

**College of  
Arts & Sciences**

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## College of Arts & Sciences

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### Arts & Sciences at Washington University

The College of Arts & Sciences is the largest undergraduate program at Washington University, offering you the most diverse range of courses in more than 50 different fields, ranging from anthropology and biochemistry to mathematics and performing arts.

The College draws on the rich and varied resources that this distinguished University has to offer—a creative and internationally recognized faculty, a diverse and able student body, a superior library, and excellent opportunities for advanced study. As the center of intellectual life of the campus, the College of Arts & Sciences benefits from and contributes to the studies of architecture, art, business, engineering, law, medicine, and social work.

Of central importance to the life of the College is the quality of teaching. As an undergraduate student, you have the opportunity to learn from and work beside stimulating teacher-scholars who are leaders in their fields. Our nationally recognized faculty, which numbers more than 500, is made up of artists, biologists, chemists, economists, historians, philosophers, and poets, who bring the excitement of new ideas into the classroom. Their varied intellectual pursuits add richness to your undergraduate experience.

### Governance

The College of Arts & Sciences is bound by the charter of the University and is ultimately responsible to the University Board of Trustees, which delegates to the chancellor the administration of the University. In turn, the chancellor delegates to the deans and faculty of the College of Arts & Sciences responsibility for its internal governance.

Because the College is continually reassessing its objectives and policies, faculty and students alike may take the initiative in proposing changes in curriculum and policies. New programs or proposed modifications are reviewed by committees whose members represent the diverse points of view of the academic community.

By action of the Faculty of Arts & Sciences in January 1969, revised in May 1971, the ArtSci Council shares joint responsibility with the faculty for college-wide degree requirements, the grading system, and those policies that directly affect the lives of students. The ArtSci Council appoints representatives to various standing and ad hoc College committees.

### The Curriculum

By studying in the College of Arts & Sciences, you can discover how the intellectual resources of people, libraries, laboratories, studios, and computers can best be used. More important, the College provides you with the opportunity to explore those resources necessary to all occupations: a heightened spirit of inquiry, an ability to organize and synthesize information, skills in written and oral expression, and a familiarity with the ways in which thoughtful men and women have discovered those commitments and values that make life worthwhile.

The College's academic program has two principal objectives: (1) to provide you with an understanding of the range of human knowledge and attainment by developing an appreciation of the characteristic problems, achievements, and limitations of the various fields of human endeavor, and (2) to give you the opportunity to pursue study of a subject or area in a sustained, intensive way.

A period of exploration, commonly called general education, helps you achieve an awareness of the richness inherent in the various fields of study. The College requires that you explore the curriculum widely for more than a quarter of the units needed to graduate. The College also requires you to choose one or more areas of concentration. Most students choose to master one of the traditional subject areas such as chemistry, economics, or music. You may choose from among 30 subject majors and 21 interdisciplinary majors. You may also develop special majors.

In all departments, you are encouraged to proceed as your capabilities and experience permit. Placement examinations are used in many departments to enroll you in courses at the levels your previous training warrants; in other departments, proficiency examinations are available (see Proficiency and Placement Examinations, beginning on page 14).

### Academic Advising

To assist you with your undergraduate planning, the College provides a closely coordinated academic advising program. As a first-year student, you will have a peer adviser and a specially selected four-year academic adviser with whom you will meet periodically during the first year to help you with the transition into the University and to help you select courses for the fall and spring semesters. After the first year, you will meet each semester with your four-year academic adviser prior to registration to discuss your interests, goals, and academic course work. You are encouraged to consult with your four-year academic adviser any time you need assistance throughout the school year.

When you declare a major, you are assigned a major adviser in the department of your principal area of study. The extent of the adviser's assistance depends on your individual needs and wishes, but consultation with a major adviser is required each time you prepare to register for courses.

Students with problems or questions related to academic issues are invited to visit the College Office at any time. One of the deans is available every day on a drop-in basis to help you or refer you to an appropriate source of help. Important among these sources are individual faculty members with particular specialties who may be able to answer your questions. In addition, the Writing Center, Career Center, Student Health Services, and Cornerstone: The Center for Advanced Learning provide a wide range of services, including individual and group instruction, interest tests and advice, individual sessions with trained counselors about educational and personal problems, and the improvement of skills in learning.

### Pre-Matriculation Units

Pre-matriculation units are earned before your enrollment at Washington University as a first-year student, which can be applied toward a Washington University degree. Sources for pre-matriculation units include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels, and college credit earned after your junior year in high school. Students in the College of Arts & Sciences have all accepted pre-matriculation work noted on their transcript so they may go directly into advanced courses, but the maximum number of pre-matriculation units awarded is 15 units. Pre-matriculation course work does not fulfill distribution requirements, but it may fulfill requirements for majors and minors.

### Integrated Programs for Entering Students

As a first-year student, you may choose one of the following programs that provide a basic structure for your course selection. Each option provides an effective means of discovering personal and educational interests.

### **FOCUS Program**

FOCUS is a one-year seminar program designed to bring you into close relationship with professors and other first-year students with similar interests. Several FOCUS plans are offered every year, each built around a seminar topic reflecting the professor's particular area of expertise. Students in each FOCUS seminar may also attend a "companion" course chosen to encourage exploration of the seminar topic from varying perspectives. The FOCUS program provides a coherent, group-oriented learning experience, while still allowing time for electives (see page 120).

### **International Leadership Program**

The International Leadership Program is a one-year program designed to help you develop the skills and awareness needed to thrive in the globalized world. You will study the economic, political, social, and cultural issues that arise due to globalization. You will also study past and present international conflicts with a view to understand how and why they began and developed, and what is being done to resolve them. This program also features a speakers series giving you the opportunity to learn from and interact with proven leaders in international business, the State Department, foreign governments, and higher education.

### **The Mind, Brain, and Behavior Program**

The Mind, Brain and Behavior Program is a two-year program that introduces students to the key ideas about the mind-brain interaction by examining attention, memory, and language—three central mental abilities that are primary areas of research in cognitive science. Professor-led discussion groups explore questions such as: What is the relation between attention and consciousness? Why do we misremember past experience? When the brain is damaged, why are only certain functions lost? In the second year, students engage in hands-on research under the guidance of a faculty mentor (see page 181).

### **Medicine and Society**

The Medicine and Society Program is an exciting opportunity for undergraduate students in Arts & Sciences to address the important social and cultural foundations of health and illness in human societies, with a specific emphasis on service and research opportunities in health-related sites in St. Louis. Students who are accepted into the Medicine and Society Program are enrolled in a year-long Freshman Seminar on culture, health, and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis.

Beginning in the sophomore year, students identify and select a local community health site for their internship. Internship sites may include the St. Louis city and county health departments, various non-governmental health aid agencies, sites for delivery of clinical care and research, and health philanthropic foundations.

During the junior and senior years, academic and service activities intensify at the internship site, culminating in a Senior project or Honors thesis based on original research, conducted at the community health internship site. This experience provides an excellent foundation for future study in medicine and public health, as well as any of the allied health professions. Students who complete the program will also be highly competitive for admission to other professional schools such as law, business, or social work (see page 177).

### **Memory in Mind and Culture**

This two-year program introduces you to the domain of memory broadly construed, from its roots in brain function to its effects on culture and its role in history. The aim of this series of courses and individual projects is to give students the opportunity to explore the answers to such questions as: Is memory accurate? What makes some memories vivid? Are we aware of all our memories? Why are people in most nations so emotionally attached to their history? How can people survive trauma and atrocities? Is it possible to create false memories? Is eye-witness testimony reliable? What brain processes support memory? How is memory impaired by aging? Are our memory systems the same as those of other animals? These issues are approached in different ways and for different reasons by disciplines such as history, psychology, anthropology, and neuroscience. We designed special courses to give you fundamental notions of memory that span these different disciplines. The freshman year comprises two courses, and the sophomore year includes one course and one individual research project in collaboration with faculty. Participating faculty include psychologists, historians, neuroscientists, philosophers, anthropologists, and literary critics.

### **Pathfinder Program**

The Pathfinder Program in Environmental Sustainability gives participating students a chance to engage in interactive study of the environment with a small group of motivated undergraduates, a senior faculty member, and a graduate fellow. Through case studies and field trips, students examine the issues surrounding environmental sustainability and the preservation of the environment for future generations. While participating in the Pathfinder Program, you may pursue a major in biology, chemistry, earth and planetary sciences, environmental studies, mathematics, or physics in the College of Arts & Sciences, or pursue a major within the School of Engineering & Applied Science. In addition to taking the Pathfinder core courses, you take courses tailored to your interests and major. The Pathfinder Program supports the concept that taking inter-related courses and learning both analytical and technical skills not only helps you complete a senior year capstone research experience, but also helps you with your career or graduate studies in the future (see page 187).

### **Text and Tradition Program**

This two-year program explores many of the fundamental texts and concepts of Western history, which have served as both foundations and obstacles for the development of some of the most significant cultural, moral, and political institutions of modern society. Through close reading, critical analysis, and frequent short papers, two seminars each term explore texts by such writers as Homer, Plato, Machiavelli, Cervantes, Locke, and Marx. The discovery of the self, the origin of ideas such as liberty and property, and the impact of the scientific revolution are some of the themes examined. The program's professors serve as academic advisers. Text and Tradition courses serve as beginning courses in the major programs of many of the humanities departments and programs in Arts & Sciences; they also provide a foundation for students interested in pursuing an interdisciplinary major in the humanities under the auspices of the Interdisciplinary Project in the Humanities (IPH; see page 149).

### **Standard Program**

This option is an excellent choice for you whether you already have made a firm commitment to a particular discipline in the natural sciences, social sciences, or humanities or you are uncertain about what you would like to pursue. In the standard program, we suggest that you consider a freshman seminar when you select courses in consultation with your four-year academic adviser. The course schedule can be either widely exploratory or oriented toward a particular objective such as medical school.

### **Major Fields of Study**

The headnotes preceding the course offerings of each department or area of concentration explain which courses are recommended as prerequisites to advanced work. Information about other major requirements is also found there.

To declare a major, you must complete the declaration form and secure the written permission of the department or interdisciplinary committee. An adviser for the major will also be assigned by the department. You may complete more than one major; including a second major in the Olin School of Business or in the Engineering School.

If a student has two majors, each major must have 18 upper-level units of credit independent of each other.

If you are a student in business, engineering, architecture, or art, you may choose to pursue a second major in the College of Arts & Sciences. You will receive one degree, a B.S. or B.F.A., with two majors—one in the professional school and one in the College of Arts & Sciences.

### **Minor Fields of Study**

If you develop a significant interest in one or more fields of study besides your major field, you may choose to pursue a minor in those fields. Optional minors may be fulfilled in an area closely related to the major or, to add breadth as well as depth to your

educational program, in a different discipline. A minor normally consists of 15 to 21 units of credit with a grade of C– or better. At least half or 9–11 units of credit must be at the 300 level or above and must be completed in residence at Washington University. The course requirements for a minor are determined by each department or program. If a student has a major and a minor, the major must have 18 upper-level units independent of the minor. The minor must have 12 units independent of the major.

The departments and interdisciplinary committees of the College have designed a broad array of minor programs, both general and specific. In addition, you may undertake minors in Architectural Studies; Art; Business; and Computer Science in the Engineering School. Detailed information on minor programs and procedures for declaring a minor are in the *Minors Handbook*, which is available in the College Office.

### The Special Major and Special Minor

If you are interested in creating a special major or minor, you should confer with the dean charged with coordinating this program. After consultation, you must submit to the coordinator a formal proposal consisting of: (1) a description of the program of study, including an explanation of the integrating idea in the program; (2) a tentative list of courses to be taken; (3) the name of the proposed academic adviser; and (4) the name of a faculty member in a second department who has approved the proposal.

A proposal for a special major or minor must be submitted no later than the fifth semester of your undergraduate enrollment. The Committee on the Special Major and Minor is responsible for final action on proposals.

## Bachelor of Arts Degree Requirements

Arts & Sciences places the primary responsibility for selection of an academic program on the student, in consultation with advisers. This freedom of choice carries with it a corresponding responsibility for the consequence of such choices. The faculty believes each student should strive toward breadth and intensity of study. This is represented in the formal requirements.

### Planning

The degree requirements for the Bachelor of Arts Degree in Arts & Sciences are designed to provide you with strong and sustained training in writing and quantitative analysis; to enable you to construct a coherent program in which courses reinforce each other in challenging and productive ways; and to take advantage of two distinctive features of the academic environment at Washington University—the strong tradition of cooperation among faculty working in different intellectual disciplines and the fact that teaching and learning at Washington University draw energies from an environment of vigorous and creative research.

We regard active student engagement in curricular planning as central to successful

student learning. Each semester, your advisers will help you project a personalized academic plan that responds to what you have already learned—about the University, about the structure and aims of intellectual disciplines, and about yourself.

*By the end of your sophomore year you must have constructed and nominated online to your four-year academic adviser a curricular plan that will satisfy all the following General Education requirements:*

#### I. Basic Skills

A. *Writing I* (3 units): You must demonstrate proficiency in reading and writing English and must begin to develop mature skills in framing and revising arguments by completing course work determined by the Department of English with grades of C+ or better. This should be completed in the freshman year.

B. *Quantitative Analysis* (3 units): You must develop your skills in quantitative analysis by completing one of an approved list of “QA” courses with a grade of C+ or better. You may well find that there is a QA course in your major field of interest.

C. *Cultural Diversity and Social Differentiation* (6 units): You must take one course designed to foster an understanding of cultural diversity and another course that substantially engages in the analysis of such forms of social differentiation as race, class, ethnicity, and gender. These courses, which may be taken credit/no credit, must be selected from an approved list of “CD” and “SD” courses; they may satisfy other requirements (although CD courses may not also satisfy SD requirements, and vice versa).

D. *Writing-Intensive Course* (3 units): So that you can consolidate your communications skills, you must take a writing-intensive course, preferably in your major field. You take the “WI” course in your junior year, or in your senior year. The course, which may satisfy other degree requirements, must be completed with a C+ or better.

#### II. Area Requirements

A. You must complete 8 or 9 units of course work in each of the following four academic areas:

1. Natural Sciences and Mathematics (NS)
2. Social Sciences (SS)
3. Textual and Historical Studies (TH)
4. Languages and the Arts (LA)

Up to 12 units of distribution requirements may be taken credit/no credit.

B. You must take 6 or more units in each of the four academic areas in approved course clusters. These clusters are designed to provide a deep and coherent experience of the four basic academic areas. Each complete major or minor may be used to satisfy a cluster requirement.

You may propose your own cluster, which will be reviewed by the student-faculty Curriculum Committee. You are permitted only one student-proposed cluster.

#### III. The Major

You must complete a major of no fewer than 18 units of courses numbered 300

or above with a grade of C– or better. A major consists of a regular major (a core specified by a department or area studies committee, plus a supporting program proposed by the student and approved by the department or area committee) or a special major (a program of studies planned by the student, together with a faculty adviser in one of the departments where the concentration will fall, and approved by the Committee on the Special Major and Minor). Degree completion is based on the primary major of record. At least half of the units for the major must be completed in residence. You are especially encouraged to complete a capstone experience in your major as a way of culminating your undergraduate education.

#### IV. Additional Requirements

- A. You must complete 120 units with at least 30 units in advanced courses (numbered 300, 400, or 500). The 30 units in advanced courses may include the number of advanced units required by the major.
- B. You must earn the final 30 units toward the degree at Washington University.
- C. You must be recommended by Arts & Sciences to the Board of Trustees.

#### V. Regulations

- A. No more than 24 units may be taken credit/no credit and no more than 12 of the 24 units may be for distribution requirements.
- B. No more than 15 units of pre-matriculation credit may be counted toward graduation. Pre-matriculation sources include Advanced Placement (AP), International Baccalaureate (IB), British Advanced (A) Levels, and college courses.
- C. You may not earn more than 12 units toward the bachelor’s degree in group and individual performance courses combined.
- D. Ordinarily, no more than 12 units of work may be taken outside the College of Arts & Sciences during the first and sophomore years. Thereafter, additional work may be taken with the approval of your adviser, provided the total applicable toward the A.B. does not exceed 30 units.
- E. No more than 18 units of credit in independent study may be applied to the A.B.; no more than 6 units of independent study may be attempted in a single semester.
- F. No more than 6 units of internship credit may be applied to the A.B.

#### VI. Transfer Students

- A. For transfer students, where appropriate, previous course work may be applied to the distribution requirements based on the following guidelines.
- B. For a student entering at the sophomore level:
  - i. one cluster may be fulfilled or
  - ii. one course may count as units in an area (NS, SS, TH, or LA) and

one course may fulfill a basic attribute (QA if a grade of C+ or better was received, SD, or CD)

- iii. the writing-intensive course *must* be completed at Washington University

C. For a student entering at the junior level:

- i. two clusters may be fulfilled or
- ii. one cluster may be fulfilled and one basic attribute fulfilled (QA if a grade of C+ or better was received, SD, or CD) or
- iii. two courses may count as units in two different distribution areas (NS, SS, TH, or LA) and one course (not two) may fulfill one of the basic requirements (QA if a grade of C+ or better was received, SD, or CD)
- iv. the writing-intensive course *must* be done at Washington University

## Special Academic Options

### Overseas Study Programs

For information about study abroad, refer to page 6 of this *Bulletin*.

### Individual and Group Performance

Opportunities for individual and group performance include participation in various musical organizations sponsored by the Department of Music (such as symphony orchestra, wind ensemble, mixed choir) and courses offered in physical education. To encourage you to pursue such physical, social, and creative activities, the College allows up to 12 units of credit toward the bachelor's degree for successful completion of enrollments in individual and group performance. This does not include music lessons or courses in the Performing Arts Department.

### Internships

1. Students may not receive credit for work done for pay.
2. Each internship must have a sponsor. The sponsor's primary role is to ensure that requirements for credit are met and that the work is of a substantial nature commensurate with the skills of college-educated employees. Detailed supervision of the intern in his or her job is the responsibility of the intern's site supervisor.
3. Registration in an internship for credit shall be conditional on satisfactory completion of the "Learning Agreement" form provided by The Career Center and the submission of this form to The Career Center and sponsor. The Career Center provides assistance in locating and organizing a good internship experience. If a student finds his or her own internship opportunity (either in the St. Louis area or another city), the student must contact The Career Center to file a Learning Agreement.
4. Work completed during the internship should contribute to the student's academic or professional development.

Work should be of the type that requires a college education. (Completion of The Career Center Learning Agreement will help to ensure that this requirement is satisfied.)

5. The credit awarded for an internship shall correspond to the time spent in work activities. The student is expected to work 80 hours of internship experience for each unit of credit. Registration for 1 to 3 units of credit is possible.
6. Students may complete the work for an internship over the summer and receive credit during the subsequent semester. Any internship completed this way, however, must satisfy all requirements outlined here. The learning agreement must be filed and approval must be obtained *prior to beginning work at the internship site*.
7. Every internship shall require written work to be reviewed by the sponsor. The assignments shall be specified before work on the internship begins, and they shall be written into the Learning Agreement signed by the student and the sponsor. Suggestions for written assignments include a periodic report on work activities and a brief end-of-term paper that describes the student's experience and links it to academic studies.
8. Students may count no more than 6 units of internship credit toward the 120 units required for graduation.
9. Students may not receive more than 3 units of internship credit in any semester.
10. Internship units do not count toward major or advanced unit requirements.
11. Because faculty are not involved in detailed supervision of the student's work during an internship, internship courses shall be offered for credit/no credit grades only. Internship credits therefore count toward the maximum of 24 credit/no credit units that may be applied toward graduation requirements.

### Part-Time Study: Nontraditional Students

Arts & Sciences recognizes that for certain students with high educational goals, full-time study may not be feasible or appropriate. Employment in demanding positions, extensive family responsibilities, or other obligations may prevent an otherwise serious and competent student from completing the bachelor's degree at a rate of 15 units a semester. With their varied experiences outside the University, such students make valuable contributions to the classroom environment as they pursue programs of study suitable to their special circumstances. This opportunity is available to you if:

- at the semester of proposed enrollment you are at least 24 years of age and
- you have previously matriculated at Washington University but discontinued your studies; or
- you completed at least one year of college studies and were not able to enroll full-time for the two previous academic years; or
- you are a high school graduate who wishes to begin collegiate study past the traditional age.

The residency requirement is waived for part-time students.

Full-time study is defined as 12 or more units. As a part-time degree candidate you will typically enroll in 6 to 11 units per semester. The program of study is chosen in consultation with an academic adviser, initially a dean of the College.

Satisfactory progress toward your degree consists of completing at least 6 units per semester and maintaining an average grade of C. Tuition charges for part-time study are assessed on a per-credit-unit basis, established annually in relation to the full-time undergraduate tuition fee.

To be considered for part-time study, you should present official transcripts recording all previous study in institutions of higher education, including high school, regardless of date, and SAT or ACT test scores to the dean of the College assigned to supervise this program. You should also submit a 1,000-word essay outlining your activities since high school graduation, the circumstances that make part-time study desirable, and your educational goals. Additionally, you will have an appointment with a dean to explore personal objectives in relation to the College's programs and demands.

Transcripts, essays, test scores, and interviews all weigh in the decision whether to admit each applicant to part-time degree candidacy; decisions will be reported at least two weeks prior to the opening of the semester. Application forms and additional information may be obtained from the College of Arts & Sciences, Washington University in St. Louis, Campus Box 1117, St. Louis, MO 63130-4899.

### Tuition Reduction

Spring 2007 is the last semester that a tuition reduction may be granted to undergraduate students who have been full-time and have:

- met all distribution requirements,
- earned a minimum of 114 units (not including incompletes),
- only 6 units left to complete all degree requirements,
- filed an Intent to Graduate Form,
- filed a form requesting a tuition reduction in the College Office. A student will be notified by the College Office whether or not the request for part-time status has been granted.

For the classes that entered Fall 2004 and after, the tuition reduction option is not available. However, a student may still graduate early.

### Combined Degree Opportunities

You may work toward the Bachelor of Arts degree in the College of Arts & Sciences at the same time you earn an undergraduate degree in business, engineering, architecture, or art. To do so, you must earn 150 units, 90 of the units in the College of Arts & Sciences; fulfill the minimum degree requirements for a major in each of the two schools,

as well as fulfill the distribution requirements for both schools. You should contact both a dean in the College and the designated dean in the appropriate school as early as possible in your undergraduate career.

### Majors Across Schools

You may get an A.B. degree with a second major in business or engineering by fulfilling all the distribution requirements for the A.B. degree, completing the requirements for the first major in Arts & Sciences and the second major in business or engineering. With careful planning this can be done within the 120 units required for the A.B. degree. For further information on second majors in business go to the Web site: [www.olin.wustl.edu](http://www.olin.wustl.edu), and for further information on the second major in engineering go to the Web site: [www.cse.wustl.edu](http://www.cse.wustl.edu).

### The Joint A.B./A.M. Program

If you are an exceptional student who brings to the University a definite commitment to a field of study in the College of Arts & Sciences and a demonstrated capacity for intensive work, you may be able to complete simultaneously the Bachelor of Arts and the Master of Arts degrees within a four-year period. The joint A.B./A.M. program is open to students approved by their departments, after completing 9 or more units of 300-level work with high attainment. Eligible students usually enter the College with some college credits already earned and/or carry more than the normal course load in regular semesters and, as appropriate, in summer school.

The program is designed for students able to work in their chosen fields at a serious, professional level. Consequently, applicants should exhibit academic performance represented by a clear B (3.00) average throughout their programs of study, and in courses within the major field or their prerequisites no grade lower than B-. A student in the College who has achieved these academic standards and completed 9 or more units of advanced (300 level or above) course work should consult with the chair of the major department as early as possible in the junior year. Only in exceptional cases will candidates be admitted to the A.B./A.M. program after their fifth semester of study. If the department encourages candidacy, the student should confer with the Assistant Registrar of Graduate Arts & Sciences to assure completion of necessary procedures.

Once the projected course work and other requirements stipulated in the statement of intent have been approved by the Graduate School of Arts & Sciences, the student may embark upon the requirements described below:

Requirements for the joint A.B./A.M. are the following:

1. At least 135 units of college and/or graduate school course work, including all academic and residency requirements for the A.B.
2. At least 30 units of graduate (400- and 500-level) course work in the major field beyond the minimum required for the

A.B. by that department. All courses offered toward the graduate degree must be passed with a grade of B or better and may not be counted toward the major.

3. No more than 9 of the 30 graduate units should be earned in independent study, thesis preparation, or research.
4. Completion of a thesis and/or special examination such that the department can certify that the student has achieved the level of competence normally expected of candidates for the A.M.

Departments may, at their discretion, add requirements such as proficiency in foreign languages.

As in all cases, actual award of each degree will be contingent on successful completion of all requirements for that degree. It is expected that A.B./A.M. students will receive both degrees on the same date. On rare occasions, a student who needs only to finish incomplete course work or final preparation of a Master's thesis in order to complete the A.M. requirements may be permitted to receive the A.B. degree one semester prior to the A.M. degree. If the outstanding Master's work is not completed within one semester, the student will no longer be part of the A.B./A.M. program, but will become subject to the requirements in force for other Master's students in the discipline in question. Extensions of this nature will be granted only with the concurrence of the major department and the Dean of the Graduate School.

### Registration and Financial Assistance

A.B./A.M. students are formally admitted into the Graduate School upon completion of the approval process but continue to register for this semester as undergraduates. (They thus assure access to government aid and loan programs available only to undergraduates who have not been certified for completion of the A.B.)

As undergraduate registrants, candidates remain eligible for all of the usual conditions of undergraduate study, including consideration for financial assistance by the Student Financial Services office in accordance with rules and practices adopted by that office for all undergraduates. They are not eligible for various forms of financial aid administered by the Graduate School: University Fellowships, University Scholarships (tuition remission), Teaching Fellowships. However, they may be employed by their major departments on a part-time basis to perform duties, whether classroom-related or other, assigned by that department. Since employment by a department may have a bearing on the amount of financial aid awarded, departments should consult with the Student Financial Services office prior to hiring an A.B./A.M. student.

Exceptions to the policy of awarding no Graduate School support to A.B./A.M. students will be contemplated only if all the following conditions are met:

1. For sound reasons attested to by the major department, students are unable to complete both degrees within four years but can complete them during all or part of a fifth year and

2. Students' financial resources are insufficient to allow them to attend Washington University during the fifth year without financial aid, and
3. In view of the major department and of the Graduate School, the student's academic performance is equal or superior to that of other Master's students currently receiving financial assistance.

If a decision is made to grant aid in these circumstances, students will be admitted into the Graduate School at the beginning of the fifth year. Departments are strongly urged to submit requests for such exceptions to the Dean of the Graduate School in the spring of the preceding academic year, simultaneously with aid requests for all graduate students.

### The A.B. and Master Degrees in the Professional Schools

The College of Arts & Sciences—with the Olin School of Business, the School of Engineering & Applied Science, the School of Medicine (Program in Occupational Therapy), and the George Warren Brown School of Social Work—offers joint degree programs whereby you, if accepted into one of these schools, may work toward the A.B. and the first professional degree simultaneously.

All preprofessional students are admitted on the same terms as candidates for the A.B. Any student who expects to fulfill the requirements for entrance into a professional school by the end of any semester should, shortly after the semester begins, apply for admission by applying to the dean's office of that school.

Under this program, you must fulfill the professional school requirements and the following requirements of the College:

1. You must have satisfactorily completed at least 90 academic units in courses offered by the College.
2. You must have completed all of the general education requirements, major requirements, and at least 15 units or the 30 required units in advanced courses; these units will satisfy the A.B. requirements for advanced courses.
3. You also must satisfactorily complete the first year in the Washington University professional school.
4. A transfer student who seeks the A.B. under this plan must complete at least three semesters in full-time residence in the College of Arts & Sciences of Washington University. All other conditions must also be fulfilled.
5. You must be recommended by the faculty of the professional school to the dean of the College of Arts & Sciences.

### Olin School of Business

A five-year program combining an undergraduate degree with an M.B.A. is available to a select number of students. (See page 275.)

### School of Engineering

A student may apply for the A.B./M.S. program that leads to both a Bachelor of Arts and a Master in Computer Science. For further information visit the Web site:

[www.cse.wustl.edu](http://www.cse.wustl.edu), or contact the department in 509 Bryan Hall.

### **Occupational Therapy**

(Leading to the A.B. and M.S.O.T. or O.T.D. from the Washington University School of Medicine)

Admission to the Program in Occupational Therapy at the School of Medicine requires a bachelor's degree or participation in the 3-2 program. Occupational therapy is an application of the basic biological and social sciences; hence, bachelor's degrees in psychology and biology are useful. Other suitable majors include business, engineering, computer science, and art. Undergraduate students are encouraged to contact the pre-health professions adviser to discuss academic plans.

The 3-2 program blends three years of undergraduate liberal arts (90 academic units) with two years of graduate study in occupational therapy. If you elect the 3-2 option, you will complete the general requirements for the bachelor's degree in Arts & Sciences during the initial three academic years, while simultaneously completing the prerequisites for entry into the Program in Occupational Therapy (OT). Application to the OT program occurs in the fall of your junior year. Qualified, recommended 3-2 students from Washington University receive priority admission status to the Program in Occupational Therapy. The A.B. will be awarded following successful completion of the fourth year. You are awarded an M.S.O.T. following the fifth academic year and six months of fieldwork.

The following prerequisite courses must be completed with a grade of B- or better prior to matriculation in the Program in Occupational Therapy:

- 3 units in biology (200 level or above)
- 3 units in physiology
- 3 units in other physical sciences, such as anatomy, neuroscience, chemistry, or physics
- 3 units in developmental psychology
- 3 units in other social sciences, such as abnormal psychology, sociology, anthropology, or economics
- 3 units in statistics (behavioral, psychological, educational, or mathematical)

Pre-health professions students are encouraged to take OT courses offered to undergraduates, such as *Issues of Disability in Society and Promoting Meaning and Quality of Life*.

Applicants must also take the Graduate Record Exam and demonstrate competency in medical terminology and computer skills. Completion of at least 30 hours of volunteer/observation time in an occupational therapy-related setting is required.

The Doctor of Occupational Therapy (O.T.D.) is a professional degree providing students the opportunity to focus their OT studies in one of four areas of concentration: Productive Aging, Social Participation and the Environment, Work and Industry, and Pediatrics. The O.T.D. requires 39 months of course work and fieldwork. A full description of degrees in occupational therapy is available from the office of the Program in

Occupational Therapy, or you can visit the Web site: [www.ot.wustl.edu](http://www.ot.wustl.edu).

Information on financial aid for this program may be obtained from the Office of Financial Aid at the medical school. Occupational therapy merit scholarships are available for students entering the program.

### **Social Work**

(Leading to the A.B. and M.S.W. from the George Warren Brown School of Social Work)

Prerequisites for admission to the George Warren Brown School of Social Work are the same for those holding the A.B. or for those students who seek admission after the junior year in the College of Arts & Sciences. All applicants must have completed at least 30 units in the social sciences (anthropology, economics, political science, or psychology) and must have maintained at least a B+ average in all undergraduate work.

If you wish to enter the joint degree program, you should apply with the George Warren Brown School of Social Work during the first semester of your junior year. You will be evaluated on the same basis as students applying with an undergraduate degree. If you enroll for a joint degree, you will complete all requirements for both the A.B. and the M.S.W. at the end of five years of study.

### **Undergraduate Preprofessional Preparation**

If you plan to pursue professional studies, you should refer to the recommendations given below.

#### **Architecture**

See the College of Architecture section in this *Bulletin*.

#### **Business Administration**

Students in the College of Arts & Sciences are welcome to consult with the associate dean for the undergraduate program in the Olin School of Business concerning any aspect of preparation for careers in business.

#### **Law**

The two most significant factors law schools use in determining whom to admit for legal study are the undergraduate GPA (taking into consideration the difficulty of courses attempted and the breadth of study) and the score on the Law School Admission Test (LSAT). Admission to law school requires a bachelor's degree. There is no required set of courses for pre-law study at the undergraduate level.

Many law school applicants have majors in political science, history, philosophy, economics, and English, but law schools also seek students with undergraduate majors in science, engineering, business, and other disciplines. Whatever area(s) you choose to emphasize in your undergraduate studies, be sure to take courses that require significant amounts of writing and courses that train you to think analytically. Seek out courses that require application of principles or theories to new situations, and courses requiring original writing and revision of your written work in response to comment and critique. It is also important to learn to read and analyze

complex written material and to develop sound research skills.

Political science, history, philosophy, and economics courses can help you develop an understanding of the traditions behind and the development of our legal system. Logic, accounting, and statistics courses also provide valuable background for legal study and the practice of law.

The pre-law adviser in the College of Arts & Sciences is available to help you plan your course of study and prepare a strategy for applying for admission to law school.

### **Medicine**

Premedical students in the College of Arts & Sciences of Washington University must complete the bachelor's degree before admission to a medical school. Besides fulfilling the requirements for the A.B., you must fulfill the entrance requirements of the medical schools where you plan to apply. Specific requirements, which may vary, are summarized in the handbook *Medical College Admission Requirements*, published annually by the Association of American Medical Colleges.

As a premedical student, you must demonstrate high achievement in academic work and must possess the character, responsibility, and level of commitment suitable for a career in medicine. Since the competition for admission to medical schools is keen, you should follow an educational program that will provide competence in a field that may serve as an alternative to medicine.

