

Distribution: SBA

Term(s): Not Offered

PSYC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

PSYC 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

PSYC 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

PSYC 370 - Senior Thesis (1.0)

Prerequisite: PSYC 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

QUANTITATIVE REASONING PROGRAM

Director/Senior Lecturer: *Taylor*

Lecturer: *Polito*

Advisory Committee: *Brabander (Geosciences), Ducas (Physics), Flynn (Chemistry), Genero (Psychology), Hawes (Education), Keane (Psychology), McGowan (Philosophy), Shuchat (Mathematics), Stark (Physics), Swingle (Sociology), Wolfson (Chemistry)*

The ability to think clearly and critically about quantitative issues is imperative in contemporary society. Today, quantitative reasoning is required in virtually all academic fields, is used in most every profession, and is necessary for decision making in everyday life. The Quantitative Reasoning Program is designed to ensure that Wellesley College students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment (described below) and staffs QR 140, the basic-skills course, and some overlay courses. The program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, the Quantitative Reasoning Program provides curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the Quantitative Reasoning requirement.

Quantitative Reasoning Requirement

All students must satisfy both components of the Quantitative Reasoning requirement: the basic-skills component and the overlay course component. The basic-skills component is satisfied either by passing the Quantitative Reasoning Assessment given during Orientation or by passing QR 140, the basic-skills course that builds mathematical skills in the context of real-world applications. Students are required to satisfy the basic skills component in their first year so that they may enroll in the many courses for which basic quantitative skills (including algebra, geometry, basic probability and statistics, graph theory, estimation, and mathematical modeling) are a prerequisite.

The overlay component is satisfied by passing a quantitative reasoning overlay course or by scoring a 5 on the AP Statistics exam. Quantitative reasoning overlay courses emphasize statistical analysis and interpretation of data in a specific discipline. The Committee on Curriculum and Academic Policy has designated specific courses in fields from across the curriculum as ones that satisfy the quantitative reasoning overlay requirement. These courses (listed below) may also be used to satisfy a distribution requirement. See the Statistics section of the catalog for more information about some of these quantitative reasoning overlay courses.

Quantitative Reasoning Program

Overlay Course Component of the Quantitative Reasoning Program

The following courses satisfy the overlay course component of the Quantitative Reasoning requirement. *In order to register for a course on this list, a student must first satisfy the basic skills component of the Quantitative Reasoning requirement by passing either the Quantitative Reasoning Assessment or QR 140.*

ASTR 206 Astronomical Techniques with

	Laboratory
BISC 109	Human Biology with Laboratory
BISC 111	Introductory Organismal Biology with Laboratory
BISC 111T	Introductory Organismal Biology with Laboratory (Tropical Island)
BISC 113	Exploration of Organismal Biology with Laboratory
BISC 198	Statistics in the Biosciences
BISC 201	Ecology with Laboratory
CHEM 120	Intensive Introductory Chemistry with Laboratory
CHEM 205	Chemical Analysis and Equilibrium with Laboratory
CHEM 233	Physical Chemistry I with Laboratory
CHEM 361	Analytical Chemistry with Laboratory
ECON 103/SOC 190	Introduction to Probability and Statistical Methods
ES 101	Fundamentals of Environmental Science with Laboratory
GEOS 101	Earth Processes and the Environment with Laboratory
MATH 101	Reasoning with Data: Elementary Applied Statistics
MATH 101Z	Reasoning with Data: Elementary Applied Statistics with Health Applications
MATH 220	Probability and Elementary Statistics
PHYS 202	Introduction to Quantum Mechanics, Thermodynamics, and Special Relativity with Laboratory
POL 199	Introduction to Research Methods in Political Science
PSYC 205	Statistics
PSYC 305	Seminar. Advanced Statistical Methods and SPSS
QR 170	First-Year Seminar: Causation
QR 180	Statistical Analysis of Education Issues
SOC 190/ECON 103	Introduction to Probability and Statistical Methods

Note that this list is subject to change. Check individual department listings for information about when each course is offered.

Statistics Courses for QR Overlay

Wellesley College offers statistics courses in a variety of disciplines. Some introductory statistics courses are intended as terminal courses (e.g., MATH 101) while others are prerequisites for more advanced research methods courses in the major (e.g., PSYC 205). The courses listed below all focus on descriptive and inferential statistics but differ in their specific applications and use of statistical software. Students who wish to take one of the following statistics courses to satisfy the QR Overlay requirement are advised to select the most appropriate course given their intended major(s) and minor. Students who scored a 5 on the AP

Statistics exam have satisfied the QR Overlay requirement, but may be required to forgo that AP credit if a specific statistics course is required for their major. Please refer to the Quantitative Reasoning Program section for a complete list of QR Overlay courses and see the full course descriptions under each department or program for details on the applications emphasized in each course.

ECON 103/SOC 190	Introduction to Probability and Statistical Methods
MATH 101	Reasoning with Data: Elementary Applied Statistics
MATH 101Z	Reasoning with Data: Elementary Applied Statistics with Health Applications
MATH 220	Probability and Elementary Statistics
POL 199	Introduction to Research Methods in Political Science
PSYC 205	Statistics
QR 180	Statistical Analysis of Education Issues
SOC 190/ECON 103	Introduction to Probability and Statistical Methods

The following rules apply to these statistics courses: MATH 101 and MATH 101Z are not open to students who have taken or are taking ECON 103/SOC 190, POL 199, QR 180, or PSYC 205. In addition, MATH 101 and MATH 101Z are not open to students who have completed MATH 205 except by permission of the instructor; such students should consider taking MATH 220 instead. MATH 101 and MATH 101Z are intended for students who do not anticipate taking further statistics courses in college. Students considering a major in economics, political science, sociology, or psychology are advised not to take MATH 101 and MATH 101Z; other courses are more appropriate for those majors.

ECON 103/SOC 190 (formerly QR 199) is a prerequisite for ECON 203 (Econometrics), which is required of economics majors, and for SOC 290 (Methods of Social Research), which is required of sociology majors. Economics or sociology majors or minors who have completed MATH 220 or PSYC 205 may not also take ECON 103/SOC 190, but must take an additional elective in economics or sociology to complete their major or minor. Students who have taken MATH 101, MATH 101Z, POL 199, or QR 180 may only take ECON 103/SOC 190 if they are majoring or minoring in economics or sociology, and should consult the appropriate department chair.

POL 199 is not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, MATH 220, PSYC 205, or QR 180, except with permission of the instructor.

PSYC 205 is required of all psychology and neuroscience majors. Students who have not declared a psychology or neuroscience major may not enroll in PSYC 205 if they have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 199, or QR 180; students who have declared a psychology or neuroscience major must take PSYC 205 even if they have already taken one of these other statistics courses.

QR 180 is an elective statistics course for students interested in education policy issues. The course is not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 220, POL 199, or PSYC 205.

QR - Quantitative Reasoning Courses

Distribution: SBA; QRF
Term(s): Spring

QR 140 - Introduction to Quantitative Reasoning (1.0)

In this course, students develop and apply mathematical, logical, and statistical skills to solve problems in authentic contexts. The quantitative skills emphasized include algebra, geometry, probability, statistics, estimation, and mathematical modeling. Throughout the course, these skills are used to solve real world problems, from personal finance to medical decision-making. A student passing this course satisfies the basic skills component of the Quantitative Reasoning requirement. This course is required for students who do not pass the Quantitative Reasoning Assessment. Those who pass the assessment, but still want to enroll in this course must receive permission of the instructor.

Instructor: Polito, Taylor

Prerequisite: Permission of the instructor required for students with a score of 9.5 or above on the Quantitative Reasoning Assessment.

Distribution: QRB

Term(s): Fall; Spring

QR 170 - First-Year Seminar: Causation (1.0)

Do you believe that smoking causes lung cancer? What evidence justifies your belief? When lawyers provide free services to indigent clients, are those clients better off? Is online education effective? Correlations are reported in the news every day. However, demonstrating that a phenomenon causes another phenomenon—or even asking a sensible causal question—is often difficult. This seminar introduces a framework for conceptualizing causal questions and statistical tools for addressing those questions. We will explore the development of randomized experiments in the early twentieth century, along with current methods for answering causal questions without randomizing. Examples will come from fields such as medicine, public policy, law, education, and psychology. Students will propose, design, and conduct studies that estimate causal effects.

Instructor: Pattanayak

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. No additional math or statistics background required.

Distribution: MM; QRF

Term(s): Fall

Mandatory credit/noncredit.

QR 180 - Statistical Analysis of Education Issues (1.0)

What factors explain individual and group differences in student achievement test scores and educational attainment? Do inequities in financing public elementary and secondary schools matter in terms of student achievement and future employment? This course explores the theories, statistical methods, and data used by social scientists and education researchers in examining these and other education issues. Students collect, analyze, interpret, and present quantitative data. They begin with descriptive statistics and work up to inferential statistics, including hypothesis testing and regression analyses.

Instructor: Taylor

Prerequisite: Fulfillment of the basic-skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 199, or PSYC 205.

QR 309 - Causal Inference (1.0)

This course focuses on statistical methods for causal inference, with an emphasis on how to frame a causal (rather than associative) research question and design a study to address that question. What implicit assumptions underlie claims of discrimination? Why do we believe that smoking causes lung cancer? We will cover both randomized experiments – the history of randomization, principles for experimental design, and the non-parametric foundations of randomization-based inference – and methods for drawing causal conclusions from non-randomized studies, such as propensity score matching. Students will develop the expertise necessary to assess the credibility of causal claims and master the conceptual and computational tools needed to design and analyze studies that lead to causal inferences. Examples will come from economics, psychology, sociology, political science, medicine, and beyond.

Instructor: Pattanayak

Prerequisite: Any one of ECON 203, SOC 290, POL 199, PSYC 305, or a Psychology 300-level R course; or permission of the instructor.

Cross-Listed as: ECON 309 and SOC 319

Distribution: SBA

Term(s): Spring

DEPARTMENT OF RELIGION

Professor: *Elkins, Geller (Chair), Hobbs, Koder, Marini, Marlow*

Assistant Professor: *Silver*

Religious belief and practice have played an essential role in creating and challenging personal identity and societal norms since the dawn of human history. The study of religion is therefore a constituting element of humanistic inquiry. The Religion Department pursues that inquiry through the critical interpretation of religious traditions, offering courses by scholars trained in Buddhism and the traditions of East Asia, Hebrew Bible and the Ancient Near East, New Testament and Earliest Christianity, Judaism, Catholic and Protestant Christianity, and Islam. Students may also study religions of Africa, South America, and South Asia in cognate programs and departments.

The Religion Department's courses employ a wide range of critical methods for interpreting these traditions including historical, literary, social, comparative, and cultural studies as well as moral and metaphysical reflection. The intellectual breadth and depth of Religion Studies has helped to prepare our graduates for many careers including business, law, medicine, public service, and teaching as well as ministry.

Religion Major

Goals for the Religion Major

Students who elect a major in Religion will acquire these competencies and skills:

- Substantial knowledge of one of the great religious traditions or a central theme in two or more traditions
- Close reading and interpretation of sacred texts and religious writings, including their specialized rhetoric, forms, and contexts
- Significant mastery of critical methods used in contemporary scholarship on religion

Requirements for the Religion Major

For students who entered in the Fall of 2011 or later, the major consists of a minimum of nine units, at least two of which must be at the 300 level, including a seminar in the area of concentration and, ordinarily, REL 380 Seminar: "Advanced Topics in the Study of Religion," taught by different members of the department and required of all Religion majors in their senior year, and no more than two 100-level courses. A maximum of three courses taken outside the department may be counted toward the major, no more than two of which may be taken at an institution other than Wellesley.

For students who entered in the Fall of 2010 or earlier, the major consists of a minimum of nine units, at least two of which must be at the 300-level, including a seminar, and no more than two 100-level courses. A maximum of three courses taken outside the department may be counted toward the major, no more than two of which may be taken at an institution other than Wellesley.

The major requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses, including a seminar, in an area of study that she has chosen in consultation with and that is approved by her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon,

period of time, or theme. To promote breadth, a major must complete a minimum of two courses, devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

Honors in Religion

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Courses for Credit Toward the Religion Major

Students wishing to take related courses for their major or minor outside the department must obtain approval of their advisor in advance. Majors and minors are encouraged to take courses in other departments and programs, including Jewish Studies, Middle Eastern Studies, Medieval and Renaissance Studies, South Asian Studies, and East Asian Studies.

Religion Minor

Requirements for the Religion Minor

The minor consists of a minimum of five courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, should be within an area of concentration chosen by the student in consultation with and approved by her departmental advisor. It is strongly recommended that Religion minors elect REL 380.

For some students, studies in the original language of religious traditions will be especially valuable. Majors and minors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

REL - Religion Courses

REL 100 - Religion Today: Continuity and Conflict (1.0)

An introduction to religion in the contemporary world through the study of pilgrimages and rituals, spiritualities and ethics, and recent competing interpretations of the Bible. Exploration of how religious movements and traditions understand themselves and our increasingly globalized, pluralized, and secularized world. Topics range from religion and violence to fundamentalism, queer theology, ecofeminism, television gurus, Buddhism in the United States, Latina devotion to our Lady of Guadalupe, Jerusalem and Jewish apocalyptic belief, and Islam and political change.

Instructor: Elkins and Geller
Prerequisite: None
Distribution: REP
Term(s): Fall

REL 104 - Study of the Hebrew Bible/Old Testament (1.0)

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.

Instructor: Silver
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

REL 105 - Study of the New Testament (1.0)

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. The beginnings of the break between the Jesus movement and Judaism will be specially considered.

Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Spring

REL 106 - Children of Abraham (1.0)

An exploration of key facets of Judaism, Christianity, and Islam with attention to elements of change, continuity, and diversity within these evolving traditions. Consideration of the relationships among the Abrahamic traditions in historical and comparative perspectives. Topics may include origins, scripture, revelation, structure, institutions, holy men and women, sacred cities, pilgrimage, law, and fundamentalism.

Instructor: Geller
Prerequisite: None
Distribution: REP
Term(s): Not Offered

REL 108 - Introduction to Asian Religions (1.0)

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.

Instructor: Koder
Prerequisite: None. Not open to students who have taken REL 109.
Distribution: REP
Term(s): Summer II

REL 109 - Religions of the Silk Road (1.0)

An introduction to the major religious communities and traditions of East, South, and West Asia, with particular attention to their contacts and interactions as facilitated by trade, travel, and pilgrimage from antiquity until roughly the fifteenth century. The framework for our study of these religious cultures will be the "Silk Road," which stretched from Eastern China to the Mediterranean Sea and linked together the many communities that thrived across Eurasia throughout the preindustrial era. In addition to Buddhism and Islam, the course will cover Confucianism, Daoism, Jainism, Hinduism, and Zoroastrianism, as well as Manichaeism and Nestorian Christianity. Readings are drawn from foundational sacred texts, and the accounts of merchants, travelers, and pilgrims. Additional attention to the material cultures and artistic works

produced by the religious communities of the Silk Road.

Instructor: Marlow

Prerequisite: None. Not open to students who have taken REL 108.

Distribution: REP

Term(s): Not Offered

REL 115 - First-Year Seminar: Radical Individualism and the Common Good (1.0)

There is a deep contradiction at the heart of contemporary American culture. Some call it a crisis. On one hand, the United States is unquestionably committed to the values of radical individualism, marked especially by free-market capitalism, consumerism, and libertarian politics. On the other hand, increasing competition and diversity require principles of the common good to sustain the cultural coherence, social media, and environmental stability necessary for civil society to function effectively. This seminar will investigate the conflict between these two sets of values through theoretical readings and the inspection of everyday life in twenty-first century America. The course asks whether there ought to be any constraints on individualism that can be justified by appeal to the common good, and if so, what those constraints should be.

Instructor: Marini

Prerequisite: None. Open to first-year students only.

Distribution: REP

Term(s): Not Offered

Mandatory credit/noncredit.

REL 200 - Theories of Religion (1.0)

An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology, and psychology. Readings taken from writers of continuing influence in the field: William James and Sigmund Freud, Max Weber and Émile Durkheim, Clifford Geertz and Victor Turner, Carl Jung and Mircea Eliade, Karl Marx and Paul Ricoeur.

Instructor: Marini

Prerequisite: None

Distribution: SBA; REP

Term(s): Not Offered

Normally alternates with REL 230.

REL 204 - Religious Speech and Social Power (1.0)

Do gods and politics belong together? What happens when someone invokes a deity or refers to a religious tradition when speaking politically? Is this kind of allusion simply ornamental? Or is religious speech qualitatively different from the secular kind? This course will survey key cross-cultural examples of religiously inflected political oratory. We will develop theoretical and linguistic tools to help us understand speech as social action and to make sense of what is at stake in a public invocation of the sacred. Students will read classical and contemporary theories of rhetoric, gain experience with discourse analysis, and study examples that range from Neo-Assyrian and ancient Israelite political prophecy through contemporary cases that include Martin Luther King's "I Have a Dream" speech and the public statements of George W. Bush and Osama bin Laden.

Instructor: Silver

Prerequisite: None. Not open to students who have taken REL 203.

Distribution: REP; HS

Term(s): Not Offered

REL 205 - Cosmic Order and the Ordered Self: Wisdom Literature in the Hebrew Bible (1.0)

The worldview of ancient Israelite wisdom literature: its philosophical, ethical, and cosmological systems, and broader cross-cultural contexts. Also the adaptation of individual ethical doctrines to the governance of the political collective during the great Judean reform movement of the seventh century B.C.E., and the breakdown of this system in the wake of the Babylonian Exile. Special attention to scribal responses to the Problem of Evil and their ideas on the relationship between the created cosmos and divine intentionality.

Instructor: Silver

Prerequisite: None

Distribution: REP; HS

Term(s): Not Offered

REL 206 - The Hindu Worlds (1.0)

This course will examine the major aspects of the constellation of distinct but interrelated religious traditions of South Asia generally entitled "Hinduism." The course will have three foci. One will be the intersecting ritual, philosophical, and devotional currents that laid the historical foundations of this tradition and form integral parts of it to this day. The second focus will be on Hindu social organization and issues of political identity. This will cover the Hindu social divisions of caste, gendered roles, and rituals as well as issues related to Hindu nationalism. The third focus will be on practices followed by and negotiations made by diaspora Hindus, especially those settled in America. This area will focus especially on Hindu responses to diversity and interfaith dialogue.

Instructor: Shukla-Bhatt

Prerequisite: None

Cross-Listed as: SAS 206

Distribution: REP

Term(s): Fall

REL 208 - Legend, Satire, and Storytelling in the Hebrew Bible (1.0)

The art of narrative composition in the Hebrew Bible. The literary techniques and conventions of ancient Israelite authors in the Bible's rich corpus of stories. Philosophical and aesthetic treatment of themes such as kingship, power, gender, and covenant. Primary focus on the role of narrative in the cultural life of ancient Israel, with attention also to the difficulties of interpreting biblical stories from within our contemporary milieu.

Instructor: Silver

Prerequisite: None

Cross-Listed as: CPLT 208

Distribution: REP; HS

Term(s): Not Offered

REL 209 - Women, Sexuality, and Patriarchalism in the New Testament (1.0)

The world from which Christianity emerged was largely patriarchal and sexist, with a variety of attitudes toward sexual behavior and marriage. The Christian movement itself took several different approaches toward each of these issues, which found their way into the New Testament collection and thus became the foundation for a multiplicity of stances in later centuries. This variety in the documents will be examined, with special attention to their roots and their results.

Instructor: Hobbs

Prerequisite: None

Distribution: REP; HS

Term(s): Not Offered

Normally alternates with REL 211.

REL 211 - Jesus of Nazareth (1.0)

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."

Instructor: Hobbs

Prerequisite: None

Distribution: REP

Term(s): Not Offered

Normally alternates with REL 209.

REL 215 - Christian Spirituality (1.0)

A study of historical and contemporary writings that exemplify varieties of Christian spirituality. Historical texts include Augustine's *Confessions*, Thomas à Kempis's *The Imitation of Christ*, Teresa of Avila's autobiography, John Bunyan's *The Pilgrim's Progress*, *The Way of the Pilgrim* by an anonymous Russian, and Martin Luther King, Jr.'s *Strength to Love*. Contemporary spiritual literature represents a diversity of new perspectives, including ecofeminist, *mujerista*, and Asian American.

Instructor: Elkins

Prerequisite: None

Distribution: REP

Term(s): Not Offered

Normally alternates with REL 225.

REL 216 - Christian Thought and Practice: 100-1600 (1.0)

Scripture and tradition, orthodoxy and heresy, good and evil, free will and determinism, monasticism and evangelization, mysticism and crusade: influential thinkers on central concerns of Early, Medieval, and Renaissance/Reformation Christianity. Special attention to the diversity of traditions and practices, including devotion to saints, veneration of icons, and uses of scripture.

Instructor: Elkins

Prerequisite: None

Distribution: REP; HS

Term(s): Spring

REL 217 - Christian Thought from the Reformation to the Present (1.0)

A study of defining issues and essential thinkers in the Christian religious tradition from the sixteenth century to the present. Faith and grace, free will and determinism, mysticism and radicalism, reason and emotion, secularization and existentialism, orthodoxy and doubt, religious morality and social action examined in writings by Luther, Calvin, Pascal, Locke, Wesley, Newman, Kierkegaard, Bonhoeffer, and Tillich.

Instructor: Marini

Prerequisite: None

Distribution: REP; HS

Term(s): Not Offered

Normally alternates with REL 219.

REL 218 - Religion in America (1.0)

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, the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day,

Black Elk, Martin Luther King, Jr., and contemporary Fundamentalists.

Instructor: Marini
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

Normally alternates with REL 220.

REL 219 - Christian Ritual (1.0)

A study of religious ritual and its practice in the Christian tradition: sacraments, liturgies, pilgrimage, revivalism, televangelism, and their associated sacred arts. Particular attention to ritual theory and the roles of text, gesture, music, image, and architecture in the ritual process. Integrated study of major ritual complexes including Hagia Sophia (Istanbul), St. Peter's (Rome), Basilica of Our Lady of Guadalupe (Mexico City), Thomaskirche (Leipzig), Old South Meetinghouse (Boston), Apostolic Church of God (Chicago), and the Crystal Cathedral (Orange County, California).

Instructor: Marini
Prerequisite: None
Distribution: ARS; REP
Term(s): Not Offered

Normally alternates with REL 217.

REL 220 - Religious Themes in American Fiction (1.0)

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the writings of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Leslie Marmon Silko, Rudolfo Anaya, Alice Walker, and Allegra Goodman. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.

Instructor: Marini
Prerequisite: None
Distribution: LL; REP
Term(s): Fall

Normally alternates with REL 218.

REL 221 - Contemporary Catholicism (1.0)

A study of Roman Catholicism in a culturally diverse, religiously pluralistic world, with particular attention to the American context. Topics include the theology of the body, sexual morality, social ethics, papal authority, spirituality, feminism, liberation theology, inculturation, and intra- and interreligious dialogue. Readings represent a range of positions.

Instructor: Elkins
Prerequisite: None
Distribution: REP
Term(s): Not Offered

Normally alternates with REL 226.

REL 224 - Hildegard of Bingen (1.0)

This interdisciplinary course will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her popular music today.

Instructor: Elkins, Fontijn (Music)
Prerequisite: None
Cross-Listed as: MUS 224
Distribution: ARS; REP
Term(s): Not Offered

REL 225 - Women in Christianity (1.0)

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, womanists, *mujeristas*, and lesbians.

Instructor: Elkins
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

Normally alternates with REL 215.

REL 226 - The Virgin Mary (1.0)

The role of the Virgin Mary in historical and contemporary Christianity. Topics include Mary in the Bible, early Christian writings, devotion to her in the Middle Ages, her role in Islam, artistic productions in her honor, debates about her body and her power, and her "appearances" at Guadalupe, Lourdes, and Fatima, and in the late twentieth and early twenty-first centuries. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity."

Instructor: Elkins
Prerequisite: None
Distribution: REP; HS
Term(s): Fall

Normally alternates with REL 221.

REL 230 - Ethics (1.0)

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues, including self-interest, freedom, collective good, capitalism, just war, racism, environmental pollution, globalism, and religious morality. Introduction to case study and ethical theory as tools for determining moral choices.

Instructor: Marini
Prerequisite: None
Distribution: REP
Term(s): Not Offered

Normally alternates with REL 200.

REL 240 - Romans, Jews, and Christians in the Roman Empire (1.0)

At the birth of the Roman Empire virtually all of its inhabitants were practicing polytheists. Three centuries later, the Roman Emperor Constantine was baptized as a Christian and his successors eventually banned public sacrifices to the gods and goddesses who had been traditionally worshipped around the Mediterranean. This course will examine Roman-era Judaism, Graeco-Roman polytheism, and the growth of the Jesus movement into the dominant religion of the late antique world.

Instructor: Geller, Rogers (History)
Prerequisite: None
Cross-Listed as: CLCV 240
Distribution: REP; HS
Term(s): Not Offered

REL 243 - Women in the Biblical World (1.0)

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.

Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

Normally alternates with REL 244.

REL 244 - Jerusalem: The Holy City (1.0)

An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values and also to the role of the city in the ongoing Middle East and Israeli-Palestinian peace process.

Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Fall

Normally alternates with REL 243.

REL 245 - The Holocaust and the Nazi State (1.0)

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 that 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.

Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Spring

REL 247 - The World of the Bible (1.0)

A historical examination of the milieu in which the Hebrew Bible and New Testament emerged, and a study of selected Biblical texts in historical context. An exploration of both literary and archaeological data to reconstruct facets of the history, religion, and culture, including the roles and depictions of women, of ancient Israel and the Jewish and Christian communities of the Roman Empire.

Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Summer II

REL 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

REL 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

REL 251 - Religion in South Asia (1.0)

An examination of the religions in South Asia as expressed in sacred texts and arts, religious practices, and institutions in a historical manner. Concentration on the origins and development of Hindu traditions, Buddhism, Jainism, and Sikhism, as well as integration of Islam and Christianity in the religious landscape of South Asia. Interactions among the diverse communities of the region will also form a major theme.

Instructor: Shukla-Bhatt (South Asia Studies)
Prerequisite: None
Cross-Listed as: SAS 251
Distribution: REP; HS
Term(s): Not Offered

REL 252 - Women in the Religious Worlds of South Asia (1.0)

A historical exploration of religious lives of women in the diverse communities of South Asia. The course will examine both the restriction on and the opportunities for women in these communities.

While it will incorporate religious prescriptions for women in the various traditions of the sub-continent, the focus will be on the expressions of women - writings, rituals, and artistic performances - that reflect their experiences. We will also examine defining historical moments that impacted women in various communities. Films, journals, media presentations and conversations with women in various communities will be extensively used.

Instructor: Shukla-Bhatt
Prerequisite: None
Distribution: REP; HS
Term(s): Fall

REL 253 - Buddhist Thought and Practice (1.0)

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, and dialogues with and influence on the West.

Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Fall

Normally alternates with REL 257.

REL 254 - Chinese Thought and Religion (1.0)

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion, and their further developments and interaction. Materials drawn from philosophical and religious and literary works.

Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

Normally alternates with REL 255.

REL 255 - Japanese Religion and Culture (1.0)

Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. 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, distinctively Japanese interpretations of Buddhism, neo-Confucianism, their role in modernization and nationalism, Western colonialism, and modern Japanese thought as a crossroad of East and West.

Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Spring

Normally alternates with REL 254.

REL 257 - Contemplation and Action (1.0)

An exploration of the relationship between the two polar aspects of being religious. Materials drawn from across the globe, both culturally and historically. Topics include: self-cultivation and social responsibility, solitude and compassion, human frailty as a basis for courage, anger as an expression of love, nonviolence, Western adaptations of Eastern spirituality, meditation and the environmental crisis. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Thich Nhat Hanh,

Henri Nouwen, Beverly Harrison, Benjamin Hoff, Ruben Habito, and others.

Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

Normally alternates with REL 253.

REL 259 - Christianity in Asia (1.0)

History of the Christian tradition in South and East Asia from the first century to the present. Emphasis on the Christian impact, both positive and negative, on Asian societies; why Asia rejected Western Christianity; and the development of uniquely Asian forms of Christian belief, practice, and sociopolitical engagement. Topics include: Thomas's supposed "apostolic mission" to Kerala, India in the first century; the Nestorian "heretics" in T'ang China; symbiosis of Jews, Muslims, and Christians in ninth-century China; the two sixteenth-century Jesuits (Francis Xavier and Matteo Ricci); Spanish colonialism and the Roman Catholics of the Philippines; the 26 martyrs of Japan (1597); the Taiping Rebellion; Uchimura's "No Church Christianity"; Horace Allen in Korea; Kitamori's "Pain of God Theology"; Endo's "Silence of God"; India's "untouchables" and Christianity; Mother Teresa of Calcutta; the Three Self Movement in the People's Republic of China; Korea's Minjung Theology; and the rise of Asian American Christianity.

Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

REL 260 - Islamic/ate Civilizations (1.0)

Historical survey of Muslim-majority societies and the diverse cultural forms produced within them from the seventh century to the beginnings of the modern period. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice. Critical attention to the concept of "civilization" and its uses and drawbacks for understanding the complex historical and cultural processes under study in the course.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Fall

Normally alternates with REL 262.

REL 261 - Cities of the Islamic World (1.0)

An exploration of the religious and cultural history of selected cities across the Islamic world from late antiquity to the present. Examines and critiques the concept of "the Islamic city" while focusing on the study of particular cities, including Damascus, Baghdad, Cairo, Istanbul, Isfahan, Samarqand, Lucknow, and Lahore. Topics include: migration, settlement, and the construction of new cities; conversion; the emergence of "holy cities" as centers for pilgrimage, religious education, and Islamic legal scholarship; sacred space and architecture; religious diversity in urban environments; and the impact of colonialism on urban life.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

Normally alternates with REL 269.

REL 262 - The Formation of the Islamic Tradition (1.0)

Historical study of the Islamic tradition, from its beginnings in Arabia through its shaping in the seventh to tenth centuries in the diverse and newly integrated regions of Western and Central Asia and North Africa. Topics include the sacred sources of the Islamic religious tradition, the Prophet and the Qur'an; the formulation of religious law, ethics, theology, and philosophy; varied patterns of piety and mysticism; and the development of Sunni and Shi'i understandings of Islam and Islamic history. Particular attention to the diversity within the Islamic tradition, its intercultural contacts, and its continuing processes of reinterpretation. The course also addresses approaches, methods, issues, and new directions in the study of Islam and Muslim societies.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Spring

Normally alternates with REL 260.

REL 263 - Islam in the Modern World (1.0)

A study of the modern history of the Islamic religion and its interaction with other historical forces in shaping particular developments in Muslim societies from the late eighteenth century to the present. The course explores the emergence and development of religious ideas and movements in the context of the colonial and postcolonial periods, and the histories of modern nation-states. Readings encompass a variety of perspectives and address a range of topics, including religious practice and interpretation, matters of governance and the state, economics, gender and gender relations, dress (for men and women), and the participation of women in various arenas of public life. The course explores Islam as a diverse and dynamic religious tradition that is responsive to change, and enquires into the divergent understandings and connotations of "Islam" to different speakers, groups, and perspectives in a variety of modern and contemporary contexts.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Fall

REL 269 - Religion and Culture in Iran (1.0)

An exploration of the history of Iran and its peoples from antiquity to the present. Topics include cultural and religious life; social and economic developments; government and court politics; the interactions among rural, urban, and nomadic communities; the lives and roles of women; commerce, cultural exchange, and the impact on Iran of European imperial rivalries; the forging of the nation-state, discontent and dissent; the Islamic Revolution, post-revolutionary Iran; and the Iranian diaspora.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

Normally alternates with REL 261.

REL 281 - Sacred Arts of South Asia (1.0)

Cultural life in South Asia is vibrant with aesthetic expressions of religion in its diverse traditions—Hindu, Muslim, Buddhist, Jain, Sikh, and Christian. This course introduces students to one of the most powerful avenues for transmission of religious knowledge in the traditions of South Asia—the aesthetic experience derived through a variety of forms. In addition to visual messages sent through architectural motifs and paintings, teaching of religious doctrines through narratives in drama, dance, and musical performance is common across

religious boundaries. The course will introduce theories of aesthetic experience and religious knowledge from the subcontinent and relate them to contemporary theories of performance.

Instructor: Shukla-Bhatt (South Asia Studies)

Prerequisite: None

Cross-Listed as: SAS 211

Distribution: ARS; REP

Term(s): Spring

REL 290 - Kyoto: Center of Japan's Religion and Culture (Wintersession in Kyoto) (0.5)

Hands-on observation and critical analyses of religion and culture in Kyoto, Japan's capital for more than a millennium. Topics include: Shinto and Buddhism in traditional Japanese art and culture, such as "tea ceremony," calligraphy, poetry, theatre and martial arts; Shinto and Japan's appreciation of nature; Japan's selective memory of the Pacific War and Japan's growing nationalism; today's Buddhist clergy as specialists of the world of the dead, in sharp contrast to the earlier (pre-seventeenth century) focus on meditation and acts of mercy for the living; "new religions" in contemporary Japanese society and politics; Japan's assimilation of Western religions, as manifested in youth culture; the complicity of religion in the resurgence of nationalism and xenophobia; the contemporary Japanese fascination with the "other world." Kyoto will be the center of operation with possible side trips to Nara, Hiroshima, and perhaps Tokyo. Length: Two and a half weeks in Japan, with three days of orientation on campus prior to departure.

Instructor: Kodera

Prerequisite: At least one unit in Asian religion; though not required, preference is given to students of Asian religions and of East Asian studies. Application is required. Enrollment is limited to 10 and requires written permission of the instructor.

Distribution: REP

Term(s): Not Offered

Not offered every year. Subject to Provost's Office approval.

REL 298 - New Testament Greek (1.0)

Reading and discussion of many characteristic New Testament texts, with attention to aspects of Koine Greek that differ from the classical Attic dialect.

Instructor: Hobbs

Prerequisite: One year of Greek; or exemption examination; or permission of the instructor.

Distribution: LL; REP

Term(s): Not Offered

REL 301 - Seminar. Religion in Modern South Asia (1.0)

In many parts of South Asia, the encounter with modernity coincided with colonial rule. This complex history added to the tension between modernity and religious traditions. This seminar will examine the texts, intellectual discourses, political movements, and social changes emerging from religious phenomena in South Asia from 1800 to the present. Students will not only examine specific historical events, but also reflect on how this historical knowledge can be applied in the areas of development, international relations, and human rights movements.

Instructor: Shukla-Bhatt (South Asia Studies)

Prerequisite: Two units at the 200 level in South Asia studies, or by permission of the instructor.

Cross-Listed as: SAS 301

Distribution: REP; HS

Term(s): Not Offered

REL 303 - Seminar. South Asian Models of Religious Pluralism (1.0)

This seminar will explore in a historical manner the development of pluralistic discourses, ideologies, and interactions in South Asia. While remaining focused on South Asia, we will consider more generally the implications of this history for other religiously diverse societies. Readings will range from ancient texts, such as the Upanishads, Dhammapada, medieval writings of Sufi, Sikh, and bhakti traditions, to historical documents about policies of Mogul emperor Akbar, and modern writings on pluralism, including Gandhi's. We will also study the relationship of religious diversity to violence, and modern projects, by Diana Eck and others, to promote sustainable models of religious pluralism. Final projects will give students the opportunity to develop their own model for religious pluralism in a specific part of the world.

Instructor: Shukla-Bhatt (South Asia Studies)

Prerequisite: Open by permission of the instructor.

Cross-Listed as: SAS 303

Distribution: REP; HS

Term(s): Not Offered

REL 304 - The Hindu Worlds (1.0)

This course will examine the major aspects of the constellation of distinct but interrelated religious traditions of South Asia generally entitled "Hinduism." The course will have three foci. One will be the intersecting ritual, philosophical, and devotional currents that laid the historical foundations of this tradition and form integral parts of it to this day. The second focus will be on Hindu social organization and issues of political identity. This will cover the Hindu social divisions of caste, gendered roles and rituals as well as issues related to Hindu nationalism. The third focus will be on practices followed by and negotiations made by diaspora Hindus, especially those settled in America. This area will focus especially on Hindu responses to diversity and interfaith dialogue.

Instructor: Shukla-Bhatt

Prerequisite: SAS 251/REL 251 or permission of the instructor.

Cross-Listed as: SAS 304

Distribution: REP

Term(s): Fall

REL 307 - Seminar. Gods, Politics, and the Body in the Ancient Near East (1.0)

Study of the interconnection of politics, theology, and identity in the ancient Near East. Exploration of how language about the divine was used to frame concepts of political collectivity. Particular focus on sovereignty and its resistance; the uses of violence, torture, and bodily spectacle; and the emergence of literacy and writing culture as catalysts for new forms of community.

Instructor: Silver

Prerequisite: At least one unit on the Bible or one 200-level unit in Near Eastern studies, political science, or classical civilization.

Distribution: REP; HS

Term(s): Not Offered

REL 308 - Seminar. Paul's Letter to the Romans (1.0)

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.

Instructor: Hobbs

Prerequisite: At least one unit on the Bible.

Distribution: REP

Term(s): Not Offered

Normally alternates with REL 310.

REL 310 - Seminar. Mark, the Earliest Gospel (1.0)

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 study.

Instructor: Hobbs

Prerequisite: At least one unit on the Bible.

Distribution: REP

Term(s): Not Offered

Normally alternates with REL 308.

REL 319 - Seminar. Religion, Law, and Politics in America (1.0)

A study of the relationships among religion, fundamental law, and political culture in the American experience. Topics include established religion in the British colonies, religious ideologies in the American Revolution, religion and rebellion in the Civil War crisis, American civil religion, and the New Religious Right. Special attention to the separation of church and state, selected Supreme Court cases on the religion clauses of the First Amendment, and religious and moral issues in current American politics.

Instructor: Marini

Prerequisite: REL 200, REL 217, REL 218, or at least one 200-level unit in American religion, history, sociology, or politics.

Distribution: REP; HS

Term(s): Not Offered

Normally alternates with REL 330.

REL 323 - Seminar. Feminist, Womanist, Mujerista, and Queer Theologies (1.0)

A study of contemporary women theologians' critiques and reinterpretations of Christianity—its Scriptures, its God, its teachings about human bodies and earth—from second wave feminists to contemporary queer theorists. Special attention to African American, Latina, and Asian American authors. Consideration also of alternative concepts of divinity proposed by ecofeminists, lesbians, and devotees of goddesses.

Instructor: Elkins

Prerequisite: One 200-level course in religion, women and gender studies, or a related subject.

Distribution: SBA; REP

Term(s): Not Offered

Normally alternates with REL 326.

REL 326 - Seminar. Theologies of Liberation (1.0)

Beginning with Liberation Theology's emergence in the 1970s with Gustavo Gutierrez (Peru), Leonardo Boff (Brazil), and James Cone (United States), this course then considers the reactions of the 1980s (including Jon Sobrino on the El Salvador martyrs) before turning to the theologies of liberation of the later twentieth century and early twenty-first century by ecofeminists (Ivone Gebara of Brazil), *mujeristas* (Ada Maria Isasi-Diaz), Native Americans (George Tinker), Buddhists (Thich Nhat Hanh), and others.

Instructor: Elkins

Prerequisite: One 200-level course in religion, Latin American studies, or peace and justice studies.

Distribution: REP

Term(s): Spring

Normally alternates with REL 323.

REL 330 - Seminar. Religion and Violence (1.0)

An exploration of the sources and manifestations of religious violence. Topics include the role of violence in sacred texts and traditions, intra- and interreligious conflicts, religion and nationalism, and religious violence in today's global society. Selected examples from Jewish, Christian, and Islamic traditions and contemporary religious conflicts in Africa, South Asia, and the Middle East.

Instructor: Marini

Prerequisite: HIST 205, REL 200 or REL 230, PEAC 104, or permission of the instructor.

Distribution: SBA; REP

Term(s): Fall

Normally alternates with REL 319.

REL 342 - Seminar. Archaeology of the Biblical World (1.0)

An examination of the ways in which archaeological data contribute to the understanding of the history of ancient Israel, and the Jewish and Christian communities of the Roman Empire.

Instructor: Geller

Prerequisite: At least one unit in archaeology, biblical studies, classical civilization, early Christianity, or early Judaism.

Distribution: HS

Term(s): Not Offered

REL 343 - Seminar. Apocalypse and Armageddon: Envisioning the Endtime (1.0)

A study in historical, religious, and cultural contexts of selected literary texts, social movements, and films that envision the endtime. The seminar will examine sources from antiquity to the present including Jewish and Christian apocalyptic texts and movements of the Hellenistic and Roman eras such as the Biblical books of Daniel and Revelation, the Jesus Movement, and the Roman-Jewish wars of the first and second centuries. Additionally, it will examine the Sabbatian movement of the seventeenth century, and modern apocalypticism reflected in the 1993 Waco tragedy and in the endtime speculations concerning Jerusalem. Attention also to the genre of apocalyptic cinema such classics as *On the Beach* (1959) and recent films such as *The Happening* (2008) and *2012* (2009).

Instructor: Geller

Prerequisite: A course in biblical studies, Judaism, Christianity, or by permission of the instructor. Not open to students who have taken REL 116.

Distribution: REP

Term(s): Not Offered

REL 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

REL 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

REL 353 - Seminar. Zen Buddhism (1.0)

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.

Instructor: Kodera

Prerequisite: At least one unit in Asian religions.

Distribution: REP; HS

Term(s): Not Offered

Normally alternates with REL 354.

REL 357 - Seminar. Issues in Comparative Religion (1.0)

Promises and challenges in the evolving debate over how different truth claims and faith communities might seek tolerance, respect, and coexistence. How to reconcile tradition with innovation, doctrine with practice, contemplation with action, globalism with tribalism. Impediments of monotheism and "revealed scripture." The role of religion in prejudice and discrimination; and yet also in peace and justice. The rise of Buddhism in the West and of Christianity in the East. Readings include works by Wilfred Cantwell Smith, John Hick, Uchimura Kanzo, Endo Shusako, Raimundo Panikkar, Thich Nhat Hanh, the Dalai Lama, and Diana Eck.

Instructor: Kodera

Prerequisite: At least one unit in religion.

Distribution: REP; HS

Term(s): Spring

REL 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

REL 361 - Seminar. Studying Islam and the Middle East (1.0)

An exploration of the study and representation of Islam and West Asia/the Middle East in European and American scholarship, literature, arts, and journalism, from the Middle Ages to the present. Topics, studied in historical context, include medieval European images of Islam, translations of sacred texts and literary works, religious polemic, colonial histories and correspondence, Orientalism and post-Orientalism, new and emerging scholarship, the modern press and popular culture. Students will participate in focused discussion of primary sources and works of criticism, including Edward Said's *Orientalism*, and will undertake individual and group-based research projects.

Instructor: Marlow

Prerequisite: Open to juniors and seniors, and sophomores who have taken at least one unit of Middle Eastern studies, or by permission of the instructor.

Distribution: REP; HS

Term(s): Not Offered

REL 364 - Seminar. Sufism: Islamic Mysticism (1.0)

An interdisciplinary exploration of the diverse manifestations of mysticism in Islamic contexts. Topics include the experiences and writings of individual Sufis, including Rabi'a, al-Junayd, Hujwiri, Ibn al-'Arabi, Jalal al-Din Rumi, 'Abd al-Qadir Jilani, Ruzbihan Baqli; the formation of Sufi organizations and development of mystical paths; the place of Sufism in Islamic legal, theological, and philosophical traditions as well as in Muslim religious practice; Sufism in local contexts, both urban and rural; holy men and women; Sufism's permeation of artistic and aesthetic traditions, especially poetry and music; the reception, interpretations, and practices of Sufism in Western countries.

Instructor: Marlow

Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern studies or religion, and by permission of the instructor.

Distribution: REP; HS

Term(s): Spring

Normally alternates with REL 367.

REL 367 - Seminar. Muslim Travelers (1.0)

An exploration of the experiences and writings of Muslim travelers from the Middle Ages to the present in West, South, East, and Central Asia, North Africa, Europe, and America. Focus on the wide range of cultural encounters facilitated by journeys for purposes of pilgrimage, study, diplomacy, exploration, migration, and tourism, and on the varied descriptions of such encounters in forms of literary expression associated with travel, including poetry, pilgrimage manuals, narrative accounts, letters, memoirs, and graffiti. Authors include al-Biruni, Ibn Jubayr, Ibn Battuta, Evliya Çelebi, al-Tahtawi, Farahani, Abu Talib Khan, Asayesh.

Instructor: Marlow

Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern studies, and by permission of the instructor.

Distribution: LL; REP

Term(s): Not Offered

Normally alternates with REL 364.

REL 368 - Seminar. Topics in the Study of Islam and Islamic History (1.0)

Distribution: REP; HS

Term(s): Not Offered

REL 370 - Senior Thesis (1.0)

Prerequisite: REL 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

REL 380 - Seminar. Advanced Topics in the Study of Religion (1.0)

Distribution: REP

Term(s): Not Offered

DEPARTMENT OF RUSSIAN

Professor: *Hodge (Chair)*
Associate Professor: *Weiner*
Senior Lecturer: *Epsteyn*

Since its founding in the 1940s by Vladimir Nabokov, the Russian Department has dedicated itself to excellence in literary scholarship and undergraduate teaching. Our faculty members specialize in different areas of Russian language and literature and incorporate a broad range of cultural material—history, music, and visual art—into their courses. Numerous activities both inside and outside the classroom are designed to enrich students' appreciation of the achievements and fascinating traditions of Russian civilization. At the same time, we give our students critical skills that will serve them outside the Russian context.

Russian Department Information

Students majoring in Russian should consult the chair of the department early in their college career. For information on all facets of the Russian department, please visit new.wellesley.edu/Russian. Students who cannot take RUSS 101 during the fall semester are strongly encouraged to take RUSS 101 during Wintersession; those interested in doing so should consult the chair early in the fall term.

Advanced courses on Russian literature and culture are given in English translation at the 200 level; corresponding 300-level courses offer supplemental reading and discussion in Russian. Please refer to the descriptions for RUSS 376, RUSS 377 and RUSS 386 below.

Russian Major

Goals for the Russian Major

- Be able to speak, read, write and understand Russian very well
- Be a close and attentive reader of Russian literary texts
- Be able to write a persuasive argument in both English and Russian
- Have a good grasp of the history of Russian literature from 1800 to the present
- Possess a broad understanding of important aspects of Russian culture, including film, fine arts, music, history, social customs, folk beliefs, and popular culture

Requirements for the Russian Major

A student majoring in Russian must take at least eight units in the department above RUSS 102, including:

1. Language courses through RUSS 302
2. RUSS 251
3. Two 200-level courses above RUSS 251
4. One unit of 300-level course work above RUSS 302 other than RUSS 350, RUSS 360, and RUSS 370RUSS 101 and RUSS 102 are counted toward the degree but not toward the Russian major.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: RUSS 101 and RUSS 102, RUSS 201 and RUSS 202, RUSS 301 and RUSS 302; RUSS 251; two 200-level literature courses above RUSS 251; and one unit from 300-level literature courses.

Honors in Russian

Students may graduate with honors in Russian by writing a thesis. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students who wish to attempt an honors thesis should consult the chair early in the second semester of their junior year. See Academic Distinctions.

International Study in Russian

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 United States and Russia. Major credit is also given for approved junior year international study programs.

Russian Area Studies

Students interested in an interdepartmental major in Russian Area Studies are referred to the following and should visit the Russian Area Studies Web pages at new.wellesley.edu/russianareastudies. Attention is called to Russian Area Studies courses in history, economics, political science, anthropology, and sociology.

Courses for Credit Toward the Russian Major

CPLT 284 Magical Realism

Russian Minor

Requirements for the Russian Minor

A student minoring in Russian must take at least five units in the department above RUSS 102, at least one of which must be at the 300 level.

RUSS - Russian Courses

RUSS 101 - Elementary Russian I (1.0)

Introduction to Russian grammar through oral, written, and reading exercises; special emphasis on oral expression. Four periods.

Instructor: Hodge, Epsteyn
Prerequisite: None
Term(s): Fall; Winter

RUSS 102 - Elementary Russian II (1.0)

Continued studies in Russian grammar through oral, written, and reading exercises; special emphasis on oral expression; multimedia computer exercises. Four periods.

Instructor: Hodge, Epsteyn
Prerequisite: RUSS 101 or equivalent.
Distribution: None
Term(s): Spring

RUSS 201 - Intermediate Russian I (1.0)

Conversation, composition, reading, music, comprehensive review of grammar; special emphasis on speaking and writing idiomatic Russian. Students learn and perform a play in Russian in the course of the semester.

Instructor: Epsteyn
Prerequisite: RUSS 102 or equivalent.
Distribution: LL
Term(s): Fall

Three periods.

RUSS 202 - Intermediate Russian II (1.0)

Conversation, composition, reading, popular music, continuation of grammar review; special emphasis on speaking and writing idiomatic Russian. Students read unadapted short stories by Pushkin and Zamiatin and view classic films such as *Brilliantovaya ruka*.

Instructor: Epsteyn
Prerequisite: RUSS 201 or equivalent.
Distribution: LL
Term(s): Spring

Three periods.

RUSS 203W - Russian in Moscow (1.0)

This course is offered as an immersion experience, designed to improve students' oral proficiency in Russian while introducing them to the cultural treasures of Russia's capital. Mornings students study language with instructors at the Russian State University for the Humanities. Afternoons and evenings they visit sites associated with Moscow's great writers, art galleries, and museums, and attend plays, operas, and concerts.

Instructor: Epsteyn
Prerequisite: RUSS 201 or permission of the instructor.
Application required.
Distribution: LL
Term(s): Winter

Not offered every year. Subject to Provost's Office approval.

RUSS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

RUSS 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

RUSS 251 - The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English) (1.0)

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*), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*), and Dostoevsky (*Crime and Punishment*) will be read.

Instructor: Hodge
Prerequisite: None
Distribution: LL
Term(s): Fall

RUSS 272 - Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English) (1.0)

Is there a "politically correct" set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia's historic social debates from the 1840s to the 1860s. The tension

between literary realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenyev, Chernyshevsky, Goncharov, Dobroliubov, Dostoevsky, and Pisarev. Representative works from the nonliterary arts will supplement reading and class discussion.

Instructor: Hodge
Prerequisite: None
Distribution: LL
Term(s): Spring

RUSS 276 - Fedor Dostoevsky: The Seer of Spirit (in English) (1.0)

Probably no writer has been so detested and adored, so demonized and deified, as Dostoevsky. This artist was such a visionary that he had to reinvent the novel in order to create a form suitable for his insights into the inner life and his prophecies about the outer. To this day readers are mystified, outraged, enchanted, but never unmoved, by Dostoevsky's fiction, which some have tried to brand as "novel-tragedies," "romantic realism," "polyphonic novels," and more. This course challenges students to enter the fray and explore the mysteries of Dostoevsky themselves through study of his major writings.

Instructor: Weiner
Prerequisite: None
Distribution: LL
Term(s): Spring

RUSS 277 - Lev Tolstoy: Russia's Ecclesiast (in English) (1.0)

An odyssey through the fiction of the great Russian novelist and thinker, beginning with his early works (*Sevastopol Stories*) and focusing on *War and Peace* and *Anna Karenina*, though the major achievements of Tolstoy's later period will also be included (*A Confession*, *The Death of Ivan Ilich*). Lectures and discussion will examine the masterful techniques Tolstoy employs in his epic explorations of human existence, from mundane detail to life-shattering cataclysm. Students are encouraged to have read the Maude translation of *War and Peace* (Norton Critical Edition) before the semester begins.

Instructor: Hodge
Prerequisite: None
Distribution: LL
Term(s): Not Offered

RUSS 286 - Vladimir Nabokov (in English) (1.0)

An examination of the artistic legacy of the great novelist, critic, lepidopterist, and founder of Wellesley College's Russian Department. Nabokov became one of the greatest novelists in both Russian and English literature. Students will read *Lolita*, *Pnin*, and *Pale Fire*, which were written in English, and Nabokov's English translations of two of his best Russian novels: *The Defense* and *Invitation to a Beheading*. The class will also discuss his utterly unique autobiography, *Speak, Memory*.

Instructor: Weiner
Prerequisite: None
Distribution: LL
Term(s): Fall; Summer I

RUSS 301-01-F - Advanced Russian I (1.0)

Topic for 2013-14: St. Petersburg

Students will become experts in one of the most overarching themes of Russian culture: St. Petersburg. We will read and discuss texts, view films, listen to music, and compose essays on the theme of Russia's second capital. The course includes study of grammar, and vocabulary expansion with strong emphasis on oral proficiency and comprehension. At the end of the semester, each

student will write a final paper and present to the class her own special research interest within the general investigation of St. Petersburg's history, traditions, culture, and art.

Instructor: Epsteyn
Prerequisite: RUSS 201-RUSS 202 or the equivalent.
Distribution: LL
Term(s): Fall

Taught in Russian. Three periods.

RUSS 302-01-S - Advanced Russian II (1.0)

Topic for 2013-14: Children and Laughter in Russia

Students will enter the world of Russian children's folklore, literature, songs, film, and animation. From lullabies to folktales, from Pushkin's *skazki*, animal fables by Krylov, didactic stories by Tolstoy, we will move on to examine the contributions of Soviet authors from the early 1920s to the present (V. Maiakovsky, K. Chukovsky, S. Marshak, D. Kharms, M. Zoshchenko, A. Gaidar, N. Nosov, E. Uspensky, G. Oster) and their effect on the aesthetic development and ethical upbringing of children in Russia. The course emphasizes oral proficiency, extensive reading, and weekly writing assignments. Students will create and present a final project on their own special research interest.

Instructor: Epsteyn
Prerequisite: RUSS 301 or the equivalent.
Distribution: LL
Term(s): Spring

Taught in Russian.

RUSS 303W - Russian in Moscow (1.0)

This course is offered as an immersion experience, designed to improve students' oral proficiency in Russian while introducing them to the cultural treasures of Russia's capital. Mornings students study language with instructors at the Russian State University for the Humanities. Afternoons and evenings they visit sites associated with Moscow's great writers, art galleries, and museums, and attend plays, operas and concerts.

Instructor: Epsteyn
Prerequisite: RUSS 301 or permission of the instructor.
Application required.
Distribution: LL
Term(s): Winter

Not offered every year. Subject to Provost's Office approval.

RUSS 333 - Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian) (0.5)

Students will immerse themselves in the famous poems of Derzhavin, Zhukovsky, Pushkin, Lermontov, and Nekrasov, analyzing ballads and verse tales devoted to the natural and the supernatural. Exotic "Oriental" cultures as well as high and low Russian culture serve as the backdrop for these dramatic verse narratives. Russian painting, music, and history will enrich our discussions of Russian Romanticism in the poetry.

Instructor: Hodge
Prerequisite: or corequisite: RUSS 301 or RUSS 302.
Distribution: LL
Term(s): Spring

RUSS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

RUSS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None
Term(s): Fall; Spring

RUSS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

RUSS 370 - Senior Thesis (1.0)

Prerequisite: RUSS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

RUSS 376 - Fedor Dostoevsky's Short Stories (in Russian) (0.5)

A Russian-language course designed to supplement RUSS 276 above, though RUSS 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky.

Instructor: Weiner
Prerequisite: or corequisite: RUSS 301 or RUSS 302.
Distribution: LL
Term(s): Spring

One period.

RUSS 377 - Lev Tolstoy's Short Stories (in Russian) (0.5)

A Russian-language course designed to supplement RUSS 277 above, though RUSS 377 may be taken independently. Students will read and discuss, in Russian, major short works by Tolstoy.

Instructor: Hodge
Prerequisite: or corequisite: RUSS 301 or RUSS 302.
Distribution: LL
Term(s): Not Offered

One period.

RUSS 386 - Vladimir Nabokov's Short Stories (in Russian) (0.5)

A Russian-language course designed to supplement RUSS 286 above, though RUSS 386 may be taken independently. Students will read and discuss, in Russian, major short works by Nabokov.

Instructor: Weiner
Prerequisite: or corequisite: RUSS 301 or RUSS 302.
Distribution: LL
Term(s): Not Offered

One period.

RUSSIAN AREA STUDIES

AN INTERDEPARTMENTAL MAJOR

Director: *Tumarkin (History)*

Advisory Committee: *Epsteyn (Russian), Hodge (Russian), Kohl (Anthropology), Tumarkin (History), Weiner (Russian)*

Sir Winston Churchill called Russia “a riddle wrapped in a mystery inside an enigma.” The Russian Area Studies program explores Russia and the former Soviet Union, a vast region stretching from Poland to the Pacific Ocean, a land of extremes: anarchy and totalitarianism; super-growth and stagnation; stability and dramatic volatility. The world’s largest producer of oil and gas, Russia has also given the world one of its most glorious literary and musical canons. The Russian Area Studies program is based on the premise that the region is best explored through an interdisciplinary study of its culture, history, politics, and language. The program prepares students for a range of careers, including work in government, business, academia, and the arts.