All medical schools require at least one year each of English, general biology, inorganic chemistry, organic chemistry, and physics. Laboratory courses also are required in all the science core courses. Most medical schools require a year of college mathematics. Medical schools also encourage applicants to develop a broad intellectual background that includes the humanities and the social and behavioral sciences.

Students interested in the health professions may choose a major in any field—the humanities, the social sciences, or the sciences—as long as they complete the pre-medical requirements. All students who plan to apply to M.D.-Ph.D. programs are advised to major in the sciences and begin a research experience no later than the beginning of their sophomore year. Research opportunities are available both on the Danforth Campus and at the School of Medicine and are open to both science and nonscience majors. Health-related volunteer opportunities also are widely available.

If you enter the University planning to apply to medical school, you should, with the aid of your adviser, structure your course of study to include the medical school requirements. It is strongly recommended that mathematics and chemistry be among the first courses taken and that the medical school requirements be completed by the end of the third college year, when you would normally take the Medical College Admission Test (MCAT).

If you are interested in careers in the health professions, you can draw on the advice and counsel not only of your advisers,



but of the associate dean for pre-health professions in the College.

### Physical Therapy

If you are interested in pursuing a career in physical therapy, you must complete a bachelor's degree before entering the Doctor of Physical Therapy (D.P.T.) program. This degree replaced the Master of Science in Physical Therapy (M.S.P.T.) in fall 2001.

Currently, preparation for the D.P.T. degree should include the following course work:

- 8 units in general biology
- 8 units in chemistry with laboratories
- 8 units in physics with laboratories
- 3 units in anatomy (human, vertebrate, comparative, or anatomical kinesiology)
- 3 units in physiology (human physiology preferred)
- 3 units in trigonometry (calculus is acceptable)
- 3 units in statistics
- 6 units in psychology (to include abnormal psychology)
- 6 units in English (to include English composition or an upper-level writing course)
- 6 units in social sciences or the humanities

You also must take the Graduate Record Examination and demonstrate competence in medical terminology. Among the factors on which admission is based are your grade point average (GPA), GRE scores, letters of recommendation, and written essays.

Our Web address is [www.physicaltherapy.wustl.edu](http://www.physicaltherapy.wustl.edu).

## University College

Students in the College may enroll in course work offered by University College (see page 6) provided they do not exceed one course a semester. University College courses are subject to the degree requirement that stipulates only 30 units from one of the other schools of the University may be applied to the Bachelor of Arts degree. University College courses, unless so designated, do not fulfill distribution requirements.

## Academic Regulations

### Maximum and Minimum Loads

The average course load necessary to fulfill the required 120 units for the bachelor's degree in timely fashion is 15 units—typically, five courses—in each semester. If you receive grades of C– or better in all courses in the previous semester, however, you may carry up to 18 units. If you have completed outstanding work in previous semesters, you may take up to 21 units of work. You may not enroll for more than 21 units.

Courses in the College that require more preparation and class time than average—foreign languages, mathematics, and science—may carry 4 or 5 units of credit. When enrolled in these and other demanding courses, you are advised to take fewer than 15 units of academic work in particular semesters, then to balance such intensive semesters with modest over-enrollments in subsequent semesters.

Except for reasons of health or other spe-

cial circumstances, the minimum load is 12 units, but any enrollment between 12 and 18 units is considered normal.

### Absences

Successful education at the college level depends to a large extent on regular attendance at classes and laboratories. The College of Arts & Sciences has no fixed rules for “cuts” or “excused absences” but leaves to the judgment of each department or instructor the number of absences of any kind a student may have and still expect to pass a course. The faculty expects each instructor to give reasonable consideration to unavoidable absences and to the feasibility of making up missed work. The student is expected to explain to instructors the reasons for such absences and to discuss the possibility of completing missed assignments.

### The Grading System

The system now in use in the College of Arts & Sciences assumes that evaluation is useful to effective learning and that grades provide an indicator of accomplishment to the student, to advisers and the College Office, to graduate and professional schools, and to employers to whom the student chooses to submit them. Grades are symbols of achievement in a *particular* endeavor and should not be confused either with achievement itself or with personal worth.

Grades *are* important, particularly for students with preprofessional interests, but the student whose concern for grades is primary may lose sight of the total educational process.

#### Grade

- A** Superior
  - B** Good
  - C** Satisfactory
  - D** Passing, though marginal
  - F** Failing
  - CR** Credit awarded, but the work was not subjected to finer evaluation
  - NCR** No credit awarded due to unsatisfactory work
  - I** Incomplete. The semester's work was not finished.
  - W** Withdrawal. The student withdrew from the course prior to completion.
  - R** Repeat. The course has been retaken.
  - L** Audit. The student satisfactorily audited the course throughout its progress.
  - Z** Audit. The student did not satisfactorily audit the course.
  - N** No grade was submitted.
- Grades earned in physical education courses are not included in calculating the student's GPA.

### The Credit/No Credit Option

To encourage students to enroll in courses they might not otherwise take, the faculty has established the credit/no credit option under which you may register in courses and receive a grade of credit or no credit. In any semester a full-time student may enroll in one course under the credit/no credit option. You may *not* apply toward the A.B. more than 24 units earned under this option. You must designate which course is to be taken

under the credit/no credit option each semester at the time of registration. No change into or out of the option may be made after the dates designated in the calendar of the College of Arts & Sciences, published in *Course Listings* each semester.

No more than 12 of the 24 units allowed for the credit/no credit option may be applied to distribution requirements.

The first-year writing course, the writing-intensive course, the quantitative analysis course, and courses in the major and minor, are excluded from the credit/no credit option. Preprofessional and prospective graduate students should also consider seriously the strong probability that professional schools may seek more definite grades than CR in courses that are required or strongly recommended for admission to professional or graduate study.

A few courses particularly designated by departments may require enrollment on a credit/no credit basis. When so required, you are permitted to elect an additional course to be taken credit/no credit but should consider carefully the consequences of that choice. You should be sure you understand from the instructor what the lowest letter grade is that will equate passing in a credit/no credit course.

### Auditing a Course

You may register for a specific course as an auditor. This status entitles you to all the privileges of a regularly enrolled member of the class. Audit courses do not count toward the degree. Consult the instructor on the requirements of a successful audit, as unsatisfactory performance results in a grade of Z. A successful audit results in a grade of L.

### Repeating a Course

A student may be allowed to retake the course with the department's permission. The department has the authority to refuse the student's request and will not feel obligated to grant permission after the fact if the student has enrolled on the assumption that the R will be granted automatically. A student wishing to repeat a course should do the following:

1. Pick up the Approval for Retake form in the College office;
2. Have the first instructor or department designee sign the form before retaking the course;
3. Have his/her adviser sign the form before retaking the course;
4. Turn the completed form in to the College of Arts & Sciences before retaking the course.

If permission to retake a course is granted, both registrations will show on the transcript. The grade in the first enrollment will always be replaced by the symbol R and the grade and units in the second enrollment used to calculate the GPA. No student may use the retake option to replace a grade received as a sanction for violation of the Academic Integrity Policy. Retaken courses must be taken for the same grade option as the course was originally taken.

This procedure is not pedagogically sound and should be avoided in all but seri-

ous cases, such as a grade of D in a course required for the major.

To repeat a College course in Washington University Summer School or in University College requires the department to certify in advance the course's equivalence to the College course.

### **Reporting of Grades**

At the end of each semester, a full report of all grades for all students, based on work for the entire semester, is filed with the University Registrar. Students may access their final semester grades on WEBSTAC; grades are not mailed to students or parents.

### **Withdrawals and Course Changes**

You may enroll in or withdraw from courses only at designated periods of the semester. You should consult with your adviser before doing so. The dates of these periods are given in *Course Listings* each semester. Exceptions will be made only if, in the opinion of the deans, circumstances warrant them.

Any student who, for any reason whatsoever, wishes to withdraw from the College of Arts & Sciences before the end of a semester should consult a dean so that the record of the student's work may be clear and complete. No such withdrawal will be official until you file in the College Office a written request for withdrawal and that request has been approved by a dean.

### **Incomplete Courses**

By action of the Faculty and the ArtSci Council, the College limits the number of accrued grades of Incomplete (I). The policy is intended to protect the student from building an overwhelming burden of unfulfilled course work. The regulation reads as follows: "Students who accrue three or more Incompletes will not be permitted to enroll for any subsequent semester until the number is reduced to two or fewer." Should students have too many incompletes, they will be declared ineligible for the following semester until they have satisfied enough of their outstanding work. This is normally achieved by the posting of grades online, but it may also be achieved by a note from a professor (or professors) to the College Office confirming that the student has turned in all requisite assignments for the relevant class (or classes).

If you experience medical or personal problems that make satisfactory completion of course work difficult or unlikely, you may request a grade of I (incomplete) from one or more instructors. In such a situation you should take the following steps:

1. Pick up an Incomplete petition in the College Office.
2. Meet with the instructor before the final examination or due date for the final paper to discuss the request.
3. If the instructor consents, agree on the work remaining to complete the course and on a date—no later than a year following the conclusion of the course—when it will be submitted.
4. Leave a copy of the petition with the instructor, submit one to the College Office,

and retain one as your record.

If these steps are not followed, the instructor is under no obligation to award a grade of I. The dean will not accept more than two Incomplete petitions for a single semester without compelling medical evidence. An incomplete not made up within 12 months may revert to a grade of F.

### **Leaves of Absence**

For certain students, time spent away from the academic setting is of great value in discovering objectives and gaining experience not available within the academic community. If you are an undergraduate in good standing at the completion of a term, you are eligible to take a leave of absence upon petition to the College Office. On a leave of absence you are assured re-enrollment within the next two years. Before returning you are asked to notify the College Office and submit a Reinstatement Form at least six weeks prior to the beginning of the appropriate term. A student wishing to have a medical leave of absence must have a recommendation for the MLOA from Student Health Services submitted to the appropriate dean in the College Office prior to leaving and prior to re-enrollment. The dean in the College Office will decide whether or not to grant the request for the MLOA and re-enrollment upon reviewing the recommendations from Student Health Services and the student's file.

### **Academic Probation and Suspension**

Students are expected to maintain the highest level of scholarship of which they are individually capable as well as to meet the standards set by the faculty and, in the case of financial aid recipients, by the federal government. The minimum standard of academic progress to avoid loss of federally funded aid is completion of 20 units by the end of the first year, 45 units through the sophomore year, and 75 units through the junior year, in each case with a C– average.

The College, however, expects students to work at a level well above the minimum: Those who do not complete at least 12 units with a semester grade point average of C or better for each semester are subject to either an academic warning or, in extreme cases of poor academic performance, suspension.

In the event of an academic warning, the student will be matched with a progress counselor for the following semester and will be expected to sign an agreement with the progress counselor as to how improvement will be achieved. Failure to establish these guidelines with the progress counselor by the end of the second week of the relevant semester may result in the termination of the student's enrollment for that semester. Furthermore, should a student agree to, but persistently fail to, abide by the terms established in the agreement, suspension may be invoked during the semester.

A student on probation is expected to earn at least 12 units of credit and earn no single grade of C– or lower while on probation. Any student on probation whose performance in the following semester does not

show this level of improvement is subject to academic suspension from the College. If a student is suspended for academic deficiency, he or she will not be eligible for readmission to the College of Arts & Sciences for two semesters and until he or she has demonstrated, under the conditions set for each individual case, a readiness to work productively at the level required by the College curriculum.

## **Academic Honors**

### **Honors Programs**

All departments and most interdisciplinary programs offer Honors work for majors leading to Senior Honors. Senior Honors are determined on the basis of your performance throughout seven semesters in the College.

To be eligible for such Honors, you must have maintained a 3.5 grade point average through the sixth semester and must be accepted for candidacy by the department or area committee concerned. You must enroll in such courses as the department or interdisciplinary committee may require, complete satisfactorily a significant project appropriate to the nature of the discipline, and pass such written or oral examinations as the department or area committee may set. Upon completion of the Honors program, you may be awarded the A.B. cum laude, magna cum laude, or summa cum laude through achievement of cumulative averages of 3.5, 3.65, or 3.8, respectively, and recommendation by the department or area committee to the College Office for review, based in part on the evaluation of the senior project. Recommendations for Honors will ultimately depend on demonstrating genuine understanding of your discipline and high scholarly attainment.

The A.B. with College Honors will be awarded to you, upon assessment by the College Office, if you have achieved college-wide academic excellence as measured by a cumulative average of 3.5 or better throughout seven semesters but have chosen not to participate in a departmental Honors program.

To be eligible for Honors, transfer students must have earned 45 graded Washington University units prior to the final semester; grades earned at other institutions do not figure in the calculation of minimum averages required for eligibility for Honors.

### **The Dean's List**

In recognition of exceptional scholarship at the end of each semester, the College Office compiles a list of those students whose work has been particularly worthy of commendation. You will be cited on the Dean's List if you meet the following academic standards: completion of a minimum of 14 units of graded work while achieving a grade point average of 3.5 that semester.

### **Phi Beta Kappa**

For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. The Washington

University Chapter, Beta of Missouri, established in 1913, strives to enhance worthy intellectual endeavors and to recognize individual achievement.

Candidates for Phi Beta Kappa should have demonstrated both superior scholarship, as well as breadth and depth of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhances candidacy. Extensive study in professional fields detracts from candidacy.

Each year the Washington University chapter elects students into membership from the College of Arts & Sciences. Students do not apply for membership. The chapter also gives the annual Burton M. Wheeler Book Award for distinguished achievement in the first year. Selection committees are composed of Washington University faculty who are members of Phi Beta Kappa.

### Departmental Prizes and Awards

Several departments recognize the superior achievement of graduating seniors with election to the honor societies in their major fields. These honor societies include Sigma Gamma Epsilon for earth and planetary sciences students, Omicron Delta Epsilon for economics students, Delta Phi Alpha for German students, Phi Alpha Theta for history students, Pi Mu Epsilon for mathematics students, Mu Phi Epsilon for music students, Pi Sigma Alpha for political science students, and Psi Chi for psychology students.

In a number of academic fields, special recognition is given to students whose accomplishments have been noteworthy. The majority of such awards carry modest monetary benefits. They include the following:

*Academy of American Poets Prize Achievement in German Prize Richard Admussen Prize in Romance Languages*  
*Leota Diesel Ashton Prize in Playwriting Award for Contributions to Anthropology Award for Excellence in Research in Anthropology*  
*Award for Outstanding Leadership in Anthropology*  
*Award for Outstanding Senior Research in Social Thought and Analysis*  
*James Baldwin Essay Prize in African and African American Studies*  
*John W. Bennett Prize to the Outstanding Graduate in Anthropology*  
*Rowland T. Berthoff Award in History Best Honors Thesis in Political Science*  
*Margaret E. Bewig Memorial Field Camp Scholarship in Earth and Planetary Sciences*  
*Leanna Boysko Essay Prize*  
*David Bronsen Prize*  
*David Bronsen Prize (German)*  
*Ralph Bunche Prize in African and African American Studies*  
*Ian D.W. Cramer Award in Dance*  
*Antoinette Dames Prize in Political Science for the Outstanding Senior Honors Thesis*  
*F. Ward Denys Prize in English*  
*Liselotte Dieckmann Prize for Excellence in Comparative Literature*

*Dramatics Club Prize*  
*Stephen H. Duncan Prize for Technical Theatre*  
*Sherman Eoff Prize for Excellence in Spanish*  
*Essay Prize in Literary Criticism in Russian*  
*Margaret Ewing Prize for Acting Excellence in Anthropology*  
*Joy Ezra Book Prize in English*  
*Todd Lewis Friedman Prize in Political Science*  
*Carrie S. Galt Award in Fiction*  
*Goff Prize in English*  
*J. Walter Goldstein Prize in History*  
*Robert J. Greef Award in English*  
*Henry Hampton Prize in African and African American Studies*  
*Roger Conant Hatch Prize in English*  
*John G. Jutkowitz Memorial Fund Prize in Performing Arts*  
*Harriet Schwenk Kløver Prize for Excellence in Writing*  
*Arnold J. Lien Prize in Political Science*  
*Norma Lowry Memorial Fund Prize in English*  
*Roberta Luery Award for Study in France*  
*Patrice Lumumba Award in Black Studies*  
*Nishi Luthra Prize in Philosophy*  
*The William H. Matheson Prize for Excellence in Comparative Literature*  
*Hyman Meltzer Memorial Award for Undergraduate Research in Psychology*  
*Hyman P. Mensley Prize in Economics*  
*Herbert E. Metz Prize for Dramatic Literature*  
*Ross Middlemiss Prize in Mathematics*  
*Howard Nemerov Prize in Creative Writing*  
*Ernest L. Ohle Award in Earth Sciences*  
*John M. Olin Prize for Excellence in Economics*  
*Outstanding Paper for an Upper-Division Undergraduate Class in Political Science*  
*William Benton Parshall Prize in Political Science*  
*Prize for Excellence in Russian*  
*Putnam Examination Prize in Mathematics*  
*Paul and Silvia Rava Prize for Excellence in Italian Studies*  
*Robert H. Salisbury Prize in Political Science*  
*Steven S. Schwarzschild Prize in Jewish Studies and Philosophy*  
*Senior Honors in Anthropology*  
*Senior Physics Prize for Outstanding Performance*  
*Service in Anthropology*  
*Adam Smith Prize in Economics*  
*John C. Sowden Prize in Chemistry*  
*Marian Smith Spector Prize in Biology*  
*Harrison Dailey Stalker Award in Biology*  
*Helen Stenner Essay Competition in Philosophy*  
*John A. Stern Award for Undergraduate Research in Psychology*  
*Tavener Prize in Classics*  
*Percy Tucker Scholarship in Economics*  
*Robert N. Varney Prize for Introductory Physics*  
*Jinx Walker Poetry Prize of the Academy of American Poets*  
*Shirley McDonald Wallace Prize in History*

*Edward Weltin Prize in Ancient History*  
*Courtney Werner Memorial Prize in Earth Sciences*  
*Louis G. Zelson Prize in Spanish*

## Scholarship and Loan Funds

### Scholarship Funds

Below is a listing of scholarship funds administered by Washington University for students in the College of Arts & Sciences exclusively:

*George and Ethel R. Bishop Scholarship Fund.* For undergraduates preparing for admission to schools of medicine.  
*Andrew Britva Memorial Scholarship.* Established as a memorial to Andrew Britva by his family and friends for undergraduate students majoring in the biological sciences.  
*The Julia Ray Chassels Memorial Fund.* A merit scholarship awarded to a freshman, sophomore, or junior pursuing the study of music.  
*Bernice Fuller Connell Scholarship Fund.* For undergraduates enrolled in the College of Arts & Sciences.  
*Sarah A. Connor Scholarship Fund.* A bequest of Sarah A. Connor for students enrolled in the College of Arts & Sciences.  
*Antoinette Frances Dames Awards for Productive Scholarship.* A bequest of Antoinette Frances Dames for scholarships in various fields of study.  
*Andrew and Susie Fleming Scholarship Fund.* For undergraduates enrolled in the College of Arts & Sciences.  
*Charlotte A. Friedman Scholarship Fund.* For undergraduates enrolled in the College of Arts & Sciences.  
*Frank Blair and Harriet Cavender Hanson Scholarship Fund.* Established in their memory by their daughters for undergraduates majoring in biological sciences.  
*Arthur Hoskins Scholarship Fund.* For undergraduates enrolled in the College of Arts & Sciences.  
*Howorth Scholarship Fund.* Endowed in memory of Minnie M. Howorth for students preparing for a teaching career, particularly in the elementary schools.  
*Stephen Klepka Scholarship Fund.* For undergraduates majoring in history.  
*John Ashbury Lewis II Memorial Scholarship Fund.* A bequest by Wilson Lewis in memory of his son for a junior or senior in the College of Arts & Sciences, preferably an athlete.  
*The Manufacturers' Bank and Trust Scholarship Fund.* For undergraduates enrolled in the College of Arts & Sciences.  
*Aubrey C. Mills Scholarship Fund.* Established as a memorial to Aubrey C. Mills by his wife, Marion L. Mills, for students in the College of Arts & Sciences.  
*Cornelia A. Mueller Scholarship Fund.* For undergraduate women in the College of Arts & Sciences preparing for a career in education.  
*Frederick Nussbaum Scholarship Fund.* For an undergraduate student majoring in music, the recipient to be selected by the Department of Music.

**Dolores M. Paul Scholarship Fund.** For undergraduates studying mathematics.

**George W. Pieksen Memorial Scholarships.** Established by gift of Margot I. Pieksen as a memorial to her husband for scholarships in the College of Arts & Sciences.

**Ronald Prenike Scholarship Fund.** Established by Marjorie Prentke and Mr. and Mrs. Ottesen Prentke for undergraduates majoring in psychology.

**The Presser Foundation Scholarship.** For undergraduate majors in music, with preference to those who expect to become teachers of music.

**Mildred Rubin Memorial Scholarship Fund.** Endowed in memory of Mildred Rubin by her parents, Miriam and Abraham Holtzer, for scholarships in the College of Arts & Sciences, with preference given to students of the natural sciences and literature.

**Clarence W. Schnatzmeyer and Anna E. Seibuhr Memorial Scholarship Fund.** A bequest by Catherine R. Schnatzmeyer in memory of her husband and mother for undergraduates in the College of Arts & Sciences.

**John E. Simon Scholarship Fund.** For undergraduates in the College of Arts & Sciences preparing for a career in medicine.

**Marie Davis and Harry Thompson Scholarship.** For juniors and seniors in the College of Arts & Sciences.

**Tower Grove Bank and Trust Company Scholarship.** Established by Tower Grove Bank and Trust Company for students in the College of Arts & Sciences.

**Percy Tucker Scholarship Fund.** A gift from Paul Tucker, honoring his father, for an undergraduate majoring in economics.

**The Marie Weinreich Winchester Scholarship in Music.** A merit scholarship awarded to a student majoring in music.

**Zeip Memorial Scholarship.** Established by Ben and Lydia Zeip in memory of their daughter Vera for undergraduates majoring in English or economics.

### Arts & Sciences Scholarship Program

The College of Arts & Sciences, in collaboration with the Office of Alumni and Development Programs, offers a program of scholarships to talented and deserving undergraduate and graduate students. These scholarships, which provide both annual and endowed support, are funded by alumni and friends of Washington University.

An annual dinner, held each fall, provides an opportunity for students and sponsors to meet.

The following scholarships were funded through the Arts & Sciences Scholarship Program:

### Benefactor Endowed Scholarships

**The Berenice Fuller Connell Scholarships.** Established by Mrs. Berenice Fuller Connell.

**The Mr. and Mrs. Nicolas M. Georgitsis Scholarship.** Established by Mrs. Nicolas M. Georgitsis.

### Founder's Endowed Scholarships

**The Charles W. Buescher Memorial Scholarship.** Established by Adele M. Buescher.

**The Thomas S. Duncan Scholarship.** Established by Miss Eleanor A. Bergfeld.

**The Charles C. and Hildur Mannebach Memorial Scholarship.** Established by Mrs. Hildur Mannebach.

**The Joseph and May Winston Memorial Scholarship.** Established by Mr. and Mrs. David A. Winston and Mr. and Mrs. Allan B. Winston.

### Sustaining Endowed Scholarships

**The Bernard M. Barenholtz Scholarships.** Established by Mrs. Bernard M. Barenholtz.

**The Warren A. and Deloris Coy Boecklen Scholarships.** Established by Mrs. Warren A. Boecklen.

**The Otis and Carol Bowden Scholarship in Physics.** Established by Mr. Otis H. Bowden II.

**The Marianne Fischer Scholarship.** Established by Mr. Charles W. and Dr. Margo Todd.

**The Rosalind and Morris Golman Scholarships.** Established by Mr. and Mrs. Morris Golman.

**The Catharine M. Lieneman Scholarship.** Established by Miss Catharine M. Lieneman.

**The Cornelia A. Mueller Scholarship.** Established by Mrs. Cornelia A. Mueller.

**The Roma Schaefer Nooter Scholarship.** Established by Mrs. Roma Schaefer Nooter.

**The Gary Clemens Roth Scholarship Fund.** Established by Mrs. Olga Roth.

**The James H. and Mary Josephine Schudy Scholarship.** Established by Dr. Fred F. Schudy.

**The Elmer J. and Catherine F. Scott Endowed Scholarship.** Established by Mrs. Catherine F. Scott.

**The Maxwell Weiner Memorial Scholarship.** Established by Mr. Maxwell C. Weiner.

### Endowed Scholarships

**The Ida Doris Pearline Appel Scholarship.** Established by Dr. and Mrs. Michael F. Appel.

**The Evadne Alden Baker Scholarship.** Established by Mrs. Kenneth C. Baker.

**The Dr. Leo Bartels and Pauline Bartels Hurlbut Scholarship.** Established by Gen. and Mrs. Oren E. Hurlbut.

**The Joseph H. Bascom Memorial Scholarship.** Established by Rev. and Mrs. John D. Evans III.

**The Grace E. Bergner Memorial Scholarships.** Established by Dr. Grace Bergner.

**The George H. and Ethel R. Bishop Scholarship.** Established by Dr. and Mrs. George H. Bishop.

**The Donald S. Bottom Scholarship.** Established by Mrs. Donald S. Bottom.

**The David B. Buffington Scholarship.** Established by Mrs. Barbara Buffington.

**The Clara Giese Cist Scholarship.** Established by Mrs. Franklin M. Cist.

**The Walter Clark and Kerstin Hruska Clark Scholarship.** Established by Mr. and Mrs. Walter Clark.

**The Susan and Emma Coultas Scholarship.** Established by Miss Susan Coultas.

**The Claire Gempp Davidson Scholarship.** Established by Miss Elizabeth Gempp.

**The H. James Davidson Memorial Scholarship.** Established by Mr. E. Eugene Carter.

**The Johan Egilsrud Memorial Scholarship.** Established by Mrs. Helen L. Sverdrup.

**The Fischer Family Scholarship.** Established by Mr. and Mrs. Timothy Fischer.

**The Michael Friedlander Scholarship.** Established by an anonymous donor.

**The Charlotte A. Friedman Scholarship.** Established by Miss Charlotte A. Friedman.

**The Rose and Emanuel Gahan Scholarship.** Established by Mr. Arthur Gahan.

**The Otto E. Gansow Memorial Scholarship.** Established by Mr. Otto E. Gansow.

**The Julia A. Gehm Scholarship.** Established by Miss Julia A. Gehm.

**The Anne Varhol and Mark Jay Ginsburg Scholarship.** Established by Dr. Mark Jay and Mrs. Anne Varhol Ginsburg.

**The Edmund O. Godbold Scholarship.** Established by Mr. Edmund O. Godbold.

**The Sara Green Cohan and Jonathan Green Scholarship.** Established by Mr. Daniel Alan and Ms. Sara Green Cohan and Mr. Jonathan Green.

**The Anna R. and Edward O. Haenni Scholarship.** Established by Dr. Edward O. Haenni.

**The Blair Hanson Scholarship.** Established by Dr. Blair Hanson.

**The Lynne Cooper Harvey Scholarship.** Established by Mrs. Lynne Cooper Harvey.

**The August and Ruth Homeyer Scholarship.** Established by Dr. and Mrs. August H. Homeyer.

**The Houston Kirk Scholarship.** Established by Mr. Houston Kirk.

**The Alene and Meyer Kopolow Scholarship.** Established by Mrs. Meyer Kopolow.

**The Sandra Mizes Last Scholarship.** Established by Dr. Sandra P. Last.

**The John W. Lawless Scholarship.** Established by Mr. and Mrs. John W. Lawless.

**The Jeannette and John Lebens Scholarships.** Established by Mrs. John C. Lebens.

**The Levis Family Scholarships.** Established by the Robert Levis Family.

**The Milton Lewin Endowed Scholarship.** Established by the Estate of Milton Lewin.

**The Lucy and Stanley Lopata Scholarship.** Established by Mrs. Lucy Lopata.

**The Minnie Makovsky Scholarship.** Established by Mr. and Mrs. Kenneth D. Makovsky.

**The Robert McDowell Scholarship.** Established by an anonymous donor.

**The Frances L. Mensh Memorial Scholarship.** Established by Dr. Ivan N. Mensh.

**The Jack E. and Mina Dill Morris Scholarship.** Established by Dr. Mina Dill Morris.

**The Phillip Mountjoy and Anne Weir Mountjoy Scholarship.** Established by Dr. Phillip and Mrs. Anne Mountjoy.

**The Roma Schaeffer Nooter Scholarship.** Established by Mrs. Roma Schaefer Nooter.

**The Kathy Gudermuth O'Donnell Scholarship.** Established by Mr. James V. and Mrs. Kathy G. O'Donnell.

**The William Julius and Marie Prange Oetting Scholarship.** Established by Mrs. William J. Oetting.

**The Verna Voisin Palecek Scholarship.** Established by Mr. Joseph Martin Palecek.

**The Roland Quest Scholarships.** Established by Ms. Phyllis Tirnenstein.

**The Morris B. Rettner Scholarship.** Established by Mr. and Mrs. Ronald M. Rettner.

**The Peter Riesenbergscholarship.** Established by an anonymous donor.

**The Judith Ross Scholarships in Mathematics and Physics.** Established by Mrs. Judith F. Ross.

**The Martin Rothman Scholarship.** Established by Mr. and Mrs. Douglas Sherman Rothman and Mr. and Mrs. Russell Rothman.

**The William Henry and Alta Woodson Rothschild Scholarship.** Established by Ms. Ruth W. Rothschild.

**The Dr. Edwin L. Sheahan and Deborah Martin Sheahan Scholarship.** Established by Dr. Mary Sheahan Lauderdale-Howard & Miss Deborah J. Sheahan.

**The Martin K. Speckter Scholarship.** Established by Mr. and Mrs. Martin K. Sneider.

**The Elvera Stuckenberg Scholarship.** Established by Miss Elvera Stuckenberg.

**The Barbara S. Schaps Thomas and David M. Thomas Scholarships.** Established by Mr. David and Ms. Barbara Thomas.

**The Dr. Carl Tolman Memorial Scholarship.** Established by Mrs. Carl Tolman.

**The Fanchon and Herbert Weitman Scholarship.** Established by Mr. Herbert Weitman.

**The George Williams Scholarships.** Established by Mr. George H. Williams.

**The Roma and Raymond Wittcoff Scholarship.** Established by Mr. and Mrs. Raymond H. Wittcoff.

**The Pearl and Albert Woll Scholarship.** Established by Mrs. Susan A. Woll.

**The John R. and Eloise Mountain Wright Scholarship.** Established by Mr. and Mrs. John R. Wright.

**The Zeffren Family Scholarship.** Established by Dr. Eugene and Mrs. Tita Zeffren.

**Term Endowed Scholarships**

**The Class of 2001 Scholarship.** Established by the Class of 2001.

**The Orah L. Ahlberg Memorial Scholarship.** Established by Mrs. Orah L. Ahlberg.

**The Ameren Scholarships.** Established by the Ameren Corporation.

**The Irby and Bernice Schramm Cooper Scholarship.** Established by Mrs. Bernice Cooper.

**The Frisch Family Scholarship.** Established by Drs. David M. and Janis Frisch.

**The Gold Family Scholarship.** Established by Dr. and Mrs. Mark Stephen Gold.

**The Marion E. Horstman Scholarship.** Established by Miss Marion E. Horstman.

**The David Horton Scholarship.** Established by Mrs. Amy G. Miller.

**The Therese K. and Robert A. Kreier Scholarship.** Established by Mrs. Ann Brown.

**The Levin Family Scholarship.** Established by Mrs. Lois C. Levin.

**The Wilbur May Foundation Scholarships.** Established by Ms. Dee May-Baker.

**The Frances L. and Dr. Ivan N. Mensch Scholarship.** Established by Dr. Ivan N. Mensch.

**The Lydia and C. Theodore Richter Scholarship.** Established by Mr. Remi Eberenz.

**The Edna and Adam Rosenthal Scholarship.** Established by Mr. and Mrs. Richard S. Rosenthal.

**The SEMCOR Scholarship.** Established by Mr. and Mrs. Rudolph Freedman.

**The Strenger-Beckmann Scholarship.** Established by Mr. David C. and Dr. Esther S. Beckmann.

**The Reverend Dr. David B. White and Mrs. Betty J. White Scholarship.** Established by Rev. Dr. and Mrs. David B. White.

### Annual Patron's Scholarships

**The Distler Family Scholarships.** Established by Mr. and Mrs. Stephen Distler.

**The Hancock Family Scholarships.** Established by Mr. and Mrs. Kenneth R. Hancock.

**The Virginia Storer Scholarships.** Established by Mr. and Mrs. William M. Van Cleve.

### Annual Benefactor's Scholarships

**The Jesse Nathan Abramowitz Memorial Scholarship.** Established by Dr. Joel W. and Dr. Joan Abramowitz.

**The John Alpern Scholarship.** Established by Mr. and Mrs. Robert A. Wagner.

**The Judith Tytel Catalano Scholarship.** Established by Ms. Judith Tytel Catalano.

**The Clear Family Scholarships.** Established by Mr. John Michael Clear and Ms. Isabel Marie Bone.

**The Virginia and William E. Cornelius Scholarships.** Established by Mr. and Mrs. William Edward Cornelius.

**The Distler Family Scholarship.** Established by Mr. and Mrs. Stephen Distler.

**The Laurie E. Lang Scholarship.** Established by Ms. Laurie Ellen Lang.

**The Bryn Sara Linkow Foundation Scholarship.** Established by Dr. and Mrs. Mark Linkow.

**The Louise and Louis Lockwood Scholarships.** Established by Mrs. Louise Lockwood.

**The Sandy Loewentheil-Jackie Robinson Minority Scholarship.** Established by Mr. Sanford Loewentheil.

**The Priscilla and Sanford McDonnell Scholarship.** Established by Mr. and Mrs. Sanford N. McDonnell.

**The Susan Jane Miller Scholarship.** Established by Ms. Susan Jane Miller.

**The A. Wellborne Moise Scholarships.** Established by Mrs. A. Wellborne Moise.

**The Marie and William J. Oetting Scholarship.** Established by Mrs. William J. Oetting.

**The Renée and William Pollard Scholarship.** Established by Mr. and Mrs. William B. Pollard III.

**The Roth Family Scholarship.** Established by Mr. and Mrs. Laurence Roth.

**The Aaron Schneider Memorial Scholarships.** Established by Mrs. Ruth Beidler Schneider.

**The Maurice E. and Clarice B. Serling Scholarship.** Established by Miss Susan H. Serling.

**The Virginia Storer Scholarship.** Established by Mr. and Mrs. William M. Van Cleve.

**The Theodore H. Von Laue Scholarship.** Established by Mr. Kenneth M. Grandberg and Ms. Marcy D'Agostine.

**The Orpha B. Wayland Scholarship.** Established by Mr. Joseph Franklin Wayland and Ms. Patricia Verrilli.

**The Mary T. Zeller Memorial Scholarship.** Established by Mr. and Mrs. Lyle Dean Zeller.

### Annual Scholarships

**A Scholarship for the College of Arts & Sciences.** Established by Dr. Albert Leung.

**The Class of 1994 Scholarship.** Established by the Class of 1994.

**The Class of 1995 Scholarship.** Established by the Class of 1995.

**The Class of 1998 Scholarship.** Established by the Class of 1998.

**The Class of 1999 Scholarship.** Established by the Class of 1999.

**The Class of 2000 Scholarship.** Established by the Class of 2000.

**The Ben and Taube Aberman Scholarship.** Established by Mr. and Mrs. Richard Alan Angell.

**The Jill Abrams Scholarship.** Established by Mr. and Mrs. Fredric L. Abrams.

**The Morton and Annabelle Adler Scholarship.** Established by Dr. and Mrs. Robert C. Adler.

**The Sam and Rose Angell Scholarship.** Established by Mr. and Mrs. Richard Alan Angell.

**The Shirley Jean Ansehl Scholarships.** Established by Mr. Jack Ansehl.

**The Drs. Arekapudi Family Scholarship.** Established by Drs. Bapu and Vijay Arekapudi.

**The Averick Philanthropic Scholarship.** Established by Ms. Pamela Gail Averick.

**The John and Julia Bagi Scholarship.** Established by Prof. and Mrs. Joseph J. H. Ackerman.

**The Newell and Janine Baker Scholarship.** Established by Mr. and Mrs. Newell A. Baker.

**The Mae H. Ballman Scholarship.** Established by Mrs. Jane O. Risk.

**The Phyllis Church Beard Memorial Scholarship.** Established by Mr. C. Richard Beard.

**The Peg and John Bedford Scholarships.** Established by Mrs. John P. Bedford.

**The Edward G. Beimfohr Scholarship.** Established by Mr. and Mrs. Edward G. H. Beimfohr.

**The George and Iris Belding Scholarship.** Established by Mr. and Mrs. George W. Belding.

- The John Bertolini Memorial Scholarship.** Established by Mr. and Mrs. Jeffrey H. Erickson.
- The June R. and Arthur Bierman Scholarship.** Established by Mr. and Mrs. Arthur Bierman.
- The Norman Bierman Scholarship.** Established by Mr. and Mrs. James N. Bierman.
- The Donald A. and Mabel Bancroft Blake Scholarship.** Established by Miss Mabel L. Blake.
- The Mabel Louise Blake Scholarship.** Established by Miss Mabel L. Blake.
- The Blessing Scholarship.** Established by Miss Edith C. Varley.
- The Stephen R. Bradford Scholarship.** Established by Mr. and Mrs. Ronald C. Hausmann.
- The Alan and Carol Brown Scholarship.** Established by Dr. and Mrs. Alan Keith Brown.
- The Charlene Sherman Bry Scholarship.** Established by Ms. Charlene Sherman Bry.
- The Kathryn Buder Scholarship.** Established by Mrs. Kathryn M. Buder.
- The James Butler Bushyhead Scholarship.** Established by Mrs. Dorothy W. Rosebrough.
- The Chun Scholarship.** Established by Mr. Clayton Kee Young Chun.
- The Clara Giese Cist Scholarships.** Established by Mrs. Franklin M. Cist.
- The Brian and Michele Cohen Scholarship.** Established by Mr. and Mrs. Brian S. Cohen.
- The Dr. Terrell Covington Scholarship.** Established by Dr. and Mrs. Terrell Covington, Jr.
- The Inez W. and Frederick L. Deming Scholarship.** Established by Dr. and Mrs. Frederick L. Deming.
- The Sol and Shirley Denlow Memorial Scholarship.** Established by the Hon. Morton and Ms. Reva Denlow.
- The Peter Diller Memorial Scholarship.** Established by Mr. John A. Duvall.
- The Matt Dillingham Scholarship.** Established by Mrs. Gene C. Hutchinson.
- The Lina and Arthur Dougan Scholarship.** Established by Mr. and Mrs. Arthur L. Dougan.
- The Irene Carp Finkelstein Scholarship.** Established by Mrs. Irene Carp Finkelstein.
- The Alia Fischer Scholarship.** Established by American Honda Motor Co. Inc.
- The Mary and Kenneth Fox Scholarship.** Established by Mr. and Mrs. Kenneth L. Fox.
- The Freedman Family Scholarship.** Established by Mr. and Mrs. Barry Freedman.
- The Leah Friedman Scholarships.** Established by Mr. Norman and Ms. Leah Friedman.
- The Louis and Marie Gianoulakis Scholarship.** Established by Mr. John L. and Ms. Dora Gianoulakis.
- The Rosalind and Morris Golman Scholarship.** Established by Mr. and Mrs. Jack Zacks.
- The Doris and Thomas Graber Scholarships.** Established by Drs. T. M. and Doris A. Graber.
- The Sylvia Greenwald Scholarship.** Established by Mr. David D. Greenwald.
- The James B. Gross Memorial Scholarships.** Established by Mrs. James B. Gross.
- The Ray and Anita Hacker Scholarship.** Established by Mr. and Mrs. Ray Hacker.
- The Amy and Fred Haffner Scholarship.** Established by Mrs. Amy Haffner.
- The Alexis B. Hafken Scholarships.** Established by Ms. Alexis B. Hafken.
- The Suzanne S. and Earle H. Harbison, Jr. Scholarships.** Established by Mr. and Mrs. Earle H. Harbison, Jr.
- The Lewis T. and June L. Hardy Scholarship.** Established by Mr. Lewis T. Hardy.
- The Judith and Ronald Harris Scholarship.** Established by Drs. Ronald and Judith Harris.
- The Mr. Alfred O. and Mary Jane Heitzmann Scholarship.** Established by Mr. and Mrs. Alfred O. Heitzmann.
- The Catherine F. Hoopes Scholarship.** Established by Mrs. Thomas T. Hoopes.
- The A. E. Hotchner Scholarships.** Established by Mr. Aaron E. Hotchner.
- The June Dixon Hudis Memorial Scholarship.** Established by Dr. and Mrs. Jerome Hudis.
- The Robert L. Johnston Scholarships in Arts and Sciences.** Established by Dr. and Mrs. David V. Habif, Jr.
- The Sidney Kahn Scholarship.** Established by Dr. Sam and Mrs. Rhoda Nussbaum.
- The Marilyn Kriege Kane Scholarship.** Established by Mr. and Mrs. Robert C. Kane.
- The Regina Karmel Memorial Scholarship.** Established by Mr. and Mrs. Howard David Steinberg.
- The Kaufman Family Scholarship.** Established by Mr. and Mrs. Stephen Kaufman.
- The W. R. Konneker Scholarships.** Established by Dr. and Mrs. Wilfred R. Konneker.
- The Darlene Williams Kupke Scholarship.** Established by Ms. Darlene Williams Kupke.
- The La Rosa-Zurkuhlen Scholarship.** Established by Mr. Hugh S. Zurkuhlen and Ms. Karen J. La Rosa.
- The Mary Lauderdale-Howard Scholarship.** Established by Dr. Mary Sheahan Lauderdale-Howard.
- The Herbert M. Levy Memorial Scholarship.** Established by Drs. Robert J. and Judith T. Levy.
- The John and Marjory Lewin Scholarship.** Established by Mr. and Mrs. John Jeremiah Lewin.
- The Lee and Ann Liberman Graduate Fellowships.** Established by Mr. and Mrs. Lee M. Liberman.
- The Lee M. Liberman Scholarships.** Established by Mr. and Mrs. Lee M. Liberman.
- The Arnold J. Lien Scholarship.** Established by Prof. and Mrs. Howard R. Williams.
- The Dr. Nathan J. Lipkin Scholarship.** Established by Mrs. Harriet Anne Lipkin and Mr. Chris Sautter.
- The Lloyd Family Scholarship.** Established by Mr. and Mrs. Lewis Lloyd.
- The Joseph Losos Scholarship.** Established by Mr. and Mrs. Joseph O. Losos.
- The Robert G. D. Mac Avoy Scholarship.** Established by Ms. Janice Mac Avoy.
- The Gertrude and Douglas MacPhail Scholarship.** Established by Mr. and Mrs. Douglas F. MacPhail.
- The Myrna and Mark Mason Scholarships.** Established by Mr. and Mrs. Mark E. Mason.
- The Marjorie W. and Robert M. Mayer Scholarship.** Established by Mr. Robert M. Mayer.
- The Helen and J. Mark Michael Scholarship.** Established by Drs. J. Mark and Helen Michael.
- The Millstone Family Scholarships.** Established by Mr. I. E. Millstone.
- The Marvin and Berta Molasky Scholarship.** Established by Mr. and Mrs. Marvin L. Molasky.
- The Peter Mollman Scholarship.** Established by Mr. Peter Mollman.
- The Claire and Charles Morgan Scholarship.** Established by Drs. Charles J. and Claire Morgan.
- The Howard and Anne Morgens Scholarships.** Established by Mrs. Howard J. Morgens.
- The Leila Jane (Fonyo) Murek Scholarship.** Established by Mr. George L. Fonyo.
- The Murray Sisters' Scholarship.** Established by Ms. Kate Murashige.
- The Gladys Hecker Myles Scholarship.** Established by Mr. and Mrs. James Myles.
- The Mildred Orenstein Scholarship.** Established by Drs. Milton and Sondra Schlesinger.
- The Verna Voisin Palecek Scholarship.** Established by Mr. Joseph Martin Palecek.
- The James M. C. Parker Scholarship.** Established by Mr. and Mrs. Barry J. C. Parker.
- The Paul Family Scholarship.** Established by Mr. and Mrs. Michael Paul.
- The Joyce and Carol Pillsbury Scholarship.** Established by Mr. and Mrs. Joyce S. Pillsbury.
- The Joyce and Carol Pillsbury Scholarship.** Established by Mr. and Mrs. Don Wainwright.
- The Leona May Matassarini Portnoy Scholarship.** Established by Mr. Robert Alan Portnoy.
- The Harold and Erica Mann Ramis Scholarships.** Established by Mr. and Mrs. Harold Ramis.
- The Jane and Milton Rand Scholarship.** Established by Rev. Jane E. and Mr. Milton L. Rand.
- The Jack Reichenbach Memorial Scholarship.** Established by Mr. Mitchell Scott Goldman.
- The Lydia and C. Theodore Richter Scholarship.** Established by Miss Ruth E. Richter.
- The Jeanette K. and William F. Rogers Scholarship.** Established by Mrs. Jeanette K. Rogers.
- The Norman Rosenberg Scholarship.** Established by Mr. Robert Rosenberg and Ms. Lisa Ruggeri.
- The Rosen-Polmer Memorial Scholarships.** Established by Mr. Henry M. and Ms. Barbara R. Polmer.

**The Ruder Family Scholarship.** Established by Mr. and Mrs. Brian Ruder.

**The Nina Sackheim Scholarship.** Established by Mr. and Mrs. Ronald Sackheim.

**The Professor Merritt Sale Scholarship.** Established by Dr. and Mrs. Robert G. Silvers.

**The Geraldine and Gideon Schiller Scholarship.** Established by Mr. and Mrs. Gideon H. Schiller.

**The Seigle Family Scholarships.** Established by Mr. and Mrs. Harry J. Seigle.

**The Audrey and Hyman Senturia Scholarship.** Established by Mrs. Audrey Senturia.

**The Joseph F. and Rosemary E. Shaughnessy Scholarship.** Established by Mr. and Mrs. Joseph F. Shaughnessy.

**The Herbert A. Simmons Scholarship.** Established by Mr. Herbert A. Simmons.

**The Erich and Barbara Sippel Scholarship.** Established by Mr. and Mrs. Erich Sippel.

**The Ida Siwoff Scholarships.** Established by Mr. Russell Seth Schwartz and Ms. Susan D. Goland.

**The Virginia L. and Robert F. Smith Scholarships.** Established by Mr. Robert F. and Mrs. Virginia L. Smith.

**The Nicholas and Barrie Bridgewater Somers Scholarships.** Established by Mr. Nicholas E. and Mrs. Barrie B. Somers.

**The Frank L. St. Cyr Memorial Scholarship.** Established by Mrs. Elsie Lantz St. Cyr.

**The Barbara and Arthur Stern Scholarship.** Established by Mr. and Mrs. Arthur L. Stern.

**The Sally E. Strain Scholarship.** Established by Mr. and Mrs. Robert C. Strain, Sr.

**The Maurita Estes Stueck Scholarship.** Established by Mrs. Maurita Estes Stueck.

**The Joan Sumers Scholarship.** Established by Mr. and Mrs. Gary M. Sumers.

**The Megan E. Taylor Scholarships.** Established by Mr. Jeffrey and Mrs. Jane Taylor.

**The Barbara S. Schaps Thomas and David M. Thomas Scholarships.** Established by Mr. David and Ms. Barbara Thomas.

**The Ann Rubenstein Tisch Scholarships.** Established by Mr. and Mrs. Andrew H. Tisch.

**The Ralf and Lois Toensfeldt Scholarship.** Established by Mrs. Marcia Osborne.

**The Dr. Carl Tolman Scholarship.** Established by Dr. and Mrs. Lawrence C. Bonham.

**The Tondel Family Scholarship.** Established by Mrs. Sharyn and Mr. Lawrence Tondel.

**The George B. Tragos Scholarship.** Established by Mr. and Mrs. William G. Tragos.

**The Amelia Troik Scholarship.** Established by Dr. Diana Troik.

**The Rhoda and Eli Turner Scholarship.** Established by Mr. Bruce V. and Mrs. Renee Michelson.

**The Eleanor Werber Wehmiller Scholarship.** Established by Mr. and Mrs. John F. Wehmiller and Mrs. Eleanor Fernald.

**The Helen K. and Ted C. Wetterau Scholarships.** Established by Mr. and Mrs. Theodore Wetterau, Jr.

**The Lewis C. Wiederhold Scholarship.** Established by Dr. and Mrs. Edward S. Macias.

**The Carey M. Williford Scholarship.** Established by Mr. John Philip Williford.

**The Roma and Raymond Wittcoff Scholarship.** Established by Mr. and Mrs. Raymond H. Wittcoff.

**The Helen Marie Witty Scholarship.** Established by Dr. and Mrs. Jorge Robert Ruiz.

**The Wolff Family Scholarship.** Established by Wolff Properties.

**The Jane and David Yarian Scholarship.** Established by Dr. and Mrs. David L. Yarian.

**The George A. Zimmer Scholarships.** Established by Mr. and Mrs. George A. Zimmer.

## Other Awards

**The Lynne Cooper Harvey Fellowships.** Established by Mrs. Lynne Cooper Harvey.

**The Lennette Field Research Award.** Established by Drs. David and Evelyne Lennette.

**The SRC Education Alliance Graduate Scholarship.** Established by SRC Education Alliance.

## Special Awards

Each year, the College of Arts & Sciences offers up to 12 fellowships—distributed among the humanities, the social sciences, the life sciences, and mathematics and physics—to outstanding entering first-year students. These merit-based scholarships, which are awarded in a national competition, honor distinguished former faculty members Florence Moog, George Mylonas, and Arnold J. Lien, and former Chancellor Arthur Holly Compton. Each carries an award of full tuition plus a \$1,000-a-year stipend for four years.

The Compton, Mylonas, Moog, and Lien competitions require special applications. Applications, plus an additional essay and

recommendation, must be submitted no later than January of the year prior to prospective entrance into the College. (The exact date in January will be set by the Office of Undergraduate Admissions.) For further information, contact the Director of Honorary Scholarship Programs, College of Arts & Sciences, Campus Box 1117, One Brookings Drive, St. Louis, Missouri 63130-4899.

Compton or Moog applicants may be considered for the J. Stephen Fossett Pathfinder Fellowship in Environmental Sustainability if they are interested in environmental studies. For more information, see the Pathfinder Web site at [wufs.wustl.edu/pathfinder](http://wufs.wustl.edu/pathfinder).

## Loan Funds Established for College Students

**Auer-Rosenfeld Memorial Loan Fund.** Established by gifts from Elizabeth Rosenfeld Auer in memory of her husband, Dr. Albert E. Auer, and her parents, Florence and Arthur Rosenfeld, for loans to undergraduate students in the College.

**Arnold J. Lien Student Aid Fund.** Established as a memorial to Arnold J. Lien, professor of political science, by his friends and former students for financial assistance in various fields of study.

**George F. McMillen Loan Fund.** Established by gift of George F. McMillen for male students in science and engineering.

For information about eligibility and other conditions for using loan funds, you should contact the Office of Student Financial Services (see page 1).

**A&S** Requirements for College of Arts & Sciences students (for more information, see page 27).

CD = Cultural Diversity  
 LA = Languages and the Arts  
 NS = Natural Sciences and Mathematics  
 QA = Quantitative Analysis  
 SD = Social Differentiation  
 SS = Social Sciences  
 TH = Textual and Historical Studies  
 WI = Writing-Intensive Course

**FA** Requirements for College of Art students (for more information, see page 305).

AH = Art History  
 Comp = English Composition  
 Lit = Literature  
 NSM = Natural Sciences or Mathematics  
 SSP = Social Sciences or Philosophy

# African and African American Studies

## Director

### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
(Linguistics)  
Ph.D., University of Pennsylvania

## Endowed Professors

### Gerald L. Early

Merle Kling Professor of Modern Letters  
(English)  
Ph.D., Cornell University

### James Gibson

Sidney W. Souers Professor of Government  
(Political Science)  
Ph.D., University of Iowa

## Professors

### David Konig

(History)  
Ph.D., Harvard University

### Kimberly Norwood

(Law)  
J.D., University of Missouri

### Carl Phillips

(English)  
M.A., Boston University

### Rafia Zafar

(English)  
Ph.D., Harvard University

## Associate Professors

### Christopher Bracey

(Law)  
J.D., Harvard University

### Garrett A. Duncan

(Education)  
Ph.D., The Claremont Graduate School

### Timothy H. Parsons

(History)  
Ph.D., Johns Hopkins University

## Assistant Professors

### Leslie Brown

(History)  
Ph.D., Duke University

### Margaret Garb

(History)  
Ph.D., Columbia University

### Denise Head

(Psychology)  
Ph.D., University of Memphis

### Michael Minta

(Political Science)  
Ph.D., University of Michigan

### Shanti Parikh

(Anthropology)  
Ph.D., Yale University

### Joseph D. Thompson

(English)  
Ph.D., Yale University

### Robert T. Vinson

(History)  
Ph.D., Howard University

## Senior Lecturers

### Ronald J. Himes

Henry E. Hampton, Jr., Artist in Residence  
B.S., Washington University

### Mungai Mutonya

(Sociolinguistics)  
Ph.D., Michigan State University

### M. Priscilla Stone

(Anthropology)  
Ph.D., University of Arizona

### Wilmetta Toliver-Diallo

(History)  
Ph.D., Stanford University

## Adjunct Instructors

### Rudolph Clay

A.M.L.S., University of Michigan

### Jacqueline Dace

B.A., Webster University

African and African American Studies offers you the opportunity to explore the social, political, and intellectual history as well as the literature, culture, and artistic life of various peoples in the world who are African or of African descent.

Because African and African American Studies embraces a wide spectrum of experiences and issues, the program is both multi- and interdisciplinary in its approach. Courses are balanced between the humanities and the social sciences. Principal areas of concentration are sub-Saharan Africa and the United States.

Students who major in the program are encouraged to design a course of study that will focus on a particular area of interest. You also have opportunities to do research with faculty or to take internships with organizations such as the Missouri Historical Society. Our summer program in Kenya as well as study abroad in other African countries can further enrich your experience. Courses in the program are numbered to assist students to progress from introductory courses (100-200+), to intermediate courses (300+), to advanced courses (400+). Students in advanced courses are expected to have previous course work and background in the area of African and/or African American Studies.

The program regularly sponsors lectures on topics of interest to African Americanists as well as Africanists. In many cases, lecturers participate in classes by giving special lectures within the classroom setting.

**The Major:** You may major in African and African American Studies by completing 27 credits, which must include AFAS 208B, 209B, 3 units in AFAS 401 (senior seminar), and 18 units in advanced courses. You may major in African and African American Studies with a concentration in African Studies by completing 27 credits, including AFAS 208B, 209B, 3 units in AFAS 401 (senior seminar), and 18 units in advanced courses with a significant African component.

**The Minor:** You may minor in African and African American Studies by completing 18 credits, including AFAS 208B, 209B, and 12 units in advanced courses. You may minor in African and African American Studies with a concentration in African Studies by completing 18 credits, including AFAS 208B, 209B, and 12 units in advanced courses with a significant African component.

## Scholastic Honors

**Senior Honors:** If a student maintains an overall grade point average of at least 3.4 and a 3.5 average in the major by the second semester of his or her junior year, he or she may be eligible to do a Senior Honors thesis. Completed application forms for Honors should be submitted to the director as early as possible, preferably before May 1 of your junior year.

**Departmental Prizes:** The program offers the opportunity to win monetary prizes for achievement annually. They include the James Baldwin Essay Prize for the best essay on African-American culture, the Julius Nyerere Prize for the best essay in any social science or humanities discipline related to Africa, the Henry Hampton Prize for the best essay on the civil rights movement or any book by Rev. Dr. Martin Luther King, Jr., and the Ralph Bunche Prize awarded for the best essay related to Africans or African Americans and political science. In addition, prizes may also be given for the best undergraduate and graduate personal libraries on African or African-American subjects.

## Undergraduate Courses

### AFAS 103D. Beginning Swahili I

A beginning language course emphasizing acquisition of reading, writing, and conversational skills in Swahili language. Through video and other multimedia presentations, students are also introduced to the culture of Swahili-speaking communities living in more than a dozen African countries. Five hours a week including culture and language laboratory hours. This course is strongly recommended for students participating in the Summer in Kenya Program. Credit 5 units.

**A&S LA**

### AFAS 104D. Beginning Swahili II

Second semester Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. In addition to learning grammar and vocabulary sufficient to allow a student to perform basic survival tasks (asking for directions, buying a ticket for travel, checking into a hostel, ordering food) in Swahili, students will also be introduced to authentic Swahili texts, including plays, short stories, and newspapers. Students will have an opportunity to practice their acquired language skills by interacting with Swahili-speakers in the St. Louis region. Prerequisite: AFAS 103D. Credit 5 units.

**A&S LA**

### AFAS 1055. History of Jazz

*Same as Music 105.*

**A&S LA FA AH**

### AFAS 1096. Ragtime

*Same as Music 109.*

**A&S LA FA AH**

### AFAS 111. Freshman Seminar: Race and Ethnicity on American Television

*Same as Film 110.*

**A&S CD SD TH FA SSP**



**AFAS 1161. Freshman Seminar: The Physician, the Patient and the Community***Same as GeSt 116.*

A&amp;S SS

**AFAS 127. Popular Music in American Culture***Same as Music 1022.*

A&amp;S LA SD FA AH

**AFAS 1277. Musics of the World***Same as Music 1021.*

A&amp;S CD TH FA AH

**AFAS 132C. Freshman Seminar: Civil Rights***Same as History 130, AMCS 132.*

This course examines both the chronological and thematic frameworks of the American civil rights movement: the architecture of segregation; its evolution as a social movement; and aspect of the movement's legal strategies, student activism, and militancy. The course ends by considering the varied goals and outcomes, raising questions about the meaning of race and rights in contemporary America. Although based in scholarly readings, the course also uses films, music, memoirs, biographies, art, fiction, and theater as the vehicles through which activists recorded their own histories. Freshmen only. Credit 3 units.

A&amp;S SD TH

**AFAS 133C. Introductory Seminar: African American Poetry***Same as AMCS 133C, E Lit 133C.*

An introduction to the major poems, poets, and poetry movements in African-American literature. Authors include Terry, Wheatley, Horton, Baraka, Komunyakaa, and Ai. Additional readings look at the Harlem Renaissance, the Black Arts Movement, and principal points in-between. Freshmen only. Credit 3 units.

A&amp;S TH FA Lit

**AFAS 187. Afro-Hispanic Literature: an Introductory Course***Same as AMCS 187.*

In *The Black Atlantic: Modernity and Double Consciousness*, Paul Gilroy defines the "Black Atlantic" as "a culture that is not specifically African, American-Caribbean, or British but all of these at once." This cultural phenomenon will be explored by analyzing selected poems, novels, short stories, essays, and dramas of Spanish-speaking writers of African descent from Latin America, the Caribbean, and Africa. Utilizing the theoretical framework of Paul Gilroy, Stuart Hall, and Frantz Fanon, the texts will be analyzed considering their socio-historical, geographic, and racial implications and their respective literary movements beginning with the 1900s to the present. No prior knowledge of Spanish is required as this course will be taught in translation. Credit 3 units.

A&amp;S LA FA Lit

**AFAS 188. Freshman Seminar: Self & Identity in African-American Literature***Same as AMCS 188, E Lit 190.*

This course offers an introductory examination of 18th-century African-American identity formation and creation through an exploration of black captivity, conversion, and slave narratives. Among authors read are Briton Hammon, John Marrant, and Olaudah Equiano. Among films to be seen are: *Middle Passage*, *Unchained Memories: Readings from Slave Narratives*, and *Black Is, Black Ain't*. Freshmen only. Credit 3 units.

A&amp;S SD TH FA Lit

**AFAS 194. Conceptualizing Danger: Love and politics in the time of HIV/AIDS in Africa**

Students will explore the HIV/AIDS epidemic in sub-Saharan Africa through a variety of analytic perspectives. Course materials include historical analysis, anthropological perspectives, developmental literature, African film and literature, and the

mass media. Students will conduct a semester-long research project using online newspapers from Africa. This course is limited to freshmen only. Credit 3 units.

A&amp;S CD SS

**AFAS 195C. Introduction to African-American Images in Film: A Freshman Seminar***Same as AMCS 195.*

This seminar for Freshmen will introduce students to an array of films depicting African Americans at different points in the history of filmmaking, as well as the relevance of these films to the advancement of civil rights in America, and, by extension, the world. Students will be introduced to elementary documentary film production in collaboration with Washington University library staff and hands-on utilization of the Henry Hampton Archive. The course provides a balanced introduction to various civil rights topics that are relevant to African Americans, their depiction in film, and knowledge of how documentary film production can be used to overcome past discrimination. Credit 3 units.

A&amp;S CD TH

**AFAS 196C. Freshman Seminar: Images of Africa***Same as History 196C.*

This course examines representations of Africa, African peoples, and African cultures during the 19th and 20th centuries. Drawing on a wide variety of source materials, including novels, photographs, and movies, we will explore both how Westerners have perceived Africa, and how Africans have perceived themselves. In particular, we will investigate notions of African identity, gender and the place of women, religion and the impact of Christianity, colonial society and its legacy, and the apartheid regime. Freshmen only. Credit 3 units.

A&amp;S CD TH FA Lit

**AFAS 2031. Caribbean Identities: An Interdisciplinary Approach**

The primary goal of this course is to explore scholarly research and cultural materials dealing with Caribbean identity. We will survey, examine, and discuss issues that bear on Caribbean identities including topics in contemporary language use and policy, literature, music, and other forms of popular media (television, radio, newspapers, etc.) to illustrate how various islands in the Caribbean identify and distinguish themselves from others. The course will focus on theory-based and research-oriented information as well as critical essays and popular media that will provide you with knowledge to have an intelligent and informed discussion about issues dealing with Caribbean identities. Credit 3 units.

A&amp;S SS

**AFAS 203D. Intermediate Swahili III**

Enhanced acquisition of language fundamentals acquired in first-year Swahili through performance, reading, and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers, and poems. Prerequisite: AFAS 103DQ-104DQ or the equivalent. Credit 3 units.

A&amp;S LA

**AFAS 204D. Intermediate Swahili IV**

Fourth-semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics with native speakers of the language. These topics are introduced by reading authentic Swahili texts such as plays, novels, poems, and newspaper. Students enhance their writing skills and creativity in the language through group-writing projects. Prerequisites: Swahili 103D(Q), 104D(Q) and 203 D(Q). Credit 3 units.

A&amp;S LA

**AFAS 208B. African American Studies: An Introduction***Same as Pol Sci 208B, Lw St 208B, AMCS 208B.*

Lectures, readings, films, and discussions reflect a range of academic approaches to the study of African-American people. Course materials drawn from literature, history, archaeology, sociology, and the arts to illustrate the development of an African-American cultural tradition that is rooted in Africa but created in the Americas. Required for the major. Credit 3 units.

A&amp;S SD TH FA SSP

**AFAS 209B. African Studies: An Introduction***Same as AFAS 209B.*

This course will introduce students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It will expose students to the history, politics, literary, and artistic creativity of the continent. Emphasis will be placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major. Credit 3 units.

A&amp;S CD TH FA SSP

**AFAS 210. The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective***Same as Educ 210, Ling 2101, AMCS 2101.*

This course explores the linguistic consequences of the African slave trade, and in so doing introduces students to basic concepts in linguistic science that are relevant to human language development and controversial educational theories that are based on race. Anthropological, linguistic, and psychological dimensions of African-American culture are embedded within complementary evaluations of educational controversies surrounding the teaching of (standard) English to American slave descendants, including the Ebonics controversy and its relevance to larger questions of social efficacy and the affirmative action debate that has consumed the nation. Students will work individually or in groups to produce a major intellectual artifact (e.g., a term paper, a scholarly Web page, or a project pertaining to the linguistic plight of citizens within this African Diaspora). Students will be introduced to foundational African American Studies in anthropology, education, English, linguistics, and psychology. Credit 3 units.

A&amp;S SD SS

**AFAS 2151. St. Louis African-American History***Same as STA 2151, AFAS 2151, AMCS 2151, History 276.*

A look at the past 100 and more years of the black experience in St. Louis. Primary and secondary source materials are used. Individual presentations made by many St. Louis notables. Requires 1/2 day Saturday tour. Credit 3 units.

A&amp;S SD TH FA SSP

**AFAS 2411. Methods and Reasoning in the Social Sciences II***Same as STA 330.*

A&amp;S SS FA SSP

**AFAS 301. A History of African-American Theater***Same as Drama 3011, AMCS 3010, AFAS 3011, Drama 301, MLA 401.*

A survey of African-American theater from post-Civil War "coon" shows and reviews to movements for a national black theatre, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theatre and minstrels; black theatre movement and other ethnic theatre movements in America. Critical readings of such plays as Amiri Baraka's *Dutchman*, Lorraine Hansberry's *A Raisin in the Sun*, Langston Hughes and Zora Neale Hurston's *Mulebone*. Also works by

August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson. Credit 3 units.

**A&S** SD TH **FA** AH

**AFAS 3011. Honors Seminar for Sophomores I: Tutorial in History**

**AFAS 302. Black Theater Workshop III**

*Same as Drama 368.*

**A&S** LA SD

**AFAS 3021. Honors Course for Sophomores II: Tutorial in History — Emancipation**

*Same as History 301.*

**A&S** TH **FA** SSP

**AFAS 3057. Visual Griots: Exploring Colonial and Post-Colonial Africa through African Cinema**

*Same as IAS 3057, History 3057.*

Through African cinema, we have the unique experience of studying images and representations of contemporary issues through the eyes of African filmmakers. Filmmakers such as Sembene Ousmane, Djibril Diop Mambety, Flores Gomes, and Jean-Marie Teno intrinsically write social history — or the everyday experiences of ordinary people — as they affirm the complexity and humanity of African life. The films in the class will ground class discussions around colonial and post-colonial experiences in African history. Through screenings and readings, the course will explore important themes in African history such as colonialism and its legacy, religious expression, nationalism, gender, the role of the intellectual in post-colonial society, censorship, and government corruption. On another level, we will examine the politics of historical and cultural production. Credit 3 units.

**A&S** CD TH **FA** AH

**AFAS 3058. Literary Voices of the Hispanic Caribbean and Latin America**

This course aims to analyze contemporary Afro-Hispanic novels from 1960 to the present and to discuss their place within the Hispanic literary canon. Specifically, we will look at how these texts relate to other Spanish-American literary phenomena such as the Boom, Magical Realism, the Post-Boom, and/or the new Latin-American historical novel for example. Under the theoretical framework of post-colonialism, these texts will be analyzed considering their socio-historical, geographic, and racial implications in the context of the respective literary movements from the 1960s to the present. Credit 3 units.