Russian Area Studies Major

Goals for the Russian Area Studies Major

- An informed understanding of Russia’s and Eurasia’s place in today’s world, the goals and values espoused by its leadership, and the challenges the region faces
- A learned appreciation of the vast diversity of the broad Eurasian space, which for millennia has been inhabited by a multitude of peoples
- An understanding of how those peoples and cultures have interacted over time
- A familiarity with the basic structures and dynamics of Russian and Eurasian historical development, including the nature of autocracy, dictatorship, and empire
- A proficiency in the Russian language sufficient for advanced study of its rich literary canon
- A familiarity with enough classic Russian literature and other cultural works for an understanding of the major themes in Russian culture of the nineteenth and twentieth centuries
- Experience in critical reading, writing essays, and oral communication
- A critical knowledge of methods used by scholars of literature, history, and the social sciences

Requirements for the Russian Area Studies Major

A major in Russian Area Studies consists of a minimum of eight units. Majors are normally required to take four units of the Russian language above the 100 level: RUSS 201-RUSS 202 and RUSS 301-RUSS 302. In addition, a major’s program should consist of at least four non-language units drawn from Russian Area Studies, Russian history, literature, and politics, as well as relevant courses in anthropology and comparative literature (see listings below). At least two of a major’s units should come from outside the Russian department and the Comparative Literature program. Majors are normally required to take at least two units of 300-level course work, at least one of which should be drawn from outside the Russian department.

Honors in Russian Area Studies

Seniors who wish to graduate with honors in the major must write an honors thesis. Applicants for honors must have minimum 3.5 GPA in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is

between 3.0 and 3.5. Interested students should discuss their ideas and plans with their advisor, the program chair, or a member of the advisory committee as early as possible in their junior year.

International Study and Graduate Study in Russian Area Studies

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a semester or 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. For more information on the Russian Area Studies program, students may consult the Wellesley College Russian Area Studies Web pages: new.wellesley.edu/russianareastudies.

Courses for Credit Toward the Russian Area Studies Major

ANTH 247	Societies and Cultures of Eurasia
ANTH 319	Nationalism, Politics, and the Use of the Remote Past
CPLT 284	Magical Realism
HIST 211	Bread and Salt: Introduction to Russian Civilization
HIST 246	Vikings, Icons, Mongols, and Tsars
HIST 247	Splendor and Serfdom: Russia Under the Romanovs
HIST 248	The Soviet Union: A Tragic Colossus
HIST 301	Seminar. Women of Russia: A Portrait Gallery
HIST 302	Seminar. World War II as Memory and Myth
RUSS 251	The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)
RUSS 255	The Most Important Art: Russian and Soviet Film (in English)
RUSS 257	Madness and Madmen in Russian Culture
RUSS 260	Russian Folklore and Fairy Tales: Myths, Maidens, Monsters
RUSS 272	Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)
RUSS 276	Fedor Dostoevsky: The Seer of Spirit (in English)
RUSS 277	Lev Tolstoy: Russia’s Ecclesiast (in English)
RUSS 286	Vladimir Nabokov (in English)
RUSS 333	Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian)
RUSS 334	Songs of Love and Loss: Russian Poetry and the Elegiac Tradition (in Russian)
RUSS 343	Staging Life: Contemporary Russian Culture on Stage and

RUSS 376	Screen (in Russian) Fedor Dostoevsky’s Short Stories (in Russian)
RUSS 377	Lev Tolstoy’s Short Stories (in Russian)
RUSS 386	Vladimir Nabokov’s Short Stories (in Russian)

In addition to the courses listed above, students are encouraged to incorporate the rich offerings of MIT and Brandeis into their Russian Area Studies programs.

RAST - Russian Area Studies Courses

RAST 212 - Lake Baikal: The Soul of Siberia (1.25)

The ecological and cultural values of Lake Baikal—the oldest, deepest, and most biotically rich lake on the planet—are examined. Lectures and discussion in spring prepare students for the three-week field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, history, art, music, and the country’s environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake’s stakeholders, and tours of ecological and cultural sites surrounding the lake.

Instructor: Hodge (Russian), Moore (Biological Sciences)
Prerequisite: or corequisites: ES 101 or BISC 111; RUSS 101; and permission of the instructors. Preference will be given to students who have also taken HIST 211.
Application required.
Cross-Listed as: ES 212
Distribution: LL; NPS
Term(s): Not Offered

Not offered every year. Subject to Provost’s office approval.

RAST 222 - Firebird! The Russian Arts Under Tsars and Commissars (1.0)

The magical Russian Firebird, with its feathers of pure gold, embodies creative genius and the salvational glory of Russian visual and performing arts. In this course we will explore Russian painting, ballet, opera, music, and theatre and their place in the culture and history of both Russia and Europe. One of the great paradoxes of the Russian experience in the nineteenth and twentieth centuries was the astonishing capacity of Russia’s composers, choreographers, dancers, painters, and writers to create many of the world’s greatest artistic works while living and working under almost unimaginably repressive political regimes. How was this achieved? In addition to larger themes and movements we will consider the contexts, production, meanings—and, in some cases, iconic afterlives—of selected works and performers.

Instructor: Tumarkin
Prerequisite: None
Distribution: ARS
Term(s): Spring

RAST 322 - Firebird! The Russian Arts Under Tsars and Commissars (1.0)

The magical Russian Firebird, with its feathers of pure gold, embodies creative genius and the

salvational glory of Russian visual and performing arts. In this course we will explore Russian painting, ballet, opera, music, and theatre and their place in the culture and history of both Russia and Europe. One of the great paradoxes of the Russian experience in the nineteenth and twentieth centuries was the astonishing capacity of Russia's composers, choreographers, dancers, painters, and writers to create many of the world's greatest artistic works while living and working under almost unimaginably repressive political regimes. How was this achieved? In addition to larger themes and movements we will consider the contexts, production, meanings—and, in some cases, iconic afterlives—of selected works and performers.

Instructor: Tumarkin

Prerequisite: Normally open to juniors and seniors who have taken at least one course in a related area (such as Russia, Europe, performing arts, or visual arts).

Distribution: ARS

Term(s): Spring

RAST 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

RAST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

RAST 370 - Senior Thesis (1.0)

Prerequisite: RAST 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF SOCIOLOGY

Professor: *Cuba (Chair), Cushman, Hertz, Imber, Levitt*
 Associate Professor: *Rutherford*
 Assistant Professor: *Radhakrishnan*
 Senior Lecturer: *Swingle*

Sociology is the systematic and scientific study of social life, including informal and formal organizations and the multiple ways that people collectively give meaning to their behavior and lives. The scope of sociology ranges from the analysis of passing encounters between individuals in the street to the investigation of broad-scale global social change. Sociology brings a unique perspective to the study of institutional and collective forms of social life, including the family, human rights, mass media and popular culture, social movements, migration, the professions, and global systems and processes. Research is conducted across many cultures and historical periods in order to illuminate how social forces such as class, gender, race and ethnicity, age, group membership, and culture shape human experience. Sociologists use multiple methods including surveys, interviews, participant observation, and material and textual analyses.

Sociology Major

Goals for the Sociology Major

- To develop in students an appreciation for the sociological imagination, which is the ability to see the interrelations between personal biography, history, and social structure
- To teach students basic sociological concepts and research methods that will allow them to analyze and understand aspects of social life independently, with intellectual originality and rigor
- To develop the capacity for analytical and reasoning skills through hands-on experience with both qualitative and quantitative data
- To help students think critically about “taken-for-granted” information and knowledge about social life and provide assessments based on sociological analysis
- To introduce students to the major ideas of classical and contemporary sociological theory and to apply these theories to the interpretation of social life on a global scale
- To teach students to be careful analysts, eloquent writers, and articulate speakers
- To provide students with the analytical, interpretive, and research skills that will serve as a foundation for graduate school, professional school, or any career
- To foster a climate of open intellectual exchange by organizing public lectures and seminars and strongly encouraging collaborative student-faculty research

Requirements for the Sociology Major

A major in sociology consists of at least nine units. The core of the major consists of four required courses (SOC 190, SOC 200, SOC 201, and SOC 290) that emphasize basic concepts, theory, and research methods that are the foundation of the discipline, but are also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major must be obtained from the department chair in advance. Students must take at least five additional units, two of which must be 300-level work (excluding SOC 350, SOC 360, and SOC 370). Majors are encouraged to elect courses in a variety of substantive topics in sociology (e.g., social

problems, deviance, immigration, social change and development, race and ethnicity, medicine and epidemiology, religion, gender, mass media, and popular culture).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year if they want to conduct independent research or honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and SOC 201) and research methods course (SOC 290) should be taken during the sophomore year, or an alternative plan should be arranged with her advisor.

Honors in Sociology

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Sociology Minor

Requirements for the Sociology Minor

A minor in sociology (six units) consists of any 100-level unit, SOC 200, and four additional units, one of which must be a 300-level unit, excluding SOC 350. 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.

SOC - Sociology Courses

SOC 102 - The Sociological Perspective: An Introduction to Sociology (1.0)

Thinking sociologically enables us to understand the intersection of our individual lives with larger social issues and to grasp how the social world works. Students in this course will become familiar with the background of sociology and the core analytical concepts employed by sociologists. Students will also gain familiarity with the major substantive topics explored by sociology, with focused attention given to the study of cultural formation, social identities, social control, social inequality, and globalization.

Instructor: Rutherford
 Prerequisite: None
 Distribution: SBA
 Term(s): Summer I

SOC 103 - Social Problems of Youth: An Introduction to Sociology (1.0)

Perspectives on the creation of and response to the problems of young people. The problem of generations and relations between young and old. Perceptions of personal freedom and social responsibility with respect to public issues that directly affect youth including alcohol, tobacco, drugs, gambling, guns, and sexuality.

Instructor: Imber
 Prerequisite: None

Distribution: SBA
 Term(s): Not Offered

SOC 105 - Doing Sociology: Applying Sociological Concepts to the Real World (1.0)

The goal of this course is to learn to analyze real-life situations using sociological tools. The course is organized around a series of exercises that will teach students different analytical techniques and explore sociological theories and concepts. Projects may include reading novels, analyzing films, working with census data, interviewing, conducting surveys, participant observation, debating, and a small independent research project. Each project will focus on a subfield in the discipline and will serve as a platform from which students can explore basic theories, analytic categories, and methods. Students will work individually, in pairs, and in small groups.

Instructor: Levitt
 Prerequisite: None
 Distribution: SBA
 Term(s): Spring

SOC 108 - Thinking Global: An Introduction to Sociology (1.0)

How are your personal problems related to larger issues in society and the world? In what ways do global economic and political shifts affect your personal trajectory as a college student in the United States? In this course, you will come to understand sociology as a unique set of tools with which to interpret your relationship to a broader sociopolitical landscape. By integrating classic readings in the discipline of sociology with the principles of global political economy, we will analyze and contextualize a range of social, economic, and political phenomena at the scales of the global, the national, the local, and the individual.

Instructor: Radhakrishnan
 Prerequisite: None
 Distribution: SBA
 Term(s): Spring

SOC 114 - First-Year Seminar: So, You Want to Be a Doctor? (1.0)

This course is not intended to persuade you to choose, or dissuade you from choosing, a career in medicine. It will introduce you to medical sociology, focusing on who becomes a doctor, the doctor's socialization in medical school, and the life of medical practice in a changing health care system. It will also consider whether a life in medicine is a spiritual vocation and the implications that such a “calling” has for the relationship between doctor and patient. Attention will be given to thinking and writing about the meaning of work in other than financially remunerative ways.

Instructor: Imber
 Prerequisite: None
 Distribution: SBA
 Term(s): Fall

Mandatory credit/noncredit.

SOC 137 - First-Year Seminar: Reading Sociology: Using Literature as a Sociological Window (1.0)

What can we learn about class, race, and gender by reading fiction? What difference does it make when we engage with these ideas by reading about them as opposed to seeing them on the silver screen? This course treats different types of fiction writing as sociological texts. We will use novels and short stories as opportunities to learn about sociological

concepts. Works will be chosen to highlight a range of sociological questions and to provide students with a broad introduction to the discipline. Writing assignments will include book reviews, author interviews, and an original short story.

Instructor: Levitt
Prerequisite: None
Distribution: SBA
Term(s): Fall

Registration in this section is restricted to students selected for the Wellesley Plus Program. Mandatory credit/noncredit.

SOC 138 - Deviance and Conformity: An Introduction to Sociology (1.0)

Why are some behaviors, differences, and people considered deviant or stigmatized while others are not? This introductory sociology course examines several theories of social deviance that offer different answers to this question. We will focus on the creation of deviant categories and persons as interactive processes involving how behaviors are labeled as deviant, how people enter deviant roles, how others respond to deviance, and how those labeled as deviant cope with these responses.

Instructor: Cuba
Prerequisite: None
Distribution: SBA
Term(s): Fall

SOC 150 - The Individual and Society (1.0)

Examination of the idea of the individual, the concept of individuality, and the ideology of individualism in comparative-historical perspective. Focus on social conceptions of the individual; free-will versus determinism; the social nature of mind and self; the role of the individual in social change; the state and the individual; tensions between individualism and collectivism; the quest for individuality and authenticity in the modern world. Draws on classic and contemporary works in sociology in an interdisciplinary framework.

Instructor: Cushman
Prerequisite: Open to first- and second-year students only.
Distribution: SBA; EC
Term(s): Fall

SOC 190 - Introduction to Probability and Statistical Methods (1.0)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications.

Instructor: Levine (Economics), Swingle, Keskin (Economics)
Prerequisite: ECON 101, ECON 102, or one course in sociology and fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 220, PSYC 205, or POL 199.
Cross-Listed as: ECON 103
Distribution: SBA; QRF
Term(s): Fall; Spring; Summer I

Students must register for a laboratory section, which meets an additional 70 minutes each week. Does not satisfy the laboratory requirement.

SOC 200 - Classical Sociological Theory (1.0)

A survey of the origins of sociology through the works of the classical founders of the discipline.

Focused attention is given to the writings of Marx, Weber, and Durkheim, with emphasis on learning to read and interpret primary texts. Students will understand foundational sociological concepts as used by classical theorists and will also apply these concepts to understand contemporary social life. Students will also explore the development of the canon of classical sociological theory with special emphasis on the place of women and African Americans in the history of that canon.

Instructor: Rutherford
Prerequisite: One 100-level unit. Required of all majors.
Distribution: SBA
Term(s): Fall; Summer I

SOC 201 - Contemporary Sociological Theory (1.0)

An overview of important twentieth-century social and cultural theories. Focus on functionalist analysis, social conflict theory, dramaturgical theory, theories of modernity, and cognitive sociology. Class lectures and written work will focus on the application of sociological theories to the interpretation of a wide range of empirical phenomena.

Instructor: Cushman
Prerequisite: SOC 200. Required of all majors.
Distribution: SBA
Term(s): Spring

SOC 202 - Human Rights in Global Context (1.0)

Human rights is one of the most powerful approaches for promoting freedom and social justice in the contemporary world. This course offers critical social science analyses of human rights as a social, cultural, and legal system. It explores the historical and philosophical origins of the contemporary human rights system and its growth and development as a global social movement over the last few decades. This includes the evolution of the idea of individual rights to include social, economic, and cultural rights and the collective rights of indigenous peoples. Other topics include: the ongoing controversy between human rights' claims to universalism in contrast to assertions of cultural difference; the rise of nongovernmental human rights organizations and the globalization of human rights; humanitarian intervention; the rights of vulnerable groups such as children and the poor; and the emergence of violence against women as a human rights issue.

Instructor: Cushman
Prerequisite: None
Distribution: SBA
Term(s): Fall

SOC 204 - Social Problems (1.0)

This course investigates why certain problems become matters of significant public and policymaking concern while others do not. We do not focus on a predefined list of social problems but rather on the process by which some issues capture more attention than others. Our discussions analyze the actions of those institutions involved either in calling public attention to or distracting public attention away from particular problems in our society. This focus enables students to acquire a perspective toward social problems that they are unlikely to gain from the many other forums where people discuss social problems, such as journalism or politics.

Instructor: Silver
Prerequisite: None
Distribution: SBA
Term(s): Spring

SOC 205 - American Families and Social Equality (1.0)

American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and the growing number of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gaps between families continue. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States.

Instructor: Hertz
Prerequisite: None
Cross-Listed as: WGST 211
Distribution: SBA
Term(s): Not Offered

SOC 209 - Social Inequality: Class, Race, and Gender (1.0)

This course examines the distribution of social resources to groups and individuals, as well as theoretical explanations of how unequal patterns of distribution are produced, maintained, and challenged. Special consideration will be given to how race, ethnicity, and gender intersect with social class to produce different life experiences for people in various groups in the United States. Consideration will also be given to policy initiatives designed to reduce social inequalities and alleviate poverty.

Instructor: Rutherford, Silver
Prerequisite: One 100-level unit or permission of the instructor.
Distribution: SBA
Term(s): Spring; Summer I

SOC 212 - Comparative Sociology and Demography of the Family (1.0)

An examination of the forces that shape contemporary living arrangements in American society and others. This course will cover a wide expanse of recent demographic research, including explanations for the variety of family forms based on kinship and non-kinship; changes in the meaning of marriage as well as the opportunities for marriage in Western countries; the increasing prevalence of single living in the United States; the meaning and function of friendship in different societies; the links between living arrangements and other institutions such as school and work; and the economic, social, and psychological effects of living arrangements on women, men, and children. Cross-national comparisons will be used in the course to highlight similarities and differences to American living arrangements.

Instructor: Swingle
Prerequisite: One 100-level unit or permission of the instructor.
Distribution: SBA
Term(s): Fall

SOC 217 - Power: Personal, Social, and Institutional Dimensions (1.0)

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, professions, corporations, cooperatives, communities, nations, and the global economy.

Instructor: Cuba

Prerequisite: One 100-level unit or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

SOC 221 - Globalization (1.0)

McDonald's®, Starbucks®, and the Gap® are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the increasingly interdependent world in which we live, compare them with those in the past, and explore their consequences.

Instructor: Levitt

Prerequisite: One 100-level unit or permission of the instructor.

Distribution: SBA

Term(s): Fall

SOC 231 - The Sociology of Art, Media, and Culture: Comparative Perspectives (1.0)

In this era of globalization, many aspects of social life span national boundaries. In his book *Imagined Communities*, Benedict Anderson stressed the role of the media in creating nations. How does the relationship between art, culture, and society change when communities cross national borders? What role does the media play in creating new kinds of publics? This course examines the globalization of the artistic and cultural worlds and how artistic products change in response. We will look at high and popular cultural forms of painting, music, film, and writing. We will explore the interactions between artists, their audiences, and the curators, editors, and music industry moguls who are the gatekeepers of the culture industry.

Instructor: Levitt

Prerequisite: One 100-level unit or permission of the instructor.

Distribution: SBA

Term(s): Spring

SOC 233 - Gender and Power in South Asia (1.0)

How do issues of gender continue to figure into the political agendas of contemporary South Asia? In this course, we will address the gendered dimensions of contemporary social, political, and economic debates in South Asia, while coming to grips with changing roles and representations of South Asian women. Topics to be covered will include women's movements, the legal system, contemporary regional politics, the new economy, and popular culture.

Instructor: Radhakrishnan

Prerequisite: One 100-level unit or permission of the instructor.

Distribution: SBA

Term(s): Fall

SOC 234 - Gender and International Development (1.0)

As theoretical approaches to studying gender have shifted in the academic world, practical approaches to international development have changed to reflect them. In this course, we will focus on the relationship between theories of gender and their translation into policies and programs designed to ameliorate the lives of the world's poorest over the past several decades. In so doing, we will discuss the major trends in feminist theorizing, particularly in the postcolonial world, as well as the shifting paradigms of local and global organizations in designing and implementing "local" development projects. Topics to be addressed include microfinance, water distribution, land reform, and economic liberalization in Asia, Africa, and Latin America.

Instructor: Radhakrishnan

Prerequisite: One 100-level unit or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

SOC 241 - A Nation in Therapy (1.0)

What is therapy? Although historically tied to the values and goals of medicine, the roles that therapy and therapeutic culture play in defining life, liberty, and the pursuit of happiness are now ubiquitous. The impact of therapeutic culture on every major social institution, including the family, education, and the law, has created a steady stream of controversy about the ways in which Americans in particular make judgements about right and wrong, about others, and about themselves. Are Americans obsessed with their well being? Is there a type of humor specific to therapeutic culture? This course provides a broad survey of the triumph of the therapeutic and the insights into the character and culture that triumph reveals.

Instructor: Imber

Prerequisite: None

Cross-Listed as: AMST 241

Distribution: SBA

Term(s): Spring

SOC 249 - Celebrity, Fame, and Fortune (1.0)

A critical examination of the concept of status in sociological and social-scientific thinking. Focus on the historical rise of fame and its transformation into celebrity in the modern era. The relationship of status and violence. The meaning of sudden changes in good and bad fortune as attributes of status, including contemporary examples such as lottery winners, disgraced politicians, and media-driven attention to the powerful and pathetic. Fame and celebrity among women and minorities. The psychopathologies of leadership and conformity in political, religious, and educational institutions.

Instructor: Imber

Prerequisite: One 100-level unit or permission of the instructor.

Cross-Listed as: AMST 249

Distribution: SBA

Term(s): Not Offered

SOC 251 - Racial Regimes in the United States and Beyond (1.0)

Racial categorization is an abstraction, yet its effects on our individual and collective lives are acutely real. How can we understand the mechanisms of racial domination in our society? In this class, we will move toward the formulation of a sociological conception of race by examining race comparatively in societies around the world. We will question and examine our own notions of race made in the United States, even as we explore institutions of racial domination in

other parts of the world. Case studies will include the penal system in the United States, apartheid and post-apartheid states in South Africa, Brazil's "racial democracy," Chicago's Black Metropolis, and caste systems in India and Japan, among other examples.

Instructor: Radhakrishnan

Prerequisite: At least one social science course required.

Distribution: SBA

Term(s): Not Offered

SOC 290 - Methods of Social Research (1.0)

This course introduces some of the more prominent qualitative and quantitative methods used by sociologists to study the social world. The course emphasizes hands-on experience with several small-scale research projects with the goal of teaching students how to 1) integrate social theory with research methods, 2) ask good research questions, 3) define key concepts, 4) choose appropriate samples, 5) collect high-quality data in an ethical manner, 6) analyze data, and 7) write formal research papers. A section of this course will build upon the statistics learned in SOC 190, but statistics will not be the main focus.

Instructor: Swingle

Prerequisite: SOC 190/ECON 103 or permission of the instructor. Required of all sociology majors. Not open to students who have taken this course as SOC 301.

Distribution: SBA

Term(s): Spring

SOC 302-01-S - Seminar. Advanced Topics in Human Rights (1.0)

This course focuses on central human rights problems and issues in contemporary global society from a social science perspective. The seminar is topical and the following issues will be examined: humanitarianism, genocide and genocide prevention, global slavery, sex and organ trafficking, stateless peoples, and the persistence of torture in the modern world. The seminar will rely on case studies of each of the topics and aims to provide students with a concrete sociological understanding of these global social problems.

Instructor: Cushman

Prerequisite: SOC 202

Distribution: SBA

Term(s): Spring

SOC 304 - Seminar in Sociological Theory (1.0)

Distribution: SBA

Term(s): Not Offered

SOC 306 - Seminar. Women and Work (1.0)

The biggest force for change in the U.S. economy has been the growing diversity of the American labor force. The first half of the course emphasizes the impact of gender and racial diversity on the nature of work in America. We will discuss four key aspects: 1) the dynamics of gender and race in the workplace; 2) the tensions between work/family and gender equity; 3) the struggle to integrate women into male-dominated occupations and professions; and 4) the challenges for women in leadership roles. The second half of the course will focus on women as critical to the "new" global workforce in selected regions. We will discuss: 1) women's migration and domestic work; 2) the paradox of caring for others while leaving one's children behind; 3) women in global factories; and 4) women's activism in their home communities.

Instructor: Hertz

Prerequisite: Priority will be given to sociology or women's and gender studies majors/minors who have taken at least two courses at the 200 level in their

respective major. Permission of the instructor is required for all other students.

Cross-Listed as: WGST 306

Distribution: SBA

Term(s): Not Offered

SOC 307 - Learning by Giving: Nonprofit Organizations and American Cities in the Twenty-First Century (1.0)

The goals of this experimental team-taught course are several: 1) to develop a community-based research experience that will strengthen students' substantive understanding of American cities and the organizations that serve their populations; 2) to offer students the opportunity to hone their social science research skills; 3) to strengthen students' communication skills by offering them an alternative venue and audience for their writing; and 4) to foster collaboration among students on a project of consequence. Students will work in teams to research, write, and submit a grant application for a nonprofit organization. Course participation will require travel to Boston. Preference will be given to students who have a demonstrated commitment to service.

Instructor: Cuba, Brubaker (The Writing Program)

Prerequisite: One 200-level course in the social sciences.

Enrollment is limited. Students must fill out an application available in the Sociology Department.

Cross-Listed as: WRIT 307

Distribution: SBA

Term(s): Fall

SOC 308 - Children in Society (1.0)

This seminar will focus upon children as both objects and subjects within societies. Beginning with consideration of the social construction of childhood, the course will examine the images, ideas, and expectations that constitute childhoods in various historical and cultural contexts. We will also consider the roles of children as social actors who contribute to and construct social worlds of their own. Specific topics to be covered include the historical development of childhood as a distinct phase of life, children's peer cultures, children and work, children's use of public spaces, and the effects of consumer culture upon children. Considerable attention will be given to the dynamics of the social institutions most directly affecting childhood today: the family, education, and the state.

Instructor: Rutherford

Prerequisite: One 100-level sociology course.

Distribution: SBA

Term(s): Spring

SOC 309 - Seminar. Topics in Inequality (1.0)

Distribution: SBA

Term(s): Not Offered

SOC 310 - Encountering the Other: Comparative Perspectives on Immigration (1.0)

Each year, approximately 5 million people cross a national border to settle in a new land. This course looks comparatively and historically at the social and cultural aspects of the immigrant experience. We will begin with an overview of immigration in the United States, paying particular attention to the experiences of the children of immigrants. We will then look at how relatively new countries of settlement (such as Europe) compare to long-term plural societies (such as Malaysia). How are ethnic, racial, and religious diversity managed in each of these contexts? What do we learn about the nation by looking at how it "encounters the other"? We will also focus on how cultural institutions and creators represent the immigrant experience by looking at novels, films, art exhibitions, the media, and museums. Class projects

will include oral histories, media and literary analyses, and a major research paper on a topic of students' choice. Some class time will be devoted to how to design and carry out qualitative research.

Instructor: Levitt

Prerequisite: One 100-level unit or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

SOC 311 - Seminar. Family and Gender Studies: The Family, the State, and Social Policy (1.0)

Analysis of problems facing the contemporary U.S. family and potential policy directions for the new decade of this millennium. Discussion of the transformation of the American family including changing economic and social expectations for parents, including the impact of work on the family, equality between spouses, choices women make about children and employment, day care and familial care giving, welfare, and the new American dreams will be explored. Expanding family forms (i.e., single mothers by choice, adoptive families, and lesbian/gay families) and the confusion surrounding genetic and social kinship in the United States will be emphasized as examples of legislative reform. Finally, welfare and teen pregnancy will also be examined as part of government incentives and policy reform. Comparisons with other contemporary societies will serve as a foil for particular analyses. Students will learn several types of methodologies through course assignments. Student groups will also produce an original social policy case.

Instructor: Hertz

Prerequisite: Open to juniors and seniors. Priority will go to sociology and WGST majors and minors.

Cross-Listed as: WGST 311

Distribution: SBA

Term(s): Spring

SOC 314 - Global Health and Social Epidemiology (1.0)

Concerns about the health of communities date back to antiquity. Social epidemiology is the study of the incidence and distribution of disease among populations. This course offers historical, sociological, and ethical perspectives on the uses of epidemiology as it emerged from an age defined principally by infectious disease to one of chronic illness. What are the social and collective responses to pandemics, real and imagined? Case studies address in particular global public health issues, including smoking, nutrition, AIDS, mad cow disease, and influenza, among others. Both governmental and nongovernmental approaches to health, including the World Health Organization and Doctors Without Borders, are considered. Special attention is given to disparities in health care, a core sociological focus.

Instructor: Imber

Prerequisite: One 200-level unit or permission of the instructor.

Distribution: SBA

Term(s): Fall

SOC 318 - Punishment (1.0)

Over the past 30 years the purposes and practices of punishment in the United States have changed dramatically, becoming increasingly harsh (death penalty, three strikes, supermax prisons), retributive (an abandonment of rehabilitation efforts) and far reaching (more than 2 million Americans are in prison or jail). These changes represent a near-complete and rapid reversal of long-term trends in penal justice in the United States. This course explores the cultural, demographic, political, and technological factors that moved crime from a

remote possibility in the minds of most Americans to a defining concern of a nation. Why, despite similar experiences of modernity, are European democracies characterized by such different cultures of control? What do our penal practices reveal about contemporary American culture, social structure, and politics?

Instructor: Cuba

Prerequisite: One 200-level course in sociology, or by permission of the instructor. Preference will be given to students who have taken SOC 138.