**A&S** TH **FA** Lit

**AFAS 3061. Literacy Education in the Contexts of Human Rights and Social Justice**

*Same as Educ 306.*

**A&S** SS

**AFAS 306B. Africa: Peoples and Cultures**

*Same as Anthro 306B.*

**A&S** CD SS **FA** SSP

**AFAS 313. The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

*Same as Anthro 313A.*

**A&S** SS

**AFAS 3161. African-American Politics**

*Same as Pol Sci 316B.*

**A&S** SS

**AFAS 316B. African Politics: Pathways to Resistance and Accommodation**

**AFAS 319C. The Pre-History of Africa**

*Same as Anthro 318C.*

**A&S** CD SS **FA** SSP

**AFAS 321C. African Civilization to 1800**

*Same as IAS 394C, History 394C.*

Beginning with an introduction to the methodological and theoretical approaches to African his-

tory, this course surveys African civilization and culture from the Neolithic age until 1800 A.D. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the Western Sudanese states, the transatlantic slave trade and the historical roots of apartheid. Credit 3 units.

**A&S** CD TH **FA** SSP

**AFAS 322C. African Civilization: 1800 to the Present**

*Same as History 395C, IAS 395C, JNE 322C.*

Beginning with social and economic changes in 19th-century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of pre-colonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa. Credit 3 units.

**A&S** CD TH **FA** SSP

**AFAS 323. Research Materials for African and African American Studies**

*Same as AFAS 323.*

The goal of this course is to help students develop effective information handling skills for conducting library research in the area of African and African American Studies. Class assignments and projects focus on identifying and evaluating primary and secondary resources using basic library resources, online catalogs from various institutions, journal article databases, and internet resources. The format of the class will consist of lecture/discussion, demonstrations, and hands-on practice in Olin Library. Credit 3 units.

**A&S** TH

**AFAS 3241. Contemporary Contexts of Language, Literature, and Culture in the African Diaspora**

*Same as Ling 3241, Anthro 3242.*

The primary goal of this course is to explore research and popular materials dealing with culture in the African Diaspora. We will survey, examine, and discuss scholarly materials that bear on African Diasporic identities, contemporary socio-cultural, ecological, and political contexts of the African Diaspora, and the implications of those contexts for the study of language, literature, and their effect on popular culture. The course will focus on theory-based and research-oriented information as well as critical essays and popular media that will provide you with knowledge to have an intelligent and informed discussion about life and culture in the African Diaspora. Credit 3 units.

**AFAS 3252. History and (Auto)biography from Modern South Africa**

*Same as History 3252.*

**A&S** CD TH

**AFAS 3254. African Americans and Children's Literature**

*Same as AMCS 3254, E Lit 3254.*

This course explores two distinct themes: how African-descended people have been depicted in American and British children's literature and how African Americans have established a tradition in writing for children and young adults. It will also examine two related questions: How has African-American childhood been constructed in children's literature and how have African-American writers constructed childhood in children's literature? We will look at such classic white writers for children as Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like the *Brownies Book*, published by the NAACP, and children's works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna Bontemps, Virginia Hamilton, Walter

Dean Myers, Mildred Taylor, Floyd and Patricia McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others. Credit 3 units.

**A&S** TH **FA** Lit

**AFAS 327B. African Politics**

*Same as Pol Sci 327B.*

**A&S** SS **FA** SSP

**AFAS 3282. Sexuality in Africa**

*Same as Anthro 3282, WGS 3282, AS 3282.*

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist, and postmodern. Credit 3 units.

**A&S** CD SS **FA** SSP

**AFAS 3292. Literature of the Black Diaspora: 1900-present**

This course aims to analyze contemporary Afro-Hispanic novels from 1960 to the present and to discuss their place within the Hispanic literary canon. These works will be analyzed considering the factors of race, nation, and ethnicity. Specifically, we will look at how these texts relate to other Spanish-American literary phenomena such as the Boom, Magical Realism, the Post-Boom, and/or the new Latin-American historical novel for example. Under the theoretical framework of post-colonialism, these texts will be analyzed considering their socio-historical, geographic, and racial implications in the context of the respective literary movements from the 1960s to the present. This is an upper-level course for majors and non-majors that is reading- and writing-intensive. In addition, students will be required to produce an 8- to 10-page research paper at the end of the semester on an Afro-Hispanic novel of their choice. Credit 3 units.

**A&S** TH WI **FA** Lit

**AFAS 3542. The Quest for Racial Reconciliation**

*Same as IAS 3543, AMCS 3542.*

This course is based within African and African American Studies, and it explores the quest for racial reconciliation, with emphasis equally divided between the United States and racial strife in other parts of the world. Although racial considerations are inherent to central themes within this course, we explore various sources of linguistic, cultural, social, political, racial, and ethnic foundations of strife at different points in history, and in different regions of the world. Particular attention will be devoted to nonpartisan strategies to advance racial harmony within the United States, and other regions of the world that are of personal interest to students. Credit 3 units.

**A&S** TH **FA** SSP

**AFAS 3582. Race, Class, and Writing in the United States and the Caribbean, 1900–1950**

*Same as E Lit 3582.*

**A&S** SD TH

**AFAS 361. Culture and Environment**

*Same as Anthro 361.*

**A&S** SS **FA** SSP

**AFAS 3651. Black Women Writers**

*Same as AMCS 3651, WGS 3560, E Lit 3881.*

When someone says, black woman writer, you may well think of Nobel Prize-winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse,

but such is now the case. In this class, we survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss, and debate the specific impact of race and gender on American literature. Credit 3 units.

**A&S SD TH FA Lit**

**AFAS 3752. Topics in Women's History:**

**African-American Women**

*Same as History 3754, AMCS 3750, AFAS 3752.*

An analysis of how African-American women have defined their roles in American life and within the black community: attaining literacy, the push for suffrage, anti-slavery and colonization efforts, class stratification and the Cult of Domesticity, the Civil War and reconstruction, migration and the impact of urbanization, religious attitudes, political activism and elective office, sexuality and the myth of the Black Matriarch. Prerequisites: at least one course in American history, women's history or African-American history and permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**AFAS 3838. African-American Poetry from 1950–Present**

*Same as AMCS 3838, E Lit 3831.*

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we will examine the tradition of African-American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We will focus in particular on the pressures of expectation — in terms of such identity markers as race, gender, and sexuality — and how those pressures uniquely and increasingly affect African-American poetry today. Credit 3 units.

**A&S TH FA Lit**

**AFAS 387C. African-American Literature: Early Writers to the Harlem Renaissance**

*Same as E Lit 387C, AMCS 387C.*

This course will introduce you to major authors and themes in African-American literature from the late 18th century to the early 20th century. In spite of extraordinarily oppressive conditions, including slavery, bans against black literacy, Jim Crow segregation, and the threat of lynching, people of African descent expressed their unique experiences in whatever ways they could. The written word was one important mode through which African Americans voiced concerns about, and sought to change, the injustices of their world. Through slave narratives, novels, and autobiographies, we will study how African Americans created a liberational public presence and simultaneously laid the foundations for an important literary tradition. Credit 3 units.

**A&S SD TH FA Lit**

**AFAS 388C. African-American Literature: African-American Writers Since the Harlem Renaissance**

*Same as AMCS 388C, E Lit 388C.*

This course will introduce you to major authors, movements, and themes in African-American literature from the 1920s to the 1970s. Exploring several crucial periods in African-American literary history, including the Harlem Renaissance, the Black Arts Movement, and the Black Feminist Movement, we will examine how black writers of the 20th century conceptualized the political and cultural dimensions of the African-American community. To investigate the formal diversity of the black literary tradition, we will read examples of the novel, autobiography, drama, poetry, and the essay. Authors covered will include Langston Hughes, Gwendolyn Brooks, and James Baldwin. Credit 3 units.

**A&S SD TH FA Lit**

**AFAS 390C. Upon These Shores: African-American History, 1500–1865**

*Same as History 387C.*

**A&S SD TH FA SSP**

**AFAS 391C. For Freedom's Sake: African-American History Since Emancipation**

*Same as History 388C.*

**A&S SD TH FA SSP**

**AFAS 400. Independent Study**

Permission of the Director of the African and African American Studies Program and an African American Studies instructor PRIOR TO registering. Credit variable, maximum 6 units.

**AFAS 401. Senior Seminar**

This capstone seminar is required for students who are majoring in African and African American Studies. Credit 3 units.

**A&S TH**

**AFAS 403. Readings in Swahili Literature**

This course aims at helping students gain skills in reading and appreciating selected readings in Swahili literature. Although the course will primarily focus on plays, novels, poetry, students will also be introduced to Swahili songs, comic books, and other forms of popular literature in an attempt to understand the growth and development of contemporary Swahili literature. Prerequisites: Permission of instructor and successful completion of AFAS 103D, 104D, 203D, 204D or equivalent experience. Credit 3 units.

**A&S TH FA Lit**

**AFAS 4031. Advanced Readings in Swahili Literature**

To be designed with instructor. Permission of instructor required. Credit 3 units.

**A&S TH FA Lit**

**AFAS 409. Gender, Sexuality, and Change in Africa**

*Same as Anthro 4091, WGS 409, IAS 4090.*

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: Graduate students or undergraduates with previous AFAS or upper-level anthropology course. Credit 3 units.

**A&S SD SS WI FA SSP**

**AFAS 4134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

*Same as Anthro 4134.*

**A&S SS**

**AFAS 417. Topics in African History: Middle Passages: African Americans and South Africa**

*Same as AMCS 417, IA 4017, IAS 417, History 417.*  
This upper-division seminar explores the fascinating transnational relationship between African Americans and black South Africans during the 20th century. These two populations became intimately familiar with each other as African-American missionaries, sailors, musicians, educators and adventurers regularly entered South Africa while black South African students, religious personnel, political figures, writers, and entertainers found their way to America. This course will detail why these two populations gravitated toward each other, how they assisted each other in their respective struggles against racial segregation and apartheid and how these shared histories influence their relationship today. Readings for this course will draw from key books, articles, and primary documents within this exciting new field of intellectual inquiry. Credit 3 units.

**A&S CD TH**

**AFAS 419. History of Pan-Africanism: The Birth and Evolution of a Revolutionary Idea**

*Same as History 419B, IAS 419, AFAS 419.*

This upper-level undergraduate seminar surveys the history of Pan-Africanism, from its roots in the transatlantic slave trade to present times. It explains why Pan-Africanism was/is a primary vehicle that black peoples in Africa and the African Diaspora have utilized Pan-Africanism to achieve African political and socioeconomic self-determination and to forge bonds of global solidarity with each other to combat colonialism, racism, and economic, sociocultural, religious, and educational marginalization in their respective local societies. Course limit: 15 (10 seats are reserved for AFAS majors/minors) Credit 3 units.

**A&S TH**

**AFAS 4262. Politics of the Civil Rights Movement**

*Same as Pol Sci 426.*

**A&S SD SS FA SSP**

**AFAS 429. Texts and Contexts of the Harlem Renaissance**

*Same as E Lit 4244.*

**A&S TH FA Lit**

**AFAS 433. Culture, Language, and the Education of Black Students**

*Same as Educ 4315, URST 4315.*

**A&S CD SS FA SSP**

**AFAS 434B. Seminar in Black Social Sciences**

*Same as STA 434B, Educ 434B, AMCS 434, AFAS 434B, Educ 4344, Educ 4344.*

This seminar applies a deep reading to social science texts that examine the construction and experiences of black people in the United States from the point of view of black scholars. Readings include theoretical and empirical work. The seminar focuses on the influence of the disciplines of psychology, sociology, and anthropology on the policy and social practices that characterize dominant North American institutions. Advanced class level strongly advised. Credit 3 units.

**A&S SD SS FA SSP**

**AFAS 435. Slavery and American Literary Imagination**

*Same as E Lit 4232.*

**A&S TH FA Lit**

**AFAS 448. Race Politics in 19th- and 20th-Century America**

*Same as History 4481, Pol Sci 4483, AMCS 4483.*

This course will explore the efforts of black Americans to use the political processes to claim civil rights and economic improvements in the 19th and 20th centuries. It will track the aims, ideals, and organizing strategies of African-American leaders and of grass-roots organizers. Readings and research will highlight the ways African Americans debated agendas, fought over strategies, and worked to mobilize voters. We will study the ways various groups of people — in rural and urban American — argued over priorities, set agendas for their communities, produced a political language, came together with neighbors to fight for civil rights and economic necessities, and, in short, established a dynamic and conflicted political culture. Credit 3 units.

**A&S SS FA SSP**

**AFAS 4483. Race and Politics**

*Same as Pol Sci 4241.*

**A&S SS FA SSP**

**AFAS 4511. Race, Ethnicity, and Culture: Qualitative Inquiries into Urban Education I**

*Same as AMCS 4511, AFAS 4511, STA 4511, Educ 4511, AMCS 452, STA 4511, Educ 4511, URST 4511.*

Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the

interlocking domains of race, ethnicity, class, gender, and culture. The emphasis in this course is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools. Credit 3 units.

**A&S SD SS**

**AFAS 4512. Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education II**

*Same as Educ 4512.*

**A&S SS WI FA SSP**

**AFAS 4561. Topics in American Politics: Urban Politics**

*Same as Pol Sci 4561.*

**A&S SS**

**AFAS 4606. American Culture: Tradition, Method, and Vision**

*Same as AMCS 475.*

**A&S TH**

**AFAS 4608. Education of Black Children and Youth in the United States**

*Same as Educ 4608.*

**A&S SD TH WI FA SSP**

**AFAS 461B. Construction and Experience of Black Adolescence**

*Same as Educ 461B, STA 461B, AMCS 461B, Educ 4611, AFAS 461B, AMCS 461, URST 461B.*

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology, and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality, and education. Credit 3 units.

**A&S SS FA SSP**

**AFAS 477. African Prehistory**

*Same as Anthro 477.*

**A&S SS FA SSP**

**AFAS 4892. Advanced Seminar in History:**

**Oral History**

*Same as History 4892.*

**A&S TH FA SSP**

**AFAS 4893. Antislavery: The Legal Assault on Slavery in St. Louis**

*Same as History 4987.*

**A&S SD TH**

**AFAS 4952. Advanced Seminar in History: Civil Rights Movement**

*Same as History 4951.*

**A&S SD TH FA SSP**

**AFAS 498. Field Work in African American Studies**

A field work project carried out under the direction of an instructor in the African and African American Studies program. Prerequisites: Permission of instructor and the Director of African and African American Studies prior to enrollment. See program office for forms. Credit variable, maximum 6 units.

**A&S SS**

**AFAS 499. Independent Work for Senior Honors: Research**

Prerequisite: Permission of Director and appropriate grade point average. Application forms available in Program office. Credit 3 units.

**AFAS 4991. Independent Work for Senior Honors: Thesis**

Prerequisite: Satisfactory standing as a candidate for senior honors and permission of the Director of the African and African American Studies Program. Credit 3 units.

# American Culture Studies

## Director

**Wayne Fields** (English)

Lynne Cooper Harvey

Distinguished Professor in English  
Ph.D., University of Chicago

## Assistant Director

**Peter Kastor** (History)

Ph.D., University of Virginia

American Culture Studies is a multidisciplinary program within Arts & Sciences. We are committed to learning that is at once centered in the discipline of a first major and also contextualized in the broader range of study provided by the American Culture Studies second major. Ours is also a model that emphasizes directed study and collaborative projects, providing our students with both the experience of creating knowledge through original research and of learning to take on issues in a larger community of scholars. The program emerged from the realization among faculty that their scholarship and their teaching benefited from an extended conversation with people in different disciplines. Consequently, we seek a broad approach incorporating the humanities, social sciences, and the natural sciences.

Washington University's commitment to American Culture Studies grows from our awareness of two fundamental questions about American life. The first of these is: What does it mean to be American? The second follows from the first and is both a separate question and a means for approaching the previous one: How might we best study America?

Recognizing that America is a culture of cultures, that it is both one and many, our approach is inclusive, emphasizing the enormous diversity in the American people and their experiences. As students pursue their particular discipline and interests, they are encouraged to link those studies to other academic fields and a wider view of the United States and its people. To this end the program coordinates American offerings across the curriculum and sponsors multidisciplinary courses, often team taught, that explore theoretical aspects of cultural studies as well as particular issues and events.

American Culture Studies is available only as a second major or minor. Students are encouraged to consider one of our concentrations as a way of examining American contexts for the subjects investigated in their first majors. Advisers will work with students to develop specific fields of study.

## Major (27 units)

12 units in general American subject courses

- 6 units at the 300 level or above
- Each course should be cross-listed with AMCS but must be home-based in a different department (i.e., Political Science, English, History, Anthropology, African and African American Studies, Education, Music, Film & Media Studies, etc.)

- Only 3 units of the 12 may count toward your first major
- 6 units of multidisciplinary course work
- Courses home-based in AMCS
  - Courses team-taught by faculty in different disciplines
  - Courses approved by AMCS that meet our multidisciplinary standards
- 6 units of directed study, including:
- Independent Study
  - Internships
  - Directed Research
  - Senior Thesis
- 3 units: AMCS 475, American Culture: Traditions, Methods, Visions
- Our capstone seminar. Students are encouraged to take this course during the junior or senior years

### Minor (15 units)

- 12 units in general American subject courses
- 6 units at the 300 level or above
  - Each course should be cross-listed with AMCS but must be home-based in a different department (i.e., Political Science, English, History, Anthropology, African and African-American Studies, Education, Music, Film & Media Studies, etc.)
  - Only 3 units of the 12 may count toward your first major
- 3 units of multidisciplinary course work
- Courses home-based in AMCS (AMCS 475, American Culture: Traditions, Methods, Visions is highly recommended)
  - Courses team-taught by faculty in different disciplines
  - Courses approved by AMCS that meet our multidisciplinary standards

**Concentrations:** Concentrations are designed to provide specific pathways for research and study within the major. Concentrations are also designed to dovetail with related subjects in other majors, offering broad cultural context for issues that students study within a specific discipline. If you are interested in pursuing one of these concentrations, please contact the adviser listed or the program office. Students often pursue concentrations of their own design.

**Civil Rights:** In collaboration with The Henry Hampton Collection in the Film and Media Archives. Adviser: Leslie Brown (History, African and African-American Studies)

**Ethnic Studies and Immigration:** In collaboration with International and Area Studies. Adviser: Sunita Parikh (Political Science)

**Law, Society, and Culture:** In collaboration with Legal Studies. Adviser: David T. Konig (History, Legal Studies)

**Urban and Neighborhood Studies:** In collaboration with the Center on Urban Research and Policy. Adviser: Carol Camp Yeakey (Education, American Culture Studies, International and Area Studies)

**Visual Arts and Popular Culture.** Adviser: Angela Miller (Art History)

## Undergraduate Courses

**AMCS 100B. Introduction to Women's Studies**  
Same as WGS 100B.  
A&S SD TH FA SSP

### AMCS 101B. American Politics

Same as Pol Sci 101B.  
A&S SS FA SSP

### AMCS 022. Popular Music in American Culture

Same as Music 1022.  
A&S LA SD FA AH

### AMCS 102B. Social Problems and Social Issues

Same as STA 120B.  
A&S SS FA SSP

### AMCS 103B. Introduction to Political

**Economy: Microeconomics**  
Same as Econ 103B.  
A&S QA SS FA SSP

### AMCS 105. History of Jazz

Same as Music 105.  
A&S LA FA AH

### AMCS 106. Freshman Seminar: St. Louis:

**Engaging the City**  
Same as STA 106.  
A&S SS

### AMCS 109. Ragtime

Same as Music 109.  
A&S LA FA AH

### AMCS 111. Freshman Seminar: Race and

**Ethnicity on American Television**  
Same as Film 110.  
A&S CD SD TH FA SSP

### AMCS 118A. Geology of National Parks

Same as EPSc 118A.  
A&S NS FA NSM

### AMCS 127. Popular Music in American Culture

Same as Music 1022.  
A&S LA SD FA AH

### AMCS 130. Freshman Seminar: Cahokia:

**Perspectives on a Mississippian Ritual Center**  
Same as Anthro 130.  
A&S SS FA SSP

### AMCS 132. Freshman Seminar: Civil Rights

Same as AFAS 132C.  
A&S SD TH

### AMCS 133C. Introductory Seminar: African-

**American Poetry**  
Same as AFAS 133C.  
A&S TH FA Lit

### AMCS 159. Freshman Seminar: Mannequins,

**Modernity, and Architecture**

### AMCS 163. Introduction to the History of the

**United States**  
Same as History 163.  
A&S TH FA SSP

### AMCS 187. Afro-Hispanic Literature: An

**Introductory Course**  
Same as AFAS 187.  
A&S LA FA Lit

### AMCS 188. Self and Identity in African-

**American Literature**  
Same as AFAS 188.  
A&S SD TH FA Lit

### AMCS 195. Introduction to African-American

**Images in Film: A Freshman Seminar**  
Same as AFAS 195C.  
A&S CD TH

### AMCS 200. Mentorship in American Culture

**Studies**  
Credit 2 units.  
A&S TH

### AMCS 202. The Immigrant Experience

Same as Pol Sci 226.  
This course explores the history and politics of immigrant groups in the 19th- and 20th-century United States. Topics include legislation, patterns

of migration, comparisons of different waves of immigration, and changing social attitudes. This course is a core requirement for the ethnic studies concentration in American Culture Studies. Credit 3 units.

A&S CD SS FA SSP

### AMCS 2021. Crossing Borders I

Same as IAS 202.  
A&S CD SS

### AMCS 2030. Gay and Lesbian Theory

Same as WGS 203.  
A&S SD TH FA SSP

### AMCS 2031. Crossing Borders II

Same as IAS 203.  
A&S CD TH

### AMCS 2051. History of American Radicalism

**from the Abolitionists to the Battle of Seattle**  
Same as History 2051.  
A&S TH FA SSP

### AMCS 206. "Reading" Culture: Studying

**American Culture**  
The term "culture" is a loose, baggy monster that includes every aspect of human existence and all of them happening at once. We read books and listen to music at the same time as we worry about our personal budget, decide whom we will vote for, and grow into ethical and spiritual beings. Any effort to engage so large a topic requires experience in a variety of methodological approaches and critical vocabularies. Students who have participated in AMCS 101 should not enroll for this course since they will have already received similar training. Credit 3 units.  
A&S TH

### AMCS 207. Freshman Seminar: The Chinese

**American Experience**  
Same as ANELL 208.  
A&S SD TH

### AMCS 208B. African-American Studies: An

**Introduction**  
Same as AFAS 208B.  
A&S SD TH FA SSP

### AMCS 209. America from the Civil War

Same as History 210.  
A&S TH FA SSP

### AMCS 210. Freshman Seminar: Gender and

**Citizenship**  
Same as WGS 210.  
A&S SD TH FA SSP

### AMCS 2101. The Linguistic Legacy of the

**African Slave Trade in Interdisciplinary**  
**Perspective**  
Same as AFAS 210.  
A&S SD SS

### AMCS 214C. Introduction to Women's Texts

Same as WGS 214C.  
A&S SD TH FA Lit

### AMCS 2151. Blacks in St. Louis Since the Civil

**War**  
Same as AFAS 2151.  
A&S SD TH FA SSP

### AMCS 2152. The Theory and Practice of

**Justice: The American Historical Experience**  
Same as History 2152.  
A&S SD TH FA SSP

### AMCS 2153. Introduction to Literary Study:

**Modern Texts, Contexts, and Critical Methods**  
**SECTION 03 ONLY**  
Same as E Lit 215.  
A&S TH

### AMCS 215C. Topics in American History

Same as History 215C.  
A&S SD TH FA SSP

**AMCS 2162. Modern Texts, Contexts, and Critical Methods. SECTION 03 ONLY****AMCS 219. History of Modern Social Theory***Same as STA 220.***A&S SS****AMCS 220. Nineteenth-Century American-Indian Literature: Representations and Self-Representation**

This course will examine the ways that 19th century Euro-American authors depicted American Indians and the ways that American Indians responded to these literary images of Native identity, cultures, and beliefs. Students will first analyze the religious, political, and gender assumptions and aesthetic values shaping 19th-century representations of American Indians including those depictions found in Euro-American captivity narratives, Indian plays, frontier romances, sentimental novels, and reform prose. Students will then explore the cosmology, cultural values, and aesthetic sensibilities that inform Native authors' self-representation through personal narratives, speeches, poetry, short stories, novels, and journalism. The goals for this course will be to explore the historical context of American-Indian representation, to identify Native authors' resistance to and revision of their depictions in American literature, and the continuing significance of 19th-century American Indian literature to contemporary Native cultures. Readings may include James Fenimore Cooper's *The Last of the Mohicans*; Catharine Sedgewick's *Hope Leslie*; Margaret Fuller's *Summer on the Lakes*; Mark Twain's *Tom Sawyer*; Samson Occom's (Mohegan) *A Short Narrative of My Life*; Jane Johnston Schoolcraft's (Ojibwe) *Selected Poems and Fiction*; Sarah Winnemucca's (Paiute) *Life Among the Piutes: Their Wrongs and Claims*; S. Alice Callahan's (Creek) *Wynema, A Child of the Forest*; Zitkala-Sa's (Dakota) *Impressions of an Indian Childhood*; Francis LaFlesche's (Omaha) *The Middle Five: Indian School Boys of the Omaha Tribe*; and Charles Alexander Eastman's (Sioux) *Indian Boyhood*. Credit 3 units.

**A&S TH FA Lit SSP****AMCS 221. Topics in Theater: Introduction to the American Musical Theater***Same as Drama 221.***A&S LA FA AH****AMCS 222. Sophomore Research Project in American Culture Studies**

This course provides sophomores with an introductory experience in primary research. Credit variable, maximum 3 units.

**A&S TH****AMCS 224. Introduction to Memory Studies**

Topics courses in American Culture Studies are offered routinely and examine aspects of our culture from various disciplines and often through multidisciplinary approaches. Courses previously offered include: 19th-Century American-Indian Literature; Hurricane Katrina: A Case Study in Disaster and Relief; The History of Popular Culture in the United States; Mark Twain: Humor and Politics in 19th Century; and American Presidential Rhetoric. Courses are sometimes team-taught or combine community service with learning. Faculty includes WU professors, visiting scholars, community leaders, or advanced graduate fellows in American Culture Studies. Credit 3 units.

**A&S TH FA SSP****AMCS 225. Topics in American Culture Studies**

Topics courses in American Culture Studies are offered routinely and examine aspects of our culture from various disciplines and often through multidisciplinary approaches. Courses previously offered include: 19th-Century American-Indian Literature; Hurricane Katrina: A Case Study in Disaster and Relief; The History of Popular Culture in the United States; Mark Twain: Humor and Politics in 19th Century; and American Presidential Rhetoric. Courses are sometimes team-taught or combine community service with learning. Faculty includes WU professors, visiting scholars, community leaders, or advanced graduate fellows in American Culture Studies. Credit 3 units.

**A&S TH FA SSP****AMCS 233. Biomedical Ethics***Same as Phil 233F.***A&S TH FA SSP****AMCS 235. Introduction to Environmental Ethics***Same as Phil 235F.***A&S TH FA SSP****AMCS 240. Primal Religions of the Americas***Same as Re St 240.***A&S TH****AMCS 245. Images of Disability: Portrayal in Film and Literature***Same as GeSt 249.***AMCS 246. Introduction to Film Studies***Same as Film 220.***A&S LA****AMCS 247. FOCUS: Presidential Rhetoric***Same as Focus 247.***A&S TH****AMCS 248. Latino/a Experiences in the United States**

Identity is a term that begins to give humans a sense of understanding who we are. In terms of the Latino/a diaspora in the United States, issues of ethnicity, gender, nation, class, sexuality and race are key theoretical categories that aid us in theoretical and practical understandings of identity. In this course we will analyze and discuss the concept of order to understand the constructions and varied meanings of the term. There will be a special emphasis placed on anthropological, historical, and social science literatures of the Caribbean, Latin America, and the United States as they pertain to deeper understandings of identity. Prerequisite: Membership in the Annika Rodriguez Program. Credit 2 units.

**A&S SS FA SSP****AMCS 2501. FOCUS: The Mississippi River Cities: Studies of Peril and Possibilities***Same as Focus 2501.***A&S SS****AMCS 257. From Champagne to Champlain: French Culture in North America***Same as French 257.***A&S TH FA SSP****AMCS 260. Topics in Health and Community***Same as Anthro 260.***A&S SS FA SSP****AMCS 3003. Critical Issues in American Environmental History***Same as History 3003.***A&S TH****AMCS 3004. Technology in American History***Same as History 3004.***A&S TH****AMCS 3010. History of African-American Theater***Same as AFAS 301.***A&S SD TH FA AH****AMCS 3011. Honors Course for Sophomores I: A Tutorial in History***Same as History 301.***A&S TH FA SSP****AMCS 301B. Individual and Community***Same as STA 301B.***A&S SD SS FA SSP****AMCS 301C. The American School***Same as Educ 301C.***A&S SD TH FA SSP****AMCS 3020. Native American Musical Traditions of the Western United States***Same as Music 3022.***A&S CD, TH FA SSP****AMCS 3021. Urban Environmental History***Same as History 302.***A&S TH FA SSP****AMCS 3022. Native American Musical Traditions of the Western United States***Same as Music 3022.***A&S CD TH FA SSP****AMCS 3023. Jazz in American Culture***Same as Music 3023.***A&S SD TH WI FA AH****AMCS 3031. Gender and Education***Same as Educ 303.***A&S SD SS FA SSP****AMCS 3040. Documents and Documentary in Photography and Film***Same as Art-Arch 3040.***A&S TH FA AH****AMCS 3051. Collective and Individual Memory***Same as STA 3051.***A&S SS FA SSP****AMCS 3061. Literacy Education in the Context of Human Rights and Global Justice***Same as Educ 306.***A&S SS****AMCS 3066. American City in the 19th and 20th Centuries***Same as History 3066.***A&S SD TH FA SSP****AMCS 308. Cracks in the Republic: Discontent, Dissent, and Protest in America During the 1960s and 1970s***Same as History 3072.***A&S SD TH FA SSP****AMCS 308C. History of Law in American Life I: English and Colonial Foundations to 1776***Same as History 307C.***A&S TH FA SSP****AMCS 3091. Poverty and Social Reform***Same as History 3091.***A&S SD TH FA SSP****AMCS 3093. Anthropology of Modern Latin America***Same as Anthro 3093.***A&S SS****AMCS 310. Topics in Asian-American Literature: Identity and Self-Image***Same as E Lit 308.***A&S SD TH FA Lit****AMCS 3100. Ancient Civilizations of the New World***Same as Anthro 310C.***A&S CD TH FA AH****AMCS 3103. Topics in Politics: Constitutional Politics in the United States****AMCS 311. Women's Health in America***Same as WGS 310.***A&S SS FA SSP****AMCS 3110. Documentary Production***Same as Film 311.***A&S LA****AMCS 3112. Topics in English and American Literature: Female Authorship: A Transatlantic Perspective***Same as E Lit 312.***A&S TH FA Lit****AMCS 3113. Topics in English and American Literature: Food and American Literature***Same as E Lit 313.***A&S TH FA Lit****AMCS 3122. Showmen of the Page: American Literary Celebrity***Same as E Lit 312.***A&S TH FA Lit**

**AMCS 313. Topics in English and American Literature: Monsters, Mushroom Clouds, and Cold War: '50s Literature and Culture**

**AMCS 3131. Topics in English and American Literature: Food in American Literature**

**AMCS 314. First Americans: Prehistory of North America**  
Same as Anthro 314B.  
A&S CD SS FA SSP

**AMCS 3142. Native Americans at Westward Expansion**  
Same as Anthro 3461.  
A&S CD SS FA SSP

**AMCS 315. Democracy, the Market, and the Individual**  
Same as STA 302.  
A&S SS FA SSP

**AMCS 3150. Issues of Male Identity in American Fiction of the 1950s and '60s**  
Same as E Lit 315.  
A&S TH FA Lit

**AMCS 3153. Revolution and Early Republic**

**AMCS 3154. Archaeology of the African Diaspora**  
Same as Anthro 3153.

**AMCS 3155. The Literature of the American Revolution—Writing Intensive**  
Same as E Lit 315W.  
A&S TH WI

**AMCS 3156. Visual Music**  
Same as Film 315.

**AMCS 3163. Contemporary Women's Health**  
Same as WGS 316.  
A&S SD SS FA SSP

**AMCS 316B. African-American Politics**  
Same as Pol Sci 316B.  
A&S SS

**AMCS 3170. Economics of Sports**  
Same as Econ 3171.  
A&S SS

**AMCS 3171. Modern and Post-Modern Trends in Public Performance**  
Same as Music 317.  
A&S TH

**AMCS 318. Development of the North American Landscape**  
Same as EPSc 318.  
A&S NS FA NSM

**AMCS 3191. Contemporary American Women Poets**  
Same as E Lit 3191.  
A&S TH FA Lit

**AMCS 3211. Topics in 19th-Century American Writers:**  
Same as E Lit 339.  
A&S TH FA Lit

**AMCS 3222. Major American Writers: The Contemporary American Novel**  
Same as E Lit 3222.  
A&S TH FA Lit

**AMCS 3223. American Literature to 1865**  
Same as E Lit 321.  
A&S TH FA Lit

**AMCS 3231. Topics in American Drama: O'Neill, America's Nobel Laureate: His Work, His "Legacy of Love"**  
Same as Drama 323.  
A&S TH

**AMCS 3232. Selected American Writers: Foreignisms**  
Same as E Lit 323.  
A&S TH FA Lit

**AMCS 3233. Topics in American Drama: Pushing the Envelope—Contemporary American Drama**  
Same as Drama 323.  
A&S TH

**AMCS 3251. Vote for Pedro: A Critical Look at Youth and Popular Cultures**  
Same as Anthro 3254.  
A&S SS FA SSP

**AMCS 3252. History and (Auto)biography from Modern South Africa**  
Same as History 3252.  
A&S CD TH

**AMCS 3254. African Americans and Children's Literature**  
Same as AFAS 3254.  
A&S TH FA Lit

**AMCS 326. American Economic History**  
Same as Econ 326.  
A&S SS FA SSP

**AMCS 3261. Methods and Reasoning in the Social Sciences I**  
Same as STA 326.  
A&S QA SS FA SSP

**AMCS 327. Public Opinion and American Democracy**  
Same as Pol Sci 3211.  
A&S SS FA SSP

**AMCS 328. Contemporary Women's Health**  
Same as WGS 316.  
A&S SD SS FA SSP

**AMCS 3292. Modern South Asian Politics**  
Same as Pol Sci 3293.  
This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course Web site: <http://artsci.wustl.edu/~polisci/parikh/asian/>. Credit 3 units.  
A&S SS FA SSP

**AMCS 330. Topics in American Culture Studies: Exploring America, 1957**  
In contrast with our conventional understanding of exploration as a geographical adventure, the movement in this course will be in time. Taking one year as the focal point for study, in this case, 1957, we read newspapers, books, and magazines, watch TV, listen to speeches and music, go to the movies, and, in general, examine the documents we can recover from that period in an effort both to better understand American culture and to discover how such a large and nebulous subject might be studied. The work for this course involves collaboration, with a division of materials and regular reports to the class concerning individual (or small group) areas of responsibility. Continuous participation is a requirement rather than an option. Credit 3 units.  
A&S TH FA SSP

**AMCS 3301. History of American Cinema**  
Same as Film 330.  
A&S TH FA AH

**AMCS 3302. The New Hollywood Cinema**  
Same as Film 331.

**AMCS 3312. Gender and American Politics**  
Same as Pol Sci 331B.  
A&S SD SS FA SSP

**AMCS 332. Methods and Reasoning in Social Sciences II**  
Same as STA 330.  
A&S SS FA SSP

**AMCS 3321. Topics in Politics: Constitutionalism and Democracy**  
Same as Pol Sci 3321.  
A&S SS

**AMCS 3322. Brave New Crops**  
Same as Anthro 3322.  
A&S SS FA NSM

**AMCS 3325. Topics in Politics: Constitutional Politics in the United States**  
Same as Pol Sci 3325.  
A&S SS FA SSP

**AMCS 332B. Environmental and Energy Issues**  
Same as Pol Sci 332B.  
A&S SS FA SSP

**AMCS 333. Topics in Politics: Women and the Law**  
Same as Pol Sci 333.  
A&S SS FA SSP

**AMCS 3332. Topics in Politics**  
Same as Pol Sci 336.  
A&S SS FA SSP

**AMCS 335. Topics in Feminist Thought: Feminist Theory**  
Same as WGS 335.  
A&S SD TH FA SSP

**AMCS 336. Topics in American Culture Studies**  
Topics courses in American Culture Studies are offered routinely and examine aspects of our culture from various disciplines and often through multidisciplinary approaches. Courses previously offered include: 19th-century American Indian Literature; Hurricane Katrina: A Case Study in Disaster and Relief; The History of Popular Culture in the United States; Mark Twain: Humor and Politics in the 19th Century; and American Presidential Rhetoric. Courses are sometimes team-taught or combine community service with learning. Faculty includes WU professors, visiting scholars, community leaders, or advanced graduate fellows in American Culture Studies. Credit 3 units.

**AMCS 337. Topics in Women's Literature**  
Same as WGS 337.  
A&S SD TH WI FA Lit

**AMCS 3381. Topics in Politics: National Security, Civil Liberties, and the Law**  
Same as Pol Sci 3381.  
A&S SS FA SSP

**AMCS 3391. Topics in 19th- and 20th-Century American Writing: American Short Fiction**  
Same as E Lit 3391.  
A&S TH

**AMCS 3400. Topics in 20th-Century American Writing: Whitman and Dickinson**

**AMCS 3402. The American Novel: Split and Hybrid American Identities**  
Same as E Lit 340W.  
A&S TH WI

**AMCS 3403. Social and Political Philosophy**  
Same as Phil 340F.  
A&S TH FA SSP

**AMCS 341. Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**  
Same as WGS 343.  
A&S SS

- AMCS 342. The American Presidency**  
Same as *Pol Sci 342*.  
A&S SS FA SSP
- AMCS 342B. Elections and Reform**  
Same as *Pol Sci 342B*.  
A&S SS FA SSP
- AMCS 344. Courts and Civil Liberties**  
Same as *Pol Sci 344*.  
A&S SS FA SSP
- AMCS 3441. Defendant's Rights**  
Same as *Pol Sci 3441*.  
A&S SS FA SSP
- AMCS 346. The American Legal System**  
Same as *Pol Sci 353*.  
A&S SS FA SSP
- AMCS 3461. Philosophy of Law**
- AMCS 3462. Female Gaze: Picturing Abuse in the Media**  
Same as *WGS 346*.  
A&S TH
- AMCS 347. Darwin and Evolutionary Controversies**  
Same as *Biol 347*.  
A&S NS WI FA NSM
- AMCS 3470. Gender and Citizenship**  
Same as *WGS 347*.  
A&S TH
- AMCS 3471. Archaeology of the St. Louis Region**  
Same as *Anthro 3471*.
- AMCS 348. Topics in English and American Literature: American and English Nature Writing**
- AMCS 349. Ancient Mound Builders of the Mississippi Valley**  
Same as *Anthro 347B*.  
A&S CD SS FA SSP
- AMCS 3490. Media Cultures**  
Same as *Film 349*.  
A&S TH
- AMCS 3501. Political Economy**  
Same as *Econ 3501*.  
A&S SS
- AMCS 351. History of Electronic Media**  
Same as *Film 350*.  
A&S TH
- AMCS 353. Politics, Economics, and Welfare**  
Same as *Econ 350*.  
A&S SS FA SSP
- AMCS 3531. Selected English and American Writers**  
Same as *E Lit 3531*.  
A&S TH FA Lit
- AMCS 3542. Quest for Racial Reconciliation**  
Same as *AFAS 3542*.  
A&S TH FA SSP
- AMCS 356. Directed Writing Seminar in American Culture Studies**  
Credit 3 units.
- AMCS 3561. Women and the Law**  
Same as *WGS 3561*.
- AMCS 3562. The Art of the Novel**  
Same as *E Lit 356*.  
A&S TH FA Lit
- AMCS 358. Law, Politics, and Society**  
Same as *Pol Sci 358*.  
A&S SS FA SSP
- AMCS 3581. Scribbling Women: 19th-Century American Women Writers**  
Same as *WGS 358*.  
A&S TH FA Lit
- AMCS 3582. Race, Class, and Writing in the United States and the Caribbean, 1900–1950**  
Same as *E Lit 3582*.  
A&S SD TH
- AMCS 360. History of the Film Score**  
Same as *Film 360*.  
A&S TH FA AH
- AMCS 3610. Documenting American Lives**  
Same as *AMCS 361*.
- AMCS 362. America by Design**  
Same as *AMCS 362*.
- AMCS 363. The American Frontier: 1776–1848**  
Same as *History 3632*.  
A&S SD TH FA SSP
- AMCS 3631. The New American Metropolis**  
Same as *AMCS 363*.
- AMCS 3640. Life After Broadcast: From Screen to Archive**  
Same as *Film 364*.
- AMCS 365. The New Republic: The United States, 1776–1848**  
Same as *History 365*.  
A&S TH FA SSP
- AMCS 3651. Black Women Writers**  
Same as *AFAS 3651*.  
A&S SD TH FA Lit
- AMCS 366. Civil War and Reconstruction**  
Same as *History 366*.  
A&S SD TH FA SSP
- AMCS 367. Modern America, 1877–1929**  
Same as *History 367*.  
A&S TH FA SSP
- AMCS 3672. The Native American Experience**  
Same as *Hist 3672*.
- AMCS 368. Modern America Since 1929**  
Same as *History 368*.  
A&S TH FA SSP
- AMCS 3680. The Cold War, 1945–1991**  
Same as *History 3680*.  
A&S TH FA SSP
- AMCS 3681. American Environmental History**  
Same as *Hist 3680*.
- AMCS 369. American Horrors**  
Same as *Film 370*.  
A&S TH
- AMCS 370. The American West: The Image in History**  
Same as *Art-Arch 370*.  
A&S CD TH FA AH
- AMCS 371. American Art to 1900**  
Same as *Art-Arch 371*.  
A&S TH FA AH
- AMCS 3710. Illustrated Entertainment: Pictorial Graphic Culture from Early Printing to Television**  
Same as *Art-Arch 3701*.  
A&S TH FA AH
- AMCS 3712. Art and Culture in America's Gilded Age**  
Same as *Art-Arch 3712*.  
A&S TH FA AH
- AMCS 372. American Art, Part II**  
Same as *Art-Arch 372*.  
A&S TH FA AH
- AMCS 3721. Geoarchaeology**  
Same as *Anthro 372*.  
A&S SS FA SSP
- AMCS 372C. History of Law in American Life II: 1776 to the Present**  
Same as *History 372C*.  
A&S SD TH FA SSP
- AMCS 373. Making War**  
Same as *Film 371*.  
A&S TH
- AMCS 3730. History of the United States: Foreign Relations to 1914**  
Same as *History 373*.  
A&S TH FA SSP
- AMCS 374. History of U.S. Foreign Relations 1914–1950**  
Same as *History 374*.  
A&S TH FA SSP
- AMCS 3741. History of U.S. Foreign Relations Since 1950**  
Same as *History 3741*.  
A&S TH FA SSP
- AMCS 3750. Topics in Women's History: African-American Women**  
Same as *AFAS 3752*.  
A&S TH FA SSP
- AMCS 3751. Topics in Women's History: U.S. Women since 1945**  
Same as *History 3751*.  
A&S SD TH FA SSP
- AMCS 3753. Topics in Women's History: Women in American History**  
Same as *History 3752*.  
A&S SD TH FA SSP
- AMCS 3755. Disability, Quality of Life, and Community Responsibility**  
Same as *GeSt 375*.
- AMCS 376. American Modernism, 1900–1940**  
Same as *Art-Arch 376*.  
A&S TH WI FA AH
- AMCS 379. Banned Books**  
Same as *E Lit 381*.  
A&S TH FA Lit
- AMCS 3793. Mississippi River Basin: Past, Present, and Future**  
Same as *Anthro 3793*.  
A&S SS
- AMCS 381. North American Religious Experience**
- AMCS 383. American Culture and Society Since 1945**  
Same as *History 383*.  
A&S TH FA SSP
- AMCS 3832. Topics in Women and Gender Studies**  
Same as *WGS 383*.
- AMCS 3838. African-American Poetry from 1950 to the Present**  
Same as *AFAS 3838*.  
A&S TH FA Lit
- AMCS 387C. African-American Literature: Early Writers**  
Same as *AFAS 387C*.  
A&S SD TH FA Lit
- AMCS 388C. African-American Literature**  
Same as *AFAS 388C*.  
A&S SD TH FA Lit
- AMCS 389C. African-American History Since Emancipation**  
Same as *History 388C*.  
A&S SD TH FA SSP



**AMCS 390. Topics in Women's Studies: Women, Feminism, and Popular Culture**

Same as WGS 390.  
**A&S SD SS FA** SSP

**AMCS 390C. Black America to the Civil War**

Same as History 387C.  
**A&S SD TH FA** SSP

**AMCS 391. Topics in Women's Studies:****Violence Against Women**

Same as WGS 393.  
**A&S SD SS FA** SSP

**AMCS 392. The Many Enigmas of Thomas Jefferson**

Same as History 39K8.  
**A&S TH WI**

**AMCS 396. American Culture and Politics Since 1945: Writing Intensive Seminar**

WI

**AMCS 397. Gender and Sexuality in 1950s America: Writing Intensive Seminar**

Same as History 39F8.  
**A&S SD TH WI**

**AMCS 400. Gender, Culture, and Identity in America**

Same as WGS 401.  
**A&S SD TH FA** SSP

**AMCS 401. Race, Sex, and Sexuality: Concepts of Identity**

Same as WGS 403.  
**A&S SD SS FA** SSP

**AMCS 4010. Pluralism, Liberalism, and Education**

Same as Pol Sci 4010.  
**A&S SS**

**AMCS 402. Black and White in American Drama**

Same as E Lit 403.  
**A&S TH FA** Lit

**AMCS 4020. The Legal Landscape Changing American Society**

Same as Pol Sci 4020.  
**A&S SS**

**AMCS 403. Culture and History of the Southwestern United States**

Same as Anthro 403.  
**A&S CD SS FA** SSP

**AMCS 4050. Topics in Political Thought: Democracy and Society**

Same as Pol Sci 405.  
**A&S SS FA** SSP

**AMCS 408. Gender in Contemporary Art**

Same as Art-Arch 408.  
**A&S SD TH FA** AH

**AMCS 409. Logics of the Art Museum****AMCS 411. Topics in American Politics: Prisons and the Politics of Criminal Justice****AMCS 412. Rethinking the Architectural Relationship**

Same as Arch 421K.

**AMCS 414. Transatlantic Enlightenment: Travels, Scientists, and Evangelicals in the Long 18th Century**

Same as E Lit 415.  
**A&S TH FA** Lit

**AMCS 415. Feminist Art and Theory 1970 to Present**

Same as Art-Arch 415.  
**A&S TH**

**AMCS 416. Rediscovering the Child Interdisciplinary Workshops in an Urban Elementary School**

Same as GeSt 416, URST 416.

This service-learning experience allows students to bring their knowledge and passion about their fields of study to elementary students at the Adams School in the city of St. Louis. Students will spend the first half of the semester together in studio classes on campus to learn the creative process of synthesizing variables. They will discuss readings and attend guest faculty lectures that expand their base of knowledge for designing curricular workshops for the children. Guest lectures will include faculty from various disciplines throughout the University, as well as the principal of the Adams School. Each student will work with the professor individually and in their team to design problem-solving, interdisciplinary workshops for first and second grades. During the second half of the semester students move on-site to Adams School. This course seeks students from all disciplines and schools. Credit 3 units.

**A&S SS**

**AMCS 417. Topics in African History: Middle Passages: African Americans and South Africa**

Same as AFAS 417.

**A&S CD TH**

**AMCS 418. Feminist Literary Criticism**

Same as WGS 419.

**A&S TH**

**AMCS 420. Topics in American Culture Studies: William and Henry James**

The relations, in the James Family, of consciousness between both father and sons and brothers, is one of the most exciting stories in American cultural history. Though Henry was exasperated by William's frequent display of a "constitutional inability" to appreciate the novelist's elliptical style and subtlety, he confessed, after reading his brother's *Pragmatism*, "All my life I have (in the manner of Molière's M. Jourdain) been unconsciously pragmatizing." He recognized that, despite their clashing temperaments and syntax, the brothers shared a common paternal legacy of spiritual morality or, what Henry James called "the moral imagination," and that it strongly marked his fiction and William's philosophy. We will, in this course, read major works of William and Henry that show the deep affinity of their vision: *Pragmatism*, *The Will to Believe*, *Varieties of Religious Experience*, *Portrait of a Lady*, *Wings of the Dove*, *The Europeans*, and critical backgrounds and interpretation. Credit 3 units.

**A&S TH**

**AMCS 4210. A Tale of Two Cities: Urban Form and Society in Chicago and St. Louis**

Same as History 4214, ARCH 4211, URST 4210.

This interdisciplinary course will explore the changing forms of urban life in Chicago and St. Louis from the early 19th century through the present. Drawing on methods and sources employed by historians, geographers, planners, and designers, we will trace the ways urban spaces were produced, used, adapted, destroyed, replaced, and invested with multiple meanings. We will map the dynamic relationship between social life and the built environment, considering thematic links between topics including labor and housing, manufacturing and gender, public space and ethnic identity. Credit 3 units.

**A&S TH**

**AMCS 4213. Contemporary Art in Exhibition: Museums and Beyond**

Same as Art-Arch 4212.

**A&S TH FA** AH

**AMCS 422. Plants and American People: Past and Present**

Same as Anthro 4213.

**A&S SS FA** SSP

**AMCS 423. Topics in American Literature:**

Same as E Lit 423.  
**A&S SD TH FA** Lit

**AMCS 4231. Topics in American Literature I: Religion and the Public Sphere in Early America**

Same as E Lit 4231.

**A&S TH FA** Lit

**AMCS 4232. Slavery and the American Imagination**

Same as E Lit 4232.

**A&S TH FA** Lit

**AMCS 424. Topics in American Literature II: The Awakening**

Same as E Lit 424.

**A&S TH FA** Lit

**AMCS 4244. Topics in African-American Literature: Texts and Contexts of the Harlem Renaissance**

Same as E Lit 4244.

**A&S TH FA** Lit

**AMCS 426. Issues of Disability in Society**

Same as OT 426.

**AMCS 4261. Politics of the Civil Rights Movement**

Same as Pol Sci 426.

**A&S SD SS FA** SSP

**AMCS 4271. American Literature: The Rise of Realism to World War I**

Same as E Lit 427.

**A&S TH FA** Lit

**AMCS 4273. Social Gerontology**

Same as Psych 427.

**A&S SS FA** SSP

**AMCS 4280. History of Urban Schooling in the United States**

Same as Educ 4280.

**A&S TH**

**AMCS 4281. Race and Science in America, 1840–2000**

Same as Bio 428.

**AMCS 4282. Modernist Fiction: Pynchon and the Limits of Authorship**

Same as E Lit 4282.

**A&S TH**

**AMCS 4288. Higher Education in American Culture**

Same as Educ 4288.

**A&S TH FA** SSP

**AMCS 4289. Neighborhoods, Schools, and Social Inequality**

Same as Educ 4289.

**A&S SS**

**AMCS 4291. The American Renaissance**

Same as E Lit 426.

**A&S TH FA** Lit

**AMCS 4293. History and Social Theory**

Same as History 4293.

**A&S TH FA** SSP

**AMCS 430. Early American Literature**

Same as E Lit 425.

**A&S TH FA** Lit

**AMCS 4301. American Literature from 1855–1921**

Same as E Lit 429.

**A&S TH FA** Lit

**AMCS 4303. Clown Princes***Same as Film 430.***A&S TH****AMCS 431. Modernism and Post-Modernism in American Literature***Same as E Lit 428.***A&S TH FA Lit****AMCS 4315. Culture, Language, and the Education of Black Students***Same as Educ 4315, URST 4315.***A&S CD SS FA SSP****AMCS 432. Modernism and Ethnicity in 20th-Century American Literature***Same as E Lit 4601.***A&S TH FA Lit****AMCS 4322. Brave New Crops***Same as Anthro 4322.***A&S SS****AMCS 433. Topics in American Culture Studies: Mark Twain—Humor and Politics in 19th-Century America**

Mark Twain's unique status as a writer who has become a cultural icon cannot be explained merely in terms of literary gifts and aesthetic achievement. He is America's best-known author in large part because of his engagement with issues central to our institutions and political practice. The "southwestern" humorists who profoundly influenced his work used humor as a basis for political commentary and cultural criticism, a tradition to which Twain's own satirical treatment of everything from Congress to juries belongs. This course will examine both the literary achievement of Mark Twain and the ways in which his writings provide a critique—built over a lifetime—of American culture, probing the central issues of our politics (domestic and international) and our complicated relationships to one another. Credit 3 units.

**A&S TH FA SSP****AMCS 438. Contemporary American Feminism and Theater***Same as Drama 438.***A&S TH FA AH****AMCS 4380. Colonial and Early American St. Louis, 1764–1812****AMCS 443. Topics in the Philosophy of Law: Rights, Institution, and the Law***Same as Phil 445.***A&S LA****AMCS 444. Seminar: Reality Theater***Same as Drama 445.***A&S LA****AMCS 446. Seminar: Women and Comedy****AMCS 4462. The Rule of Law****AMCS 4471. Modern Poetry I: Modernisms****AMCS 4483. Race Politics in 19th- and 20th-Century America***Same as AFAS 448.***A&S SS FA SSP****AMCS 448W. Current Macroeconomic Issues***Same as Econ 448W.***A&S SS WI FA SSP****AMCS 4501. American Drama***Same as Drama 453.***A&S TH FA Lit****AMCS 4513. Criminal Law and Criminal Justice: Homicide***Same as Pol Sci 4513.***A&S SS WI FA SSP****AMCS 452. Race, Ethnicity, and Culture:****Qualitative Inquiry in Urban Education***Same as AFAS 4511.***A&S SD SS****AMCS 4522. Topics in American Politics: The Voting, Campaigns, and Elections***Same as Pol Sci 4522.***A&S SS FA SSP****AMCS 453. Sociology of Education***Same as Educ 453B.***A&S SD SS FA SSP****AMCS 454. Environmental Policy***Same as Econ 451.***A&S SS FA SSP****AMCS 456. Topics in American Politics: Supreme Court***Same as Pol Sci 451.***A&S SS FA SSP****AMCS 4560. Urban Politics***Same as Pol Sci 4561.***A&S SS****AMCS 4563. Business, Government, and the Public***Same as Econ 456.***A&S QA SS FA SSP****AMCS 457. American Film Genres***Same as Film 450.***A&S TH FA Lit****AMCS 4581. Major Film Directors***Same as Film 458.***A&S TH****AMCS 4591. Philosophies of Education***Same as Educ 459F.***A&S TH FA SSP****AMCS 460. Urban Economics***Same as Econ 460.***A&S SS FA SSP****AMCS 4608. Education of Black Children and Youth in the United States***Same as Educ 4608.***A&S SD TH WI FA SSP****AMCS 461. Environmental Law and Policy***Same as EnSt 461.***A&S SS****AMCS 461B. The Construction and Experience of Black Adolescence***Same as AFAS 461B.***A&S SS FA SSP****AMCS 462. Politics of Education***Same as Educ 462.***A&S SS FA SSP****AMCS 4621. The Political Economy of Urban Education***Same as Educ 4621.***A&S CD SS****AMCS 463. Topics in American Politics***Same as Pol Sci 467.***A&S SS FA SSP****AMCS 466. American Indian Societies, Cultures, and Values***Same as Anthro 4662.*

This three-unit interdisciplinary course will survey several major themes in the history and modern evolution of American Indian societies, cultures, values, and laws. The course will be divided into several parts, the first of which will examine indigenous societies and cultures before the arrival of Europeans on this continent. Consideration will be given to native worldviews, languages, beliefs, music, and art. The second part of the course will explore the history of American Indians and Indian nations in the United States and their treat-

ment by the United States. This part will examine the fluctuating policies of the federal government and the evolution of Indian societies during various periods of resistance, survival, and renewal. The third part of the course will examine modern Indian governments, legal systems, and the status of Indian nations as sovereign political entities within the United States. Subtopics will include the governmental powers of Indian nations over their reservations, treaty-based rights to land, water, wildlife, and other natural resources; the cultural and intellectual property rights of Indians; and comparative and international perspectives. The final part of the course will consider the social, political, and economic status of American Indians in the 21st century. Particular attention will be given to models of effective leadership, economic development, and community organization in Indian country. Credit 3 units.

**AMCS 467. American Intellectual History Since 1865****AMCS 468. The Age of Lincoln: America in the 1850s**

This seminar is an interdisciplinary examination of the culture and politics of America in the critical watershed decade before the Civil War. The course explores how a range of writers, some avowedly "literary," others more decidedly "political," advanced their versions of America in the larger culture, at a time when all things American—democracy, religious destiny and nationality itself—were becoming profoundly problematic. The Lincoln-Douglas debates; Stowe's *Uncle Tom's Cabin*; Walt Whitman's *Leaves of Grass*; Frederick Douglass' autobiographies; the writings of the Transcendentalists; novels and short stories by Melville, Hawthorne, William Wells Brown, Harriet Wilson; pro-slavery screeds, apocalyptic anticipations of the future, Mormon/anti-Mormon and Catholic/anti-Catholic controversies; anxieties over race, gender, and sexuality, are some of the materials and concerns to be taken up, in the context of the titanic struggles of the decade: the Conflict and Compromise of 1850, Kansas, Dred Scott, John Brown's Raids, and the Great Secession Winter. Credit 4 units.

**A&S TH****AMCS 4689. American Intellectual History to 1865***Same as History 4689.***A&S TH****AMCS 470. American Intellectual History***Same as History 469.***A&S TH****AMCS 472. American Art and Culture, 1945–1960***Same as Art-Arch 4721.***A&S TH FA AH****AMCS 473. Art and Culture in Fin-De-Siècle America***Same as Art-Arch 473.***A&S TH FA AH****AMCS 475. American Culture: Traditions, Methods, and Visions***Same as AMCS 475, AFAS 4606, STA 4751, History 4752, LH 463, E Lit 463.*

This course offers an introduction to the multidisciplinary study of American culture. The course aims to explore the means of relating or integrating the historical, literary, art-historical, popular-culture, and social-scientific study of American life, and to explore the problems inherent in this project. The course takes the form of an intensive seminar, requiring commitment to weekly readings, informed discussion, and critical writing. Credit 3 units.

**A&S TH**

**AMCS 476. The City in American Arts and Popular Culture***Same as Art-Arch 475.*

A&amp;S TH FA AH

**AMCS 477. Topics in Rhetoric: American Presidential Rhetoric**

"There is but one national voice in the country," Woodrow Wilson once declared, "and that is the voice of the President." Because the presidency is the one office constitutionally charged with representing the country as a whole, the formal addresses of those who have held that position represent efforts to describe and interpret American union as well as statements of more specific political purposes. Through careful consideration of these speeches, we attempt to better understand individual presidents, the office itself, and the country constantly being composed and explicated in this oratory. Credit 3 units.

A&amp;S LA

**AMCS 4785. Art and Culture in 1920s America***Same as Art-Arch 4785.*

A&amp;S TH FA AH

**AMCS 479. On Location: Exploring America***Same as AMCS 4790.*

Credit 3 units.

**AMCS 4792. Globalization and National Politics***Same as Pol Sci 4792.*

A&amp;S SS FA SSP

**AMCS 4803. Geographic Information Systems (GIS), Landscape, and Spatial Analysis in Archaeology***Same as Anthro 4803.*

A&amp;S SS

**AMCS 481. History of Education in the United States***Same as Educ 481.*

A&amp;S TH FA SSP

**AMCS 483. Selected American Writers I***Same as E Lit 483.*

A&amp;S TH FA Lit

**AMCS 486. American Family Drama—SECTION 01 ONLY***Same as Drama 487.*

A&amp;S TH WI FA AH

**AMCS 4889. Reframing Feminist Art of the 1970s***Same as Art-Arch 4889.*

A&amp;S TH FA AH

**AMCS 4890. Advanced Seminar in History: Latin America and the United States in the 20th Century***Same as History 4890.*

A&amp;S TH FA SSP

**AMCS 4891. The Science and Politics of Testing in the United States***Same as Educ 4891.*

A&amp;S SD SS

**AMCS 4892. Advanced Seminar: Oral History***Same as History 4892.*

A&amp;S TH FA SSP

**AMCS 4893. Advanced Seminar: Protests of the 1950s, '60s, '70s***Same as History 4893.*

A&amp;S TH FA SSP

**AMCS 4894. Advanced Seminar: United States in Vietnam***Same as History 4894.*

A&amp;S TH FA SSP

**AMCS 4899. Seminar: Pathways to Domestication***Same as Anthro 489.*

A&amp;S SS FA SSP

**AMCS 4905. Advanced Seminar: Issues in the History of Medicine as a Profession***Same as History 4905.*

A&amp;S TH FA SSP

**AMCS 4908. Advanced Seminar: Women in the History of Higher Education and Professions***Same as Educ 440.*

A&amp;S SD TH FA SSP

**AMCS 4927. Law and Culture in Early America***Same as History 4927.*

A&amp;S TH FA SSP

**AMCS 4937. Advanced Seminar in History: From World War to Cold War America, 1943–1960***Same as History 4937.*

A&amp;S TH FA SSP

**AMCS 4945. Advanced Seminar in History: Modern Black America***Same as History 4945.*

A&amp;S TH FA SSP

**AMCS 4946. The "Federalist" Papers—Ideas and Politics in the Creation of the American Republic***Same as History 4946.*

A&amp;S TH FA SSP

**AMCS 495. Environmental Writing***Same as EnSt 495.*

A&amp;S SS WI

**AMCS 4950. Advanced Seminar in History: The Civil Rights Movement***Same as History 4951.*

A&amp;S SD TH FA SSP

**AMCS 4951. Advanced Seminar in History: Slavery***Same as History 4951.*

A&amp;S SD TH FA SSP

**AMCS 4952. Advanced Seminar: American Environmental History**

Credit 4 units.

A&amp;S TH FA SSP

**AMCS 4954. Advanced Seminar: Sexuality in America***Same as History 4918.*

A&amp;S TH FA SSP

**AMCS 497. The American Trauma: Representing the Civil War in Art, Literature, and Politics***Same as History 4976.*

A&amp;S TH

**AMCS 4974. Advanced Seminar in History: Gender and Property Law***Same as History 4974.*

A&amp;S TH FA SSP

**AMCS 4978. The Occult in America****AMCS 4987. Antislavery: The Legal Assault on Slavery in St. Louis***Same as History 4987.*

A&amp;S SD TH

**AMCS 500. Independent Study**

By permission of Instructor. Credit variable, maximum 3 units.

**AMCS 501. Overseas Research in American Culture Studies**

By permission of instructor. Credit variable, maximum 3 units.

**AMCS 502. The Circuit Court Records: Directed Study in Legal Culture**

By permission of instructor. Credit variable, maximum 3 units.

**AMCS 503. Research in Washington: Directed Study in Politics and Political Culture**

By permission of instructor. Credit variable, maximum 3 units.

**AMCS 504. Local Archives: Directed Study in St. Louis**

Credit variable, maximum 3 units.

**AMCS 505. Directed Study in American Languages**

Credit variable, maximum 3 units.

**AMCS 506. Internship in American Culture Studies**

Credit variable, maximum 3 units.

**AMCS 507. Practicum: Authors and Archives: Research in Rare and Unique Materials****AMCS 511. Seminar in American Culture***Same as E Lit 4232.*

A&amp;S TH FA Lit

**AMCS 514. Lewis and Clark and the Mantle of Accuracy***Same as E Lit 526, History 5141.*

What makes something "accurate"? Using the 1804–1806 Lewis and Clark Expedition as a point of departure, this course considers how cultural context shaped the way people answered that question in early America. In pursuit of that goal, this course also explores multidisciplinary methods of studying culture in early America. The course examines competing notions of accuracy through various forms of cultural production, including published texts, private accounts, and visual artifacts. The course employs scholarship in fields including history, literary criticism, art history, and anthropology. In addition to exploring the specific subjects of this course, assignments require students to develop their own research objectives. The course also considers pedagogical issues of teaching culture including the challenges of multidisciplinary work as well as the digital technologies that increasingly serve as the means of accessing cultural artifacts. Credit 3 units.

**AMCS 518. Seminar: The 19th Century: Life Writing: American Contexts***Same as E Lit 519.***AMCS 5223. Seminar in American Politics: Race and Politics***Same as Pol Sci 523.***AMCS 5231. Seminar in American Literature: Authors, Audiences, and Americas: the 19th Century***Same as E Lit 5231.***AMCS 5233. The 20th Century: Historicity After the Ends of History***Same as E Lit 523.***AMCS 529. Graduate Seminar: Lifewriting in the 20th Century****AMCS 551. Advanced Research in the Humanities**

Credit variable, maximum 3 units.

**AMCS 552. Advanced Research in the Social Sciences**

Credit variable, maximum 3 units.

**AMCS 553. Advanced Research in the Life Sciences**

Credit variable, maximum 3 units.

**AMCS 554. Directed Study in the Humanities**

Credit variable, maximum 3 units.

**AMCS 555. Directed Study in the Social Sciences**

Credit variable, maximum 3 units.

**AMCS 556. Directed Study in the Life Sciences**

Credit variable, maximum 3 units.