Distribution: SBA

Term(s): Spring

SOC 319 - Causal Inference (1.0)

This course focuses on statistical methods for causal inference, with an emphasis on how to frame a causal (rather than associative) research question and design a study to address that question. What implicit assumptions underlie claims of discrimination? Why do we believe that smoking causes lung cancer? We will cover both randomized experiments – the history of randomization, principles for experimental design, and the non-parametric foundations of randomization-based inference – and methods for drawing causal conclusions from non-randomized studies, such as propensity score matching. Students will develop the expertise necessary to assess the credibility of causal claims and master the conceptual and computational tools needed to design and analyze studies that lead to causal inferences. Examples will come from economics, psychology, sociology, political science, medicine, and beyond.

Instructor: Pattanayak

Prerequisite: Any one of ECON 203, SOC 290, POL 199, PSYC 305, or a Psychology 300-level R course; or permission of the instructor.

Cross-Listed as: ECON 309 and QR 309

Distribution: SBA

Term(s): Spring

SOC 320 - Technology, Society, and the Future (1.0)

This course explores the powerful roles that technology plays in contemporary social life and suggests that some of the impacts that our ever-greater reliance on, and faith in, technology might have upon our lives. The course begins with a critical overview of the heralded promises that technology often carries; here, we explore some of the undersides of so-called "technological progress." The remainder of the course examines a variety of salient contemporary issues concerning the social implications of technological change.

Instructor: Silver (Framingham State University)

Prerequisite: None

Distribution: SBA

Term(s): Summer I

SOC 334 - Consumer Culture (1.0)

How and why does consumerism exercise so great an influence on global culture today? How are our institutions and relationships shaped and transformed by the forces of commodification and consumerism? Are there any realms of life that ought to be free from the market-driven forces of commodification? Can consumerism offer a positive means of cultural critique to processes we wish to resist? In this seminar, we explore the history of consumer culture in the United States and globally, with special attention to understanding the effects of commodification upon the self, human relationships, and social institutions. We will consider both classical and contemporary critiques of commodification and consumerism, as well as

arguments for the liberatory dimensions of consumer society.

Instructor: Rutherford

Prerequisite: A 100-level sociology course or permission of the instructor; preference will be given to sociology majors.

Distribution: SBA

Term(s): Fall

SOC 344 - Greed in America (1.0)

A sociologically grounded examination of acquisitiveness in American society, examining the history of social thought on the "sin" of avarice and the "virtues" of thrift and self-control, as a backdrop for understanding the ongoing tension between morality and acquisition of material wealth in the United States from its earliest history to the present. Focus on the moral critique of greed; the representation of greed in popular culture; and the cultural contradictions of American capitalist society in which the profit motive competes with values and norms of restraint and temperance. Students will read classical and contemporary theoretical social science texts—Adam Smith, Karl Marx, Max Weber, Thorstein Veblen, R.H. Tawney—and apply the insights to the interpretation of acquisitiveness in American life, past and present. Special attention will be given to the examination of the critique of greed and the mobilization of class resentment in the 2012 presidential campaign and the Occupy Wall Street movement.

Instructor: Cushman

Prerequisite: Open to juniors and seniors only.

Permission of the instructor is required. Enrollment is limited and preference is given to sociology and American studies majors.

Cross-Listed as: AMST 344

Distribution: SBA; HS

Term(s): Not Offered

SOC 348 - Conservatism in America (1.0)

An examination of conservative movements and ideas in terms of class, gender, and race. Historical survey and social analysis of such major conservative movements and ideas as paleoconservatism, neoconservatism, and compassionate conservatism. The emergence of conservative stances among women, minorities, and media figures. The conservative critique of American life and its shaping of contemporary national discourse on morality, politics, and culture.

Instructor: Imber

Prerequisite: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.

Cross-Listed as: AMST 348

Distribution: SBA

Term(s): Spring

SOC 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

SOC 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

SOC 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If

sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

SOC 370 - Senior Thesis (1.0)

Prerequisite: SOC 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

SOUTH ASIA STUDIES

AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Sabin (English)*

Associate Professor: *Shukla-Bhatt*

Visiting Lecturer: *Latif*

Affiliated Faculty: *Candland (Political Science), Koderia (Religion), Marlow (Religion), Matzner (Anthropology) Radhakrishnan (Sociology), Rao (History), Sabin (English)*

The major and minor in South Asia Studies are designed to equip students with a set of methods and scholarly approaches for study of South Asia. The region includes Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka (the members of the South Asia Association for Regional Cooperation). Majors and minors gain knowledge of an important region of the world and develop facility in three significant methods: language; aesthetic, cultural, and literary interpretation; and behavior and social analysis.

South Asia Studies Major

Goals for the South Asia Studies Major and Minor

- Expose students to exemplary models of interdisciplinary learning and critical inquiry in the arts, humanities, and social sciences
- Provide a broad understanding of South Asian cultures and societies and their complex interrelationships
- Delineate the influence and impact of South Asia beyond its borders
- Enable students to make connections among disciplines in sharp and critical ways and
- Offer students the opportunity to become critical thinkers, cogent writers, and skillful researchers on a range of questions in South Asian life, through course work, independent study, and honors work

Requirements for the South Asia Studies Major

For students entering in Fall 2009 or later, the major in South Asia Studies requires nine units, including two units of elementary Hindi/Urdu (or demonstration of its equivalent), one course in the humanities from among SAS 210 [2008-09], SAS 211/REL 281, SAS 251/REL 251, and ENG 277; one course in the social sciences from among HIST 270, HIST 272, HIST 276, POL2 211, POL3 223, or SOC 233; and at least two additional units above the 100 level, and two units at the 300 level. Students are expected to concentrate in one area of South Asia Studies, defined either in relation to a discipline, such as history or religion, or in relation to a theme, such as international development, cultural expression, gender, ethnicity and identity. The major requires four courses in the area of concentration above the 100 level, including at least one of the required 300-level courses. Advanced study of Hindi/Urdu (or another Indian language) may be substituted for the Hindi/Urdu requirement and may be pursued as either a 250 course, or in an approved course at another institution. Majors devise their programs in consultation with an advisor from the affiliated faculty and with the approval of the program director. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for South Asia Studies. To supplement Wellesley's offerings, students are encouraged to take courses for the major at

neighboring institutions such as Brandeis, Olin, and MIT. *Majors are also encouraged to study at approved academic programs in South Asia.* Courses taken at other institutions for credit toward the major or minor must be approved in advance by the student's advisor and program directors.

Students who entered Wellesley before Fall 2009 may elect to complete the major requirements in effect at the time and should discuss this with their major advisor.

Honors in South Asia Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Courses for Credit Toward the South Asia Studies Major

ANTH 203	Indigenous People, Global Development, and Human Rights
ANTH 237	Ethnography in/of South Asia
ANTH 247	Societies and Cultures of Eurasia
ENG 277	From Gandhi to Jhumpa Lahiri: Modern Indian Literature
HIST 272	Political Economy of Development in Colonial and Postcolonial South Asia
HIST 276	The City in South Asia
HIST 382	Seminar. Gandhi, Nehru, and Ambedkar: The Making of Modern India
HIST 396	Port Cities of the Indian Ocean in Historical Perspective
PEAC 104	Introduction to the Study of Conflict, Justice, and Peace
PEAC 324	Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India
POL2 202	Comparative Politics
POL2 204	Political Economy of Development and Underdevelopment
POL2 211	Politics of South Asia
POL2 219	Politics of Human Development in Pakistan
POL2 307	Seminar. Women and Development
POL2 310	Seminar. Politics of Community Development
POL3 223	International Relations of South Asia
POL3 323	International Economic Policy
POL3 332	Seminar. People, Agriculture, and the Environment
POL3 351	Global Governance
REL 108	Introduction to Asian Religions
REL 253	Buddhist Thought and Practice
REL 260	Islamic/ate Civilizations
REL 261	Cities of the Islamic World
REL 262	The Formation of the Islamic

REL 263	Tradition
REL 364	Islam in the Modern World
REL 367	Seminar. Sufism: Islamic Mysticism
SOC 221	Seminar. Muslim Travelers
SOC 233	Globalization
SOC 234	Gender and Power in South Asia
SOC 309-01-F	Gender and International Development
SOC 309-02	Seminar. Topics in Inequality
SOC 309-03	Seminar. Topics in Inequality
ANTH 203, ARTH 247, HIST 396, PEAC 104, POL2 202, POL2 204, POL2 307, POL2 310, POL3 323, POL3 332, POL3 351, REL 260, REL 261, REL 262, REL 263, REL 364, REL 367, SOC 221, SOC 234, SOC 309;	also require the permission of the instructor in conjunction with the SAS program director, if the course is to be counted for the South Asia Studies major or minor.

South Asia Studies Minor

Requirements for the South Asia Studies Minor

A minor in South Asia Studies consists of five units, of which at least one should be at the 300 level (excluding 350). A program for the minor must include one course in the humanities from among SAS 210 [2008-09], SAS 211/REL 281, SAS 251/REL 251, and ENG 277, and one course in the social sciences from among HIST 272, HIST 276, POL2 211, POL3 223, or SOC 233; only one course at the 100 level can be counted toward the minor. Elementary Hindi/Urdu does not count toward the minor.

HNUR - Hindi Urdu Courses

HNUR 101 - Elementary Hindi/Urdu (1.0)

An introduction to the most widely spoken language in the South Asian subcontinent, which is also used extensively for interregional and international communications. Learning this language provides a linguistic passport to things South Asian. The language—often referred to as "Hindustani"—is written in two different scripts: the Perso-Arabic based Urdu, and the Sanskrit based Devanagari (Hindi). Students will learn to converse in the language and to read and write in both scripts. Conventional teaching materials will be supplemented by popular songs and clips from contemporary Indian cinema and television, the two internationally popular media that use this language.

Instructor: *Shukla-Bhatt*

Distribution: None

Term(s): Fall

Each semester of HNUR 101 and HNUR 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HNUR 102 - Elementary Hindi/Urdu (1.0)

An introduction to the most widely spoken language in the South Asian subcontinent, which is also used extensively for interregional and international communications. Learning this language provides a linguistic passport to things South Asian. The

language—often referred to as "Hindustani"—is written in two different scripts: the Perso-Arabic based Urdu, and the Sanskrit based Devanagari (Hindi). Students will learn to converse in the language and to read and write in both scripts. Conventional teaching materials will be supplemented by popular songs and clips from contemporary Indian cinema and television, the two internationally popular media that use this language.

Instructor: Shukla-Bhatt
Prerequisite: HNUR 101
Distribution: None
Term(s): Spring

Each semester of HNUR 101 and HNUR 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HNUR 201 - Intermediate Hindi/Urdu (1.0)

Intermediate Hindi/Urdu will build on the reading, writing, and speaking skills acquired in Introductory Hindi/Urdu (HNUR 101-HNUR 102). The readings, drawn from simple literary texts as well as from social and journalistic writings, will reinforce the grammar learned in the introductory course and introduce new grammar topics. The writing exercises—mainly in essay formats—will stress usage of idioms and sentence constructions by students. The class will be conducted in Hindi/Urdu with a part of every class dedicated to conversation on the theme of the day in the language.

Instructor: Latif
Prerequisite: HNUR 101-HNUR 102 or equivalent.
Distribution: None
Term(s): Fall

Each semester of HNUR 201 and HNUR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HNUR 202 - Intermediate Hindi/Urdu (1.0)

Intermediate Hindi/Urdu will build on the reading, writing, and speaking skills acquired in Introductory Hindi/Urdu (HNUR 101-HNUR 102). The readings, drawn from simple literary texts as well as from social and journalistic writings, will reinforce the grammar learned in the introductory course and introduce new grammar topics. The writing exercises—mainly in essay formats—will stress usage of idioms and sentence constructions by students. The class will be conducted in Hindi/Urdu with a part of every class dedicated to conversation on the theme of the day in the language.

Instructor: Latif
Prerequisite: HNUR 101-HNUR 102 or equivalent.
Distribution: LL
Term(s): Spring

Each semester of HNUR 201 and HNUR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SAS - South Asia Studies Courses

SAS 206 - The Hindu Worlds (1.0)

This course will examine the major aspects of the constellation of distinct but interrelated religious traditions of South Asia generally entitled "Hinduism." The course will have three foci. One will be the intersecting ritual, philosophical, and devotional currents that laid the historical foundations of this tradition and form integral parts of it to this day. The second focus will be on Hindu social organization and issues of political identity. This will cover the Hindu social divisions of caste,

gendered roles and rituals as well as issues related to Hindu nationalism. The third focus will be on practices followed by and negotiations made by diaspora Hindus, especially those settled in America. This area will focus especially on Hindu responses to diversity and interfaith dialogue.

Instructor: Shukla-Bhatt
Prerequisite: None
Cross-Listed as: REL 206
Distribution: REP
Term(s): Fall

SAS 211 - Sacred Arts of South Asia (1.0)

Cultural life in South Asia is vibrant with aesthetic expressions of religion in its diverse traditions—Hindu, Muslim, Buddhist, Jain, Sikh, and Christian. This course introduces students to one of the most powerful avenues for transmission of religious knowledge in the traditions of South Asia—the aesthetic experience derived through a variety of forms. In addition to visual messages sent through architectural motifs and paintings, teaching of religious doctrines through narratives in drama, dance, and musical performance is common across religious boundaries. The course will introduce theories of aesthetic experience and religious knowledge from the subcontinent and relate them to contemporary theories of performance.

Instructor: Shukla-Bhatt
Prerequisite: None
Cross-Listed as: REL 281
Distribution: ARS; REP
Term(s): Spring

SAS 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

SAS 251 - Religions in South Asia (1.0)

An examination of the religions of South Asia as expressed in sacred texts and arts, religious practices, and institutions in a historical manner. Concentration on the origins and development of Hindu traditions, Buddhism, Jainism, and Sikhism, as well as integration of Islam and Christianity in the religious landscape of South Asia. Interactions among the diverse communities of the region will also form a major theme.

Instructor: Shukla-Bhatt
Prerequisite: None
Cross-Listed as: REL 251
Distribution: REP; HS
Term(s): Not Offered

SAS 252 - Women in the Religious Worlds of South Asia (1.0)

A historical exploration of religious lives of women in the diverse communities of South Asia. The course will examine both the restriction on and the opportunities for women in these communities. While it will incorporate religious prescriptions for women in the various traditions of the sub-continent, the focus will be on the expressions of women - writings, rituals, and artistic performances - that reflect their experiences. We will also examine defining historical moments that impacted women in various communities. Films, journals, media presentations and conversations with women in various communities will be extensively used.

Instructor: Shukla-Bhatt
Prerequisite: None
Cross-Listed as: REL 252
Distribution: REP; HS
Term(s): Fall

SAS 301 - Seminar. Religion in Modern South Asia (1.0)

In many parts of South Asia, the encounter with modernity coincided with colonial rule. This complex history added to the tension between modernity and religious traditions. This seminar will examine the texts, intellectual discourses, political movements, and social changes emerging from religious phenomena in South Asia from 1800 to the present. Students will not only examine specific historical events, but also reflect on how this historical knowledge can be applied in the areas of development, international relations, and human rights movements.

Instructor: Shukla-Bhatt
Prerequisite: Two units at the 200 level in South Asia studies, or by permission of the instructor.
Cross-Listed as: REL 301
Distribution: REP; HS
Term(s): Not Offered

SAS 302 - Traditional Narratives of South Asia (1.0)

This course will explore traditional narratives from South Asia that have had significant cultural impact in the region. We will examine classical epic texts, hagiographical literature of diverse religious traditions, and regional folktales in translations not only as channels for transmission of cultural values, but also as sites of debate and sometimes even conflict through their contested interpretations. Examples of contested texts, such as the epic *Ramayana*, told in elite Hindu, Dalit, Jain, and Buddhist traditions, will be explored. Along with texts, performative traditions of these texts and their use in identity politics will be discussed.

Instructor: Shukla-Bhatt
Prerequisite: Two units at the 200 level in South Asia studies, or by permission of the instructor.
Distribution: LL; REP
Term(s): Not Offered

SAS 303 - Seminar. South Asian Models of Religious Pluralism (1.0)

This seminar will explore in a historical manner the development of pluralistic discourses, ideologies, and interactions in South Asia. While remaining focused on South Asia, we will consider more generally the implications of this history for other religiously diverse societies. Readings will range from ancient texts, such as the *Upanishads*, *Dharmapada*, medieval writings of Sufi, Sikh and bhakti traditions, to historical documents about policies of Mogul emperor Akbar, and modern writings on pluralism, including Gandhi's. We will also study the relationship of religious diversity to violence, and modern projects, by Diana Eck and others, to promote sustainable models of religious pluralism. Final projects will give students the opportunity to develop their own model for religious pluralism in a specific part of the world.

Instructor: Shukla-Bhatt
Prerequisite: Open by permission of the instructor.
Cross-Listed as: REL 303
Distribution: REP; HS
Term(s): Not Offered

SAS 304 - The Hindu Worlds (1.0)

This course will examine the major aspects of the constellation of distinct but interrelated religious traditions of South Asia generally entitled "Hinduism." The course will have three foci. One will be the intersecting philosophical, devotional, and ritual currents that laid the historical foundations of this tradition and form integral parts of it to this day. The second focus will be on Hindu social

organization and issues of political identity. This will cover the Hindu social divisions of caste, gendered roles, and rituals as well as issues related to Hindu nationalism. The third focus will be on practices followed by and negotiations made by diaspora Hindus, especially those settled in America. This area will focus especially on Hindu responses to diversity and interfaith dialogue.

Instructor: Shukla-Bhatt

Prerequisite: SAS 251/REL 251 or permission of the instructor.

Cross-Listed as: REL 304

Distribution: REP

Term(s): Fall

SAS 331 - Islamic Cultural World in Premodern Travel Accounts (1.0)

The course engages with travel accounts produced by premodern Muslim travelers as well as European travelers writing about the Islamic world. Delving into such travel chronicles in order to make forays into the social and cultural fabric of premodern Islamic cultures, the course will attempt to foreground the permeability and diversity of the premodern Islamic world from North Africa to South Asia. In what sundry modes were these travelers' experiences constructed and preserved in these accounts? What insights into the operations of premodern Islamic cultures could we gain from these travel narratives? We will read extracts from representative travel accounts, and assess their contents critically to appreciate the modes and sensibilities instrumental in shaping the understanding of the premodern Islamic world.

Instructor: Latif

Prerequisite: Permission of the instructor.

Cross-Listed as: MES 331

Distribution: LL; HS

Term(s): Fall

SAS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

SAS 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

SAS 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

SAS 370 - Senior Thesis (1.0)

Prerequisite: SAS 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF SPANISH

Professor: *Agosin, Gascón-Vera, Ramos (Chair), Vega*
 Associate Professor: *Guzauskyte, Renjilian-Burgy*
 Assistant Professor: *Hagimoto*
 Senior Lecturer: *Darer, Hall, Syverson-Stork*

Mellon Foundation Lecturer: *Igrejas*
 Visiting Lecturer: *Klien, Selimović*

Spanish is one of the most widely spoken languages in the United States and the world today. The Spanish department offers a variety of courses intended to help students acquire proficiency in the language and develop critical skills of analysis and interpretation for exploring the rich and varied literatures and cultures that have emerged over 10 centuries in the Spanish-speaking world. The program emphasizes fundamental links between the study of language and its broader cultural contexts.

Spanish Department Information

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.

SPAN 101-SPAN 102 and SPAN 201-SPAN 202 are counted toward the degree, but not toward the major.

Spanish Major

Goals for the Spanish Major

- Achieve linguistic fluency required to actively participate in Spanish-language settings (daily life, international study, professional interactions, undergraduate and graduate research)
- Attain proficiency in the critical analysis of literary works in Spanish, including a foundation in literary theory, canonical texts and emerging creative forms and media
- Develop a cultural and historical understanding of the diversity of the Hispanic world and its ongoing evolution in a contemporary setting

Requirements for the Spanish Major

A minimum of eight units exclusive of SPAN 101-SPAN 102 and SPAN 201-SPAN 202 must be presented for the Spanish major. Also required are at least two 300-level units, including a seminar during the senior year. Both of the 300-level courses counted toward the major must be taken at Wellesley. SPAN 350, SPAN 360, and SPAN 370 count toward the major, but normally do not fulfill the two 300-level courses requirement.

The major in Spanish incorporates considerable flexibility in designing a program of study, but must include the following elements, chosen in consultation with the major advisor:

- Foundational work: normally SPAN 241 and/or SPAN 242. Qualified students may begin the major at a higher level
- Breadth: course work focused on Spain as well as offerings focused on the Americas
- Depth: two units in which a student concentrates on a special field of her choice, such as:
 - A single literary or artistic form (i.e., prose narrative, poetry, film)
 - A broad cultural movement or theme (i.e., modernity, feminism, human rights)
 - A specific region of the Spanish-speaking world (i.e., Mesoamerica, Southern Cone, the

Caribbean, U.S. Latino) and its cultural production

- Historical perspective: at least one unit in Medieval, Renaissance, Golden Age, or Latin American Colonial literature and culture

Upon approval from the department, up to four courses taken during a semester of study away from Wellesley and up to five during a full academic year away may be counted toward the major.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the interdepartmental major in Latin American Studies, which allows students to choose from a list of courses in different departments, including Spanish. Majors devise their own programs in consultation with the directors of Latin American Studies. Students are referred to the Latin American studies interdepartmental program listing for further information.

Honors in Spanish

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification in Spanish

Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Professor Renjilian-Burgy, Department of Spanish, and Professor Hawes of the Department of Education.

Advanced Placement Policies and Language Requirement in Spanish

A student may receive one unit of credit and satisfy the foreign language requirement with a grade of 5 on either of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower-numbered course. AP credit does not count toward the major in Spanish.

International Study in Spanish

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country either with Wellesley's consortium program in Córdoba, Spain, and in partnership with Middlebury in Santiago, Chile, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley's Programa de Estudios Hispánicos en Córdoba (PRESHCO), or in Santiago with the Middlebury in Chile Program a student should ordinarily be enrolled in SPAN 241 or a higher-level language or literature course the previous semester.

Courses for Credit Toward the Spanish Major

EDUC 308	Seminar. World Languages Methodology
EDUC 325	Seminar. English as a Second Language via Immersion

PORT - Portuguese Courses

PORT 103 - Intensive Elementary Portuguese (1.25)

An accelerated introduction to listening, speaking, reading, and writing in Portuguese, with emphasis on Brazilian culture. Authentic cultural readings, art, music, and films will be included. The course covers

the full-year elementary language curriculum in one semester. In Portuguese. Four 70-minute classes plus an additional 20-minute period.

Instructor: Igrejas
 Prerequisite: Advanced fluency in Spanish (SPAN 202 or above) or permission of the instructor.
 Distribution: None
 Term(s): Fall

PORT 203 - Intensive Intermediate Portuguese (1.25)

An accelerated intensive review of all language skills and continued study of Lusophone art, music, film, and literature. Emphasis on oral and written expression and critical analysis. The course covers the full-year intermediate language curriculum in one semester. In Portuguese. Four 70-minute classes plus an additional 20-minute period.

Instructor: Igrejas
 Prerequisite: PORT 103 or permission of the instructor.
 Distribution: LL
 Term(s): Spring

SPAN - Spanish Courses

SPAN 101 - Elementary Spanish (1.0)

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities, including oral presentations, cultural readings and recordings, and video program. Three periods.

Instructor: Hall, Staff
 Prerequisite: Open to all students who do not present Spanish for admission.
 Distribution: None
 Term(s): Fall; Summer I

Each semester of SPAN 101-SPAN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 102 - Elementary Spanish (1.0)

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities, including oral presentations, cultural readings and recordings, and video program. Three periods.

Instructor: Hall, Staff
 Prerequisite: SPAN 101
 Distribution: None
 Term(s): Spring; Summer II

Each semester of SPAN 101-SPAN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 110 - First-Year Seminar: Learning Language through Culture, Learning Culture through Language (1.0)

This course is for students who have learned Spanish primarily through an immersion experience abroad or at home. Participants in the course will have the opportunity to improve their written and oral Spanish language through the examination of cultural assumptions and values. Content is based on a variety of topics such as legends, differing historical perspectives, religious traditions, family values, and others. The review of language structures and grammar will emerge from students' language levels, needs, and interests. Participants will read novels, short stories, plays, essays, and articles. They

will listen to music and examine videos illustrating experiences of Spanish language learners in the United States and abroad. By the end of the semester, students will gain an understanding of how their culture influences their language learning and how their language learning affects their perspective of Latino/Hispanic culture. The course will be conducted exclusively in Spanish. At the end of the course, students will be advised about placement into further Spanish courses, based on their level of fluency.

Instructor: Darer

Prerequisite: For students who have learned Spanish primarily through an immersion experience abroad or at home.

Distribution: None

Term(s): Fall

SPAN 201 - Intermediate Spanish (1.0)

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. Three periods.

Instructor: Darer, Staff

Prerequisite: Two admission units in Spanish or SPAN 101-SPAN 102.

Distribution: None

Term(s): Fall; Summer I

Each semester of SPAN 201 and SPAN 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 202 - Intermediate Spanish (1.0)

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. Three periods.

Instructor: Darer, Staff

Prerequisite: SPAN 201

Distribution: LL

Term(s): Spring; Summer II

Each semester of SPAN 201 and SPAN 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 241 - Introduction to Hispanic Studies (1.0)

Practice in oral and written Spanish at the advanced level. Designed to enhance communicative competence, this course will provide an intensive review of advanced grammatical structures within cultural contexts of the Spanish-speaking world. Each section will explore a specific theme through the examination of Hispanic literary texts and the arts, as well as other cultural phenomena. Varied oral interactions, technological applications, and critical writing will be stressed.

Instructor: Renjilian-Burgy, Staff

Prerequisite: SPAN 201, SPAN 202, SPAN 242, or placement by the department.

Distribution: LL

Term(s): Fall; Spring

Fall 2013. Section 1: Repression, Revolution, and the Arts (this section is open to first-year students only); Section 2: Artifacts, Images, and Texts; Section 3: Media, Fantasy, and Reality.

Spring 2014. Section 1: Repression, Revolution, and the Arts; Section 2: Repression, Revolution, and the Arts; Section 3: Culture, Politics, and Society

SPAN 242 - Literary Genres of Spain and Latin America (1.0)

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by 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.

Instructor: Gascón-Vera, Vega, Staff

Prerequisite: SPAN 201, SPAN 202, SPAN 241, or placement by the department.

Distribution: LL

Term(s): Fall; Spring

SPAN 245 - Maps and Minds: Inventing the Americas Through Geographic Imagination (1.0)

This course explores the mapping of the Americas from the pre-Columbian times until today through the study of the making of maps, both visual and conceptual, as well as of mapping space in literary works. Students will be introduced to the fundamentals of the history of cartography and the notion of mapping in literature. Visual materials will range from maps drawn on sand, trees, cloth, and pottery from pre-Columbian societies, such as the Inca, the Aztec, and the Nazca; medieval, Renaissance, and contemporary maps and map art; and the most recent examples of mapping in scientifically "accurate" maps and Latin American city subway maps. We will read works by Christopher Columbus, Jorge Luis Borges, and Belén Goepgui, and view *The Motorcycle Diaries*.

Instructor: Guzauskyste

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor. Not open to students who have taken this course as CPLT 220 [2010-11].

Distribution: LL

Term(s): Not Offered

SPAN 247 - The Multiple Meanings of Family in Spain and Latin America (1.0)

The institution of the family is among the most enduring and cohesive of social associations in the Spanish-speaking world, and at the same time it is among the most vulnerable. This course will explore and challenge the traditional notion of family as "sacred" by examining varying cross-cultural ideas and perspectives about family loyalties, continuities, crises, and modifications on both literal and symbolic levels. We will also consider the creation of family-like bonds in the context of race, class, gender, religion, and nation. Readings will include novels as well as short stories and memoir. Authors to be studied: Gabriel García Márquez, Clarice Lispector, Juan Rulfo, Jorge Luis Borges, Silvina Bullrich, Camilo José Cela, Víctor Perera, María Amparo Escandón. Film showings of *El Cachorro*, *Como agua para chocolate* and *Mi Familia*; artists we will study: Goya, Charlot, Botero, Orozco, and Kahlo.

Instructor: Gascón-Vera

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

SPAN 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

SPAN 252 - Christians, Jews, and Moslems: The Spirit of Spain in Its Literature (1.0)

An intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *El Poema de Mío Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, Garcilaso de la Vega, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, and Calderón de la Barca.

Instructor: Gascón-Vera, Vega

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 253 - The Latin American Short Story (1.0)

A survey of the genre with in-depth analysis of works in Spanish by foundational writers Ricardo Palma, Rubén Darío, and Horacio Quiroga, as well as twentieth-century masters Jorge Luis Borges, Julio Cortázar, Juan Rulfo, Elena Garro, and Gabriel García Márquez, among others. Special attention to voices that have emerged since 2000, including Alberto Fuguet (Chile), Mayra Santos (Puerto Rico), and Juan Gabriel Vásquez (Colombia). Readings address issues of identity, memory, class, freedom, creative expression, myth-making, violence, mass media, race, education, women, children, and urban and rural life.