# Anthropology

## Chair

### Richard J. Smith

Ralph E. Morrow Distinguished University Professor  
Ph.D., Yale University

## Endowed Professors

### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
(African and African American Studies)  
Ph.D., University of Pennsylvania

### John R. Bowen

Dunbar–Van Cleve Professor in Arts & Sciences  
Ph.D., University of Chicago

### Pascal R. Boyer

Henry Luce Professor of Collective and Individual Memory  
Ph.D., University of Paris–Nanterre

### Erik Trinkaus

Mary Tileston Hemenway Professor in Arts & Sciences  
Ph.D., University of Pennsylvania

### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences  
Ph.D., University of Chicago

## Professors

### Lois Beck

Ph.D., University of Chicago

### David L. Browman

Ph.D., Harvard University

### Robert L. Canfield

Ph.D., University of Michigan

### James M. Cheverud

Ph.D., University of Wisconsin–Madison

### Glenn C. Conroy

Ph.D., Yale University

### Gayle J. Fritz

Ph.D., University of North Carolina–Chapel Hill

### T. R. Kidder

Ph.D., Harvard University

### Fiona Marshall

Ph.D., University of California–Berkeley

### Jane Phillips-Conroy

Ph.D., New York University

### D. Tab Rasmussen

Ph.D., Duke University

### Glenn D. Stone

Ph.D., University of Arizona

### Robert W. Sussman

Ph.D., Duke University

## Associate Professors

### G. Edward Montgomery

Ph.D., Columbia University

### Bradley P. Stoner

M.D., Ph.D., Indiana University

### L. Lewis Wall

D.Phil., Oxford University  
M.D., University of Kansas

## Assistant Professors

### Geoff Childs

Ph.D., Indiana University

### Patrick Eisenlohr

Ph.D., University of Chicago

### Michael Frachetti

Ph.D., University of Pennsylvania

### Bret D. Gustafson

Ph.D., Harvard University

### Rebecca J. Lester

Ph.D., University of California–San Diego

### Derek Pardue

Ph.D., University of Illinois–Urbana Champaign

### Shanti A. Parikh

Ph.D., Yale University

## Adjunct Associate Professor

### M. Priscilla Stone

Ph.D., University of Arizona

## Adjunct Assistant Professor

### Carolyn Lesorogol

Ph.D., Washington University

## Senior Lecturer

### John Kelly

Ph.D., University of Wisconsin–Madison

## Professors Emeriti

### Pedro C. Cavalcanti

Ph.D., University of Warsaw

### Stephen Molnar

Ph.D., University of California–Santa Barbara

### Patty Jo Watson

Edward Mallinckrodt Distinguished University Professor Emerita  
Ph.D., University of Chicago

### Murray Wax

Ph.D., University of Chicago

Anthropology offers you the opportunity to study human existence in the present and the past and to explore how and why humans vary in their behaviors, cultures, and biology. You will explore these in four subfields: archaeology, biological anthropology, socio-cultural anthropology, and linguistics.

Students choose to study anthropology because they want to understand some of the most intriguing and troubling issues faced by modern society: the origin and meaning of ethnic and gender differences; the role of institutions in social, political, and economic life; learned versus innate behavior; the similarities and differences among human societies; and the meaning of religion, community, and family.

When you major in anthropology, you may take classes as part of a general liberal arts education or as part of pre-professional training leading to graduate work. As an anthropology major, you take a wide range of courses in the humanities and in the social, behavioral, and natural sciences. Advisers work with you to plan a program of study that best suits your individual interests.

Anthropology faculty members bring a variety of research interests and teaching

styles into the classroom. Faculty research expertise in archaeology includes the origins of food production, the cultures of prehistoric North and South America, geoarchaeology, geographic information systems (GIS), and African prehistory. Our biological anthropology faculty focus on the evolution of humans and on the ecology, behavior, and evolution of nonhuman primates. Our socio-cultural faculty conduct research on a wide variety of topics, including states, societies and beliefs; family, kinship, and social change; political ecology and demography; culture and health; bodies, gender, and sexuality; and communication, media, and cognition.

Studying anthropology prepares you for an exciting professional life after college. Anthropology complements the study of economics, foreign languages, political science, psychology, and social work; it provides a solid foundation for postgraduate work in medicine and public health, business, international studies, and law. Archaeologists may work in state or federal government-supported archaeological projects or museums. Physical anthropology complements premedical and predoctoral studies and physical and occupational therapy; it provides experience for work with primates in zoos or conservation agencies. Cultural anthropologists pursue, in addition to academic careers, careers in business, public health, law, diplomatic services, and nonprofit institutions.

The faculty in the Anthropology Department are active in research and bring a diversity of experiences to their teaching. In recent years, they have conducted research in Afghanistan, Bolivia, Brazil, Central Asia, China, the Czech Republic, Egypt, Eritrea, Ethiopia, Guyana, India, Indonesia, Iran, Kazakhstan, Kenya, Madagascar, Mexico, Namibia, Nigeria, Peru, Poland, Portugal, South Africa, South Asia, Tibet, and Uganda, along with many sites in the United States.

**The Major:** As a student majoring in anthropology, you take at least 28 units in anthropology courses, of which 18 must be at the 300 level or higher, including at least 9 at the 400 level. Three units of 400-level independent study or Honors work may be applied to the upper-level requirements. You are required to take Anthro 397 (a one-unit course), 3700, and three introductory courses: 150A, 160B, and 190B.

Many anthropology majors choose to spend a semester or their entire junior year abroad. The Department of Anthropology has an exchange program with University College–London. You also may elect to spend one or more summers at local or international field schools. Research opportunities in archaeology and biological anthropology laboratories are also available. As an anthropology major, you have the opportunity to join Lambda Alpha, an active national anthropology honors society.

**The Minor:** You may choose to minor in anthropology, for which 18 units of study in anthropology are required, with at least 6 units from the introductory courses, Anthro 150A, 160B, 190B, and at least 9 units at the advanced level.

**Senior Honors:** As an anthropology major, you are encouraged to work for Senior Honors. Acceptance into the program is based on your previous academic performance and a proposal to a faculty member who agrees to supervise your Honors research. Senior Honors are awarded on the basis of your academic record and evaluation of the Honors thesis by a three-member faculty committee. You receive credit for work on the thesis by completing Anthro 4951 and 4961.

**Capstone:** The Department of Anthropology offers several options for those students wishing to complete a capstone experience, including writing an Honors thesis, completion of one of the specified research courses, or an individualized capstone project, planned with an anthropology faculty member.

## Undergraduate Courses

### Anthro 130. Freshman Seminar

*Same as ARC 130, AMCS 130.*

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is twofold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end, we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region. Credit 3 units.

**A&S SS FA SSP**

### Anthro 135. Ethnicity, Culture, and Politics: The Case of Tibet

Geographic and political isolation, awe-inspiring landscape, and an esoteric religion have contributed to Tibet's image as a place of mystery. In the 1950s, Tibet made a dramatic entrance in the modern world when China reasserted a long-standing claim of dominion. Thousands of Tibetans were led by the Dalai Lama to exile in India and Nepal. Political chaos followed, with Tibetan exiles and the Chinese state making counter-claims in a global propaganda war. This course uses the case-study of Tibet to provide students with a perspective on historical and current interethnic conflicts. Students consider the ways in which race and ethnicity are not politically neutral concepts, but can be used to justify completely different political arguments and actions. The course is of interest to students who plan to take additional work in political science or anthropology, or who have an interest in concepts of ethnic identity or in the history, politics, and religions of Central Asia. Credit 3 units.

**A&S SS**

### Anthro 141. Medicine and Society

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; im-

pact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anthro 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program. Credit 3 units.

**A&S CD SS FA SSP**

### Anthro 142. Medicine and Society

This course is the required second-semester sequence of the introduction to medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The course builds upon material introduced in Anthropology 141 and provides greater ethnographic context for the cross-cultural study of health and illness. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social sciences approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Credit 3 units.

**A&S CD SD SS**

### Anthro 150A. Introduction to Human Evolution

*Same as Anthro 150I.*

A survey of the fossil evidence for human evolution. The course includes discussion of the genetics of human variation and evolution, the study of living non-human primates, and the fossil record and its interpretation. An evolutionary perspective is used in an attempt to understand modern humans from the naturalistic point of view. Credit 3 units.

**A&S NS FA NSM**

### Anthro 160B. Intro to Cultural Anthropology

*Same as ISA 160B.*

The basic concepts and theoretical principles of sociocultural anthropology. Case material from Asia, Africa, Melanesia, Latin America, and North America. Credit 3 units.

**A&S CD SD SS FA SSP**

### Anthro 167. Global Population Issues

The objective of this course is to provide students with a broad overview of global population growth and its sociocultural, political, and economic ramifications. Prerequisite: This course is open to January Scholars Program Students only. Credit 3 units.

**A&S SS FA SSP**

### Anthro 168. Hurricane Katrina: A Case Study in Disaster and American Society

This course examines the historical, societal, cultural, environmental, and political issues raised by the Hurricane Katrina disaster. Through exploration of scholarship from multiple disciplines, the course seeks to understand the complex issues of the disaster itself, as well as ongoing relief and rebuilding in the affected area. Credit 3 units.

### Anthro 170D. Introduction to Linguistics

*Same as Ling 170D.*

**A&S LA**

### Anthro 190B. Introduction to Archaeology

*Same as Art-Arch 190B, ARC 190B, Anthro 190B.* A survey of the history, theory, and methods of archaeology. An emphasis on important problems and discoveries in world prehistory. Credit 3 units.

**A&S SS FA AH**

### Anthro 204B. Anthropology and the Modern World

*Same as Anthro 204.*

What cultural anthropologists are learning about major issues of our time: cultures facing destruction, communal societies, sex roles, poverty, political repression in the Third World—sharpening the study of our own culture. Credit 3 units.

**A&S CD SD SS FA SSP**

### Anthro 209C. World Archaeology

*Same as ARC 200C.*

**A&S CD TH FA SSP**

### Anthro 215B. Language, Culture, and Society

*Same as Ling 215B.*

This course explores the relationships between linguistic practice and other social and cultural processes. Among the topics to be discussed are language and social identity, language and thought, language and gender, multilingualism and language shift as well as the connections between language and the identity of ethnically or nationally defined communities. The course format alternates between "classic" theoretical readings and ethnographic case studies on the interplay between linguistic practice and ideology as well as cultural and social processes. Credit 3 units.

**A&S SS FA SSP**

### Anthro 251F. Religious Minorities of South Asia

*Same as Re St 251F.*

**A&S CD TH FA SSP**

### Anthro 260. Topics in Health and Community

*Same as Anthro 260, AMCS 260.*

A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society Program, and also open to other interested students. Credit 1 unit.

**A&S SS FA SSP**

### Anthro 290. Independent Study

Designed to give undergraduates research experience in the various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: consent of the faculty member under whom the research will be done. Credit variable, maximum 3 units.

### Anthro 300. Internships in Anthropology

Anthropology majors may acquire professional experience outside the classroom by participating in a faculty-sponsored internship. Before work begins, the student and faculty sponsor must agree on a final written project, which is then approved by the Anthropology Academic Coordinator. Students are evaluated by the faculty sponsor on the basis of the written project and input from the internship supervisor. Course may only be taken one time. Prerequisite: 9 hours of anthropology and permission of department. Credit 3 units.

### Anthro 301B. Individual, Family, and Community

*Same as STA 301B.*

**A&S SD SS FA SSP**

### Anthro 305I. Anthropology of Tibet and the Himalayas

*Same as East Asia 305I, IAS 3053.*

This course is an anthropological and historical examination of Tibetan societies inhabiting the Tibetan Plateau and the highlands of Nepal. In addi-

tion to providing basic ethnographic descriptions of Tibetan societies, the course explores the changing nature of relations between Tibet and China, and between Tibet and the West. Guiding concepts include adaptation (both social and ecological), the politics of ethnicity and identity, and processes of culture change. Credit 3 units.

**A&S SS FA SSP**

### **Anthro 3052. China in Social and Cultural Perspective**

*Same as Anthro 3052, IAS 3054.*

This course is an introduction to the anthropology of modern China and the various cultures subsumed under the name China. We look broadly at the experiences of Chinese people over the past century, with particular attention to the socialist era and recent decades. Adopting an anthropological perspective, we question whether it is possible to speak of a unified "Chinese culture" by analyzing diversity across time periods, regions, classes, genders, and ethnic groups. Course readings encourage us to think critically about the categories and assumptions we bring to the study of China. Credit 3 units.

**A&S SS**

### **Anthro 3053. Nomadic Strategies and Extreme Ecologies**

*Same as ARC 3053, EnSt 3053.*

This course explores the archaeology and anthropology of nomadic pastoral societies in light of their ecological, political, and cultural strategies and adaptation to extreme environments (deserts, mountains, the arctic). The aim of the course is to understand both the early development of pastoral ways of life, and how nomads have had an essential role in the formation and transfer of culture, language, and power from prehistoric time to the current era. Credit 3 units.

**A&S SS**

### **Anthro 305B. Greater Central Asia in Crisis**

*Same as Anthro 305, IAS 3050, JNE 505B, JNE 305B.*

This course focuses on contemporary issues in the ex-Soviet republics of Central Asia and Iran, Afghanistan, and Pakistan, but it also includes extensive reading on the social history of the region, in order to enable understanding of the social dynamics at work. Credit 3 units.

**A&S CD SS**

### **Anthro 306B. Africa: Peoples and Cultures**

*Same as EnSt 306B, AFAS 306B, IAS 306B, Anthro 306.*

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from pre-colonial times to the present. Credit 3 units.

**A&S CD SS FA SSP**

### **Anthro 307A. Human Variation**

*Same as Anthro 307, Biol 307A.*

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology. Credit 3 units.

**A&S NS QA SD FA NMS**

### **Anthro 3092. Indigenous Peoples and Movements in Latin America**

*Same as LatAm 3092, IAS 3092.*

An overview of Amerindian peoples, cultures, and contemporary sociopolitical movements in core indigenous regions of Latin America (the Maya highlands of Mexico and Guatemala, and the Andes, Chaco, and Amazon of South America). Expressions of indigenous cultural, linguistic, and social difference are considered in relation to histories of European colonialism and modern Latin American

nation-building. Emphasis is placed on current dimensions of indigenous demands for territorial, political, and cultural rights in the context of global economic development, natural resource exploitation, military violence, and legal recognition of ethnic pluralism in some Latin American nation-states. Credit 3 units.

**A&S CD SD SS**

### **Anthro 3093. Anthropology of Modern Latin America**

*Same as AMCS 3093, IAS 3093, LatAm 3093.*

A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention is given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization. Credit 3 units.

**A&S SS**

### **Anthro 310C. Ancient Civilizations of the New World**

*Same as Art-Arch 311C, LatAm 310C, ARC 310C, IAS 310I, AMCS 3100, Anthro 310C.*

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed. Credit 3 units.

**A&S CD TH FA AH**

### **Anthro 311I. Family, Kinship, and Marriage**

*Same as IAS 311I, Lw St 311I.*

This course provides a cross-cultural examination of family and kinship relations. By examining case studies along with theoretical approaches, students are introduced to variation in family form and function both across different societies and within them. Issues examined include incest taboos, polygyny, bridewealth payments, divorce, childcare, and household organization. Case studies are drawn from various parts of the world, including the United States, India, Southeast Asia, and Africa. Credit 3 units.

**A&S SS FA SSP**

### **Anthro 3122. From Country to Heavy Metal: Ancient Civilizations of the Old World**

*Same as ARC 3122.*

This course explores the archaeology of Europe, the Near East, and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy, and horse-riding. A major focus is the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political, and ritual practices. We also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages. Credit 3 units.

**A&S SS**

### **Anthro 3133. Topics in Anthropology: HIV/AIDS in Africa**

*Same as AFAS 313.*

**A&S SS**

### **Anthro 3134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

*Same as IAS 3134, AFAS 313, WGS 3134.*

In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next 10 years, AIDS will kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interaction between bio-medicine and alternative healing systems, and medical advances and hopes. Credit 3 units.

**A&S SS**

### **Anthro 313B. Methods and Reasoning in Social Sciences**

*Same as STA 326.*

**A&S QA SS FA SSP**

### **Anthro 314B. First Americans: Prehistory of North America**

*Same as ARC 314B, AMCS 314.*

The predecessors of the Eskimo, Northwest Coast Indians, Pueblo mound builders, and other North American Indians. Concentrates on deductions from archaeological data for cultural development. Credit 3 units.

**A&S CD SS FA SSP**

### **Anthro 318C. The Prehistory of Africa**

*Same as AFAS 319C, ARC 318C.*

An overview of cultural development in Africa from approximately two million years ago until about 1000 AD; focus on research and interpretive problems in a case-study approach to periods ranging from the earliest archaeological traces to the spread of Bantu languages. Credit 3 units.

**A&S CD SS FA SSP**

### **Anthro 320I. Gender, Culture, and Madness**

*Same as WGS 320I, Anthro 320I.*

This course explores the relationships among gender constructs, cultural values, and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions, and dispositions of women and men are often culturally and morally loaded as indicators of the "proper" selves permitted in a given context. Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these productions and the subsequent location of "madness" in divergent or dissonant experiences of embodiment; and the situation of discourses of "madness" within debates of resistance and conformity, selfhood and agency. Prerequisite: Junior standing or permission of instructor. Credit 3 units.

**A&S SD SS**

### **Anthro 3202. Anthropological Perspectives on Women's Health**

The principal goal of this course is to explore the health issues/risks women face around the world.

In order to achieve this goal, we take a life cycle approach beginning with the birth of female babies through adolescence, adulthood, and finally through the aging process. Our perspective is biocultural, defined as the synergistic interaction between biology and culture. By comparing a diversity of health experiences across cultures, we can carefully examine the ways in which culture constructs perceptions of health and effective delivery of health care. Students finish the term with a clearer understanding of the biology of life cycle changes, how health inequalities are generated and perpetuated, and how to make more informed decisions about their own health choices. Prerequisite: Anthro 160 or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 3241. Studying the State**

*Same as STA 335.*

**A&S SS**

#### **Anthro 3242. Contemporary Contexts of Language, Literature and Culture in the African Diaspora**

*Same as AFAS 3241.*

#### **Anthro 3254. Vote for Pedro: A Critical Look at Youth and Popular Cultures**

*Same as IAS 3254, AMCS 3251.*

Over the past decade, anthropologists have become increasingly wary of the importance of youth and popular cultures as a powerful field where people not only express themselves but also influence some of the basic tenets of society. While "pop life" is not exclusive to youth groups in terms of production and distribution, young people are the majority of consumers. In this course, we examine popular Christianity in Brazil, Mexican street art, Japanese manga comics, American teenage fascination with the extraterrestrial, U.S. college sports fandom, various "white" hip-hop movements, alternative "girl" rock, and drug "cultures." These vibrant forms and practices are not homogeneous, they vary across time and space. This course considers "the popular" in its broadest sense, giving us an opportunity to turn an anthropological lens onto the everyday life of teenagers and the seemingly flavor-of-the-month styles of the popular, while simultaneously opening up the discipline of cultural anthropology to appreciate the fast-paced montages and purposefully distorted sounds of consumerism and youth energy. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 3260. Race, Class, and Gender:**

##### **Cultural Readings of Brazil and its Cities**

*Same as IAS 3260.*

**A&S SS**

#### **Anthro 327A. Human Evolution**

The fossil evidence for human and nonhuman primate evolution. Classification and genetics in evolutionary perspective, relations between biology and culture in ancient and modern populations. Prerequisite: Anthro 150A or one 100-level Biology course or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **Anthro 3282. Sexuality in Africa**

*Same as AFAS 3282.*

**A&S CD SS FA SSP**

#### **Anthro 3293. Religion and Society**

*Same as Re St 3293, IAS 3293.*

We take a broad and practice-oriented view of "religion," including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly based religions. We

give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 329F. Religion, Ritual, and Worldview**

*Same as IDEV 329F, IAS 329F, Re St 329F.*

A survey of ideas and practices in both tribal and world religions with emphasis on key rituals, symbols, and the place of religion in the modern world. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 3313. Women and Islam**

*Same as Re St 3313, JNE 3313, JNE 5313, WGS 3323, IAS 3313.*

An anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe, and the United States. Students examine ethnographic, historical, and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work, and westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films. Credit 3 units.

**A&S CD SS FA SSP**

#### **Anthro 3322. Brave New Crops**

*Same as AMCS 3322, IAS 3322, EnSt 3322.*

This course introduces students to the major issues surrounding the development and use of genetically modified (GM) crops. Its focus is international but with particular focus on the developing world. A variety of experts, available locally or through the Internet, contribute perspectives. The course also includes field trips. For further information, see [artsci.wustl.edu/~anthro/courses/3322](http://artsci.wustl.edu/~anthro/courses/3322). Credit 3 units.

**A&S SS FA NSM**

#### **Anthro 333. Culture and Health**

*Same as IAS 3332, Anthro 333.*

A survey of cultural dimension in health, disease, wellness, illness, healing, curing, as seen in selected alternative medical traditions. Shamanism, Ayurveda, traditional Chinese medicine, homeopathy, chiropractic, and others are surveyed and compared with conventional biomedicine. Lectures, video case studies, approximately eight textbooks. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 3369. Underwater Archaeology**

*Same as ARC 3369.*

**A&S TH FA SSP**

#### **Anthro 336B. Culture and Identity**

Culture and diversity; cultural relativism and its contradictions; custom and habits; the construction and maintenance of norms; communication, symbol, sign, and intersubjectivity; symbolic interaction; rhetoric and the definition of social situations; societal means of fabricating distinctions (e.g., race, tribe, ethnic group, nationality, sect group). Credit 3 units.

**A&S CD SD SS FA SSP**

#### **Anthro 3383. Cognition and Culture**

*Same as PNP 3383.*

This course examines the influence of evolved cognitive dispositions (the way natural selection engineered the human mind) on the transmission of cultural knowledge. Dispositions present from early childhood make certain kinds of cultural knowledge particularly easy to acquire, and therefore, culturally stable. We also consider the evidence for differences in cognitive processes triggered by different social environments. Emphasis

is on empirical studies and experimental methods in the study of cultural similarity and differences. Prerequisite: Psych 100B, Anthro 160B or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 339F. Myth and Society**

*Same as IAS 339.*

Notions of virtue and sublimity, origins and significance, history and eschatology as they are enshrined in narrative, didactic instruction, and other means of representing collective interests; their influence on society and social movements. Credit 3 units.

**A&S CD SS FA SSP**

#### **Anthro 341I. Methods and Reasoning in the Social Sciences II: Gandhi's India and Nonviolent Resistance**

*Same as STA 330.*

**A&S SS FA SSP**

#### **Anthro 3431. Text, Memory, and Identity**

*Same as IAS 343.*

**A&S TH**

#### **Anthro 346I. Native Americans at Westward Expansion**

*Same as ARC 346I, AMCS 3142.*

Issues precipitated by Euro-American contact, colonization, and expansion between 1492 and 1810 across Eastern North America, the Plains, and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark. Credit 3 units.

**A&S CD SS FA SSP**

#### **Anthro 347B. Ancient Mound Builders of the Mississippi Valley**

*Same as Anthro 347, AMCS 349, ARC 347B.*

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4,000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society. Credit 3 units.

**A&S CD SS FA SSP**

#### **Anthro 361. Culture and Environment**

*Same as EnSt 361, AFAS 361, IAS 361.*

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, slash and burn farming, intensive farming, warfare, population regulation, sexual division of labor. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 361I. Population and Environment**

An examination of the consequences of human global population growth, from both anthropological and demographic perspectives. Included are consideration of debates concerning the impact of population growth (the Malthusians versus the technological optimists), an anthropological perspective on population regulation and agricultural intensification in pre-industrial societies, and the protection of endangered habitats by the creation of national parks. Credit 3 units.

**A&S SS**

#### **Anthro 3612. Population and Society**

*Same as IAS 3612, Anthro 3612.*

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then

investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors. Credit 3 units.

**A&S SS**

### **Anthro 362. The Biological Basis of Human Behavior**

*Same as PNP 362.*

Infidelity, marriage customs, inner city violence, infanticide, intelligence ... Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective. Credit 3 units.

**A&S CD NS SD FA NSM**

### **Anthro 3620. Anthropological Perspectives on the Fetus**

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course integrates biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course examines basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective. Credit 3 units.

**A&S SS FA SSP**

### **Anthro 3621. Anthropology of Human Birth**

This course examines the interaction between human biology and culture in relation to childbirth. Emphasis is placed on understanding the cultural challenges posed by the physiology of human reproduction, the ways various cultures have attempted to meet those challenges, and the resultant consequences that this has had for women's lives. The course draws on material from human anatomy and embryology, paleoanthropology, clinical obstetrics, public health, social anthropology, the history of medicine, and contemporary bioethics. Credit 3 units.

**A&S SS**

### **Anthro 3622. Issues in Human Reproductive Ecology**

The purpose of this seminar is to explore human reproduction from a biocultural and ecological perspective. Reproductive ecology is an exciting and fast-growing sub-area of evolutionary anthropology. Reproductive ecology seeks to explore the interactions among reproduction, ecological, behavioral, and physiological variables. Such research sheds interesting light on central issues of human evolution. We examine some of the most recent research topics to appear in human reproductive ecology. Credit 3 units.

**A&S SS**

### **Anthro 3623. Birth Helpers and the Obstetrical Dilemma**

This course examines the evolutionary discourse that stipulates a birth helper is necessary in human birth due to the "obstetrical dilemma." In addition to investigating how this discourse has been constructed, we study the different kinds of birth assistants through time and across cultures—including midwives, traditional birth assistants, obstetricians, nurses, and kin. We look at the political economies of birth assistants and the cultural dy-

namics influencing which kind of birth assistants are accepted in which cultures. The global politics of reproductive health policy as they related to power dynamics dictating which birth helpers are "legitimate" and which are not provide a critical analytical perspective through which we scrutinize these helpers at birth. Credit 3 units.

**A&S SS**

### **Anthro 3624. With Woman: Birth Assistants in Cross-Cultural Context**

*Same as WGS 3624.*

This course examines the historical, cultural, and evolutionary development vis-à-vis the role specialization of assistants at birth. Beginning with the discourse in physical anthropological research and theory justifying helpers as necessary in human birth due to the obstetrical dilemma, we explore the development of the various tasks such helpers have taken on. Cross-cultural case histories covering the range and scope of practice of traditional birth attendants, midwives, nurses, physicians, and kin are used to illustrate the wide variety of birth practices and ritual related to assistants at birth. Modes of professionalization are examined, including a discussion of the gendered nature of the position. Finally, sociocultural, political, and economic structural constraints legitimizing some assistants and stigmatizing others are scrutinized in order to promote a critical analysis and understanding of the essential and dynamic roles these health care practitioners play in human reproduction. Prerequisite: Freshman seminar in Medicine and Society (Anthro 141) Credit 3 units.

**A&S SS**

### **Anthro 365. Human Growth and Development**

This course focuses on the life-history of humans from birth to death. Through a series of lectures we consider how humans grow and change both biologically and psychologically over the course of our lives. Topics include: human growth curves, sex-differences, adolescence and puberty, nutrition, environment, growth disorders, death, and the evolution of human growth. Credit 3 units.

**A&S SS FA NSM**

### **Anthro 3661. Primate Biology**

This course takes a multi-faceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis is placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers, and many others. The importance of primate biology to the discipline of anthropology is discussed. Intended for students who have already taken Anthro 150A, and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

### **Anthro 367A. Paleoanthropology**

The prehistoric Pliocene and Pleistocene evidence for human emergence and evolution. The emphasis is on the human fossil record and its interpretation in functional and behavioral terms. This is placed in the context of the Paleolithic archaeological record and issues regarding the biological relationships between various human groups. Prerequisite: Anthro 150A or equivalent. Credit 3 units.

**A&S NS FA SSP**

### **Anthro 3697. Culture and Aging**

*Same as Psych 3697, Anthro 3697.*

This course provides an anthropological perspective on cultural and societal responses to the worldwide increase in numbers and proportions of longer-living adults. It also examines the experience and meaning of growing older within various cultural contexts. We consider the impact of cul-

ture on a number of aging-related areas, including the demography of global aging; conceptualizations of the life course; processes of human development as reflected in life histories of persons from diverse cultures; definitions of "successful aging"; biological anthropology and aging; family and intergenerational relationships; health beliefs and perceptions of health and frailty; healthcare systems; perceptions and treatment of late life cognitive decline; gender differences; gerotechnology; globalization and aging; and end-of-life issues. Prerequisite: Two cultural anthropology courses; one anthropology course and one aging-related course; or instructor's written permission. Credit 3 units.

**A&S SS**

### **Anthro 3700. The Works and Ideas of Great Anthropologists**

A survey of major theories and paradigms in anthropology; emphasis is on approaches taken by sociocultural anthropologists in analyzing and explaining features of societies and cultures, including evolutionary theories, comparative methods, interpretive approaches and ecological accounts. Required of all majors. Students considering a junior year abroad should enroll sophomore year. Credit 3 units.

**A&S CD SS FA SSP**

### **Anthro 372. Geoarchaeology**

*Same as ARC 372, AMCS 3721.*

Geoarchaeology involves the application of analytical techniques, concepts, and field methods from the earth sciences to help solve archaeological problems. Issues explored in this course include human and environmental processes involved in archaeological site formation, the sedimentary context of archaeological remains, soils and sediments relevant to archaeology, the relationship between past settlement and landscape evolution, paleoclimatic reconstruction, human impacts on the environment, geological sourcing of artifact proveniences, and remote sensing of the physical environment. Several field trips to local archaeological/geological sites provide an opportunity to understand how geoarchaeology is applied to specific research problems. Credit 3 units.

**A&S SS FA SSP**

### **Anthro 379. Feast or Famine: Archaeology and Climate Change**

*Same as EnSt 379, ARC 379.*

This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how climate changes may have affected the evolution of human culture and the course of human history. Archaeological and documentary examples from the Americas, Africa, Asia, Europe, and the Near East are used to explore if or how significant events in human history have been influenced by changes in climate. Credit 3 units.

**A&S SS**

### **Anthro 3793. Mississippi River Basin: Past, Present, and Future**

*Same as ARC 3793, EnSt 3793, AMCS 3793.*

Interdisciplinary study of the past, present, and future of the Mississippi River Basin. Using lectures, guest presentations, and field trips, the course provides a broad overview of the important natural, historical, social, cultural, and environmental issues surrounding the Mississippi River and its tributaries. We encourage an understanding and appreciation of the river from a holistic perspective. An emphasis in the course is on experiential learning, or out-of-classroom field trips, where students have the opportunity to see first-hand important issues related to the Mississippi River, its environment, culture, and the historic changes wrought upon the river, and their effects. The class meets once a week; classes include some combination of lecture, presentations by



guest speakers, or field trips. During spring break we take a field trip down the Mississippi River to the Gulf of Mexico (students will be charged an extra fee for this field trip). Credit 4 units.

**A&S SS**

### **Anthro 3862. Biocultural Perspectives on Children**

As childhood is both a biological phenomenon and a social construct, this course examines childhood both across cultures and from biosocial perspectives. Lectures and readings use case materials from around the globe. We start by examining basic Darwinian concepts and explore childhood in a variety of cultural settings. The course is broken down into four major areas of interest: human evolution, sociology/social anthropology, biological anthropology, and developmental psychology. The goal is to form a biosocial and cross-cultural understanding of children. We place strong emphasis on how childhood, a uniquely human life stage, varies from culture to culture, and on issues relating to physical and social development of children. Examples come from both the north and the south, as well as from other species. Credit 3 units.

**A&S SS**

### **Anthro 3871. Darwinian Medicine**

This course explores the fundamental relationship of evolutionary theory to the art and science of medicine, broadly defined. By considering human health and disease from an evolutionary perspective, modern medicine is gaining new insights into why diseases occur and how the human body is adapted to respond to them. Readings and lectures emphasize the impact of evolutionary causes rather than proximate causes of disease. This course introduces evolutionary perspectives on aspects of disease, while considering other aspects of common diseases including social, political, and cultural aspects of human health and illness. Students gain a deeper appreciation about human health and acquire information that may also help to make critical health care decisions. Prerequisites: Anthro 150 and Anthro 160, or permission of instructor. Credit 3 units.

**A&S SS**

### **Anthro 3872. Anthropology of Health and Healing**

This course uses an anthropological perspective to examine global health and illness by focusing on systems, substances, and techniques of healing. The student is presented with information from a variety of cultures designed to introduce basic principles and methods used in the discipline of medical anthropology. Concepts fundamental to the study of health and disease in cross-cultural contexts are explored via case histories that facilitate a holistic and comparative understanding of the rich diversity of human experience. The relationship between biology and culture is emphasized, along with the manner in which politics, economics, and social structure influence the choices people make in their efforts to diagnose, treat, and cure illness and disease and to promote health. Credit 3 units.

**A&S SS**

### **Anthro 3882. Psychological Anthropology**

The objective of this course is to introduce students to the central topics and methods of psychological anthropology. Psychological anthropology is concerned with the interplay of psychology and culture on both the individual and group levels. We look cross-culturally at such topics as child and adolescent development, religious experience, illness and healing, self and identity, gender and sexuality, reasoning and symbolism, and psychopathology. This class draws upon a range of sources, including ethnographies, psychoanalytic

theory, contemporary critical theory, and cross-cultural materials. Credit 3 units.

**A&S SS**

### **Anthro 393. Introduction to Archaeological Field Techniques**

*Same as ARC 393.*

Introduction to archaeological fieldwork. Includes a variety of techniques employed by archaeologists, the underlying purpose of excavations, and the manner in which they are used to explore past societies. Field mapping and testing an archaeological site near Cahokia Mounds links this project to ongoing excavations with other institutions and relates it to the "Redefining Cahokia" project. Credit 6 units.

**A&S SS FA SSP**

### **Anthro 3932. An Introduction to Archaeological Site Survey**

*Same as ARC 3932.*

The study and interpretation of the archaeological record begins in most instances with an archaeological survey. The purpose of this course is to provide students with an introductory level, hands-on experience to archaeological survey as practiced in eastern North America. This involves an introduction in the field to the various methods employed in the identification and mapping of archaeological sites. Students spend Saturdays in the field mapping and recording archaeological sites including the mapping of monumental earthworks such as those at the prehistoric site of Cahokia or nearby mound centers. Credit 3 units.