Instructor: Hall

Prerequisite: SPAN 241 or SPAN 242, or permission of the instructor.

Distribution: LL

Term(s): Fall

SPAN 254 - Alienation and Desire in the City: Spanish Literature Since 1936 (1.0)

A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. The readings will include more recent explorations of the Spanish Civil War in literature, cinema and politics. Authors include Mercè Rodoreda, Carmen Laforet, Manuel Rivas, Alberto Méndez, Adelaida García Morales, and Víctor Erice.

Instructor: Ramos, Syverson-Stork

Prerequisite: SPAN 241 or SPAN 242, or permission of instructor.

Distribution: LL

Term(s): Not Offered

SPAN 255 - Chicano Literature: From the Chronicles to the Present (1.0)

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 musical forms such as corridos. A critical analysis of the themes and styles of contemporary writing. Works by Luis Valdez, Rodolfo Anaya, Tomás Rivera, Gloria Anzaldúa, Américo Paredes, Rosaura Sánchez, Jorge Ramos, and Rodolfo Gonzales.

Instructor: Renjilian-Burgy

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 256 - Culture and Conflict in Nineteenth-Century Spain (1.0)

An exploration of nineteenth-century Spanish cultural production in correlation with the main struggles of the nation at the time. Works by Bécquer, Clarín, Goya, Jovellanos, Larra, Pardo Bazán, Pérez Galdós, and Unamuno, among others, are studied in their changing and sometimes turbulent aesthetic, social, and historical contexts. Some of the topics explored in this class include the tensions between tradition and reform, the Romantic versus Realist approach in art, how art confronted the frequent wars in the period, the role of the church in society, or the loss of empire and its effect on the intellectual life of the country.

Instructor: Ramos
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 257 - The Word and the Song: Contemporary Latin American Poetry (1.0)

A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz, and César Vallejo.

Instructor: Agosin
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 258 - Barcelona and the Spirit of Modernity: Art, History, and Culture (1859 to the present) (0.5)

The city of Barcelona offers a unique site to study Modernity, in both the Spanish and the global contexts. In the historical arena, the city has gone from political upheaval and anarchistic rebellions early in the century, to the fight against fascism, and finally to the struggle for democracy, nationhood, and self-determination. Students will learn about modernity and modernization in Spain in general and Barcelona in particular with special attention to Gaudí, Picasso, Miró, Mies van der Rohe, Sert, and Dalí in the historical, aesthetic, and philosophical context that inspired their works. Reactions to the recent branding of Barcelona as a destination for global cultural tourism, and the museification of parts of the city will also be explored. In Spain.

Instructor: Ramos
Prerequisite: One course above SPAN 241/SPAN 242.
Application required.
Distribution: LL; ARS
Term(s): Not Offered

This Wintersession trip course is not offered every year. Subject to Provost's Office approval.

SPAN 259 - Inhabiting Memory (1.0)

During the years of post-dictatorial regimes in Latin America, writers, poets, historians, and filmmakers have become deeply involved in the ways in which literature and the arts can explore the representation of memory and oblivion and collective remembrance as well as forgetting. Among the cultural historians and writers we will read are Diamela Eltit, Carlos Cerda, and Raúl Zurita. Among the filmmakers, the works of Patricio Guzmán and his series on memory

will be explored.

Instructor: Agosin
Prerequisite: SPAN 241 or SPAN 242, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 260 - Women Writers of Spain, 1980 to the Present (1.0)

A selection of readings—novels, poetry, essays, theatre—by Spanish women writers from the 1980s to the present day, including Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas, and Lucía Etxebarria. A close study of the development of their feminist consciousness and their response to the changing world around them.

Instructor: Gascón-Vera
Prerequisite: SPAN 241 or SPAN 242, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 262 - Death, Love, and Revolt: An Introduction to Spanish Poetry (1.0)

This course presents an introductory overview of poetry written in Spain, across regions and aesthetic periods. Our study will be anchored in poets representative of relevant movements, including Romanticism, Modernismo, and Modernity. Texts will also cover Medieval, Renaissance, and Baroque periods. Basque, Catalan, and Galician poetry will also be analyzed. Some of the poets to be examined are Garcilaso de la Vega, San Juan de la Cruz, Francisco de Quevedo, Federico García Lorca, Concha Méndez, Luis Cernuda, Pedro Salinas, Gloria Fuertes, and Jaime Gil de Biedma.

Instructor: Ramos, Syverson-Stork
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 263 - Women's Art and Activism in Latin America (1.0)

Since the early 1970s, women in Latin America have been at the forefront of social justice initiatives and have held important leadership positions. Artistic expression has both informed and been the conduit for much of this activist engagement. Literature, film, textile arts, and painting are only a few dimensions of this dual agenda of artistic expression and insuring human rights. The course will examine key movements in Latin America—from the rejection of dictatorial regimes to a call for greater indigenous rights—paying particular attention to the role of women, both as individuals and as a group, in these movements.

Instructor: Agosin
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor. Not open to students who have taken this course as SPAN 231 [2010-11].
Distribution: LL
Term(s): Fall

SPAN 264 - Progress and Tribulations: Spanish Literature and Cinema in the Third Millennium (2000-Present) (1.0)

This course will examine the literature, film, music, and art of Spain since the year 2000. We will analyze intellectual reactions of Spanish writers and artists to the economic changes in their country, which went from receiving more than a million immigrants

from all over the world to help its booming economy, to a country which anticipates 27 percent unemployment for the year 2014. We will read essays, poetry, theatre, and articles in different media. In addition we will study movies and review the most recent artistic movements that portray significant social and political changes that have occurred in Spain since the year 2000.

Instructor: Gascon-Vera
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Spring

SPAN 265 - Latin American Cinema (1.0)

This course will explore the history of Latin American cinema, 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 literary texts that have been made into films. Directors whose films will be analyzed include María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Instructor: Renjilian-Burgy
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL; ARS
Term(s): Not Offered

SPAN 266 - Imperial Cultures: The "Siglo de Oro" (1.0)

The "Siglo de Oro" (the "Golden Century") is one of the greatest periods of Iberian and Ibero-American cultural production (ca. 1492-1681). Many of the "classics" of the Iberian Peninsula, as well as masterpieces of Colonial Ibero-American art, literature, and music, bear the stamp of the "Siglo de Oro." These works are essential to an understanding of Hispanic cultures. Primary authors and works to be studied (either fully or in excerpts) include the Anonymous Lazarillo de Tormes, Luis de Camões, Francisco de Quevedo, Miguel de Cervantes (shorter works), Maria de Zayas y Sotomayor, Félix Lope de Vega, Saint Teresa of Avila, hagiographic texts, women's confessional literature, and Romancero tradition. Emphasis will be placed on artistic, musical, scientific, social, and political texts.

Instructor: Vega
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Fall

SPAN 267 - The Writer and Human Rights in Latin America (1.0)

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the 1970s 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; testimonial writing; gender and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Alegria, and others will be studied.

Instructor: Agosin
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL; REP
Term(s): Fall

SPAN 268 - Contemporary Spanish Cinema (1.0)

A survey of Spanish cinema. Themes of history and society as depicted by major directors since the Spanish Civil War of 1936. We will analyze films of important directors such as Pedro Almodóvar, Luis García Berlanga, Víctor Erice, Bigas Luna, Pilar Miró, and Itziar Bollaín.

Instructor: Gascón-Vera

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL; ARS

Term(s): Not Offered

SPAN 269 - Caribbean Literature and Culture (1.0)

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, and Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Luis Palés Matos, and Pedro Juan Soto.

Instructor: Hagimoto, Renjilian-Burgy

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 271 - Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature (1.0)

A close reading of selected texts that illustrate the intersection of African, Spanish, and indigenous oral and literary traditions. Readings include autobiographies, novels, and poetry. Authors to be studied may include Inca Garcilaso de la Vega, Rigoberta Menchú, Esteban Montejo, Luis Palés Matos, Nicolás Guillén, and Nancy Morejón. Topics include the emergence of non-elite voices, the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation-state, and the uses of contemporary race and gender theory in literary analysis.

Instructor: Guzauskyte

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 272 - Cultures of Spain (1.0)

An examination of Spain's multicultural civilization and history, from the pre-Roman invasions to the contemporary struggles of the young "indignados." Literary, historical, artistic, and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish, and Islamic thought; regionalism, nationalism, and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Instructor: Ramos

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Fall

SPAN 273 - Latin American Civilization (1.0)

An introduction to the multiple elements constituting Latin American culture. An examination

of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover such topics as the military and spiritual conquest, the Indian and African contributions, the emergence of *criollo* and *mestizo* discourses, and gender and race relations. Readings will include the works of Latin American writers, filmmakers, and historians.

Instructor: Guzauskyte, Hagimoto, Staff

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 274 - Captives, Clerics, and Corsairs: Cervantes in Africa (1.0)

Returning to Spain after military service in 1575, Miguel de Cervantes, author of *Don Quixote*, was captured by Barbary pirates and held in Algiers for five years. The resulting encounter with the multilingual, multicultural, and multifaith territories of North Africa—the theatre of two warring empires, the Ottoman and the Spanish—provided both challenge and opportunity for the writer. Against the backdrop of the Maghrib, this course will examine Cervantes' portrayals of the captives, clerics, corsairs, and émigrés that populated this fascinating frontier world. Cervantine texts in several genres—as well as cultural artifacts—will inform our inquiry into the mind and manner of this soldier/eyewitness turned writer, as we examine the religious, political, ethnic, and economic issues of Cervantes' Age.

Instructor: Syverson-Stork

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 275 - The Making of Modern Latin American Culture (1.0)

An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations as expressed in literary, historical, and anthropological writing. We will examine the experience of each of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, filmmakers, and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Instructor: Darer, Hagimoto, Staff

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 277 - Exile, Resistance, and Creativity in Latin American Writers (1.0)

The course will explore the works of Latin American writers in exile, from the 1930s to the present, and the ways in which this literature has shaped the intellectual as well as the literary history of the region. Students will read novels, essays, plays, and poetry that evidence the particular themes found in the literature of exile such as the theme of absence, identity, censorship, and loss of language. Particular attention will be paid to the cultural and artistic representations of exile literature such as the vision of homeland and geography, the relationship to language, the meaning of place, and the construction of exile to gender. Among the writers to be read are Pablo Neruda, Gabriela Mistral, Luisa Valenzuela, Cristina Peri Rossi, Reinaldo Arenas, Ariel Dorfman, and Julio Cortázar.

Instructor: Agosin

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 279 - The Jewish Women Writers of Latin America (1.0)

This course will explore the vibrant literary culture of Jewish women writers of Latin America from the 1920s to the present. We will examine selected works by these authors, daughters of immigrants, whose various literary genres reveal the struggle with issues of identity, acculturation, and diasporic imagination. Writers include Alicia Steimberg of Argentina, Clarice Lispector of Brazil, and Margo Glantz of Mexico, as well as a new generation of writers who explore issues of multiculturalism and ethnicity.

Instructor: Agosin

Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 300 - Seminar. Honor, Monarchy, and Religion in Golden Age Drama (1.0)

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, Cervantes and Ruiz de Alarcón, Tirso de Molina, and Calderón.

Instructor: Gascón-Vera, Syverson-Stork, Vega

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL; ARS

Term(s): Not Offered

SPAN 302 - Cervantes (1.0)

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, and history versus fiction.

Instructor: Gascón-Vera, Syverson-Stork

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 304 - Seminar. All about Almodóvar: Spanish Cinema in the "Transición" (1.0)

An examination of the culture of Spain of the last two decades seen through the eyes of filmmaker Pedro Almodóvar. We will study those films and literary texts that depict the development of Spain as a country in transition from a repressive dictatorship to democracy and postmodernism. Themes of freedom, homosexuality and cross-dressing, family, violence, and the transcendence of love and death in our contemporary society will be analyzed. Films will range from Almodóvar's first, *Pepi, Lucy y Bom* to his most recent productions, with special attention given to *Mujeres al borde de un ataque de nervios* and *Tacones lejanos*.

Instructor: Gascón-Vera

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL; ARS

Term(s): Not Offered

SPAN 305 - Seminar. Hispanic Literature of the United States (1.0)

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, Pedro Juan Soto, Miguel Algarín, and Edward Rivera.

Instructor: Renjilian-Burgy

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Fall

SPAN 307 - Seminar. The Clothed and the Naked in Colonial Latin America (1.0)

In this seminar, we will study the colonial period of Latin America, focusing on the cultural notions of "clothing" and "nakedness." The course will be divided into three parts dedicated to Native American texts and art (mythologies, codices, maps); European texts (Bible, Aristotle, Montaigne); and accounts of the conquest told from various points of view (Columbus, Ixtlilxochitl, Cabeza de Vaca, Catalina de Erauso). We will analyze how clothing and nakedness were used to symbolize changing power relationships between various protagonists: indigenous/white, female/male, and colonized/colonizer. Topics will include: notions of dress in distinct cosmological systems, clothing and gender in early colonial chronicles, clothing and its absence in the construction of the individual, and collective notions of the Self and the Other.

Instructor: Guzauskyte

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 314 - Seminar. Reading and Performing Spanish Theatre (1.0)

A collaboration between the Spanish and Theatre Studies departments, this seminar integrates the reading, studying, and performing of some of the most important plays in Spanish theatre. Authors and plays studied will go from Medieval to contemporary. They will include Fernando de Rojas, Calderón, Lope de Vega, Moratín, Federico García Lorca, Jardiel Poncela, José Sanchis Sinisterra, and Paloma Pedrero. Students will read the plays and familiarize themselves with the literary and cultural context, but aside from the reading of critical studies, and the written assignments, the class will have a significant performative element (memorization, script analysis, scansion, character exploration, performance). The amount of time devoted to textual analysis and rehearsal staging will vary from play to play. In Spanish.

Instructor: Arciniegas (Theatre Studies) and Ramos (team-taught)

Prerequisite: Open to juniors and senior Spanish majors, students with a 300-level of proficiency in Spanish who have taken THST 204, or by permission of the instructors.

Cross-Listed as: THST 314

Distribution: LL; ARS

Term(s): Not Offered

SPAN 315 - Seminar. Luis Buñuel and the Search for Freedom and Morality (1.0)

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 review 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).

Instructor: Gascón-Vera

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL; ARS

Term(s): Fall

SPAN 318 - Seminar. Love and Desire in Spain's Early Literature (1.0)

Medieval Spain, at the nexus of 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 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*; Juan Ruiz, *The Book of Good Love*; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina*.

Instructor: Vega

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 323 - Seminar. Modern Mexico (1.0)

A study of post-Revolutionary Mexico focusing on works by writers, artists, filmmakers, and activists preoccupied with what it means to be modern. We will explore the political and historical context of one-party rule, technological innovations in the 1930s and '40s, the student movement of 1968, the emergence of women into the public sphere, the 1985 earthquake, and the Zapatista rebellion of 1994. We will analyze the writings of leading intellectuals (Paz, Fuentes, Poniatowska, and Monsiváis), poetry in Spanish and indigenous languages, essays, works of fiction, *crónicas*, murals, photographs, communiqués, and manifestos. Attention to enduring cultural icons such as the Virgin of Guadalupe, as well as to the realities faced by workers on the Periférico highway in Mexico City and in the *maquilas* along the U.S.-Mexico border.

Instructor: Hall

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 324 - Seminar. Modernity and Avant-Garde in Spain (1.0)

Using a wide variety of literary texts, paintings, movies, and architectural examples, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between Spanish and mainstream European Avant-Garde, as well as the marginalization of women's contributions. Main figures will include Federico García Lorca, Gómez de la Serna, Maruja Mallo, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Concha Méndez, Ortega y Gasset, Salvador Dalí, and Pablo Picasso. The connections between modernity and postmodernity will also be explored.

Instructor: Ramos

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 325 - Seminar. Candid Cuisine: Food in Latin American Literature and Culture (1.0)

An in-depth study of food in Latin American literature and culture, with a particular focus on its functions and symbolism in indigenous cultures and in the context of the transatlantic exchanges of food products, plants, animals, and recipes among the Americas, Europe, and Africa after 1492. We will also study the role of food and cuisine in the search for new literary forms of expression during the Latin American independence era and contemporary food times. Notions of food, kitchens, and hunger will be vehicles to explore issues of gender, race, power relations, slavery, and the emergence of new hybrid cultures. Readings will include Gonzalo Fernández de Oviedo's *Historia*, Sor Juana Inés de la Cruz' *Respuesta*, Francisco de Paula García Peláez' *Libro del Chocolate*, Fernando Ortiz' *Contrapunteo cubano*, and Laura Esquivel's *Como agua para chocolate*.

Instructor: Guzauskyte

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 326 - Seminar. Federico García Lorca, 1898-1936 (1.0)

Federico García Lorca (1898-1936) embodies Spanish Modernity. While his innovative poetry and drama established him as a crucial figure in the twentieth-century Spanish cultural landscape, his brutal murder by Fascist supporters during the Civil War made of him a symbol of the lost freedom. This seminar will study his artistic evolution: from his youth in Granada, and his studies in Madrid—where he met and befriended filmmaker Luis Buñuel and painter Salvador Dalí—to his trip to New York and Latin America. The focus of the class will be the study of his poetry, theatre, and essays, but will also explore both the construction of the Lorca myth, and the period of cultural splendor that is encapsulated in his biographical dates: from the loss of the empire in 1898, to the beginning of the Civil War in the summer of 1936.

Instructor: Ramos

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 327 - Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon (1.0)

An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous, and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and noncanonical works by Gabriela Mistral, Remedios Varo, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli, and Victoria Ocampo.

Instructor: Agosin

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Fall

SPAN 329 - Seminar. Chile: Literature and the Arts (1.0)

From 1971 to 2003, Chile, one of South America's longest democracies, has experienced traumatic cultural, political, and social change. From the election of Salvador Allende (1971-1973) through the Pinochet dictatorship, during these turbulent times an unprecedented cultural life was manifested in literature, theatre, and the visual arts. In this seminar, we will explore the cultural changes experienced in Chile during three decades, the ways in which writers understood the complex web of creativity, as well as the specter of censorship. We will analyze how historical figures were revived through writers such as Gabriela Mistral, Rosamel del Valle, Pablo Neruda, and Salvador Allende. Narratives, journalistic essays, and theatrical and visual productions will be examined vis-à-vis the social and political history in which the topics were created.

Instructor: Agosin

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL; ARS

Term(s): Not Offered

SPAN 335 - Seminar. Asia in Latin America: Literary and Cultural Connections (1.0)

Connections between two geographically remote areas (Asia and Latin America) that would seem to have little in common will be studied. By analyzing prose, poetry, art, and music, we will examine diverse Asian influences in Latin American literature and culture from the nineteenth century to the present. We will explore how various images of the "exotic" Orient are represented in Latin America during the periods of "modernismo" and "vanguardia." We will also examine contemporary Asian-Latin American writers and artists with an emphasis on the multicultural experience of immigration and assimilation. Authors include José Martí, José Rizal, Rubén Darío, José Juan Tablada, Enrique Gómez Carillo, Octavio Paz, Jorge Luis Borges, Mario Benedetti, Anna Kuzumi Stahl, Doris Moromisato, José Watanabe, Siu Karn Wen, and Eduardo Tokeshi.

Instructor: Hagimoto

Prerequisite: Open to senior and junior majors or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

SPAN 340 - Calderwood Seminar in Public Writing: Unity and Diversity in the Hispanic World (1.0)

The Calderwood Seminar in Spanish prepares a Hispanist to articulate the unity and diversity of Hispanic cultures. Together with encouraging a reflective synthesis of the Spanish major itself, the seminar will hone public writing and speaking skills. Students will analyze traditional unifying concepts of identity including "Hispanic," "Hispanicity," "Latino," and "La Raza," and the ideologies that underlie these terms. Participants will probe into how differences in race, ethnicity, geography, class, sexuality, religion, politics, and language do or do not favor pan-national identities.

Instructor: Vega

Prerequisite: Junior or senior majors who have studied in a Spanish-speaking country (including experiential learning projects) or permission of the instructor.

Distribution: LL

Term(s): Spring

SPAN 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

SPAN 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

SPAN 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

SPAN 370 - Senior Thesis (1.0)

Prerequisite: SPAN 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

STUDIO ART

See Department of Art

SUSTAINABILITY CERTIFICATE PROGRAM

A THREE-COLLEGE COLLABORATION PROGRAM AMONG WELLESLEY, OLIN, AND BABSON COLLEGES

Program Director: *Linder (Olin College)*
 Wellesley Faculty Advisory Group: *DeSombre (Environmental Studies; Wellesley Program Contact); Brabander (Geosciences), Jones (Biological Sciences), Rodenhouse (Biological Sciences), Thomas (Environmental Studies and Biological Sciences), Turner (Environmental Studies)*

Addressing the challenge of using Earth's resources sustainably requires a collaborative and interdisciplinary approach, in which basic research about the causes and consequences of environmental problems is combined with an understanding of the incentives and processes for a large-scale reworking of economic activity and the technology with which to reconfigure the human effect on the natural world. Wellesley, Olin, and Babson Colleges are uniquely suited to address this challenge by providing a joint program capable of educating students in ways that each cannot accomplish alone. By truly integrating business, engineering, and the liberal arts in the service of environmental sustainability, this program will provide students with the cross-disciplinary academic preparation and the cross-campus cultural collaboration experiences needed to approach environmental issues holistically. This certificate program can serve as a complement to an Environmental Studies major or to any other major.

Sustainability Certificate Program

Goals for the Program

The Sustainability Certificate Program seeks to educate students to make use of the skills, tools, and concepts from the liberal arts, business, and engineering to address environmental challenges and to evaluate potential paths toward sustainability at both the individual and societal level.

Requirements for the Certificate Program

There are three components to the five-course certificate program:

1. Introductory Course (SUST 201)
2. Synthesis Course (SUST 301)
3. Three electives from the list of Courses for Credit Toward the Certificate Program.

Those three electives, chosen from the list below (with the possibility of petitioning to accept a course not on this list), must include one course at each of the two non-home institutions (i.e. a Wellesley student must take one course at Babson and one at Olin) and one course in each of the two non-home areas—business, engineering, and the liberal arts (i.e. a Wellesley student must take a business course and an engineering course). These courses provide an interdisciplinary breadth of knowledge, skills, and experiences relating to environmental sustainability. (Several courses include the requirement that the major course project a student chooses focuses on sustainability issues.)

The Babson business courses listed may count toward the Wellesley degree only for students who complete the certificate program; these students may count no more than two Babson business courses total toward the 32 units required for the Wellesley degree. (A student pursuing this program who takes a Babson accounting course may count

only one additional Babson business course from this program toward the Wellesley degree.)

Admission to the Certificate Program

Students may declare their intention to pursue the certificate program any time after completing the introductory course; they must do so before enrolling in the synthesis course. Students with declared program participation will have preferential enrollment opportunities for the cross-campus electives. Upon declaring the intention to pursue the program, the student will be assigned a campus advisor; students may also contact the overall program director. Advising is a central part of ensuring a coherent structure to the certificate program, so students are encouraged to declare their intention to complete the program as soon as they can.

Record of Completion of the Certificate Program

The record of completion of the program will appear on the Wellesley transcript. The certificate does not count as a Wellesley minor, so courses taken for a Wellesley major or minor may also be counted toward the certificate program.

Additional Certificate Program Information

For more information about program admission and course of study, contact Beth DeSombre, the Certificate Program contact for Wellesley.

For detailed certificate program information, please visit the Sustainability Certificate Program website:

www.wellesley.edu/EnvironmentalStudies/Curriculum/sustainabilitycert.html

For detailed information on courses offered at Babson and Olin Colleges, please visit: fusionmx.babson.edu/CourseListing/index.cfm?fuseaction=CourseListing.CourseCatalog
star.olin.edu/StudentRecords.cfm

Courses for Credit Toward the Certificate Program

The following courses may be used as electives. Students who have taken SUST 201 may be able to waive prerequisites for some of these courses; please contact the course instructor to determine the accessibility and appropriateness of the course. Note that students may not earn credit for both ECON 228 (at Wellesley) and ECN 3675 (at Babson). Courses listed with an asterisk (*) require that students undertake their course project on a sustainability-related topic to gain credit toward the certificate.

Distribution: Business

Babson

EPS 4523 Environmental and Sustainable Entrepreneurship
 EPS 3525 Social Enterprise Management
 MOB 3522 Business and the Environment
 EPS 4527 Social Entrepreneurship by Design*
 MOB 3527 Solving Big Problems*
 EPS 4525 Living the Social Entrepreneurship Experience*

Distribution: Business

Olin

AHSE 3510 New Technology Ventures

Distribution: Engineering

Olin

MTH/SCI 1111 Modeling and Simulation of the Physical World
 ENGR 1200 Design Nature

ENGR 2199 Sustainable Building Design
 SCI 1410 Materials Science and Solid State Chemistry with Lab
 SCI 2199/ENGR 2199B Renewable Energy
 ENGR 3210 Sustainable Design
 ENGR 3810 Structural Biomaterials
 ENGR 3820 Failure Analysis and Prevention

Distribution: Liberal Arts

Wellesley

ES 101 Fundamentals of Environmental Science with Laboratory
 ES 102 Environment and Society: Addressing Climate Change
 ES 201/GEOS 201 Environmental, Health, and Sustainability Sciences with Laboratory
 ES 203 Cultures of Environmentalism
 ES 214/POL2 214 Social Causes and Consequences of Environmental Problems
 ES 220 Environmental Limits and Conservation with Laboratory
 ES 299/HIST 299 U.S. Environmental History
 ES 313 Environmental Impact Assessment
 ES 383 The Science of Compliance: The Evolution of Technology to Meet the Goals of U.S. Environmental Policy
 AFR 226 Environmental Justice, "Race," and Sustainable Development
 BISC 108 Environmental Horticulture with Laboratory
 BISC 201 Ecology with Laboratory
 ECON 228/ES 228 Environmental and Resource Economics
 GEOS 101 Earth Processes and the Environment with Laboratory
 PHIL 233 Environmental Ethics

Distribution: Liberal Arts

Babson

SCN 3615 Ecology of Animal Behavior
 HSS 2410 Contemporary Environmental Issues
 LAW 3616 The Role of Animals in Technology, Law, and Society
 ECN 3675 Environmental Economics, Policy, and Analysis
 CVA 2457 Imagining Sustainability: Nature, Humanity, Business, and End of Sorrow
 CXD 3662 Ecotourism, Biodiversity, and Conservation Policy in Costa Rica

Distribution: Liberal Arts

Olin

SCI 2299 Engineered Microbial Systems
 SCI 2299 Microbial Diversity

SUST - Sustainability Courses

SUST 201 - Introduction to Sustainability (1.0)

This case-based course introduces students to the basic concepts and tools that business, engineering,

and the liberal arts (science, social science, and the humanities) bring to a consideration of sustainability. It is team-taught by three faculty members, one from each institution, with course work fully integrated across the three approaches. The course will draw empirical material from, and apply concepts and tools to, a semester-long case (such as the sustainability of a city block, the transition to clean energy worldwide, or the life-cycle of a common consumer product). Course meetings will take place at Wellesley, Olin, and Babson colleges.

Instructor: Staff (Wellesley), Staff (Olin), George (Babson)

Prerequisite: None. Not open to first-year students except by permission of the instructor.

Distribution: None

Term(s): Fall

SUST 301 - Sustainability Synthesis (1.0)

This project-based course provides an opportunity for students to synthesize the work from the introductory course and elective courses to apply their knowledge of sustainability to a specific problem or issue of interest to an identified community. Groups of three to five students representing more than one school will work on a semester-long project of their choosing that focuses on understanding and providing solutions for a specific environmental problem, using the tools and concepts developed in the program.

Instructor: Staff (Wellesley), Staff (Olin), Staff (Babson)

Prerequisite: Declared participation in the certificate program, completion of SUST 201, and three out of four elective courses for the program.

Distribution: None

Term(s): Spring

THEATRE STUDIES

AN INTERDEPARTMENTAL MAJOR

Director: *Hussey*

Professor: *Morley*

Senior Lecturer: *Arciniegas*

Lecturer: *Howland, Lopez, Roach, Stevenson*

Director of Theatre: *Hussey*

Production Manager: *Towlun*

Advisory Committee: *Ko (English), Vega (Spanish), Akert (Psychology)*

The Theatre Studies major is both an academic field of study and a practical application of that study. The purpose of the major is to provide students with a theoretical knowledge and appreciation of the history and literature of the theatre. In addition, students are instructed and given hands-on experience in production and promotion of theatrical events. The theatre is one of the oldest art forms in existence, and students learn valuable information about the way various disparate societies have evolved throughout the ages. Students are expected to work on productions as performers and technicians. The theatre department actively tries to cultivate well-rounded theatre students who are knowledgeable in all areas of theatre.