**A&S SS FA SSP**

### **Anthro 397. Proseminar: Issues and Research in Anthropology**

Designed to introduce the student to current issues in anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in his/her particular specialty. Required of all majors; may be taken before declaring major, and may be taken by non-majors. Credit 1 unit.

**A&S SS FA SSP**

### **Anthro 399. Undergraduate Teaching Assistant**

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: Permission of instructor. Credit 3 units.

### **Anthro 3991. The Anthropology of Development**

This course begins with the major development theories from the end of WWII to the present. A critical review of these theories reveals that the relationship between the rhetoric and practice of development is tenuous at best. Development practice is too often driven by relationships, attitudes, and motives that are seldom addressed in the discourse of international development. A second major theme is the role of anthropologists in the development project, and anthropological critiques of development. Special emphasis is placed upon contemporary approaches, especially ideas of participation and empowerment and the institution of NGOs (Non-Governmental Organizations). Prerequisite: Anthro 160BQ or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

### **Anthro 3999. Class Mentor**

Classroom instructional assistance through mentoring activities assigned by instructor. Limited to advanced undergraduates only. Permission of instructor required. Credit variable, maximum 3 units.

**FA SSP**

### **Anthro 401. Evolution of Non-Human Primates**

Discussion and analysis of primate evolution with emphasis on comparative and functional anatomy

and primate paleontology. Prerequisite: permission of instructor. Credit 3 units.

**A&S NS FA NSM**

### **Anthro 403. Culture History of the Southwestern United States**

*Same as ARC 403, AMCS 403.*

Origins and development of Zuni, Hopi, Navaho, and related peoples with reference to archaeological, ethnohistorical, and ethnographical data. Prerequisites: advanced undergraduate standing and Anthro 190BP or 310C, graduate standing, or permission of instructor. Credit 3 units.

**A&S CD SS FA SSP**

### **Anthro 4031. Gender and Labor Politics in East Asia**

*Same as IAS 4032, WGS 4032, East Asia 4032.*

The course explores anthropological and historical approaches to work and labor through a focus on East Asian women's experiences of labor force participation. We ask how gender ideologies, kinship patterns, national politics, and global economic transformations shape the meaning of work and labor for different groups of women over time by analyzing the linked nexus of factory work, sex work, and service work. We examine how anthropologists, historians, and sociologists have studied issues of class, resistance, industrialization, and urbanization in the East Asian context. Readings focus on Japan, China, South Korea, Taiwan, and Hong Kong. Prerequisites: Anthro 160B or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

### **Anthro 4032. The Body in East Asian Culture**

*Same as East Asia 544.*

### **Anthro 4041. Islam and Politics**

*Same as JNE 4041, IAS 4041.*

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, United States). Credit 3 units.

**A&S CD SS FA SSP**

### **Anthro 4042. Islam Across Cultures**

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects. Credit 3 units.

**A&S CD SS FA SSP**

### **Anthro 405. Political Anthropology**

*Same as Lw St 405, IAS 405, IDEV 405.*

Political systems of small-scale, peasant, and modernizing societies. Emphasis on social control; decision-making processes; and the social, economic, and ideological sources of political power. Credit 3 units.

**A&S CD SD SS FA SSP**

### **Anthro 4051. Democracy and Society**

*Same as Pol Sci 405.*

**A&S SS FA SSP**

### **Anthro 406. Primate Ecology and Social Structure**

*Same as PNP 406.*

Survey of the ecology, individual and social behavior, adaptations, and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology, and behavior. Methods used in collecting data on primates in the field. Prerequisite:

site: Anthro 150A or one 100-level biology course. Credit 3 units.

**A&S NS** **FA** NSM

**Anthro 4060. Semantics**

*Same as Ling 4060.*

**A&S LA**

**Anthro 4091. Sexuality, Gender, and Change in Africa**

*Same as AFAS 409.*

**A&S SD SS WI** **FA** SSP

**Anthro 4112. Body and Flesh: Theorizing Embodiment**

*Same as WGS 4112.*

This seminar explores a wide range of readings on “the body” as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of “self” in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthropology 3201, or permission of instructor. Credit 3 units.

**A&S SS**

**Anthro 412. Sociolinguistics: Ethnography of Communications**

*Same as STA 411, Ling 412.*

How language interaction conveys subtle information about social situations and how purposes, motivations, sentiments, and communication networks influence the structure of language and speech. Prerequisite: 3 units of social science. Credit 3 units.

**A&S SS** **FA** SSP

**Anthro 4121. Language and Power**

*Same as Ling 4121, PNP 4121.*

Language is implicated in the constitution and exercise of social power in a multitude of ways. Researchers have often distinguished between a “micro-level” of social interaction and the “macro-level” of larger political formations in order to understand the relationship between language and social power. However, our goal is to focus on the dialectical interplay between the two levels of analysis by looking at topics such as honorification as encoded in language, the role of language in resistance and hegemony, as well as ritual and authority. Further, the class addresses the formation of collective identities and the legitimization of political projects such as state-formation on the basis of language. Credit 3 units.

**A&S SS** **FA** SSP

**Anthro 4122. Language and Gender**

*Same as WGS 4122, PNP 4122, Ling 4122.*

Within an overall approach to cultural analysis stressing the mediation of sociocultural phenomena through language, we focus on the particular case of gender. The class provides an overview of scholarship on language and gender, following the question of how culturally and socially varying constructs of gender are both constituted and expressed in language use. We examine how studies of language and power, politics, and stratification can inform our understanding of gender and also address methodological issues in the field. Credit 3 units.

**A&S SD SS** **FA** SSP

**Anthro 4123. Argumentation Through Ethnography**

Ethnography is the traditional mainstay of anthropological academic writing. Through ethnography, anthropologists do more than simply describe a culture or a group of people; rather, they organize

and present their field materials in particular ways in order to make intellectual, theoretical, and sometimes even political arguments. This seminar explores the different ways anthropologists have used ethnography to make intellectual claims and frame theoretical or practical arguments. The aim of the course is to help students develop critical reading skills for engaging ethnographic materials as well as to explore the ways in which ethnography, when done well, can be a persuasive and engaging means of academic argumentation. This course is intended as a sequel to Anthro 472. Prerequisite: Anthro 472 or permission of instructor. Credit 3 units.

**A&S SS**

**Anthro 4124. Language and Politics**

Language is a constitutive part of political processes. While many agree that language is used to symbolize or express political action, the main focus of this course is on how linguistic practice and ideology contributes to the creation of political stances, events, and spheres. Topics addressed include political rhetoric and ritual, the emergence of public spheres, discrimination, as well as ethnic conflict, nationalism, and colonialism. Credit 3 units.

**A&S SD SS** **FA** SSP

**Anthro 4134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

*Same as AFAS 4134, IAS 4134.*

In the year 2000, HIV became the world’s leading infectious cause of adult death, and in the next 10 years, AIDS will kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and “risk” categories, prevention and education strategies, interaction between biomedicine and alternative healing systems, and medical advances and hopes. Credit 3 units.

**A&S SS**

**Anthro 4179. On Location: Exploring America**

**Anthro 4181. Comparative Methods in Physical Anthropology**

*Same as Anthro 4181.*

Intensive study of theoretical concepts and statistical methods in research using comparative methods. Major emphasis on scaling (allometry) and phylogenetically independent comparisons and their application to questions of mammalian variation in life history, metabolism, brain size, and dentition. Prerequisite: one semester of statistics, 6 units of physical anthropology or biology, or permission of instructor. Credit 3 units.

**A&S NS** **FA** NSM

**Anthro 4182. Field and Laboratory Methods in Primatology**

This seminar focuses on ethological, ecological, and biological data collected on wild primate populations, the questions they address and their methods of analysis. The focus is on primate behavioral and biological practical applications, emphasizing hands-on techniques and practical applications. Credit 3 units.

**A&S NS** **FA** NSM

**Anthro 419. Primate Behavior**

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anthro 406, or permission of instructor. Credit 3 units.

**A&S NS** **FA** NSM

**Anthro 4191. Primate Cognition**

This course investigates historical and current views regarding the cognitive capacities of non-human primates, and the extent to which these abilities are shared with humans. Topics for this class include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation, and numerical cognition. The classes involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research. Credit 3 units.

**A&S NS**

**Anthro 4192. Comparative Juvenile Behavior**

What makes young animals different from adult animals? Throughout this lecture- and seminar-based course, we explore the behaviors of young animals and consider what makes juveniles unique, and how behaviors specific to this time period may contribute in the transition to adulthood. Topics include: play behavior, teasing, rank and dominance, sex differences, affiliative bonds, adult encounters, and the evolution of the juvenile period. Credit 3 units.

**A&S SS**

**Anthro 4202. Evolutionary Genetics**

*Same as Biol 4202.*

This course examines the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history, and disease. Mathematical models of quantitative inheritance and evolution are discussed. Special topics include kin selection, sexual dimorphism, and conservation genetics. Prerequisite: Anthro 150A or introductory biology. Credit 3 units.

**A&S NS** **FA** NSM

**Anthro 4211. Paleoethnobotany and Ethnobotany**

*Same as ARC 4211.*

Interrelationships between plants and people, especially in past societies. Recovery and analysis of plant remains from archaeological sites; interpreting subsistence and vegetation changes; medicinal, ritual, and technological uses of plants; plant domestication and agricultural intensification. Modern efforts to understand and preserve threatened traditional ethnobotanical practices. Prerequisite: Anthro 190BP or an introductory botany course, or permission of instructor. Credit 3 units.

**A&S SS** **FA** SSP

**Anthro 4212. Advanced Methods in Paleoethnobotany**

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation, and reporting of data. Prerequisite: Anth 4211, or permission of instructor. Credit 3 units.

**A&S SS** **FA** SSP

**Anthro 4213. Plants and American People: Past and Present**

*Same as AMCS 422, ARC 4213, Biol 4213.*

This interdisciplinary course examines the relationship between plants and the American people. Topics include the natural diversity of plants used by Native Americans for food, fiber, and medicine; the significance of plants in the “Columbian Exchange” for the history of the U.S. and the economies of the Old World; Native American and

Euro-American farming practices; modern agribusiness including transgenic crops; and the modern conservation movement in the United States. Several optional Saturday field trips are planned, in addition to a five-day field trip to the Southwest over spring break. Prerequisite: Junior standing or above. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 4214. The Archaeology of Food and Drink**

*Same as ARC 4214.*

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes, and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking. Credit 3 units.

**A&S SS**

#### **Anthro 4221. Biological Basis of Human Behavior**

Graduate-level equivalent of Anthro 221B. Students enrolled in Anthro 4221 are required to write a term paper. Credit 3 units.

**A&S NS FA NSM**

#### **Anthro 4242. Social Movements**

*Same as IAS 4242.*

From fundamentalists to eco-warriors to high-society elites, human beings are social actors who produce and invoke cultural imaginaries to mobilize people and resources and sustain political engagement. This seminar examines such movements — forms of dynamic social organization that emerge to contest or transform the distribution of material, symbolic, or institutional power. Sometimes operating within formal institutions, but often transgressing or transforming them, movements are useful for studying meaning and power as produced and negotiated through multi-layered processes. The seminar examines approaches to collective action (conjunctural mobilization, consciousness, and resistance, opportunities and interests); overlapping identities (race, class, gender, ethnicity, religion, territory); and spaces of political contest (public discourse, citizenship, resource allocation, leader formation, legal structures, violence, political subjectivity, translocal networks). Ethnographic cases draw on nationalist and women's movements, indigenous peoples, Maddrassah schools, messianisms, religious fundamentalism, global activism, racist separatisms, and rural peasant movements. Credit 3 units.

**A&S CD SD SS FA SSP**

#### **Anthro 4253. Researching Fertility, Mortality, and Migration**

*Same as IAS 4253.*

Students undertake research projects centering on the most fundamental demographic processes — fertility, mortality, and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Course readings then include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course is a component of the final term paper. Credit 3 units.

**A&S SS WI**

#### **Anthro 4261. Systems of Inequality**

*Same as Pol Sci 4263, ISA 4261, STA 4261.*

This course examines systems of inequality in a variety of world regions, including the United States, and includes analysis of their causes and effects. Economic class, gender, ethnicity, and race are among the types of social stratification discussed. The course focuses on theories of stratification along with case studies, including those focusing on social capital, individual rationality, biological determinism, social construction, cultural capital and social reproduction, and economic globalization. The course is designed to maximize student participation. This course is not open to students who have taken Anthro 3261 Inequality, Hierarchy and Difference. Credit 3 units.

**A&S SD SS WI FA SSP**

#### **Anthro 4281. Ecological Anthropology**

*Same as EnSt 430.*

An exploration of the adaptive aspects of human culture. Foci include ecological analogy, optimization models, population and food production, social and spatial aspects of "traditional" farming, ethnicity and food production, and comparison with Marxist approaches. Prerequisites: Graduate standing, Anthro 361, or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 4282. Political Ecology**

*Same as IAS 4282.*

An exploration of how the interactions between culture and environment are mediated by local, national, and global politics. Topics include overpopulation, agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements, and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: Graduate standing, Anthro 361, or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 4283. Topics in Comparative Politics: Separatist Politics**

*Same as Pol Sci 428.*

**A&S SS WI**

#### **Anthro 4291. The Biological Basis for Human Behavior**

Critical consideration of information bearing on current controversies and ideas concerning antecedents of human behavior, examined from biological and evolutionary perspectives. Lectures present comparative information on the behavior and biology of our closest relatives, the nonhuman primates. Prerequisite: 6 units of biology, psychology, or anthropology. Credit 3 units.

**A&S NS**

#### **Anthro 4302. Contemporary Issues in Cognitive Development**

*Same as L33 Psych 4301.*

**A&S SS WI FA SSP**

#### **Anthro 4321. History of Physical Anthropology**

The history of physical (or biological) anthropology traced from Darwin's time to the present. Factors that influenced major theories and subfields of physical anthropology discussed along with current directions. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 4322. Brave New Crops**

*Same as AMCS 4322.*

This is a graduate-level version of Anthro 3322. Credit 3 units.

**A&S SS**

#### **Anthro 434. Behavioral Research at the St. Louis Zoo**

Students conduct research at the St. Louis Zoo. Training in designing of projects and analysis and interpretation of data. May be repeated for credit.

Prerequisite: permission of instructor. Credit variable, maximum 6 units.

**A&S NS WI FA NSM**

#### **Anthro 4341. Behavioral Research at the Duke University Primate Facility**

Students conduct research at the Duke University Primate Facility. Training in designing of projects and analysis and interpretation of data. A \$500 fee is charged to cover room and board in Durham, N.C. Prerequisite: Permission of instructor. Credit 5 units.

#### **Anthro 4361. Culture, Power, and the State**

*Same as Lw St 4361.*

This seminar explores the relationships among culture, power, and state formation through a close reading of theoretical and ethnographic texts. We examine how distinct theoretical approaches (Marxism, structuralism, post-structuralism, and feminism) have defined and analyzed these contested terms. Instead of assuming that culture, power, and the state are given concepts, we map their changing constructions over time. How do cultural beliefs and outlooks organize the production, distribution, and even definition of power? How does the State structure and maintain power relations? How do state institutions, nationalist ideologies, and ethnic relations shape subjectivities, identities, and cultural outlooks? Developing insights from Marx and Lenin, Weber, Gramsci, Althusser, Raymond Williams, Stuart Hall, and Foucault, we compare current ethnographic works and their applications of such theories. Students are asked to think about and use these theories in relation to their own work. Credit 3 units.

**FA SSP**

#### **Anthro 4362. Local Genders, Global Transformations**

*Same as IAS 4362, STA 4362, WGS 4362.*

This course examines the dynamic relationship between gender and other social, economic, biological, and political processes. The course compares a variety of theoretical frameworks proposed by anthropologists, as well as Foucault, Butler, Carby, Laquer, and Engels. Using ethnographic and historical materials, students explore how shifts in communities' notions of gender, femininity, and masculinity are connected to larger forces, including shifts in the marketplace, global cultural flows, reproductive and sexual technologies, social movements, racial and ethnic hierarchies, international declarations, and HIV/AIDS and STDs. The course also considers ways in which gender studies and feminism have influenced anthropology. Prerequisite: Anthro 160B, or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

#### **Anthro 4363. Sex, Gender, and Power**

*Same as WGS 4363.*

Students consider various theoretical approaches to understanding the intersection of biological sex, gender, sexuality, and power. Key questions revolve around the processes through which biological categories of sex become socially significant and interact with specific regimes of power (e.g., the state, family, religion, medicine, and science) to create systems of hierarchy, domination, resistance meaning, identity, and affection. The course begins with an overview of earlier anthropological works and other social theorists, mapping changes and debates surrounding notions of sex gender, and power. Concentrating on influential contemporary theorists such as Foucault, Butler, Stoler, and Fausto-Sterling, students explore anthropological critiques and applications of their ideas. The course primarily focuses on socio-cultural anthropology, but also examines linguistic, physical, and archaeological perspectives. Credit 3 units.

**A&S SS**

**Anthro 441. Social Statistics I***Same as STA 441.***A&S SS FA SSP****Anthro 442. Social Statistics II***Same as STA 442.***A&S SS FA SSP****Anthro 4451. Research Methods in Anthropology**

As a critical examination of the nature of evidence and explanation within anthropology, this course provides an introduction to a broad range of methods essential for collecting ethnographic data in a systematic manner. Interviewing skills are developed as a basis for using methodologies such as life histories, free listing, pile sorting, rank ordering, social mapping, and decision tree modeling. Issues of qualitative data analysis are discussed in conjunction with software packages designed for organizing ethnographic information. Credit 3 units.

**A&S SS****Anthro 4466. Religion and Media**

Instead of fading away in a process of modernization, religious traditions remain crucially important in the contemporary world. One key reason for this is the convergence of such traditions with modern systems of mass media. Based on an introduction to anthropological approaches to mass media, this class comparatively examines how modern mass media have become part of religious practice in diverse settings. Special attention is paid to how the intersection of modern mass media and religious traditions shape collective identities and political processes. Credit 3 units.

**A&S SS****Anthro 4481. Writing Culture***Same as STA 4481.*

Different ways of writing about people, culture, and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places, and circumstances in which they live. Students conduct and write about their own ethnographical observations. Credit 3 units.

**A&S SS, WI FA SSP****Anthro 4482. Current Issues in Social Theory***Same as STA 401.***A&S SS FA SSP****Anthro 4491. Seminar: Law, Language, and Culture***Same as STA 410.***A&S SS FA SSP****Anthro 4492. Anthropology of Nationalism**

This class offers an overview of approaches to the study of nationalism from an anthropological perspective. Departing from a discussion of various "mainstream" theories of nationalism, the course then critically engages these approaches through confronting them with recent anthropological readings and case studies dealing with this crucial contemporary phenomenon. A main focus is a re-consideration of the linkages between language and the spread of nationalism. Credit 3 units.

**A&S SS FA SSP****Anthro 4493. Diasporas and Transnationalism***Same as IAS 4493.*

This class provides an introduction to the study of modern diasporas and the transnational processes in which they are situated from an anthropological perspective. The ethnographic emphasis is on South Asian diasporas, but the readings also involve other examples. Topics include the changing historical conditions and processes responsible for the creation of contemporary diasporas, the issue of identity formation among diasporic populations as well as the question of how diasporic communities challenge as well as contribute to our under-

standing of culture, nationalism, and globalization. Credit 3 units.

**A&S SS FA SSP****Anthro 4513. Contemporary Issues in the Developing World***Same as STA 4512, IAS 4513.*

The idea of development has powerfully shaped the global scene over the last half century. It invokes a world in which certain areas are understood as models of progress, while others are deemed to have stagnated or fallen behind. How has this geography of uneven distribution and unequal resources come into existence? What are the assumptions that have made it possible? What does it actually mean in practice to be "third world," "underdeveloped," "less developed," or "developing"? This course engages these questions from a variety of perspectives, ranging from travel narratives and novels to film and social theory. We explore the politics and poetics of development in the context of Africa, critically examining the tensions between theory and practice in a range of case studies—from "Tropical Gangsters" to "The Road to Hell." Open to freshmen and sophomores with permission of instructor. Credit 3 units.

**A&S SS FA SSP****Anthro 4517. Anthropology and Development***Same as IAS 4517, LatAm 4517.*

This course discusses anthropological theories and methods for studying processes of economic and political change and intervention lumped under the term development. Starting from historical consideration of anthropology's uncomfortable proximity to development as a neo-colonial or imperial project, we engage development through debates among neo-Marxist, discursive, applied, postcolonial, and postmodern perspectives. Case studies, theoretical discussions, and methodological exercises draw on historical treatments, primary sources of development practitioners, and ethnographic studies of development, its origins, and its effects drawn from Latin America, Asia, Africa, and northern Europe. Credit 3 units.

**A&S SS WI****Anthro 455. Archaeological Research Techniques***Same as ARC 455.*

Discussion of dating techniques (C-14, K-Ar, U-Th, ESR, PSL, TL, dendrochronology, etc.); lithic dating analysis; magnetic survey and dating; remote sensing; elemental and residue analyses; and other technical methods employed in archaeological field research. Prerequisite: 3 credits in archaeology or permission of instructor. Credit 3 units.

**A&S SS FA SSP****Anthro 4561. Ceramic Analysis***Same as ARC 4561.*

Method, techniques, and models for analyzing prehistoric ceramics. Students conduct hands-on analyses of collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314, graduate standing, or permission of instructor. Credit 3 units.

**A&S SS FA SSP****Anthro 4562. Artifact Analysis: Mississippian Cultures***Same as ARC 4562.*

The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor. Credit 3 units.

**A&S SS FA SSP****Anthro 4564. Archaeobotanical Analysis***Same as ARC 4564.*

Advanced laboratory and analytical techniques. Prerequisite: Anthro 4211 or permission of instructor. Credit 3 units.

**A&S SS FA SSP****Anthro 458. Craniofacial Biology**

Growth, morphology, and function of craniofacial structures in primates. Emphasis on biological background of current research problems concerning variation among living primates and the evolution of primates. Topics include the biomechanics of mastication; relationship between dental histology and life history; and relative effects of size, function, and phylogeny on variation. Prerequisite: Anthro 150A and one additional course in physical anthropology. Credit 3 units.

**A&S NS FA NSM****Anthro 4581. Principles of Human Anatomy and Development***Same as Bio 4580, Biol 4580.*

This course is designed for both undergraduate and graduate students in the anthropological, biological, and/or premedical sciences who wish to learn about human anatomy from various evolutionary, functional, developmental, and clinical perspectives. Lectures emphasize the organizational and developmental principles of various organ systems of the human body. The course also makes use of our extensive anatomy museum of labeled dissected human specimens as well as our cast collections of numerous specimens from the human fossil record where appropriate. Frequent use of X-rays, CT, and MRI scans also are used to help students visualize human anatomy from a number of different imaging modalities. Prerequisites: Undergraduate or graduate students in the anthropological, biological, and/or premedical sciences who have had at least one course in physical anthropology and/or biology, or consent of instructor. Credit 3 units.

**A&S NS FA NSM****Anthro 459. Human Osteology**

Analysis of skeletal material recovered in human paleontological and archaeological excavations. The development of bone and major diseases that affect skeletal structure. Prerequisite: permission of instructor. Credit 3 units.

**A&S NS FA NSM****Anthro 4591. Human Functional Morphology**

A detailed consideration of the biological basis for variation in recent and past human skeletal anatomy as a framework for the interpretation of prehistoric human skeletal and fossil remains. Emphasis is placed on the structure, development, and degeneration of bones and joints, the soft tissues that impinge upon individual bones, and the biomechanical patterns relating to bone and joint structures. Prerequisites: Anthro 3661, 459 or permission of instructor. Credit 3 units.

**A&S NS****Anthro 4622. Anthropological Demography: Theories, Methods, and Applications**

Anthropological demography is an interdisciplinary endeavor that developed in response to the need to incorporate cultural context into the analysis of population data. The course introduces some fundamental demographic concepts (e.g., vital rates, natural fertility, and demographic transition theory) and provides students with the foundations for demographic literacy through an exploration of basic quantitative methods and means of presentation. The course then deals with an anthropological critique of demographic assumptions, then shifts to a demographic critique on the applicability of anthropological knowledge. The final and most substantial part of the course is devoted to an intensive reading of seminal works in the field. Credit 3 units.

**A&S SS WI**

**Anthro 4661. Historical Archaeology**

Same as ARC 4661.

This course focuses upon the methods and techniques employed in historical archaeology. We include method of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar type treatments of other aspects of the field. The class includes some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor. Credit 3 units.

**A&S CD TH FA SSP**

**Anthro 4662. American Indian Societies, Cultures, and Values**

Same as AMCS 466.

**Anthro 4682. Ethnoarchaeology**

Same as ARC 4682.

Theories, methods, and techniques applied by archaeologists to contemporary societies and materials to aid their understanding of extinct societies. Analysis of ethnographic research in both the Old and New Worlds. Participation with Professors Watson, Browman, and Fritz are included in relevant topics. Prerequisites: Anthro 160B or 190BP, and permission of instructor. Credit 3 units.

**A&S CD TH FA SSP**

**Anthro 472. Social Theory and Anthropology**

Same as MLA 472, Lw St 472, STA 4721.

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: Previous anthropology coursework or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Anthro 4752. Practicing Archaeology**

Same as ARC 4752.

Applied archaeology is where most graduating archaeology students get their first job, and where most American field work is now found. This course introduces the student to proper practices of cultural resource management and contract archaeology. Among the issues covered are pragmatic approaches to funding agencies, compliance with regulations such as NAGPRA, and professional ethics. These are covered via the writing-intensive approach, because one of the skills most sought by project managers and employers is writing competence. Prerequisite: Junior standing. Credit 3 units.

**A&S SS WI**

**Anthro 4761. The Pleistocene Peopling of Eurasia**

Same as ARC 4761.

The paleolithic archaeology, human paleobiology, and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B. Credit 3 units.

**A&S SS FA SSP**

**Anthro 4762. The Neanderthal Legacy**

A detailed consideration of the Middle and Late Pleistocene patterns of human biological evolution relating to the origins and evolution of late archaic humans (including the Neanderthals) and the emergence of modern humans. Prerequisite: Anthro 367 or permission of instructor. Credit 3 units.

**A&S NS WI FA NSM**

**Anthro 477. African Prehistory**

Same as AFAS 477, ARC 477.

Pathways to food production in Africa: Late hunter-gatherers and early pastoralists, their interactions and intersections with complex societies of the Nile. A survey designed for juniors and seniors in a seminar setting. Credit 3 units.

**A&S SS FA SSP**

**Anthro 479. Climate, Culture, and Human History**

Same as ARC 479, EnSt 479.

Using a seminar format, this course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how climate changes may have affected the evolution of human culture and the course of human history. Archaeological and historical examples from the Americas, Africa, Asia, Europe, and the Near East are used to explore if or how significant events in human history have been influenced by changes in climate. Credit 3 units.

**A&S NS FA SSP**

**Anthro 4791. Archaeological Study of Social Complexity**

Same as ARC 4791.

A hallmark of anthropological theory is the idea that human societies evolve toward greater complexity or higher levels of organization through time. Yet accurately defining complexity or organization is such a difficult and frustrating undertaking that many people give up and fall back on an intuitive understanding, similar to Supreme Court Justice Potter Stewart's famous definition of pornography: "I know it when I see it." But what exactly does it mean to be socially complex? How does complexity in human societies emerge and how is it perpetuated? How can we infer social complexity from the archaeological record? In this seminar we examine theoretical and methodological aspects of social complexity as investigated by archaeologists. By means of case studies drawn from around the globe and ranging from the earliest humans to the recent past, we seek to define, describe, and understand the concept of social complexity and its manifestations in diverse societies at different times. Credit 3 units.

**A&S SS**

**Anthro 4802. Theories and Practice of Landscape Archaeology**

The study of "landscapes" as a particular framework for understanding the archaeological record has become increasingly widespread in the discipline today. Yet the theoretical background for defining landscapes is commonly disconnected with the actual practical application of landscape archaeology. What exactly do we mean by landscape archaeology, what is its utility, and how do contemporary methods of analysis and interpretation change the way we consider archaeology through this conceptual paradigm? This course explores the theoretical basis and current archaeological approaches to landscape and address its distinction to, and overlap with, other prevalent concepts such as environment, ecology, place, and space. The course also places focus on concrete methodological and practical approaches that differentiate landscape archaeology from other approaches—as well as illustrate their points of convergence. Credit 3 units.

**A&S SS**

**Anthro 4803. Geographic Information Systems (GIS), Landscape, and Spatial Analysis in Archaeology**

Same as AMCS 4803, ARC 4803.

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated

computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct, and analyze this relationship in a virtual environment. Credit 3 units.

**A&S SS**

**Anthro 481. Zooarchaeology**

Same as ARC 481.

Methods and techniques of analysis of faunal remains recovered in archaeological context, including aging, sexing, and the study of cultural modification of archaeological faunas. Prerequisite: Any advanced course in archaeology and permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Anthro 4871. Darwinian Medicine**

This is a graduate level equivalent of Anthro 3871. Credit 3 units.

**A&S SS**

**Anthro 4881. Medicine and Anthropology**

Explores the fundamental relationship of anthropology to the art and science of medicine. Emphasis on impact of anthropology on current modes of biomedical research; alternative systems of health and healing; role of anthropologist in biomedicine and public health; critical medical anthropology; anthropology and epidemiology. Prerequisite: junior standing. Credit 3 units.

**A&S SS FA SSP**

**Anthro 4882. Anthropology and Public Health**

Same as IAS 4882.

Anthropological approaches to public health practice and research; role of anthropology in public health systems; cross-cultural public health research; community vs. institutional bases of public health advocacy. Credit 3 units.

**A&S SS FA SSP**

**Anthro 4883. The Political Economy of Health**

This course reviews social science contributions to understanding health as a function of political and economics influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development, and political instability on the health of individuals. Examples drawn from the United States and international contexts. Prerequisite: junior standing or above. Credit 3 units.

**A&S SS FA SSP**

**Anthro 489. Seminar: Pathways to Domestication**

Same as AMCS 4899, ARC 489.

Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology. Credit 3 units.

**A&S SS FA SSP**

**Anthro 4892. Hunter-Gatherer Socioeconomic Variation**

Same as ARC 4892.

This class explores the nature and extent of variation in hunter-gatherer socioeconomic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the past 20,000 years. We discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socioeconomic organization, and archaeological concepts of simple and complex hunter-gatherers. We examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa, and Australia, and emphasize understanding underlying reasons for differences between groups, and implications of

differences for patterns of cultural change, including the adoption of food production. Credit 3 units.

**A&S SS FA** SSP

#### **Anthro 4893. Pastoral Nomads of the Past**

*Same as ARC 4893.*

The archaeology of nomadic herders or pastoralists of Africa, Asia, and South America is the focus of this seminar. Cattle herders of Africa, horse and camel-based nomads of Asia, and llama herders of the Andes, are famous for their mobility, effective use of arid and mountainous lands, and distinctive and varied social organization and material culture. Nomads are known in many regions for long distance trade, warfare, and as agents of widespread political and religious change. We examine issues such as the ecological background to mobility, nomads as early food producers, the environmental impact of nomadic societies, nomads and resilience, factors that pattern settlement structure and material culture of nomads, rock art, archaeological recovery, ancient nomadic states, and gender issues in recent pastoral societies. Credit 3 units.

**A&S SS**

#### **Anthro 490. Anthropological Research**

Designed to give undergraduates research experience in various subdisciplines of anthropology. May be taken more than once for credit. Prerequisite: Permission of faculty member under whom the research will be done. Credit variable, maximum 3 units.

**A&S SS FA** SSP

#### **Anthro 491. Advanced Anthropological Research**

Limited to those students who have successfully completed Anthro 490, and have a qualifying continuing research project. Prerequisite: Anthro 490 and permission of the faculty member who will supervise the continuing research project. Credit variable, maximum 3 units.

**A&S SS FA** SSP

#### **Anthro 4951. Senior Honors Research**

Limited to students who have qualified for the Anthropology Honors program, and who are conducting research for an Honors thesis. Prerequisite: permission of the Anthropology faculty member supervising the Honors research, and concurrent filing of notification with the anthropology senior honors coordinator. Credit variable, maximum 3 units.

**FA** SSP

#### **Anthro 4961. Senior Honors Thesis**

Limited to students who have qualified for the Anthropology Honors program, and who are actively engaged in writing a senior Honors thesis. Prerequisite: permission of the anthropology senior Honors coordinator. Credit variable, maximum 3 units.

**FA** SSP

#### **Anthro 4999. Capstone Experience**

The Department of Anthropology offers several options for completing a capstone experience, which is recommended by the College of Arts & Sciences. One option is for students in any 400-level course in the department to secure permission of the instructor to simultaneously enroll in Anthropology 4999. The instructor and students develop an individualized plan for expanding the normal content of the selected 400-level course into a capstone experience. Prerequisite: junior or senior standing. Enrollment requires permission of the department and the instructor. Credit 1 unit.