Theatre Studies Major

Goals for the Theatre Studies Major

- The ability to break down and score a scene, conduct a rehearsal, and produce a play
- An understanding of the development of dramatic literature from the Greeks to the present, and the ability to identify major movements within that chronology
- Knowledge of current theatre technologies
- Problem solving independently and within an ensemble
- Basic construction skills and attention to detail in execution
- Competence to compete with conservatory-trained graduates for graduate school or casting/hiring opportunities within the industry

Requirements for the Theatre Studies Major

Students majoring in Theatre Studies must take a minimum of nine units. For students entering Wellesley in Fall 2009 or later these must include THST 203 and either THST 212 or THST 215. Two of the nine must be at the 300 level. At least five of the nine must come from within the theatre studies department. The remaining four may be drawn from any related department (see list above). Developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning a major in theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the College Theatre and related on-campus producing organizations. Students may also remain on campus over the summer or Wintersession (depending on housing availability) to gain experience with the Wellesley Summer Theatre Company (the professional wing of the academic department) for credit. All students are encouraged to participate in THST 250 and THST 350 individual study offerings in order to pursue their particular area of theatrical interest.

Early consultation with the director is essential, because some of the relevant courses are not offered every year and careful planning is necessary. In

addition to working with the director of the theatre program, students will be encouraged to consult with other members of the faculty familiar with the interdepartmental theatre major.

Exchange and International Study in Theatre Studies

Students majoring in theatre studies may elect to take at least one resident semester of concentrated work in the discipline to supplement and enrich their work at Wellesley. They may attend the National Theatre Institute at the Eugene O'Neill Theatre Center, another institution in the Twelve College Exchange Program, one of the many London programs offering intensive study in their discipline, or other programs approved by the department. On occasion, a student may elect to take a relevant course in the program at MIT.

Honors in Theatre Studies

The theatre program offers a variety of opportunities for honors. After consultation with the director, the candidate will devise a proposal that incorporates both the academic and the practical aspects of the thesis. Normally, the candidate completes the research and writing segment of the thesis in the first semester. In the second semester, the candidate produces the practical/theatrical component for public performance. Applicants for honors should have a minimum 3.5 GPA in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Courses for Credit Toward the Theatre Studies Major

AFR 222	Blacks and Women in American Cinema
AFR 261	History of Black American Cinema
ARTH 329/CAMS 329	Seminar. You May Say I Am a Dreamer: Art Cinema Surrealisms
ARTS 165/CAMS 135	Introduction to Video Production
CAMS 101	Introduction to Cinema and Media Studies
CAMS 135/ARTS 165	Introduction to Video Production
CAMS 201	Between Magic and Reality: A Century of Cinema, Part 1
CAMS 222	"Being There": Documentary Film and Media
CAMS 329/ARTH 329	Seminar. You May Say I Am a Dreamer: Art Cinema Surrealisms
CHIN 244	Classical Chinese Theatre (in English)
CLCV 202	The Invention of Athens
CLCV 210	Greek Tragedy: Plays, Politics, Performance
ENG 223	Shakespeare Part I: The Elizabethan Period
ENG 224	Shakespeare Part II: The Jacobean Period
ENG 324	Advanced Studies in Shakespeare
FREN 222	French Cinema from the Lumière Brothers to the Present: The Formation of

Modernity

PHIL 203

Philosophy of Art

THST - Theatre Studies Courses

THST 101 - Can We Have an Argument? Understanding, Employing, and Delivering Sound Rhetoric (1.0)

This course will apply theatrical performance training to the art of public speaking or rhetoric. One of the three original Liberal Arts, the art of discourse has long been recognized as fundamental to the creation of knowledge, and the development of thought. Employing dramatic and nondramatic texts, original student-written work, and an occasional *Saturday Night Live* sketch, students will discover the power of words to change hearts and minds, as well as their ability to undercut the speaker who does not know how to use them properly. The course is intended to develop communicative and expressive skills in students who might not be drawn to the fine arts, but who might benefit from theatrical training to become more effective thinkers, writers, and speakers.

Instructor: Arciniegas

Prerequisite: None

Distribution: ARS

Term(s): Not Offered

THST 130 - Japanese Animation (in English) (1.0)

What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional aesthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. No Japanese language required.

Instructor: Morley

Prerequisite: None

Cross-Listed as: JPN 130

Distribution: LL; ARS

Term(s): Fall

THST 203 - Plays, Production, and Performance (1.0)

This course studies the principles and practice of the related arts that make up the production of a play in the theatre. Students will analyze 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" given as a public performance at the end of the term. Emphasis is placed on artistic and interpersonal collaboration within the companies.

Instructor: Hussey

Prerequisite: None

Distribution: ARS

Term(s): Fall

THST 204 - Introduction to Acting (1.0)

This course is intended for any and all levels of experience. Students are introduced to the fundamentals of contemporary stage performance, as devised by such stage theoreticians as Constantine Stanislavsky, Lee Strasbourg, and Sanford Meisner. Instruction focuses on the proper methods for breaking scenes down into component units or

"beats," staging them for clarity of purpose, and performing them truthfully in the immediate present before a live audience. Students perform in every class with a rotating roster of partners, emphasizing group learning and mutual support in the pursuit of an individual acting aesthetic. Performance material is drawn from the work of contemporary playwrights researched by the students or recommended by the instructor.

Instructor: Arciniegas
Prerequisite: None
Distribution: ARS
Term(s): Fall; Spring

THST 205 - Advanced Scene Study (Historic Periods) (1.0)

This course is intended to give the experienced theatre student exposure in the performance styles of other periods. Focusing on Classical, Elizabethan, Restoration, and Victorian dramatic literature, students retrace the development of the Western European theatrical tradition in practical terms. Particular emphasis is placed upon developing the performance skills necessary for remaining faithful to the acting style of the period while ensuring relevance and accessibility to a contemporary audience.

Instructor: Arciniegas
Prerequisite: None
Distribution: ARS
Term(s): Fall

THST 206 - Directing and Dramaturgy (1.0)

This course studies the creative skills of the director in conjunction with the analytical skills of the dramaturge. Particular emphasis will be placed on communicating on a "moment-to-moment" basis with an actor. Students will be encouraged to develop their own unique "directorial vision." Students will be expected to provide probing intellectual questions to each other while collaborating. Dramatic material will be drawn from a variety of world literature with emphasis placed on women playwrights. Students will be given opportunities to work each week with professional actors in a guest-artist "lab" format.

Instructor: Hussey
Prerequisite: None
Distribution: ARS
Term(s): Spring

THST 207 - Stagecraft for Performance (1.0)

This course studies the craft and theory of the production arts in the theatre. The course will cover the process and will analyze the designers' function in the production: creating working drawings, problem solving, and 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.

Instructor: Towlun
Prerequisite: THST 203 or permission of the instructor.
Distribution: ARS
Term(s): Fall

THST 208 - Introduction to Stage Management (0.5)

This course examines the role and duties of a stage manager in the collaborative process and the stage manager's relationship to the director, designers, and actors. Students will learn to write rehearsal reports, call cues, assemble rehearsal schedules, call scripts, etc. Students will also be taught the importance of technical script analysis. Emphasis will also be placed on a number of transferable skills,

including leadership, organization, delegation, effective communication, and attention to detail. In addition, students are strongly encouraged to complete a THST 250H by stage managing either a Wellesley College Theatre or an Upstage production during the academic year in order to complement the material learned in class.

Instructor: Towlun
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

THST 209 - Introduction to the Art of Scenic Design (1.0)

Think outside the box! Learn visual communication skills in this basic art of scenic design course. After reading assigned plays, students will learn how to develop their concepts through analysis of the action of the play. Visual research, sketches, and basic drafting skills will be developed in addition to the idea of a basic "concept" for each script. In addition to teaching artistic and technical skills, this course will emphasize the importance of collaboration with the director and fellow designers.

Instructor: Howland
Prerequisite: None
Distribution: ARS
Term(s): Fall

THST 210 - Echoes of the Homeland (1.0)

Have you ever wondered what is lost in the process of assimilation into American culture? In this interpretation class, students are introduced to the literature of Latino, Celtic, and African American cultures. Through prose, poetry, and drama, stories and characters are brought to vivid life. Students will hone their interpretive skills while exploring issues of identity, immigration, and the female experience. Material will be taken from folklore, mainstream literature, and emerging writers of today. Students will also have the opportunity to write about their "homeland" as part of a final exercise.

Instructor: Hussey, Roach
Prerequisite: None
Distribution: ARS
Term(s): Fall

Mandatory credit/noncredit.

THST 212 - Representations of Women on Stage (1.0)

This course looks at 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. Consideration is given to the male dominance in both playwriting and performance in historic cultures. Texts will be chosen from a broad spectrum of dramatic world literature.

Prerequisite: None
Distribution: ARS
Term(s): Not Offered

THST 214 - Inside Out: A Study of Character Through Voice and Movement (0.5)

This course will give students the tools and skills to develop a character either from the outside in, using movement, or from the inside out, using the voice. Utilizing the techniques of Kristin Linklater, students will move toward "freeing their natural voice" and developing range, color, and texture for effective stage use. Concurrently, students will work on "freeing their bodies" and using physicality to flesh out a character. Class work will focus on both individual and group work with particular attention

given to layering voice and movement with text to create vivid, fully developed characters.

Instructor: Rainer
Prerequisite: None
Distribution: ARS
Term(s): Spring

THST 215 - Twenty Plays, Twenty Years (1.0)

A survey of contemporary American plays, Pulitzer Prize winners as well as investigating inventive new companies that break down the boundaries between performance and audience. We'll read texts ripped from the headlines as well as what might be the "new classics." We'll also attend productions and discuss the journey from page to stage. This is not your parents' theatre class. No Plays Over 20 Years Old. Students will use critical thinking to analyze trends in contemporary theatre, and contrast and compare contemporary events with the events in dramatic texts. We will incorporate our knowledge into class projects, such as adaptations, research papers, or original plays. Guest artists from the theatre world occasionally visit to illuminate other perspectives.

Instructor: TBA
Prerequisite: None
Distribution: ARS
Term(s): Spring

THST 221 - Introduction to Playwriting (1.0)

This course will teach basic playwriting skills implemented through in-class exercises and at-home writing assignments. This hands-on, practical approach will require writing one short play each week. Emphasis is on experimentation, innovation, risk taking, and process. A spirit of fun, innovation, and creativity will dominate this workshop format. Each class meeting will incorporate reading student work aloud with commentary from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content. Each student will begin to connect her dramatic voice and theatrical passion. Students will ultimately write a one-act play as the capstone experience for this class.

Instructor: Roach
Prerequisite: None
Distribution: ARS
Term(s): Fall

Mandatory credit/noncredit.

THST 222 - Theatrical Design Survey (1.0)

If you want to be a theatrical designer, this class is for you. In 12 weeks you will learn the basics of costume, lighting, and scenic design. This is a theatrical boot camp, team taught by New England professionals. Students will develop skills used by theatre set/light and costume designers. We will work collaboratively to understand the process of creating a theatrical production as it goes from page to stage.

Instructor: Howland, Towlun, Stevenson
Prerequisite: None
Distribution: ARS
Term(s): Spring

THST 250G - Research or Group Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

THST 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

THST 251 - Japanese Writers and Their Worlds (in English) (1.0)

A study of the emerging voice of the writer in Japan from the tenth through the eighteenth centuries. Texts will include the early poetic diaries of the Heian Court ladies, *The Tale of Genji*, the *Noh* plays, puppet plays, and the haiku poetry of Matsuo Bashō. Emphasis is on the changing world of the Japanese writer, the influence of Buddhism and Confucianism, and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course.

Instructor: Morley
Prerequisite: None
Cross-Listed as: JPN 251
Distribution: LL
Term(s): Not Offered

THST 255 - Japan on Stage (1.0)

This course provides an introduction to Japanese theatre with an emphasis on the development of the performance text from the eighth century to the contemporary period. Our work will be a combination of textual analysis and hands-on performance. Using videos and translated texts, as well as critiques by actors (in particular those of the medieval *noh* actor Zeami Motokiyo and the kabuki collection of actor's analects), and scholarly studies, we will cover three units: *noh* and *kyōgen*; *kabuki* and *bunraku* puppet theatre; and contemporary theatre. Students will have an opportunity to experiment with writing a modern *noh* play based on their understanding of the *noh* theatrical conventions, and to perform in a *kyōgen* play. No previous experience in Japanese Studies or Theatre Studies required.

Instructor: Morley
Prerequisite: None. Not open to students who have taken THST 131 or JPN 131 in fall 2011.
Cross-Listed as: JPN 255
Distribution: ARS
Term(s): Spring

THST 312 - Literary Japanese: Reading the Classics (in Japanese) (1.0)

Reading and discussion in Japanese of selections from classical Japanese literature; focus on translation skills. Students will have the opportunity to sample *The Tale of Genji* and *The Pillow Book*, among others, in the original and to familiarize themselves with the classical language. Two periods with discussion section.

Instructor: Morley
Prerequisite: JPN 232 or permission of the instructor.
Cross-Listed as: JPN 312
Distribution: LL
Term(s): Fall

THST 314 - Seminar. Reading and Performing Spanish Theatre (1.0)

A collaboration between the Spanish and Theatre Studies departments, this seminar integrates the reading, studying, and performing of some of the most important plays in Spanish Theatre. Authors and plays studied will go from Medieval to contemporary. They will include Fernando de Rojas, Calderón, Lope de Vega, Moratín, Federico García Lorca, Jardiel Poncela, José Sanchis Sinisterra, and Paloma Pedrero. Students will read the plays and familiarize themselves with the literary and cultural context, but aside from the reading of critical studies, and the written assignments, the class will have a significant performative element (memorization, script analysis, scansion, character exploration, performance). The amount of time devoted to textual

analysis and rehearsal staging will vary from play to play. In Spanish.

Instructor: Arciniegas, Ramos (Spanish)
Prerequisite: Open to junior and senior Spanish majors, students with a 300-level of proficiency in Spanish who have taken THST 204, or by permission of the instructors.
Cross-Listed as: SPAN 314
Distribution: LL; ARS
Term(s): Not Offered

THST 315 - Acting Shakespeare (1.0)

This course focuses on the study and practice of skills and techniques for the performance of scenes and monologues and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes will be performed for class criticism. The class will be subdivided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Instructor: Arciniegas
Prerequisite: Any THST course or permission of the instructor.
Distribution: ARS
Term(s): Spring; Summer I

THST 350 - Research or Group Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

THST 350G - Research or Group Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

THST 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

THST 351 - Seminar. Theatres of Japan (in English) (1.0)

The Tales of the Heike (Heike Monogatari), an epic recounting the twelfth century battles between the Heike (Taira) and Genji (Minamoto) clans for dominance over the imperial court, has spawned plays in almost every genre of Japanese theatre. Some will be familiar with the story from anime as well. We will use this text and the themes that appear to explore the performance arts of *noh*, *kyogen*, *bunraku* puppet theatre, and *kabuki*. Where possible we will view DVDs of the plays under discussion. Some of the major themes we will be examining have shaped Japanese culture into the modern period: loyalty and the code of the warrior; Buddhism; the aesthetic of pathos; Confucianism; and the significance of China. Our approach will be multiple, as we will be discussing performance texts and the differences between genres of theatre, as well as the *Heike* themes and their manifestation in different periods of Japanese drama.

Instructor: Morley
Prerequisite: One course on theatre or on Japan.
Cross-Listed as: JPN 351
Distribution: LL; ARS
Term(s): Not Offered

THST 353 - Lady Murasaki and *The Tale of Genji* (in English) (1.0)

Shortly after 1000 C.E., in the imperial court of Japan, Murasaki Shikibu, a court lady of middle rank, completed what is arguably the first novel in the history of world literature, *The Tale of Genji*. Who was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero?

Why is he still appealing a millennium later? Focusing on *The Genji* and Murasaki's diary, we examine the culture of the Heian court, Buddhist beliefs, the aesthetic of *mono no aware* (a beauty evocative of longing), and the literature (poetry, prose, and ladies' diaries) of the court salons. Films, plays, animation, and modern novels modeled on *The Genji* will also be discussed in class. No Japanese language required.

Instructor: Morley
Prerequisite: One course on Japan or by permission of the instructor.
Cross-Listed as: JPN 353
Distribution: LL
Term(s): Spring

THST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

THST 370 - Senior Thesis (1.0)

Prerequisite: THST 360 and permission of the department.
Distribution: None
Term(s): Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

Professor: *Hertz (Chair), Reverby*
 Associate Professor: *Creef*
 Adjunct Associate Professor: *Marshall*
 Assistant Professor: *Galarneau, Mata, Musto, Shakhsari*
 Mellon Postdoctoral Fellow: *Natividad*

Women's and Gender Studies is an interdisciplinary field that places gender and its intersections with race, social class, sexuality, and ethnicity at the center of rigorous academic inquiry. These structural forces shape the individual and collective lives of all persons across diverse cultures and times as well as provide analytical categories for critically examining the worlds in which we live. The Women's and Gender Studies major offers particular attention to the lives and experiences of women and girls via the critical scholarship of the humanities, sciences, and social sciences. Department faculty endeavor to provide intellectually rich student-centered learning environments via limited class sizes, collaborative research opportunities, and summer internship support.

Women's and Gender Studies Major

Goals for the Women's and Gender Studies Major

- Studying "gender" within a critical and theoretical interdisciplinary and cross-cultural framework
- Building specialized knowledge in one of the following concentrations: global feminism; families and work; health care, science and bioethics; gay/lesbian/transgender/sexuality studies; body politics; ethics and rights; gender and cinema; public policy; intersectionalities of race, class, gender, and sexuality
- Learning how to craft a feminist critical inquiry framework
- Benefiting from a unique capstone experience in their senior year where students can explore a provocative topic in Women's and Gender Studies with either peers or a faculty member

Requirements for the Women's and Gender Studies Major

A major in Women's and Gender Studies offers an opportunity for the interdisciplinary study of women from the perspectives of the humanities, sciences, and social sciences. Women's and Gender Studies majors seek an understanding of the new intellectual frameworks that are reshaping critical thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality, and ethnicity are constitutive of that experience.

A major in Women's and Gender Studies requires nine units taken both within the department and through the **related courses** taught in other departments. Of these, two units must be 300-level courses **taken within the department** (not counting WGST 350, WGST 350H, WGST 360, or WGST 370). Not more than two units can be 100-level courses. In addition, all students are required to select a capstone experience (see below).

Students are encouraged to enter the department through one of the three core units: WGST 108 (The Social Construction of Gender), WGST 120 (Introduction to Women's Studies), or WGST 222

(Women in Contemporary American Society). Majors must take one of these units as a required course. Apart from this required unit (WGST 108, WGST 120, or WGST 222), majors must elect at least **four** other units offered within the Women's and Gender Studies department, of which two should be 300-level seminars.

Courses at the 100 level are introductions to topics in Women's and Gender Studies. They are taught from the perspective of each faculty member's specialty. Courses at the 200 level are overviews to substantive areas. Courses at the 300 level provide in-depth examination of material covered in 200-level courses.

Students majoring in Women's and Gender Studies must elect four of the nine units in such a way that they form a "concentration," i.e., have a focus or central theme in common. Such concentration should include relevant method and theory units in the area of concentration, and must be discussed with and approved by a Women's and Gender Studies faculty advisor. See **Concentrations** in this regard. Priority in all courses above the 100 level will go to majors and minors. Students selecting 300-level courses must have two 300-level courses listed in the department.

Capstone Experience in Women's and Gender Studies

All majors will be required to select a capstone experience, with the guidance of their advisor, from the following three options offered in 2013-14. Students should begin to think about which option would best fit their concentration when they declare the major. They must declare their option by the end of their junior year.

Option 1: WGST 312 Seminar. Feminist Inquiry. Each year the seminar will be a different special topic. For 2013-14, the topic is "Feminist Roundtable."

Option 2: WGST 313 (Fieldwork in Women's Studies).

Option 3: WGST 360/WGST 370 (Senior Thesis).

Option 3 is the traditional senior honors thesis, which requires two units during the senior year. See Academic Distinctions in this catalog for requirements. A thesis does not need to have an experiential component, but typically it is based on some original research. Option 2 must involve an experiential component.

Honors in Women's and Gender Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Advanced Placement Policy in Women's and Gender Studies

Women's and Gender Studies does not allow students to count AP credits toward the fulfillment of the major or minor.

Courses for Credit Toward the Women's and Gender Studies Major

AFR 212	Black Women Writers
AFR 222	Blacks and Women in American Cinema
AFR 316-01-F/ARTH 316-	Topics in African/African American Art

01-F		
AMST 286/ENG 286	Radical Voyagers: Queer Literature in an American and Global Context	
AMST 290	LBGT Liberation and American Popular Culture	
AMST 315	Beats, Rhymes, and Life: Hip-Hop Studies	
AMST 342	Sexualities in Whitman's America	
ANTH 238	The Vulnerable Body: Anthropological Understandings	
ARTH 230	Frank Lloyd Wright and the American Home	
ARTH 245	House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900	
ARTH 316-01-F/AFR 316-01-F	Topics in African/African American Art	
ARTH 331	Seminar. The Art of Northern Europe	
CAMS 203/CHIN 243	Chinese Cinema (in English)	
CAMS 224/ITAS 212	Italian Women Directors: The Female Authorial Voice in Italian Cinema (in English)	
CHIN 243/CAMS 203	Chinese Cinema (in English)	
ECON 243	The Political Economy of Gender, Race, and Class	
ECON 343	Seminar. Feminist Economics	
EDUC 312	Seminar. History of Childhood and Child Welfare	
ENG 121	Jane Austen's Novels	
ENG 269/AMST 269	Asian American Literature	
ENG 272	The Nineteenth-Century Novel	
ENG 286/AMST 286	Radical Voyagers: Queer Literature in an American and Global Context	
ENG 364-01-S/AMST 364-01-S	Race and Ethnicity in Literature	
ENG 383-01-F	Women in Literature, Culture, and Society	
EXTD 106	First-year Seminar: Women in Science: Their Lives and Work	
FREN 313	George Sand and the Romantic Theatre	
FREN 331	Desire, Sexuality, and Love in African Francophone Cinema	
GER 245	Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar Germany, 1918-1933 (in English)	
GER 329	Readings in Eighteenth- and Early Nineteenth-Century Literature	
GER 345	Radicals, Decadents, and New Women: Literature, Culture, and Society in Weimar	

HIST 215	Germany, 1918-1933 Gender and Nation in Latin America
HIST 243	Gender and Sexuality in Twentieth-Century Europe
HIST 293	Changing Gender Constructions in the Modern Middle East
HIST 301	Seminar. Women of Russia: A Portrait Gallery
ITAS 212/CAMS 224	Italian Women Film Directors: The Female Authorial Voice in Italian Cinema (in English)
ITAS 274	Women in Love: Portraits of Female Desire in Italian Culture
JPN 111	Gender and Popular Culture of Japan (in English)
JPN 353/THST 353	Lady Murasaki and <i>The Tale of Genji</i> (in English)
KOR 256	Gender and Language in Modern Korean Culture (in English)
MUS 224/REL 224	Hildegard of Bingen
MUS 222	Music, Gender, and Sexuality
MUS 322	Music, Gender, and Sexuality
PHIL 249	Medical Ethics
PHIL 300	Seminar in Modern Philosophy: Women of the Enlightenment
POL1 324	Seminar. Gender and Law
POL2 301	Gender, Islam, and Politics
POL2 307	Seminar. Women and Development
POL4 344	Seminar. Feminist Political Theory
REL 209	Women, Sexuality, and Patriarchalism in the New Testament
REL 224/MUS 224	Hildegard of Bingen
REL 225	Women in Christianity
REL 226	The Virgin Mary
REL 243	Women in the Biblical World
REL 323	Seminar. Feminist, Womanist, <i>Mujerista</i> , and Queer Theologies
SOC 209	Social Inequality: Class, Race, and Gender
SOC 233	Gender and Power in South Asia
SOC 234	Gender and International Development
SOC 308	Children in Society
SPAN 260	Women Writers of Spain, 1980 to the Present
SPAN 263	Women's Art and Activism in Latin America
SPAN 271	Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature
SPAN 279	The Jewish Women Writers of Latin America
SPAN 327	Seminar. Latin American Women Writers: Identity, Marginality, and the Literary Canon

THST 212	Representations of Women on Stage
THST 353/JPN 353	Lady Murasaki and <i>The Tale of Genji</i> (in English)

Women's and Gender Studies Minor

Requirements for the Women's and Gender Studies Minor

A minor in Women's and Gender Studies consists of five courses, of which one must be chosen from among WGST 108, WGST 120, or WGST 222, and of which one must be a 300-level course (not WGST 350 or WGST 350H) offered within the department. A total of at least three courses must be taken within the Women's and Gender Studies department. Minors must devise a three-course "concentration" (see above) in consultation with a Women's and Gender Studies faculty advisor. Not more than one unit can be a 100-level course.

WGST Women's and Gender Studies Courses

WGST 100 - First-Year Seminar: The Body: From Reproduction to Fashion (1.0)

This course explores the ways in which the body, as a reflection and construction of the self, is tied to social and political relations. The body is also a surface upon which we inscribe cultural norms. Through this examination of the role that our bodies play in daily life we will delve into the study of gender, sexuality and power. We focus on three major areas: (1) the medicalization of bodies (such as contraception and abortion); (2) the discipline of bodies (cosmetic surgery, fitness); and (3) the use of the body as a vehicle for performance, self-expression, and identity (drag queens, fashion, sports). Throughout the course we will look at how ideas about bodies are transported across national borders and social, sexual, race, and class hierarchies.

Instructor: Hertz
Prerequisite: None
Distribution: SBA
Term(s): Fall

Mandatory credit/noncredit.

Ann M. Maurer '51 Speaking Intensive Course

WGST 120 - Introduction to Women's and Gender Studies (1.0)

Introduction to the interdisciplinary field of women's and gender 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. This course also exposes some of the critiques made by women's studies' scholars of the traditional academic disciplines and the new intellectual terrain currently being mapped.

Instructor: Creef, Mata, Marshall, Musto, Shakhsari
Prerequisite: None
Distribution: LL; SBA
Term(s): Fall; Spring; Summer II

WGST 121 - Reading Elvis Presley and 1950s America (1.0)

Some have argued that Elvis Presley was the greatest cultural force in twentieth-century America. This course will consider the early career of Elvis Presley as a unique window for the study of race, class, gender, and heteronormative sexuality in postwar popular American culture. Specifically, we will look at the blending of African American and other forms of musical style in Presley's music, the representation of masculinity and sexuality across a sampling of his films and television performances, and key cultural film texts from the 1950s, and we will end by evaluating Presley's lasting impact as a unique icon in American cultural history.

Instructor: Creef
Prerequisite: None
Distribution: ARS
Term(s): Summer I

WRIT 110-WGST-108 - The Social Construction of Gender (1.0)

This course discusses the ways in which gender is socially constructed through social interactions and within social institutions. The relationships among gender, race, ethnicity, and social class will be stressed. The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts: political, economic, religious, educational, and familial.

Instructor: Marshall
Prerequisite: None. Open to first-year students only.
Distribution: SBA; W
Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as an introductory course toward the major in Women's and Gender Studies. Includes a third session each week.

WGST 205 - Love and Intimacy: A Cross-Cultural Perspective (1.0)

This course is an exploration of love and intimacy in cross-cultural and transnational context. In this course, we will examine the systems of meaning and practices that have evolved around notions of love and intimacy and investigate their broader political significance. We will also query how the diversification and globalization of intimate and affective labors are linked to broader social processes and structural inequalities. Other questions we will explore include: If we accept that love, intimacy, sexuality, and affective affinities are socially constructed, how much agency do we exercise in how we love and whom we desire? Have our experiences and expectations of love and intimacy changed because of transnationalized economic relations, mobility, technology, and network connectivity? Finally, what, if any ethical frameworks should mediate our intimate relations, desires, and labor with others?

Instructor: Musto
Prerequisite: WGST 108, WGST 120, or a course on gender in anthropology, history, sociology, psychology, or political science.
Distribution: SBA
Term(s): Fall

WGST 206 - Migration, Gender, and Globalization (1.0)

This course is an interdisciplinary exploration of migration and gender in transnational context. Drawing upon feminist, queer, and social science theories of transnational migration and globalization, we will consider how the intensification of global flows of capital, information, goods, and people has given rise to escalated border

controls and migration management. By investigating phenomena such as neoliberalism, survival circuits, and the international division of reproductive labor and care, we will further gauge how and why notions of gender, family, race, and the ideal nation have become all the more contested in the wake of heightened cross-border movement.

Instructor: Musto
Prerequisite: None
Distribution: SBA
Term(s): Spring

WGST 207 - Gender and Sexuality in Cyberspace: A Transnational Feminist Approach (1.0)

This course examines cyberspace through a lens of gender, sexuality, race, geopolitics, and colonialism. We will take a transnational feminist approach that pays attention to uneven circuits of culture and capital and highlights difference among gendered and sexed subjects to examine the global connections between online and offline worlds. We will explore and question transparency and digital democracy in cyberspace, fluidity of identities, and unrestricted mobility and access that are presumed intrinsic to an antihierarchical Internet. Employing online and offline ethnography and discourse analysis, students will explore the central role of gender and sexuality in the context of liberation and surveillance, civil society and revolution, and community and security. How are these ideas complicated when examined beyond utopian or dystopian visions of cyberspace?

Instructor: Shakhsari
Prerequisite: One WGST course or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

WGST 211 - American Families and Social Equality (1.0)

American families are undergoing dramatic changes in social, political, and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and the growing number of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gaps between families continues. As women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parents' employment? How do families function when they have only limited hours together? What does fatherhood mean in these families? Using a provocative blend of social science, novels, and memoirs, we will examine how gender, race, ethnicity, and social class shape the experience of family life in the contemporary United States.

Instructor: Hertz
Prerequisite: None
Cross-Listed as: SOC 205
Distribution: SBA
Term(s): Not Offered

WGST 212 - Feminist Bioethics (1.0)

How would bioethics differ if it took seriously the experiences and needs of women and other marginalized social groups? This course engages the works of feminist theorists and practitioners in philosophy, religion, law, medicine, public health, and the social and biological sciences—works that develop more inclusive bioethical theories and practices in the service of the health and well-being of all persons and communities. Feminist bioethics is both critical and constructive in its attention to moral frameworks, principles, norms, and values

related to the conditions for human health including health care's professions, practices, and institutions. Also addressed are gender, race, and class disparities in health status, clinical care, and biomedical research.

Instructor: Galarneau
Prerequisite: WGST 108, WGST 120, WGST 222, or permission of the instructor.
Distribution: REP
Term(s): Spring

WGST 214 - Women and Health (1.0)

This multidisciplinary course introduces a broad range of concepts and issues related to contemporary women, health, and health care in the United States. Conventional indicators of women's health, recent research in economic inequality and poverty, and the women's health movement help us understand women's health status beyond simple morbidity and mortality. The course incorporates foci on reproductive health, relational violence, HIV/AIDS, and mental health.

Instructor: Galarneau
Prerequisite: None
Distribution: SBA
Term(s): Spring

WGST 216 - Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots (1.0)

This course proposes an analysis of popular cultural productions and the ways in which they represent Chican@s and Latin@s. Cultural productions go beyond just entertaining an audience; they help to inform how we see ourselves and the world around us. These productions often support traditional stereotypes about marginalized groups. The course will encourage students to question the ways in which Chican@/Latin@s are reduced to stereotypes that reinforce hierarchies of race and gender. By critically reading popular productions as analyzable cultural texts, we will ask: How do cultural productions perpetuate the "otherness" of Chican@/Latin@s? What role does sexuality play in the representation of the Chican@/Latin@ subject? In what ways do cultural productions by Chican@/Latin@s resist/challenge negative images?

Instructor: Mata
Prerequisite: None
Distribution: ARS; SBA
Term(s): Not Offered

WGST 217 - Growing Up Gendered (1.0)

This course focuses on childhood and the teen years in the United States. How do we become gendered? What are the experiences of children and teens in families, schools, and peer groups that contribute to that process? What is the relationship between pop culture and the gendered lives of children and teens? How does gendering vary by race/ethnicity and social class? We will explore the core issues in the field, including the importance of including the voices of children and teens, the ways in which gender is constructed in social interactions, the intersections of gender, sexuality, and peer status, and the importance of collective and individual agency.

Instructor: Marshall
Prerequisite: None
Distribution: SBA
Term(s): Spring

WGST 218 - Stage Left: Chican@/Latin@ Theatre and Performance (1.0)

This course serves as an introduction to Chican@/Latin@ theatre and performance and the

role that class, race, gender, and sexuality play in constructing identity on the stage. We will examine how members of the Chican@/Latin@ community—individuals often marginalized from mainstream theatre productions—employ the public stage as a space for self-expression and resistance. Through an analysis of plays and theatre/performance scholarship, we will identify common themes and important differences in the various productions. We will further consider how community, citizenship, and notions of belonging manifest themselves on the public arena of the stage. We will begin by studying the role of theatre in the social justice movements of the 1960s and trace the changes that Chican@/Latin@ theatre and performance have undergone in subsequent years.

Instructor: Mata
Prerequisite: None
Distribution: ARS; SBA
Term(s): Spring

WGST 219 - Gender in the Workplace (1.0)

This course explores the experiences of women and men in the changing U.S. workplace. The course will address key issues related to gender, race and class in the workplace, with a focus on the social organization of work—the nature of work, division of labor, social inequality—and its consequences for women and men; and gendered organizations and processes of gender discrimination, including sexual harassment.

Instructor: Marshall
Prerequisite: WGST 108, WGST 120, WGST 222, or SOC 102.
Distribution: SBA
Term(s): Spring

WGST 220 - American Health Care History in Gender, Race, and Class Perspective (1.0)

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 gender, race, and class have affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Instructor: Reverby
Prerequisite: WGST 108, WGST 120, WGST 222, or by permission of the instructor.
Distribution: HS
Term(s): Spring

WGST 222 - Women in Contemporary American Society (1.0)

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically at the so-called happy days of the 1950s, the cultural and political "revolutions" of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminism and the women's movement will receive special attention. Emphasis will be placed on the differing communities of women and how they have balanced the "private," "public," and "civic" spheres of their lives.

Instructor: Reverby
Prerequisite: None
Distribution: SBA; HS
Term(s): Spring

WGST 223 - Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film (1.0)

The history of Chican@s and Latin@s on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chican@s/Latin@s, this course proposes an analysis of films that traces various stereotypes to examine how those images have been perpetuated, altered, and ultimately resisted. From the Anglicizing of names to the erasure of racial backgrounds, the ways in which Chican@s and Latin@s are represented has been contingent on ideologies of race, gender, class, and sexuality. We will be examining how films have typecast Chicanas/Latinas as criminals or as "exotic" based on their status as women of color, and how Chicano/Latino filmmakers continue the practice of casting Chicanas/Latinas solely as supporting characters to male protagonists.

Instructor: Mata
Prerequisite: None
Cross-Listed as: CAMS 240
Distribution: ARS
Term(s): Fall

WGST 225 - Politics and Sexuality (1.0)

This interdisciplinary course will provide an overview of the key texts, topics, debates, and politics that inform the field of sexuality studies. Students will use critical thinking skills to discern how gender and sexuality inform social, political, and historical ways of knowing and being. Because this field of inquiry has developed within the context of many different movements for social change, we will be discussing sexuality with respect to its intersections with feminist and LGBTQ (lesbian, gay, bisexual, transgender, and queer) movements. We will place these alongside critiques of race, nationalism, fundamentalism, and uneven economic development, and will aim to articulate foundational questions about the relationship between power and sexual subjectivity.

Prerequisite: One 100-level course or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

WGST 230 - Female or Feminist: Women's Movements in U.S. History (1.0)

American women have been often been in the forefront of social change, while the organizational forms to make this possible have shifted. This course examines a variety of American "women's movements" from female to feminist since the nineteenth century in a global context. The major focus of the course will be the recent past and what is often referred to as "second wave" feminism. Students will gain a historical understanding of how differing groups of women organized across and between class and racial lines, self-consciously as "female," and self-consciously as "feminist."

Instructor: Reverby
Prerequisite: Open to juniors or seniors who have taken one WGST course.
Distribution: HS
Term(s): Not Offered

WGST 235 - Transnational Sexualities (1.0)

This course will examine and explore sexuality from a transnational perspective, focusing on the production of sexuality in the context of different disciplines, including anthropology, literature, history, and sociology. The course will address the intersections between sexual, racial, sociocultural, political, and economic discourses. How are sexual

"norms" established, circulated, and changed in different cultures and at different historical junctures? How is sexuality a form of national and transnational governmentality? How is sexuality central to colonial and postcolonial discourses? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the United States?

Instructor: Shakhari
Prerequisite: WGST 108, WGST 120, or WGST 222.
Distribution: LL; HS
Term(s): Spring

WGST 240 - U.S. Public Health: Theory and Practice (1.0)

Two decades ago the Institute of Medicine defined public health as "what we as a society do collectively to assure the conditions in which people can be healthy." Focused on population/community health, health disparities, and the social inequalities underlying these disparities—namely social divisions by gender, class, race/ethnicity, sexual identity, and age—public health is philosophically rooted in a commitment to social justice. This course attends to U.S. public health history, epidemiology, ethics, and law; also to public health's government infrastructure, services, and core functions including policymaking. Relationships between public health, medicine, and health care will be explored as will the roles of private players (NGOs, industry, academia). Topics include chronic and infectious diseases, global health, violence, bioterrorism, and environmental health.

Instructor: Galarneau
Prerequisite: Not open to first-year students.
Distribution: SBA
Term(s): Fall

WGST 249 - Asian American Women in Film (1.0)

This course will serve as an introduction to Asian American film and video, and begin with the premise that there is a distinct American style of Asian "Orientalist" representation by tracing its development in classic Hollywood film over the last one hundred years. We examine the politics of interracial romance, the phenomenon of the "yellow face" masquerade, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named "Asian American cinema" where our focus will be on contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Instructor: Creef
Prerequisite: None
Cross-Listed as: CAMS 241
Distribution: ARS
Term(s): Fall

WGST 250 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

WGST 250H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

WGST 274 - Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns (1.0)

Westerns, a complex category that includes not only films but also novels, photographs, paintings, and many forms of popular culture, have articulated

crucial mythologies of American culture from the nineteenth century to the present. From Theodore Roosevelt to the Lone Ranger, myths of the Trans-Mississippi West have asserted iconic definitions of American masculinity and rugged individualism. Yet as a flexible, ever-changing genre, Westerns have challenged, revised, and subverted American concepts of gender and sexuality. Westerns have also struggled to explain a dynamic and conflictive "borderlands" among Native Americans, Anglos, Latinos, Blacks, and Asians. This team-taught, interdisciplinary course will investigate Westerns in multiple forms, studying their representations of the diverse spaces and places of the American West and its rich, complicated, and debated history.

Instructor: Creef, Fisher (American Studies)
Prerequisite: None
Cross-Listed as: AMST 274
Distribution: LL; ARS
Term(s): Fall

WGST 299 - Gender and Sexuality in the Muslim and Arab Worlds (1.0)

This interdisciplinary course seeks to understand sexuality in the Muslim and Arab worlds in a matrix of gender, race, class, geopolitics, and religion. It expands beyond the arbitrary designation of the "Middle East" and examines old and new diasporas in areas that include East and South Asia, Europe, and North America. It takes a relational approach that highlights historical and transnational linkages and relations of power between sociocultural, political, and economic structures that construct sexuality in different locations and historical junctures. The course challenges mainstream representations of sexuality in the Muslim and Arab worlds, interrogates binaries of religious and secular, and applies micro and macro methods to examine sexuality as a form of governmentality in local and global contexts.

Instructor: Shakhari
Prerequisite: WGST 120
Distribution: SBA
Term(s): Spring

WGST 304 - Seminar: Public Health and Colonial Medicine in Southeast Asia (1.0)

This seminar will explore the emergence of public health and its techniques within the colonial context. Taking the Philippines as a case study, this course examines how the colonial encounter between the United States and the Philippines set off a process of knowledge production about bodies, population, health, sexuality, and morality. The course will explore how the colony became the laboratory of hygiene and modernity which allowed the Empire's experimentation with scientific and progressive interventions. Disease prevention, hygiene and sanitary reforms, and surveillance became not only techniques of pacification but also formed part of a civilizing project. Original and archival materials will be used for the seminar.

Instructor: Natividad
Prerequisite: Open to seniors and juniors who have taken any 200-level course on health, gender, race, sexuality, or medical anthropology in history, anthropology, sociology, political science, women's and gender studies, or Africana or Asian American studies, or permission of the instructor.
Distribution: SBA
Term(s): Spring

WGST 305 - Seminar: Representations of Women, Natives, and Others (1.0)

A feminist cultural studies approach to the comparative histories and theories of the representation of race, class, sexuality, and gender in

visual culture. We will look comparatively at Native American, African American, Chicana/Latina, and Asian American/Pacific Islander men and women in film, photography, performance, and installation art. The course examines both dominant historical modes of representation of cultural *others* in the United States, in colonial/postcolonial contexts, and at contemporary modes of oppositional self-representation as a form of cultural critique and at contemporary self-representations.

Instructor: Creef
Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

WGST 306 - Seminar. Women and Work (1.0)

The biggest force for change in the U.S. economy has been the growing diversity of the American labor force. The first half of the course emphasizes the impact of gender and racial diversity on the nature of work in America. We will discuss four key aspects: (1) the dynamics of gender and race in the workplace; (2) the tensions between work/family and gender equity; (3) the struggle to integrate women into male-dominated occupations and professions; and (4) the challenges for women in leadership roles. The second half of the course will focus on women as critical to the "new" global workforce in selected regions. We will discuss: (1) women's migration and domestic work; (2) the paradox of caring for others while leaving one's children behind; (3) women in global factories; and (4) women's activism in their home communities.

Instructor: Hertz
Prerequisite: Priority will be given to sociology or women's and gender studies majors/minors who have taken at least two courses at the 200 level in their respective major. Permission of the instructor is required for all other students.
Cross-Listed as: SOC 306
Distribution: SBA
Term(s): Not Offered

WGST 310 - Health Activism (1.0)

The rise of voluntary associations, NGOs (nongovernmental organizations), foundations, politicized health care practitioners, and embodied health movements have transformed the focus, research priorities, and organization of health care and medicine across the globe. This seminar will explore how historically differing stakeholders have transformed the shape and delivery of health care, making what was once believed to be just the domain of physicians into a political sphere. Special attention will be paid to infectious diseases, transnational women's health movement, HIV-AIDS, and gay/lesbian/transgender health care issues.

Instructor: Reverby
Prerequisite: WGST 220 or WGST 214, or WGST 340 or permission of the instructor.
Distribution: HS
Term(s): Fall

WGST 311 - Seminar. Family and Gender Studies: The Family, the State, and Social Policy (1.0)

Analysis of problems facing the contemporary U.S. family and potential policy directions for the future. Discussion of the transformation of the American family including changing economic and social expectations for parents, the impact of work on the family, equality between spouses, choices women make about children and employment, day care and familial care giving, welfare, and the new American dreams will be explored. Expanding family forms (i.e. single mothers by choice, adoptive families, and lesbian/gay families) and the confusion surrounding genetic and social kinship in the United States will be

emphasized as examples of legislative reform. Finally, welfare and teen pregnancy will also be examined as part of government incentives and policy reform. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students will learn several types of methodologies through course assignments. Student groups will also produce an original social policy case.

Instructor: Hertz
Prerequisite: Open to juniors and seniors. Priority will go to sociology or WGST majors and minors.
Cross-Listed as: SOC 311
Distribution: SBA
Term(s): Spring

WGST 312-01-S - Capstone Seminar. Feminist Inquiry (1.0)

Topic for 2013-14: Feminist Roundtable

This is a multidisciplinary roundtable that aims to provide a forum for students and faculty to explore, discuss, and debate the different narratives, approaches, and methodologies of feminist scholarship. Faculty and guest speakers from a range of disciplines will join students to jointly interrogate the history, present, and future of feminist theory and feminist praxis. A theme will be selected every year as a platform to examine notions of agency, resistance, coalition, justice, and social transformation, for example. The roundtable is designed to facilitate learning by provoking debates and investigating differences, propelling students to find their own voice amidst the diversity of feminist thought and approaches.

Instructor: Creef
Prerequisite: Open to WGST seniors and WGST juniors/minors or by permission of the instructor.
Distribution: SBA
Term(s): Spring

WGST 313 - Fieldwork in Women's and Gender Studies (1.0)

This is a supervised, independent fieldwork project resulting in a research paper, documentary, policy initiative, creative arts presentation, or other research product. This project, developed in conjunction with a WGST faculty member, will have a significant experiential component focusing on women's lives and/or gender. Topics should be part of the student's area of concentration. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, or (3) design their own fieldwork experience.

Instructor: Staff
Prerequisite: Open to majors or minors only. Permission of the instructor required.
Distribution: SBA
Term(s): Fall; Spring

WGST 314 - Seminar. Global Feminisms (1.0)

This seminar is structured as a critical engagement with "global" and "transnational feminisms." It starts with an examination of some key feminist concerns and debates—feminist epistemology, issues of representation, agency and subjectivity, capitalism, patriarchy, post-colonialism and nationalism, globalization, development, migration, and incarceration. With a grasp of these analytical tools and issues, we move on to examine the formation of transnational women's movements that have mobilized around women's human rights. In the last part of the course, we will see why and how "sex trafficking" has become the convergent point of feminist debates, and consider the policy implications these differences and politics are having on the lives of women around the world.

Instructor: Musto
Prerequisite: Open to juniors and seniors who have taken any course on gender, race, or sexuality.
Distribution: SBA
Term(s): Fall

WGST 317 - Seminar. History of Sexuality: Queer Theory (1.0)

This course will cover terms, concepts, and writers central to the elaboration of queer theory. We will begin by situating the concerns of queer theory within the historical development of lesbian, gay, bisexual, and transgender movements for social change around the world, and within institutional contexts, including those of higher education. We will read some of the works that have come to be framed by the rubric of queer theory and works produced under the aegis of cultural studies, anthropology, history, literary studies, philosophy, performance studies, and gender and sexuality studies. Through film, visual art, literature, and theoretical essays, students will be encouraged to think about subversion, homonormativity, homonationalism, complicity, and possibilities and limits of "queering."

Instructor: Shakhshari
Prerequisite: Open to juniors and seniors who have taken any course on gender, race, or sexuality.
Distribution: SBA; EC
Term(s): Fall

WGST 321 - Seminar. Gender Justice and Health Policy (1.0)

Various understandings of justice vie for dominance in contemporary health policy debates, especially debates about health care reform and universal access to health care. Yet, "just" health care is not limited to reform discussions or to distributive notions of justice that typically ignore social structures (gender, race, class, culture, citizenship), social processes (decision-making, division of labor) and social contexts (poverty, unequal risk for poor health). This seminar explores multiple constructions of justice drawn from moral and political philosophy, religious social ethics, and Catholic social thought (feminist and otherwise). Social, participatory, and distributive justices are examined as normative guides for health and health care policies intended to meet the health care needs of all persons.

Instructor: Galarneau
Prerequisite: Senior or junior standing plus WGST 108, WGST 120, or WGST 222, and one of the following: WGST 212, WGST 214, WGST 220, WGST 240, WGST 340, or permission of the instructor.
Distribution: REP
Term(s): Spring

WGST 324 - Seminar. History, Memory, and Women's Lives (1.0)

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.

Instructor: Reverby
Prerequisite: WGST 108, WGST 120, WGST 222, or HIST 257.
Distribution: EC; HS
Term(s): Not Offered

WGST 326 - Seminar. Crossing the Border(s): Narratives of Transgression (1.0)

This course examines literatures that challenge the construction of borders, be they physical, ideological, or metaphoric. The theorizing of the border, as more than just a material construct used to demarcate national boundaries, has had a profound impact on the ways in which Chican@/Latin@s have written about the issue of identity and subject formation. We will examine how the roles of women are constructed to benefit racial and gender hierarchies through the policing of borders and behaviors. In refusing to conform to gender roles or hegemonic ideas about race or sexuality, the Chican@ and Latin@ writers being discussed in the course illustrate the necessity of crossing the constructed boundaries of identity being imposed by the community and the greater national culture.

Instructor: Mata

Prerequisite: WGST 108, WGST 120, and a 200-level WGST course, or by permission of the instructor.

Distribution: LL

Term(s): Spring

sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

WGST 340 - Global Health (1.0)

This seminar explores global/international health from its historical origins to its contemporary expressions. In 2012 we will focus on a close examination of the recently revised *Textbook in International Health*, 3rd edition (Birn, et al., 2009). This classic work offers a political economy perspective that expands the disease-oriented, biomedical model of global health to engage the social determinants and disparities of population and individual health. In the absence of a global health infrastructure, we will attend particularly to the role of the United States in shaping global health (past and present) as well as to the influences of gender, culture, nationality, and related social structures.

Instructor: Galarneau

Prerequisite: Senior or junior standing plus at least one of the following: WGST 212, WGST 214, WGST 220, WGST 240, WGST 321, or permission of the instructor.

Distribution: SBA

Term(s): Not Offered

WGST 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.

Distribution: None

Term(s): Fall; Spring

WGST 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall; Spring

WGST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

WGST 370 - Senior Thesis (1.0)

Prerequisite: WGST 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If

THE WRITING PROGRAM

Director: *Velenchik (Economics)*

Senior Lecturer: *Viti, Wood*

Lecturer: *Johnson*

Visiting Lecturers: *Armstrong, Brubaker, Lederman, Nelson, Staley*

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. The starting point for writing at Wellesley is the First-Year Writing requirement. All students are required to fulfill the First-Year Writing requirement by taking an introductory course in expository writing in either the fall or spring semester of their first year at Wellesley. Courses fulfilling this requirement, numbered WRIT 100 to WRIT 198, make up the majority of the course offerings in the Writing Program. These courses are taught by faculty from many departments as well as by a team of writing professionals; all First-Year Writing 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 First-Year Writing 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 take a standard First-Year Writing course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department. (These "combined courses" are designated with a slash in the course title and numbered between WRIT 105 and WRIT 115; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three periods each week.)

In addition to these "combined" courses, the Writing Program also offers courses designed to provide extra support and intensive preparation for the demands of writing at the college level. These courses are intended for students who speak English as an additional language (WRIT 120 and WRIT 121 [2012-13]), for students whose high school education included limited opportunities for writing (WRIT 122), and for students enrolled in the Wellesley Plus Program (WRIT 123 and WRIT 124). Placement into these sections takes place during the summer, and interested students should contact the Writing Program director.

Students who wish to pursue the study of writing beyond the introductory course may select WRIT 199 or WRIT 199H (full- or half-unit tutorial for students who need more help with writing), WRIT 225 (nonfiction writing), WRIT 290, WRIT 291 and WRIT 307 (advanced research writing), WRIT 390 (Calderwood Seminar in Public Writing), or independent study in writing (WRIT 250 for a full-unit or WRIT 250H for a half unit of credit) with a member of the Writing Program staff. Students should also be aware that many courses at Wellesley are taught writing intensively, offering the opportunity to study writing as part of their disciplinary study. Students wishing to pursue course work in creative writing should consult the English department course listings.

PLEASE NOTE: Students may not take a second First-Year Writing course (WRIT 100 to WRIT 198) unless they have the written consent of the director of the Writing Program.

WRIT - Writing Courses

WRIT 105 - ENG 120 Critical Interpretation (1.0)

This course introduces students to a level of interpretative sophistication and techniques of analysis essential not just in literary study but in all courses that demand advanced engagement with language. Sections explore the principal literary genres, including a selection of poems, a play, and prose narrative. Required of English majors and minors, "Critical Interpretation" fosters intellectual community among its students by teaching some texts common to all sections and keying them to campus events such as performances of the year's play by London actors, film screenings, lunchtime lectures by English faculty, and other occasions for discussion and collaboration. The play for 2013-14 is Shakespeare's *Othello*; the fiction component is Jane Austen's *Persuasion*.

Instructor: Hickey, Noggle, Lee, Rodensky (English)
Prerequisite: None. Open only to first-year students.
Distribution: LL; W
Term(s): Fall; Spring

This course satisfies both the First-Year Writing requirement and the critical interpretation requirement of the English major. Includes a third session each week. Professors Noggle and Lee will be teaching this course for a letter grade. Professors Hickey and Rodensky will be teaching this course mandatory credit/noncredit.

WRIT 107 - ARTH 100 Global Perspectives on Art and Architecture: Ancient to Medieval (1.0)

Sweeping in its chronological and geographical scope, this two-part survey engages students in the analytical study of art, architecture, and urban form. It is a foundational course in critical and visual analysis; being able to look and analyze what you see is fundamental to a liberal arts education. Two lectures and one conference per week; conferences emphasize the interpretation of original works of art and hands-on historical materials and techniques. This is a required class for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and ARTH 101 in their first or second year at Wellesley. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special WRIT 107 conferences each week. Through writing about art, students in WRIT 107/ARTH 100 will develop skills in visual and critical analysis.

Instructor: Bedell (Art)
Prerequisite: None. Open only to first-year students.
Distribution: ARS; W
Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Art History, Architecture, or Studio Art.

WRIT 108 - ARTH 101 Global Perspectives to Art and Architecture: Renaissance to Contemporary (1.0)

Sweeping in its chronological and geographical scope, this two-part survey engages students in the

analytical study of art, architecture, and urban form. It is a foundational course in critical and visual analysis; being able to look and analyze what you see is fundamental to a liberal arts education. Two lectures and one conference per week; conferences emphasize the interpretation of original works of art and hands-on historical materials and techniques. This is a required class for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and ARTH 101 in their first or second year at Wellesley. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special WRIT 108 conferences each week. Through writing about art, students in WRIT 108/ARTH 101 will develop skills in visual and critical analysis.

Instructor: Lynn-Davis (Art)
Prerequisite: None. Open only to first-year students.
Distribution: ARS; W
Term(s): Spring

This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Art History, Architecture, Studio Art, or Media Arts and Sciences.

WRIT 110 - WGST 108 The Social Construction of Gender (1.0)

This course discusses the ways in which gender is socially constructed through social interactions and within social institutions. The relationships among gender, race, ethnicity, and social class will be stressed. The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts: political, economic, religious, educational, and familial.

Instructor: Marshall (Women's and Gender Studies)
Prerequisite: None. Open only to first-year students.
Distribution: SBA; W
Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as an introductory course toward the major in Women's and Gender Studies. Includes a third session each week.

WRIT 111 - CAMS 115 Hitchcock, Auteur (1.0)

What is it that draws filmmakers, critics, writers, and scholars back to the films of Alfred Hitchcock, time and time again? What shots and frame compositions tempt filmmakers to imitation and homage? What narrative themes seduce critics? What paradoxes puzzle scholars and writers? To what extent is Hitchcock the master of his own films—in the words of film theorists, an auteur as much as a director? To what extent did he collaborate with others—screenwriters, composers, actors, cinematographers, and yes, his own wife and daughter—to produce enduring works of art? In reading, viewing, analyzing, and writing about films from all periods of Hitchcock's working life, this course will use these questions to shape our understanding of film and film theory.

Instructor: Wood (The Writing Program and CAMS)
Prerequisite: None. Open only to first-year students.
Distribution: ARS; W
Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Cinema and Media Studies. Includes a third session each week.

WRIT 112 - ECON 104 Contemporary Economic Issues (1.0)

We are living through the most turbulent economic times in recent history, and we find ourselves facing a dizzying array of pressing economic policy choices: on housing policy, on taxation, on health care, and on the environment, just to name a few. This course aims to use the basic tools of introductory economics to understand and to practice writing cogently about several of these contemporary economic issues. We will draw on the popular press, the blogosphere, and the academic literature for reading material. Writing assignments will focus on the art of writing clearly, concisely, and precisely about quantitative phenomena. This will include learning how to gather, organize, and write about data for nontechnical audiences.

Instructor: Rothschild (Economics)

Prerequisite: International Baccalaureate credit in Economics (a score of 5, 6, or 7 on the IB exam) or Advanced Placement credit (a score of 5) in Microeconomics and Macroeconomics, and by permission of the instructor. Open only to first-year students.

Distribution: SBA; W

Term(s): Fall

Ann M. Maurer '51 Speaking Intensive Course. This course is designed to serve as a bridge between high-school and sophomore-level college economics for students with AP or IB credit. This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Economics. Includes a third session each week. Mandatory credit/noncredit.

WRIT 113 - ANTH 113 Reading and Writing Culture: Thinking and Writing like an Anthropologist (1.0)

Cultural anthropology has been described as the process of making the familiar strange and the strange familiar, and it is through this translation of culture that the experiences of anthropologists "in the field" are made available to a wider audience. In this course, we will read classic and current ethnographies (written documents of anthropological fieldwork) as a foundation for producing our own ethnographies. For one class meeting per week, we will foray to strangely familiar locales in and around Wellesley (and Boston!). Our other two weekly meetings will provide an opportunity to carefully examine the practice of reading and writing culture. All semester, we will read great works of cultural anthropology and think like anthropologists by conducting interviews, making field notes, taking photographs, and exploring experimental methodologies. If you've ever wondered why people do what they do, this course will give you the tools to unpack the layers of culture that surround you.

Instructor: Armstrong (The Writing Program)

Prerequisite: None. Open only to first-year students.

Distribution: SBA; W

Term(s): Spring

This course both satisfies the First-Year Writing requirement and counts toward the Anthropology major. Includes a third session each week.

WRIT 114 - EDUC 102 Education in Philosophical Perspective (1.0)

This course is guided by questions such as: What is education? How do an individual's own efforts to make sense of the world and to guide her life relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and teaching. We will use the works of earlier writers (for example, Confucius,

Plato, and Dewey) and contemporary writers as starting points in our investigations.

Instructor: Hawes (Education)

Prerequisite: None. Open only to first-year students.

Distribution: EC; W

Term(s): Spring

This course satisfies the First-Year Writing requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week.

WRIT 115 - ARTS 115 Word and Image Studio (1.0)

This studio art course centers on the interplay of word and image, both in terms of artistic process and mode of presentation. While pursuing a range of studio projects in graphic media (drawing, book arts, and print), we will examine the role of text and visible language in the work of various contemporary artists. Our studio activities and discussions will explore fundamental visual concepts while cultivating an increased awareness of visual rhetoric and typographic design. Throughout the semester, considerable attention will be placed on developing more effective written commentary, critical thinking, and oral presentation skills relevant to visual investigation.

Instructor: McGibbon (Art)

Prerequisite: None. Open only to first-year students.

Distribution: ARS; W

Term(s): Spring

This course satisfies the First-Year Writing requirement and counts as a unit toward a major in Studio Art or Art History. Mandatory credit/noncredit.

WRIT 120 - Argument in Action (1.0)

The language of academic writing—at least in the Western university—is the language of argument. A master of argument will be able to think, write, and even read more effectively in any course. This class will apprentice students into the language of (Western) argument by introducing them to its many appearances in both everyday life (film, television, advertisements, blogs) and in scholarly work. Through critique of others' arguments we will learn the deeper nuances of creating our own. We will learn the common components of all arguments, the mastery of which will make us stronger writers, thinkers, and problem solvers, both in school and in our professional and personal lives.

Instructor: Lederman (The Writing Program)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Fall

For students who speak English as an additional language, this course will provide extra academic support and intensive preparation for the demands of writing at the college level. Mandatory credit/noncredit.

WRIT 122 - Wellesley and the World (1)

Wellesley's mission is to educate "women who will make a difference in the world." In this course, we will explore Wellesley's place in the world, learning how it has helped shape American higher education, promoted health and fitness, advanced women's rights, and influenced politics and diplomacy. We will also investigate the world that is Wellesley, taking specially designed tours of the campus as we examine the College's historic buildings and unique landscape architecture. Students will practice writing different types of college-level academic papers, including a position paper that thoughtfully considers counter-argument; a study of a work of architecture that integrates art, history, and analysis;

and a critical research essay focused on a Wellesley alumna or on a topic related to the work that Wellesley alumnae have contributed to the world.

Instructor: Johnson (The Writing Program)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Fall

This course is appropriate for students who have not done much writing in high school or who lack confidence in their writing. It will provide extra academic support and intensive preparation for the demands of writing at the college level. Mandatory credit/noncredit.

WRIT 123 - *The Wire* and the American City (1.0)

The acclaimed HBO television series *The Wire* has opened up a new avenue for scholars, urban community members, and everyday viewers to consider the complex problems of the contemporary American city. In this course, we will look at the rich array of new writing by sociologists, legal analysts, and political scientists in relation to selected episodes of *The Wire*. Required readings from authors including Randall Kennedy, Geoffrey Canada, and William Julius Wilson, Kurt Schmoke, David Simon, and William Bennett as well as screenings of *The Wire* will serve as a springboard for argument and writing.

Instructor: Viti (The Writing Program)

Prerequisite: Enrollment restricted to students in the Wellesley Plus Program.

Distribution: W

Term(s): Spring

Registration in this course is restricted to students selected for the Wellesley Plus Program. This course will provide extra academic support and intensive preparation for the demands of writing at the college level. Meets a third session every week. Mandatory credit/noncredit.

WRIT 124 - *The Spectacle of Gender* (1.0)

To a large extent, film is about watching, and much film is about watching people perform their gender roles. This course examines how film shapes our perceptions of gender by creating a spectacle of that gender. Throughout the course, we ask: Why is image so powerful? How does the camera work, not only to display characters, but also to direct the gaze upon them? What are the relationships between the visual spectacle and the progress of a film's story? Reading and writing assignments ask students to observe, analyze, interpret, and explain.

Instructor: Wood (The Writing Program and Cinema and Media Studies)

Prerequisite: Enrollment restricted to students in the Wellesley Plus Program.

Distribution: W

Term(s): Spring

Registration in this course is restricted to students selected for the Wellesley Plus Program. This course will provide extra academic support and intensive preparation for the demands of writing at the college level. Meets a third session every week. Mandatory credit/noncredit.

WRIT 130 - *New Voices in American Fiction: The Immigrant Experience* (1.0)

In this course we will read three of the most exciting and important American writers of the last twenty-five years: Jhumpa Lahiri, Junot Díaz and Ha Jin. We'll consider how these writers from very different linguistic and cultural backgrounds—India, the Dominican Republic, and China respectively—have created themselves as American writers through their stories and novels about the immigrant experience. We'll pay especially close attention to the

way these writers negotiate the tensions between old and new world norms of love and sexuality.

Instructor: Staff

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Fall

WRIT 131 - The Art of Fiction (1.0)

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'll study commentaries about the art of fiction by fiction writers. We will approach these texts as a source of inspiration and instruction for our own efforts to master the writing process. Our understanding of stories will continually inform our strategies for writing academic essays. The course will conclude with a unit on Jennifer Egan's brilliant novel, *A Visit from the Goon Squad*.

Instructor: Staff

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Spring

WRIT 132 - Literature and Life after 9/11 (1.0)

In the days and weeks after the 9/11 terrorist attacks, many American novelists and poets sat at their desks and wondered how they could write about a country and world that had so radically changed overnight. Everyone asked themselves, "What's next?" In this course, we'll examine how a select number of novelists addressed this question and reacted to the profound change of consciousness in American life after 9/11. We'll supplement these readings with some oral histories and essays by people directly affected by 9/11 and representations of 9/11 in television and film. We'll also consider how New York City and the Twin Towers have figured in the public imagination since 9/11.

Instructor: Staff

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Fall

Ann M. Maurer '51 Speaking Intensive Course.

WRIT 133 - Poetry and Other Arts (1.0)

In this course, we will study how poets use other art as inspiration or source material, beginning by delving into the blues- and jazz-influenced poetry of Langston Hughes. We'll also explore the art of Bruegel, van Gogh, Monet, Modleski, and Lin as we examine the ekphrastic poems of Williams, Auden, Hayden, Sexton, Rich, Komunyakaa, and others. In addition, we'll study poetry in its popular forms, including slam and spoken word, and we'll view films that feature poetry, including *Il Postino*. Throughout the course, we will practice formal analysis of poetry as we try to understand elements of poetic composition, what makes for "good" and "bad" poems, and what the uses of poetry are in our world today.

Instructor: Johnson

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Spring

WRIT 134 - Alternative Worlds, American Dreams (1.0)

We will read a diverse range of modern science fiction stories with an aim toward understanding how these texts represent, critique, and imagine alternatives to existing social, political, economic, and environmental conditions. Through stories by writers such as Ursula K. Le Guin, Philip K. Dick, Octavia Butler, Ted Chiang, Nancy Kress, and Gene Wolfe and films such as *Blade Runner*, *Another Earth*,

and *District 9*, we will explore how science fiction reimagines and challenges traditional ideas about ourselves, complicating easy distinctions between mind and body, human and machine, alien and native, self and other. Writing assignments include a personal blog, two analytic essays, a researched paper, a film review, and a fictional story.

Instructor: Brubaker (The Writing Program)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Spring

WRIT 136 - Staging Science (1.0)

We will read a range of twentieth-century plays that depict various scientific disciplines, discoveries, controversies, and characters. We will explore how scientific themes and ideas shape the structure and performances of these plays and also what these plays tell us about the connections—and misperceptions—between the humanities and sciences. Through plays such as Michael Frayn's *Copenhagen*, Tom Stoppard's *Arcadia*, David Auburn's *Proof*, and David Feldshuh's *Miss Evers' Boys*, we will consider, for example, the intersections of science and politics, ethical responsibility, scientific racism, the gendering of scientific fields and practices, the myth of the lone scientist, and the overlaps between scientific and artistic creation. This course will likely offer the opportunity to attend a local performance of a play. Writing assignments include a personal blog, a theatrical "scene," two analytic essays, a researched paper, and a performance review.

Instructor: Brubaker (The Writing Program)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Spring

WRIT 137 - The Novels of Jane Austen (1.0)

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women?

Instructor: Meyer (English)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Spring

Mandatory credit/noncredit.

WRIT 139 - The Story and the Writer (1.0)

Edith Wharton felt that the short story, at its best, was like "a shaft driven straight into the heart of human experience." John Cheever, another brilliant practitioner of the short story, claimed that "so long as we are possessed by experience that is distinguished by its intensity and episodic nature, we will have the short story." Students will read and discuss stories by a wide range of writers, including Chekhov, Joyce, Hemingway, Wharton, Kafka, Joyce Carol Oates, Junot Díaz, and Marquez. We will look closely at the writer's craft and at those factors that influenced the writing. Students will refine their analytical, research, and writing skills by working on essays based on the stories.

Instructor: Cezair-Thompson (English)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Fall

Mandatory credit/noncredit.

WRIT 141 - Love Manuals: Medieval and Modern (1)

Beginning with the Islamic eleventh century *Dove's Neck-Ring* by Ibn Hazm of Cordoba, and the Christian twelfth century *Art of Courtly Love* by Andreas Capellanus—considered among the earliest of texts in the genre of the Western romantic love manual—we will critically examine medieval concepts of gender, sexuality, and "love sickness," and how these elements have evolved in contemporary popular culture (self-help manuals such as Barbara D'Angelis' *Are You the One for Me?* as well as examples from video/film and the Internet). Complementary readings include selections from Ovid, *Art of Love*; Diego de San Pedro, *Prison-House of Love*; Irving Singer, *The Nature of Love*; and John Boswell, *Same-Sex Unions in Premodern Europe*.

Instructor: Vega (Spanish)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Spring

Mandatory credit/noncredit.

Ann M. Maurer '51 Speaking Intensive Course

WRIT 145 - The Politics of English Grammar and Usage (1.0)

This course examines critically the notion of "proper grammar" (whether in English or any standardized language) for its underlying components of social privilege and marginalization. We will use both linguistic and sociological lenses to examine the differences between "incorrect" language usage and the "proper" use of different *forms* of language in different settings. That inquiry will allow us to look deeply at the relationship between the dialect people speak and the social goods (education, employment) to which they have access, exploring both the causes and the consequences of language-based bias.

Instructor: Lederman (The Writing Program)

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Spring

WRIT 147 - Literature, Gender, and Sexuality (1.0)

How has literature shaped our understanding of gender and sexual identity? To help answer this, we will analyze and write about stories that focus on experiences and expressions of gender and sexuality. We will explore how writers have represented and interpreted men and women's lives, including professional and domestic roles, hierarchies and inequalities, and acts of resistance and subversion. The reading list will include a diverse range of American writers such as Kate Chopin, Nella Larsen, James Baldwin, Armistead Maupin, Jamaica Kincaid, Audre Lorde, David Henry Hwang, and Annie Proulx. Our writing assignments in this course include an autobiographical nonfiction essay, a personal blog, two argumentative essays, a researched paper, and a literary review.

Instructor: Brubaker

Prerequisite: None. Open only to first-year students.

Distribution: W

Term(s): Fall

Mandatory credit/noncredit.

WRIT 149 - Trauma and Representation (1.0)

In this course we will study the concept of trauma through a literary lens, examining fictional works featuring a traumatized character in order to better understand the complex relationship between trauma and representation. Authors include war

veterans (Siegfried Sassoon, Tim O'Brien) as well as "noncombatant" authors such as Art Spiegelman, Toni Morrison, and Edwidge Danticat. What precisely is a trauma and how are traumatic events experienced and remembered differently from everyday occurrences? How does the representation of a trauma in writing alter the reality or truth of the original event? While the issues raised by these texts may resonate with students' personal lives, the discussions and assignments for this course will focus on the development of literary analytical skills through close reading and interpretation of language and form.

Instructor: Sokoloff (English)
Prerequisite: None. Open to first-year students only.
Distribution: W
Term(s): Fall; Spring

WRIT 159 - Religion and New Media (1.0)

This course will examine the communication of religious themes through new media such as Twitter, Facebook, YouTube, and blogs. What does the practice of posting one's Facebook status in the form of a prayer to God tell us about how a user conceives of God? When does a religiously inflected statement qualify as protected speech, and when is it hate speech that ought to be banned from social media—and who gets to decide? These and other questions will provide a contemporary lens for exploring the ownership and dissemination of religious knowledge. Drawing on case studies and texts from religious studies and media studies, students will evaluate critically the ways uses of new media for religious expression are helpful and harmful to individual users, religious communities, and broader cultures.

Instructor: Staley (The Writing Program)
Prerequisite: None. Open to first-year students only.
Distribution: W
Term(s): Fall; Spring

Mandatory credit/noncredit.

WRIT 160 - The Magic of Everyday Life: Stories About Our Culture (1.0)

Fascinating cultural practices are found not only in far-off places but are also embedded in the stories of our everyday lives. From our families and friends to taxi drivers and grocery clerks, everyone's personal history has something to teach us. Written accounts of culture (called ethnographies) are created from these narratives of how people live their lives. What extraordinary stories of culture are hidden in local, everyday places? What does it mean to write someone else's story? Or our own? What can we learn about culture by translating oral histories into words? With the understanding that some of the most interesting stories about human culture are told in our own backyards, we will approach writing through ethnographic storytelling, using our life experiences as our subject.

Instructor: Armstrong (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall

Ann M. Maurer '51 Speaking Intensive Course.
Mandatory credit/noncredit.

WRIT 161 - Hidden Worlds: Desert Islands, Ghost Towns, Invisible Cities, and Writing about Place (1.0)

Have you ever wondered why some places evoke strong emotions, or why particular locations are charged with powerful meaning? Through the lenses of cultural geography and anthropology, this course explores the complex relationship between human beings, their emotions, and their environment. Key

questions include: How can feelings for the places from our past and present be written into words? What are the qualities of a place that evoke certain emotions and memories? How do our memories of places change over time? What effect do collective memories have on individual remembrances? By reading memoirs, cultural histories, and critical essays, students learn how space and place can be translated into texts. Students will create their own written geographies of memory and analyze popular conceptions of space and place.

Instructor: Armstrong (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring

WRIT 163 - Wealth and Poverty in America: An Economist's Perspective (1.0)

America has become increasingly unequal over the past 30 years. Corporate executives' earnings are hundreds of times those of their blue-collar employees. The middle class is on the precipice, according to *Harvard Magazine*. More Americans are millionaires than ever before, but more of us are poor as well. What is happening? Why? What does this change mean for our economy and society? This course will use primary data, government publications, and articles in both the popular and scholarly press as a basis for writing about the causes and consequences of these trends. We will pay particular attention to learning to write about quantitative phenomena using numbers, charts, and graphs.

Instructor: Velenchik (The Writing Program and Economics)
Prerequisite: Fulfillment of the basics skills component of the Quantitative Reasoning requirement. Open only to first-year students.
Distribution: W
Term(s): Spring

No previous knowledge of economics is required.
Mandatory credit/noncredit.

WRIT 165 - China Past and Present: The Eighteenth-Century "Flourishing Period" and its Legacy (1.0)

Eighteenth-century China was at the center of global transformations. From Bangkok to Boston, consumers demanded its teas and textiles. Chinese armies drove deep into Central Asia, conquering new territories. Population growth propelled a form of economic development that would leave modern legacies of extraordinary political and environmental challenges. Our course investigates these breathtaking changes and critically assesses their legacies for the present. Topics include family life and gender, rulership and territorial expansion in Tibet, environmental transformation, and long-term trends in Western perceptions of China. Assignments emphasize strong analytical writing through interpretation of primary sources, critical thinking about links between past and present, and independent research. Course materials (in English or subtitled): translated novels, emperors' personal writings, television dramas, European/American accounts, and innovative historical studies.

Instructor: Giersch (History)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall

WRIT 166 - Constitution 3.0: Freedom, Technology, and the Law (1.0)

We will focus on the intersection between American constitutional law and the digital revolution that has spawned so many technologies that affect—and have

already begun to jeopardize—our constitutional rights and freedoms. Students will read and write about seminal Supreme Court cases focusing on the right of privacy and the power of the government to regulate channels of communication, including radio, television, and the Internet. We will also study legislation and cases about new technologies that enable surveillance on suspected criminals and good citizens as well. Other course topics include neutrality, live feeds, security surveillance techniques, artificial intelligence, cloning, fMRI technology, and airport scanning procedures.

Instructor: Viti (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall

WRIT 167 - Gender in East Asia: Philosophy, Patriarchy, and People in Japan, China, and Korea (1.0)

This course trains students to write academic essays concerning historical and cultural phenomena by exploring the origins, ideas, and legacies of gender in East Asian culture. We will investigate forms of ideology, modes of living, and cultural practices related to gender beginning with ancient times, moving forward chronologically (though selectively) into the present. Our principal concern with philosophy, patriarchy, and people will lead us to discuss ideologies (Confucianism and Buddhism, for example) and cultural practices (foot binding, prostitution) and their historical implications. The course seeks to provide students with a nuanced understanding of how to express themselves in writing while engaging with a central feature of societies in East Asia.

Instructor: Marshall (East Asian Languages and Cultures)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall

Mandatory credit/noncredit.

Ann M. Maurer '51 Speaking Intensive Course

WRIT 168 - Illness and Therapy: A Cross-Cultural Perspective (1.0)

How have different cultures responded when faced with misfortune, sickness, and death? This course is a comparative study of illness and therapy, in both its historical and cultural contexts. As a phenomenon of nature, the outbreak and spread of disease allows us to examine people's intimate and changing relationship with their physical environment. Concurrently, illness is a social phenomenon: how we define, treat, and assess conditions of sickness is shaped by our scientific etiologies, social structures, and cultural traditions. Three major maladies will serve as case studies: the bubonic plague, mental illness, and HIV/AIDS. Our approach will be interdisciplinary, and will explore differing perspectives offered by bio-medicine, anthropology, history, literature, and film

Instructor: Nelson (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall; Spring

WRIT 169 - Environmental Ethics and Christian Traditions (1.0)

This course will investigate ethical dimensions of environmental problems with special attention to uses of Christian traditions to respond to those problems. It will consider views of humanity's relationship to the natural world that have contributed to environmental degradation, and it will survey attempts to rethink that connection to

encourage environmental responsibility. This exploration will invite us to appreciate the diversity of contemporary Christian perspectives on the environment, to determine what additional religious or ethical issues are at stake in various ways of regarding environmental responsibility, and to assess the potential impact of different ideas on people's behavior. Topics will include the distribution of natural resources, the status of nonhuman animals, and food production and consumption, and readings will come from ethics, theology, and environmental thought.

Instructor: Staley (The Writing Program)
Prerequisite: None. Open to first-year students only.
Distribution: W
Term(s): Spring

Mandatory credit/noncredit.

WRIT 170 - Chemistry in the News (1.0)

Whether it is a nuclear disaster, the next pandemic, a cure for acne, or the latest celebrity drug death, much of contemporary news has a molecular basis. We will seek a deeper understanding of each week's current events by looking at the chemistry behind the news. No prior knowledge of the subject is required, as an increasingly sophisticated working knowledge of molecules and their behavior will be developed as the semester proceeds. We will have to wait and see which of the big issues will emerge, but likely molecularly based topics may include: climate change, contraception, diet, disease, drugs, energy, environmental damage, nukes, race, and sex.

Instructor: Reisberg (Chemistry)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall

Mandatory credit/noncredit.

WRIT 171 - The Influence of Place (1.0)

How does where you are affect who you are? Throughout the semester we will draw from important writings on nature and the environment that depict and rely on a strong sense of place. By focusing on the formative nature of location we will cut across disciplinary boundaries in our examination of the interactions of humans and other organisms and the environment. We will explore aspects of geography as depicted in literary classics, as experienced on a personal level, and as understood through analysis of data. Our work will allow students to hone writing skills while gaining an appreciation for the powerful influence of place.

Instructor: Thomas (Biological Sciences)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring

Mandatory credit/noncredit.

WRIT 172 - Vaccines: Past, Present, and Future (1.0)

Vaccines have profoundly affected the quality of life for most people. By reducing the incidence of life-threatening diseases such as polio, diphtheria, measles, and whooping cough, vaccines have dramatically decreased child mortality rates. Nonetheless, concerns about the safety and effectiveness of vaccines have led to a growing anti-vaccine movement in the United States. Students in this course will gain a deeper understanding of the science behind both classic (e.g. polio) and modern (e.g. Gardasil) vaccines. Through critical analysis of both scientific and popular literature on vaccines and vaccination policy, students will learn to make more informed public and personal health decisions, and to write clearly and effectively about scientific questions. This course may be especially relevant to

students interested in scientific writing, medicine, or public health.

Instructor: Matthews (Biological Sciences)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring

Mandatory credit/noncredit.

WRIT 199 - Writing Tutorial (1.0)

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.

Instructor: Viti (The Writing Program)
Prerequisite: Open to students from all classes by permission of the instructor.
Distribution: None
Term(s): Fall; Spring; Summer II

WRIT 199H - Writing Tutorial (0.5)

This half-unit version of Writing 199 is also an individual tutorial taught by juniors and seniors. Students electing WRIT 199H can focus their work in the first half of the semester, finishing by the end of week seven, or can choose to work throughout the semester at a slower pace than would be required for a full unit. Students will work with their tutors to determine the appropriate meeting structure, readings, and assignments for the course.

Instructor: Viti (The Writing Program)
Prerequisite: Open to students from all classes by permission of the instructor.
Distribution: None
Term(s): Fall; Spring

WRIT 225-01-F - Nonfiction Writing (1.0)

Topic for 2013-14: Memoir

The memoir has in the last generation or two assumed a leading position in American literary culture. It has achieved this position perhaps despite its origins in a once-disreputable genre: confessional autobiography. Augustine admits in his *Confessions* to having been a thief in his boyhood; Rousseau promises in his to tell the reader "even the most truly odious things about myself." But perhaps the imperative to make the details of private life public particularly appeals to the sensibility of a democratic age. You no longer have to be famous or old to write a memoir. But you must transcend the merely personal. The business of the course is to become accomplished in a form as famous for its intrinsic perils as for its pleasures.

Instructor: Wallenstein (English)
Prerequisite: Fulfillment of the First-Year Writing requirement.

Cross-Listed as: ENG 206-01-F
Distribution: LL
Term(s): Fall

WRIT 225/ENG 206 is a changing topics writing workshop that will each year take up a particular non-fiction writing genre. Open to students who have fulfilled the First-Year Writing requirement. Please note that this course is not intended as a substitute for the First-Year Writing requirement. Enrollment is limited to 15 students. Mandatory credit/noncredit.

WRIT 225-01-S - Nonfiction Writing (1.0)

Topic for 2013-14: Creative Nonfiction

Creative nonfiction is a protean genre of writing, a genre that encompasses many different types of writing. In this class, we'll focus mainly on personal essays-essays which deal with your personal

experiences and are driven and shaped by "I." The more complex question raised by this genre is what makes creative nonfiction "creative"? This question will inform every essay we read and discuss, whether it's a published essay or one you write for class.

Instructor: Staff
Prerequisite: Fulfillment of the First-Year Writing requirement.
Cross-Listed as: ENG-206-01-S
Distribution: LL
Term(s): Not Offered

WRIT 225/ENG 206 is a changing topics writing workshop that will each year take up a particular nonfiction writing genre. Open to students who have fulfilled the First-Year Writing requirement; please note that this course is not intended as a substitute for the First-Year Writing requirement. Enrollment is limited to 15 students. Mandatory credit/noncredit.

WRIT 225-02-S - Nonfiction Writing (1.0)

Topic for 2013-14: Writing the Travel Essay

Taken a trip lately—junior year abroad, summer vacation, spring break? Looked back fondly or in horror at a family road trip? Turn your experience into a travel essay. We will be studying both the genre of the literary travel essay as well as the more journalistic travel writing found in newspaper travel sections and travel magazines. And, of course, we will be writing our own travel narratives. The course focuses on the essentials of travel writing: evocation of place, a sophisticated appreciation of cultural differences, a considered use of the first person (travel narratives are closely related to the genre of memoir), and basic strong writing/research skills.

Instructor: Sides (English)
Prerequisite: Fulfillment of the First-Year Writing requirement.
Cross-Listed as: ENG-206-02-S
Distribution: LL
Term(s): Spring

WRIT 225/ENG 206 is a changing topics writing workshop that will each year take up a particular nonfiction writing genre. Open to students who have fulfilled the First-Year Writing requirement; please note that this course is not intended as a substitute for the First-Year Writing requirement. Enrollment is limited to 15 students. Mandatory credit/noncredit.

WRIT 250 - Research or Individual Study (1.0)

Prerequisite: Open to qualified students who have fulfilled the First-Year Writing requirement. Permission of the instructor and the director of the Writing Program required.
Distribution: None
Term(s): Fall; Spring

WRIT 250H - Research or Individual Study (0.5)

Prerequisite: Open to qualified students who have fulfilled the First-Year Writing requirement. Permission of the instructor and the director of the Writing Program required.
Distribution: None
Term(s): Fall; Spring

WRIT 290 - Advanced Writing in the Social Sciences (1.0)

Students will produce several kinds of social science writing: journal keeping; reviews of academic literature from the disciplines of law, political science, sociology, anthropology, and history; analysis of constitutional law issues; analytic techniques from the social sciences to write persuasively about court opinions, contemporary social issues, and legal controversies; report writing based on fieldwork; oral histories using established

academic guidelines; informative and persuasive writing on blogs and wikis. Students will learn documentation systems widely used in the social sciences. Close print and electronic research will be emphasized, as will fieldwork. Students will adapt topics to different modes of writing. In addition to shorter writings, each student will complete an independent capstone writing project based on traditional scholarly print and electronic sources and fieldwork.

Instructor: Viti (The Writing Program)

Prerequisite: Fulfillment of the First-Year Writing requirement. Juniors and seniors only, sophomores by permission of the instructor. Not open to first-year students.

Distribution: LL; SBA
Term(s): Not Offered

genetically engineer a perfect child? We will engage with these and other issues in law, medicine, and ethics from the perspective of public writers, trying to inform and influence public opinion. Students will write op-ed articles, a position paper, blog posts, and book and film reviews. This course is intended for juniors and seniors who want to develop their writing skills and gain expertise in headline debates in law and medicine.

Instructor: Viti (The Writing Program)

Prerequisite: At least two 200-level courses drawn from among any of the following disciplines: political science, sociology, anthropology, philosophy, religion, biology, chemistry, or with permission of the instructor.

Distribution: LL; SBA
Term(s): Fall

WRIT 291 - Secrets of the Library: Advanced Academic Research and Writing (1.0)

We will explore library archives, special collections, and rare books, learning how and why to study and write about these rich primary materials. We will have access to the physical collections at Wellesley and Harvard's Houghton Library, as well as both schools' vast digital archives. Librarians will introduce us to the collections, and, as a group, we will make trips to Harvard and to Yale's Beinecke Library. Students will learn how to work with library materials as scholars do, devising a viable topic and approach, doing hands-on research, producing a significant writing portfolio, and offering oral presentations of their work. The materials in these collections will appeal to students interested in the humanities and social sciences, and in the history of science, medicine, and the law.

Instructor: Johnson (The Writing Program)

Prerequisite: Completion of First-Year Writing requirement.

Distribution: LL
Term(s): Spring

Ann M. Maurer '51 Speaking Intensive Course

WRIT 307 - Learning by Giving: Nonprofit Organizations and American Cities in the Twenty-first Century (1.0)

The goals of this experimental team-taught course are several: 1) to develop a community-based research experience that will strengthen students' substantive understanding of American cities and the organizations that serve their populations; 2) to offer students the opportunity to hone their social science research skills; 3) to strengthen students' communication skills by offering them an alternative venue and audience for their writing; and 4) to foster collaboration among students on a project of consequence. Students will work in teams to research, write, and submit a grant application for a nonprofit organization. Course participation will require travel to Boston. Preference will be given to students who have a demonstrated commitment to service.

Instructor: Cuba (Sociology) and Brubaker (The Writing Program)

Prerequisite: One 200-level course in the social sciences. Enrollment is limited. Students must fill out an application available in the Sociology Department.

Cross-Listed as: SOC 307
Distribution: SBA

Term(s): Fall

WRIT 390 - Calderwood Seminar in Public Writing: Law, Medicine, and Ethics (1.0)

Should young women serve as egg donors? What happens if *Roe v. Wade* is overturned? Should there be "markets" for organ donations? Does Obamacare call for "death panels"? Should parents be allowed to