## Applied Statistics and Computation

### Director, Associate Professor of Political Science, and Professor of Law

**Andrew D. Martin**  
(Political Science and Law)  
Ph.D., Washington University

#### Professors

**Steven M. Fazzari**  
(Economics)  
Ph.D., Stanford University

**Robert Parks**  
(Economics)  
Ph.D., Purdue University

**Richard J. Smith**  
(Chair, Anthropology)  
Ph.D. Yale University

**Edward L. Spitznagel**  
(Mathematics)  
Ph.D., University of Chicago

**Michael J. Strube**  
(Psychology)  
Ph.D., University of Utah

**William F. Tate**  
(Chair, Education)  
Ph.D., University of Maryland, College Park

**Joseph S. Ullian**  
(Philosophy)  
Ph.D., Harvard University

#### Associate Professor

**Katherine Barnes**  
(Law)  
Ph.D., University of Minnesota  
J.D. University of Michigan

#### Assistant Professors

**Donald Nichols**  
(Economics)  
Ph.D. Stanford University

**Carol M. Woods**  
(Psychology)  
Ph.D., University of North Carolina—Chapel Hill

#### Adjunct Professor

**Donald E. Strickland**  
(Social Thought and Analysis)  
Ph.D., Tulane University

Over the past 20–30 years, many areas of social science and biology have become increasingly dependent on quantitative methods and the statistical analysis of data. Using real-world data to answer complex questions in the social sciences requires the integration of many skills.

The Program in Applied Statistics and Computation is designed to meet the needs of undergraduate and graduate students desiring an intensive exposure to statistical methods and inference with an emphasis on application. Social science data are often de-

**A&S** Requirements for College of Arts & Sciences students (for more information, see page 27).

CD = Cultural Diversity

LA = Languages and the Arts

NS = Natural Sciences and Mathematics

QA = Quantitative Analysis

SD = Social Differentiation

SS = Social Sciences

TH = Textual and Historical Studies

WI = Writing-Intensive Course

**FA** Requirements for School of Art students (for more information, see page 305).

AH = Art History

Comp = English Composition

Lit = Literature

NSM = Natural Sciences or Mathematics

SSP = Social Sciences or Philosophy

scribed as “messy.” The challenges of producing a result accepted by scientists often involve judgments about how to quantify variables that are not inherently quantitative. Social scientists must also frequently contend with missing data, and with data that violate the mathematical assumptions of statistical methods commonly presented in introductory courses. Courses in the Program in Applied Statistics will emphasize the analysis of data in the context of such problems. Most courses will involve the use of statistical software. Courses in the program are designed to provide students with sophisticated statistical tools without calculus or matrix algebra prerequisites.

**Course Designations:** Many of the courses offered by the Program in Applied Statistics and Computation are cross-listings from other departments. Some courses are offered by more than one department and, in that case, are designated with a letter suffix. For example, 330A, 330B, and 330C are cross-listings from three different departments, any one of which would fulfill the first semester requirement for the Applied Statistics Minor. **The Minor:** Most students interested in completing the minor will be considering a career in social science or biological research.

The minor in Applied Statistics and Computation requires 15 credits (five courses), plus a research project (which normally will be completed in the student’s major department). For more information about the minor, consult the program Web site: <http://stats.wustl.edu>.

## Undergraduate Courses

**ASTAT 330A. Introduction to Applied Statistics**

**ASTAT 330B. Introduction to Applied Statistics**

*Same as Math 320.*

**A&S** NS QA **FA** NSM

**ASTAT 330C. Introduction to Applied Statistics**

*Same as STA 441.*

**ASTAT 350A. Intermediate Applied Statistics: Linear Models**

*Same as STA 442.*

**A&S** SS **FA** SSP

**ASTAT 350C. Intermediate Applied Statistics: Linear Models**

*Same as Econ 413.*

**A&S** FSS **FA** SSP

**ASTAT 350D. Intermediate Applied Statistics: Linear Models**

*Same as Pol Sci 581.*

**ASTAT 361A. Philosophy of Science**

*Same as Phil 321G.*

**A&S** TH **FA** SSP

**ASTAT 420. Categorical Data Analysis**

*Same as Psych 4201.*

This course represents an introduction to methods for analyzing categorical data. Methods covered include those for contingency-table data (i.e., all variables are nominal or ordinal), as well as regression models for nominal and ordinal outcome variables. Although distribution theory and maximum likelihood are introduced as needed, the emphasis is on learning when and how to apply the methods, and how to interpret the results. Prerequisite: ASTAT 350 or equivalent. Credit 3 units.

**A&S** SS

**ASTAT 430. Multilevel Modeling**

*Same as Pol Sci 4301.*

Multilevel models (also called hierarchical, random-effects, and mixed-effects models) are an increasingly important statistical tool in many social sciences. Examples include education (data on students within schools), economics (panel data), political science (data characterized by states and years), law (police stops categorized by date, location, and ethnic group), medicine (meta-analysis), public health (small-area estimation), social work (studies of individuals within housing areas), and many other areas. This course covers setup, inference, and checking the fit of multilevel models. Computation using the software packages R and Bugs and applications in social science and elsewhere. By the end of the course, you should be able to understand multilevel models and apply them creatively to your data-analysis problems. Prerequisite: ASTAT 350 or equivalent. Credit 3 units.

**A&S** NS

**ASTAT 440. Factor Analysis and Related Methods**

*Same as Psych 4171.*

In factor analysis, a “factor” represents an unobservable construct hypothesized to give rise to observed variables (e.g., responses to questionnaire items). This course introduces popular factor-analytic models and methods for fitting them to data, in both exploratory and confirmatory contexts. Models for (approximately) continuous observed data are covered, as well as those for categorical observed data, including a few models and methods of item response theory. Application and interpretation are emphasized, with statistical theory introduced as needed. Use of one or more computer programs will be required (prior experience with factor-analytic software is useful but not assumed). Prerequisite: ASTAT 350 or equivalent. Credit 3 units.

**A&S** NS

# Archaeology

## Chair

**David L. Browman**, Professor  
(Anthropology)  
Ph.D., Harvard University

## Endowed Professor

### Susan Rotroff

Jarvis Thurston and Mona Van Duyn  
Professor in the Humanities  
(Classics)  
Ph.D., Princeton University

## Professors

### Gayle J. Fritz

(Anthropology)  
Ph.D., University of North Carolina–Chapel Hill

### T. R. Kidder

(Anthropology)  
Ph.D., Harvard University

### Fiona Marshall

(Anthropology)  
Ph.D., University of California–Berkeley

### Sarantis Symeonoglou

(Art History and Archaeology)  
Ph.D., Columbia University

## Assistant Professors

### Gwen Bennett

(Art History and Archaeology)  
Ph.D., University of California–Los Angeles

### Michael Frachetti

(Anthropology)  
Ph.D., University of Pennsylvania

### Jennifer Smith

(Earth and Planetary Sciences)  
Ph.D., University of Pennsylvania

## Senior Lecturer

### John Kelly

(Anthropology)  
Ph.D., University of Wisconsin–Madison

## Professor Emerita

### Patty Jo Watson

Edward Mallinckrodt Distinguished  
University Professor Emerita  
Ph.D., University of Chicago

Archaeology provides the opportunity to investigate the material remains of past societies and cultures and the methods by which they are recovered, analyzed, interpreted, and reconstructed.

Archaeologists investigate the entire human past from the first evidence of tool use 2.5 million years ago to historic studies of the late 19th and early 20th centuries. To provide you with a comprehensive understanding of archaeology, we emphasize two approaches at Washington University: the humanistic, which is represented by classical archaeology, and the social scientific, which is represented by anthropological archaeology.

As an archaeology student, you will encounter a range of specialties within the field, such as historical archaeology, Greek and Ro-

man archaeology, ethnoarchaeology, zooarchaeology, paleoethnobotany, geoarchaeology, geographic information systems (GIS), and radiometric dating. The anthropological archaeology option focuses on biologically based studies (paleoethnobotany and zooarchaeology) to study such questions as the origins of food production. The classical archaeological program capitalizes on ancient documents in investigating the more recent human past.

While acquiring basic training in archaeology, you may choose to concentrate on a specific region, such as the eastern woodlands of the United States, the Andes, Africa, Central Asia, China, or the Mediterranean world. Ancient and/or modern languages, as well as history and art, are essential for some fields of study. A specialized set of courses can be designed in conjunction with your adviser.

The hands-on experience of archaeological fieldwork is particularly attractive to many students. As an undergraduate major in archaeology, you will complete at least one supervised field project, which is selected to best meet your long-term goals. Most research projects are small, which allows you to work closely with faculty and staff. Recently, students have worked at excavations in such diverse areas as Ireland, France, Kazakhstan, Greece, Israel, China, Bolivia, the U.S. Southwest, and Cahokia, Illinois.

You also may participate in an exchange program with the University College-London, work with funded research programs on campus, or intern at a private firm to gain off-campus experience in contract archaeology.

Archaeology faculty members are involved in research projects in many regions, such as China, Central Asia, Africa, Greece, Egypt, Peru, New Mexico, and Louisiana. Undergraduate participation in research is encouraged for students working on Senior Honors theses.

With a degree in archaeology, you can work in academia, private consulting firms, government compliance agencies, and museums. Academic and museum positions generally require graduate-level training.

**The Major:** Archaeology majors must complete Anthro 190B and ARC 200C, plus 21 advanced units at the 300 level or above, with no more than 6 units of independent study courses. The 21 advanced units must be distributed such that no more than 15 units toward the major come from one department. Students also must complete eight weeks or the equivalent of supervised archaeological fieldwork.

**The Minor:** To minor in archaeology, you must complete 15 units, of which at least 12 must be in courses at the 300 level or above.

To major or minor in archaeology, you may select from the archaeology, anthropology, classics, and art history courses listed below, plus any additional courses approved by the department staff.

**Senior Honors:** As an archaeology major, you are encouraged to work for Senior Honors, for which you may apply in your junior or senior year. Acceptance into the program is based on your previous academic perfor-

mance and a proposal to a faculty member who agrees to supervise your Honors research. You must complete Honors thesis research (ARC 492-493) and an Honors thesis, which is evaluated by a three-member faculty committee.

## Undergraduate Courses

### ARC 130. Freshman Seminar

Same as Anthro 130.

A&S SS FA SSP

### ARC 190B. Introduction to Archaeology

Same as Anthro 190B.

A&S SS FA AH

### ARC 200C. World Archaeology

Same as Art-Arch 200C, Classics 200C, Anthro 209C, Anthro 209.

A course designed to introduce students to the most important archaeological sites of the world that have been excavated in the past 250 years. There are many guest lecturers, all working archaeologists from the St. Louis community and occasionally from the outside as well. In some cases, we prefer to hear from lecturers who are currently excavating who can show us work in progress. No prerequisites. Credit 3 units.

A&S CD TH FA SSP

### ARC 232. Myths and Monuments of Antiquity

Same as Art-Arch 232E.

A&S CD LA FA AH

### ARC 300. Internship in Archaeology

Internship with an archaeological project or organization where the primary objective is to obtain professional experience outside of the classroom. Student must have a faculty sponsor, and a site or project supervisor. Prerequisite: Open only to Archaeology majors with junior standing, and permission of department. Credit variable, maximum 3 units.

FA SSP

### ARC 3053. Nomadic Strategies and Extreme Ecologies

Same as Anthro 3053.

A&S SS

### ARC 310C. Ancient Civilizations of the New World

Same as Anthro 310C.

A&S CD TH FA AH

### ARC 3122. From Country to Heavy Metal: Ancient Civilizations of the Old World

Same as Anthro 3122.

A&S SS

### ARC 314B. Prehistory of North America

Same as Anthro 314B.

A&S CD SS FA SSP

### ARC 318C. Prehistory of Africa

Same as Anthro 318C.

A&S CD SS FA SSP

### ARC 321I. Art in the Egypt of the Pharaohs

Same as Art-Arch 321I.

A&S CD TH FA AH

### ARC 3301. Homeric Archaeology

Same as Art-Arch 3301.

A&S CD TH FA AH

### ARC 331. Greek Art and Archaeology

Same as Art-Arch 331.

A&S TH FA AH

### ARC 3333. The Art and Archaeology of Japan and Korea

Same as Art-Arch 3333.

A&S TH FA AH

### ARC 334. Roman Art and Archaeology

Same as Art-Arch 334.

A&S TH FA AH

### ARC 336. Ancient Sanctuaries: The Archaeology of Sacred Space in the Ancient Mediterranean

Same as Art-Arch 336.

A&S CD TH FA AH

### ARC 3369. Underwater Archaeology

Same as Classics 3369, Anthro 3369.

Survey of the history, techniques, and results of underwater excavation worldwide, with emphasis on the ancient Mediterranean. Prerequisite: Archaeology 190 or 200, or permission of instructor. Credit 3 units.

A&S TH FA SSP

### ARC 3401. Chinese Art and Culture

Same as Art-Arch 3401.

A&S CD TH FA AH

### ARC 3420. Archaeology of Ancient China

Same as Art-Arch 3420.

A&S TH FA AH

### ARC 3452. The Archaeology of Death

### ARC 345E. The Art and Archaeology of Ancient China

Same as Art-Arch 345E(Q). Credit 3 units.

A&S TH FA SSP

### ARC 3461. Native Americans at Westward Expansion

Same as Anthro 3461.

A&S CD SS FA SSP

### ARC 347B. Ancient Mound Builders of the Mississippi Valley

Same as Anthro 347B.

A&S CD SS FA SSP

### ARC 372. Geoarchaeology

Same as Anthro 372.

A&S SS FA SSP

### ARC 379. Feast or Famine: Archaeology and Climate Change

Same as Anthro 379.

A&S SS

### ARC 3793. Mississippi River Basin: Past, Present, and Future

Same as Anthro 3793.

A&S SS

### ARC 393. Introduction to Archaeological Field Techniques

Same as Anthro 393.

A&S SS FA SSP

### ARC 3932. Introduction to Archaeological Field Survey

Same as Anthro 3932.

A&S SS FA SSP

### ARC 397. Seminar: Issues and Research in Anthropology

### ARC 400. Stone, Bone, Clay, and Fiber: A Hands-on Course in Materials and Pre-Modern Production Techniques

Same as Art-Arch 400.

A&S TH FA AH

### ARC 4020. Jerusalem, The Holy City

Same as JNE 4020.

A&S CD SD TH

### ARC 403. Culture History of the Southwestern United States

Same as Anthro 403.

A&S CD SS FA SSP

### ARC 4032. Lithic Analysis

Same as Art-Arch 4032.

A&S SS

### ARC 421. Minoan and Mycenaean Archaeology

Same as Art-Arch 421. Credit 3 units.

A&S CD TH FA SSP



**ARC 4211. Paleoethnobotany and Ethnobotany***Same as Anthro 4211.***A&S SS FA SSP****ARC 4212. Advanced Methods in Paleoethnobotany****ARC 4213. Plants and American People: Past and Present***Same as Anthro 4213.***A&S SS FA SSP****ARC 4214. The Archaeology of Food and Drink***Same as Anthro 4214.***A&S SS****ARC 426. Ancient Athens***Same as Classics 426.***A&S CD TH FA AH****ARC 427. Athenian Vase Painting***Same as Art-Arch 427.***A&S TH FA AH****ARC 4321. Ancient Coins***Same as Art-Arch 4321.***A&S TH FA AH****ARC 437. Greek Sculpture***Same as Art-Arch 437.***A&S TH FA AH****ARC 4371. Greek and Roman Pottery***Same as Art-Arch 4371.***A&S TH FA AH****ARC 455. Archaeological Research Techniques***Same as Anthro 455.***A&S SS FA SSP****ARC 4561. Ceramic Analysis***Same as Anthro 4561.***A&S SS FA SSP****ARC 4562. Artifact Analysis: Mississippian Cultures***Same as Anthro 4562.***A&S SS FA SSP****ARC 4564. Archaeobotanical Analysis***Same as Anthro 4564.***A&S SS FA SSP****ARC 4661. Historical Archaeology***Same as Anthro 4661.***A&S CD TH FA SSP****ARC 4682. Ethnoarchaeology***Same as Anthro 4682.***A&S CD TH FA SSP****ARC 4752. Practicing Archaeology***Same as Anthro 4752.***A&S SS WI****ARC 4761. Pleistocene Peopling of Eurasia***Same as Anthro 4761.***A&S SS FA SSP****ARC 477. African Prehistory***Same as Anthro 477.***A&S SS FA SSP****ARC 479. Climate, Culture, and Human History***Same as Anthro 479.***A&S NS FA SSP****ARC 4791. Archaeological Study of Social Complexity***Same as Anthro 4791.***A&S SS****ARC 4803. Geographic Information Systems (GIS), Landscape, and Spatial Analysis in Archaeology***Same as Anthro 4803.***A&S SS****ARC 481. Zooarchaeology***Same as Anthro 481.***A&S SS FA SSP****ARC 482. Experimental Zooarchaeology***Same as Anthro 482.***Credit 3 units.****A&S SS FA SSP****ARC 484. Paleoenvironmental Reconstruction***Same as EPSc 484.***A&S NS****ARC 489. Pathways to Domestication***Same as Anthro 489.***A&S SS FA SSP****ARC 4892. Hunter-Gatherer Socio-Economic Variation***Same as Anthro 4892.***A&S SS FA SSP****ARC 4893. Pastoral Nomads of the Past***Same as Anthro 4893.***A&S SS****ARC 491. Archaeological Research**

Undergraduate research experience sponsored by one of the archaeology staff. May be taken more than once for credit. Prerequisite: permission of the faculty member under whom the research will be done. Credit 1-3 units. Credit variable, maximum 3 units.

**A&S SS FA SSP****ARC 492. Independent Studies**

Supervised independent research. For advanced undergraduates only. Prerequisite: Permission of the faculty member under whom the work will be done. Credit 1-3 units. Credit variable, maximum 3 units.

**FA SSP****ARC 493. Honors Thesis**

Limited to students accepted into the honors program. Prerequisite: Permission of department. Credit 3 units.

**A&S SS FA SSP****ARC 497. Senior Project**

Designed for majors in Archaeology who have not satisfied their college capstone experience in another manner, or who are not satisfying this requirement through ARC 493 Honors Thesis. This course involves a structured research assignment, internship, fieldwork, or independent project under the supervision of one of the department's faculty. Limited to students in the junior level and above. Permission of instructor who will supervise the work is required. Credit variable, maximum 3 units.

**A&S SS FA SSP****ARC 498. Intensive Writing Course:****Archaeology**

Designed for majors who have not satisfied their college writing requirement in another fashion. This course ordinarily will be taken in tandem with another 300- or 400-level course in archaeology, with the required permission to enroll granted by the instructor in that course. The student will prepare a portfolio of papers, which will undergo revision and rewriting, as assigned by that course instructor. In some cases, this writing intensive course may be taken as an independent study course with one of the archaeology professors. This latter option requires permission of both the department and the instructor. When the course is integrated with another 300- or 400-level course, credit will be limited to 1 unit. If taken as an independent study course, credit will be no more than 3 units. Permission of instructor required; limited to juniors and seniors. Credit variable, maximum 3 units.

**A&S SS WI FA SSP****ARC 505. Seminar: Theoretical Approaches in Archaeology****ARC 5068. Seminar: Archaeological Area Studies**

# Architecture

**Jerome J. Sincoff, FAIA**  
Dean, College of Architecture  
B.Arch., Washington University

**Peter MacKeith**

Associate Dean, College of Architecture  
Associate Professor  
M.Arch., Yale University

**Co-Directors, Undergraduate Program**

**Iain A. Fraser**, Professor  
M.Arch., Washington University

**John Hoal**

Ph.D., Washington University

**Co-Directors, Graduate Program**

**Paul Donnelly, FAIA**  
Rebecca and John Voyles Professor of Architecture

M.S., Columbia University

**Adrian Luchini**

Raymond E. Maritz Professor of Architecture  
M.Arch., Harvard University

**Director, Master of Urban Design Program**

**Eric Mumford**, Associate Professor  
Ph.D., Princeton University

**Director, Architectural Technology Program**

**William Wischmeyer**, Affiliate Associate Professor  
M.Arch., Washington University

**Endowed Visiting Professors**

**Juhani Pallasmaa**  
Raymond E. Maritz Visiting Professor, 2003–2004  
Dipl.Arch., Helsinki University of Technology

**Bryan Healy**

Ruth and Norman Moore Visiting Professor, Fall 2005  
M.Arch., Yale University

**Marcelo Ferraz**

Ruth and Norman Moore Visiting Professor, Spring 2006  
Dipl.Arch., Universidade de São Paulo

**Professor**

**Carl Safe**  
M.Environmental Design, Yale University

**Associate Professors**

**Gia Daskalakis**  
Dipl. de Postgrado, Universidad Politecnica de Catalonia

**Robert Hansman**

B.F.A., University of Kansas

**Stephen P. Leet**

B.Arch., University of Kentucky

**Assistant Professors****Sung Ho Kim**

M.Sci., Massachusetts Institute of Technology

**Zeuler Lima**

Ph.D., Universidade de São Paulo

**Paula Lupkin**

Ph.D., University of Pennsylvania

**Jacqueline Tatom**

D.Des., Harvard University

**Jane Wolff**

M.L.A., Harvard University

**Heather Wofter**

M.Arch., Harvard University

**Visiting Associate Professors****Jeffrey Berk** (Buenos Aires)

Dipl.Arch., Universidad de Buenos Aires

**Gerardo Caballero** (Buenos Aires)

M.Arch., Washington University

**Gustavo Cardon** (Buenos Aires)

Dipl.Arch., Universidad Nacional de Rosario, Argentina

**Jouni Kaipia** (Helsinki)

Dipl.Arch., Helsinki University of Technology

**Pia Sarpaneva**

Dipl.Arch., Helsinki University of Technology

**Makoto Watanabe** (Tokyo)

M.Arch., Harvard University

**Yoko Kinoshita Watanabe** (Tokyo)

M.Arch., Harvard University

**Visiting Assistant Professors****Roy Mäntärii** (Helsinki)

Dipl.Arch., Helsinki University of Technology

**Aino Niskanen** (Helsinki)

Dipl.Arch., Helsinki University of Technology

**Jodi Polzin**

M.Arch., Columbia University

**Fernando Williams** (Buenos Aires)

Dipl.Arch., Universidad de Buenos Aires

**Affiliate Professors****Peter Clarkson**

Dipl., Construction Management, Liverpool Polytechnic

**Carl Rosenberg**

M.Arch., Massachusetts Institute of Technology

**Affiliate Associate Professors****Philip Holden**

M.Arch., Washington University

**Richard Janis**

M.Arch., Washington University

**Gay Goldman Lorberbaum**

M.Arch., Washington University

**M. Jana Pereau**

D.Des., Harvard University

**Affiliate Assistant Professors****Esley Hami Iton**

M.S., University of Wisconsin

**Dan Hellmuth**

M.Arch., Georgia Institute of Technology

**George Johannes**

M.Arch., Washington University

**Robert Pettus**

B.S.A.S., Washington University

**Michael Repovich**

M.Arch., Washington University

**R. Phillip Shinn**

B.S.E., Princeton University

**Lecturers****Randy Burkett**

B.A.E., Pennsylvania State University

**Liane Hancock**

M.Arch., Columbia University

**Patricia Heyda**

M.Arch., Harvard University

**Tom Polucci**

M.Arch., Washington University

**James J. Scott**

J.D., Saint Louis University

**Carolyn Toft**

M.A., Washington University

**Professors Emeriti****Gerald Gutenschwager****Sheldon S. Helfman****Udo Kultermann****Leslie J. Laskey****Donald Royse****Dean Emeritus****Constantine E. Michaelides, FAIA**

The College of Architecture, part of the Sam Fox School of Design & Visual Arts, is an independent division of Washington University that offers both undergraduate and graduate-level courses. The undergraduate architectural degree programs are integrated with the academic program of the College of Arts & Sciences, and thus you may enroll as an architecture major in the College of Architecture or you may take certain introductory-level architecture courses as part of your arts and sciences curriculum.

As a degree candidate in the College of Architecture, you receive either the Bachelor of Science in Architecture degree or the Bachelor of Arts degree with a major in architecture. The degree program requirements are the same for both degrees through the junior year (300 level). Students confirm their degree program at the conclusion of the junior level. Both undergraduate degrees are conferred by the College of Arts & Sciences at the conclusion of your senior year. All undergraduates therefore fulfill the requirements of the College, as well as the requirements of their specific degree program in the College of Architecture.

As a student enrolled in Arts & Sciences, you are eligible to take the introductory lec-

ture courses, Arch 111A-112A (a lecture/studio course for non-architecture degree candidates), Arch 209, and the two-semester survey of architectural history, Arch 3283-3284. A very limited number of Arts & Sciences students also may enroll in the basic design studio courses, Arch 111-112, with the permission of the dean or associate dean of the College of Architecture. The College of Art also offers course work equivalent to these introductory courses.

Students enrolled in the College of Arts & Sciences interested in transferring to the College of Architecture should contact the dean or associate dean of the College of Architecture as early as possible. Due to the College of Architecture's undergraduate design curriculum sequence, consideration of transfer requests is possible only at the end of the freshman or sophomore year. If you wish to enter the 300-level undergraduate curriculum, you are eligible to apply for admission to the College of Architecture only after completing the Arch 111-112, 211-212 sequence (or the equivalent) and the equivalent of two years of academic work (including Math 131). When you are admitted as an undergraduate degree candidate for either degree, your enrollment transfers to the College of Architecture.

Some College of Architecture courses are cross-listed in other departments and may be taken by students majoring in those fields.

The introductory architecture and design sequences at the 100 and 200 levels are courses prerequisite to the major in architecture requirements of both undergraduate architecture degree programs. The introductory architecture sequence is normally completed within the first two years of enrollment.

A Minor in Architecture degree is also available. For more detailed information on the architecture program and degree requirements, consult the College of Architecture section in the *Bulletin* beginning on page 290.

# Art History and Archaeology

## Chair

**William E. Wallace**

Barbara Murphy Bryant Distinguished Professor of Art History  
Ph.D., Columbia University

## Endowed Professors

**James D. Burke**

E. Desmond Lee Scholar-in-Residence  
Ph.D., Harvard University

**Susan Rotroff**

Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
(Classics)  
Ph.D., Princeton University

## Professors

**Angela Miller**

Ph.D., Yale University

**Sarantis Symeonoglou**

Ph.D., Columbia University

## Associate Professor

**Elizabeth Childs**

Ph.D., Columbia University

## Visiting Associate Professor

**John Klein**

Ph.D., Columbia University

## Assistant Professors

**Gwen Bennett**

Ph.D., UCLA

**Paul Crenshaw**

Ph.D., New York University

**Rebecca DeRoo**

Ph.D., University of Chicago

## Scholar in Residence

**Cathleen A. Fleck**

Ph.D., Johns Hopkins University

## Adjunct Faculty

**Brent Benjamin**

M.A., Williams College

**David Conradsen**

M.A., University of Delaware

**Francesca Consagra**

Ph.D., Johns Hopkins University

**Sabine Eckmann**

Ph.D., University of Erlangen–Nürnberg

**Sidney M. Goldstein**

Ph.D., Harvard University

**Michael Gunn**

Ph.D., University of Otago, New Zealand

**Paula Lupkin**

Ph.D., University of Pennsylvania

**Cara McCarty**

B.A., Stanford University

**Judith Mann**

Ph.D., Washington University

**Eric Mumford**

Ph.D., Princeton University

**John W. Nunley**

Ph.D., University of Washington

**Andrew Walker**

Ph.D., University of Pennsylvania

## Professor Emeritus

**Mark S. Weil**

E. Desmond Lee Professor for Collaboration in the Arts, Emeritus  
Ph.D., Columbia University

Art history provides the opportunity to explore visual culture, as well as the social, aesthetic, and personal values that help shape it.

Students are introduced to the study of art history and archaeology through general introductory courses that focus on European, Asian, and American art, and world archaeology. In more advanced courses, students enjoy studying original works of art owned by the Washington University Mildred Lane Kemper Art Museum, the Saint Louis Art Museum, and local private collectors.

A variety of career paths are available to you when you major in art history and archaeology. Many graduates earn advanced degrees in both related and unrelated fields and work in museums or academia or for art publishers, commercial art galleries, auction houses, nonprofit organizations, and other arts-related organizations.

**The Major:** When you major in art history and archaeology, you must take two introductory courses (Art-Arch 111 and 112, each of which is three hours), which serve as prerequisites for all 300- and 400-level offerings. The major consists of 24 additional hours of art history at the 300, 400, and 500 levels, including courses from three of the following four areas of the discipline: (1) Ancient and Medieval, (2) Asian art and archaeology, (3) Renaissance and Baroque, (4) Modern European and American art. At least two courses must be 400- or 500-level seminars.

As an art history and archaeology major, you are encouraged to acquire a good reading knowledge of French, Italian, or German. If you choose a concentration in ancient Mediterranean art and archaeology, ancient Greek, Latin, or both will be useful. Similarly, Chinese or Japanese will be useful if you choose a concentration in Asian art. **The Minor:** To minor in art history and archaeology requires a total of 18 hours. You must take two introductory courses (Art-Arch 111, 112) and four courses at an advanced level, chosen from at least two of the four areas listed above.

**Internships:** Internships in the curatorial and education departments of the Saint Louis Art Museum or the Washington University Mildred Lane Kemper Art Museum or in one of the St. Louis area commercial galleries are available to you as an undergraduate art history and archaeology major. You may devote up to 3 credit hours to a voluntary internship, or secure a paid internship for no credit. Such internships provide invaluable experience and may help lead to employment opportunities after graduation.

**Study Abroad:** Students are encouraged to

participate in a variety of international programs available in a number of overseas locations. Foreign language ability is not a barrier; programs based in English are also available. You may work with your adviser or with the coordinator of Overseas Study to find the program that best meets your particular interests and needs.

**Senior Honors:** Exceptional students are invited by the faculty to work toward Honors. Honors are awarded for completing the major with at least a 3.5 GPA and a 3.3 GPA in the College, and writing an Honors paper (after enrolling in Art-Arch 499), which is read by at least two faculty members.

## Undergraduate Courses

### Art-Arch 106. Freshman Seminar: Van Gogh and the Avant-Garde

This freshman seminar focuses on the art and career of Vincent Van Gogh, and his relationship to artists of the 1880s in France. We explore his art in connection to the movements of Impressionism, Japonism, and Symbolism. We examine the avant-garde world of Paris, and Van Gogh's relationship to such figures as Gauguin, Bernard, and Toulouse-Lautrec. The larger current of fin-de-siècle nostalgia for the countryside informs our study of his work in the south of France. Van Gogh's life and the critical reception of his art offer an excellent opportunity to study how the legends of modern art are formed. Visits to the Saint Louis Art Museum will complement our study. Readings include the artist's letters, critical studies, and biographies of Van Gogh and key figures in his circle. No prerequisite, but either Art-Arch 112e or co-enrollment with Art-Arch 211e is recommended. Credit 3 units.

A&S LA FA AH

### Art-Arch 107. Freshman Seminar: Public Art/Art and its Publics in St. Louis

The course considers the history and functions of public art, with special attention to public art in St. Louis. Part of our investigation is to inquire into the conditions that seem to be necessary for visual art to be considered public. So we consider not only the obvious forms of public art in urban sculpture and murals, but also less traditional intersections of art and public in such sites as video and the internet. We also examine the operations of institutions, national and local arts agencies, international exhibitions, nonprofit centers, and the like that foster a public engagement with contemporary art. After studying aspects of the history of public art, we proceed to selected case studies today, many of them in St. Louis, including projects for Arts in Transit (the MetroLink), the Regional Arts Commission, Grand Center, and Missouri SOS (Save Outdoor Sculpture). This leads us, finally, to theorize the function of public art in a variety of contemporary forms. Local field trips to study important public art; visiting speakers from arts agencies; student projects proposing a work of public art in St. Louis, which acquaints students with procedures in arts administration. 3 units. Credit 3 units.

A&S TH

### Art-Arch 111E. Introduction to Asian Art

*Same as East Asia 111E, ACC 111E, Art-Arch 111.* Selected topics in the arts of South and East Asia from earliest time to the present. Emphasis on the cultural setting and roles of the arts in Asian societies. Attention to cross-cultural comparisons and to media and technique. Classroom lectures; smaller bi-weekly discussion sections. Credit 3 units.

A&S CD LA FA AH

**Art-Arch 112E. Introduction to Western Art***Same as Art-Arch 112E.*

A discussion of painting, sculpture, and architecture of the western world from ancient Egypt to the present with emphasis on the relationship of art to society and to political and cultural events. Classroom lectures; smaller biweekly discussion sessions. Credit 3 units.

**A&S LA FA AH****Art-Arch 190B. Introduction to Archaeology***Same as Anthro 190B.***A&S SS FA AH****Art-Arch 200C. World Archaeology***Same as ARC 200C.***A&S CD TH FA SSP****Art-Arch 211. Introduction to Modern Art**

A survey of major developments in European and American art from the late 19th century to present. Focus will be on both the aesthetics of modernism and its evolving cultural and political context. Major movements to be discussed include Impressionism, Symbolism, Cubism, Fauvism, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Post-Modernism, Conceptual Art and issues in Contemporary Art. Classroom lectures; smaller biweekly discussion sessions. No pre-requisite. Credit 3 units.

**A&S LA FA AH****Art-Arch 211E. Introduction to Modern Art**

A survey of major developments in European and American art from the late 18th century to present. Focus will be on both the aesthetics of modernism and its evolving cultural and political context. Credit 3 units.

**A&S LA FA AH****Art-Arch 212. Modern Art in Italy***Same as Art-Arch 212A.*

This course traces the history of modern art from the Enlightenment to the present, with a special focus on Italian responses to the major movements of modernism, and to the place of Italy in the careers of significant traveling artists. We begin with the age of archaeological discoveries, the rise of Neoclassicism, and the international art academies based in Rome (Canova, David, Ingres). We consider the rise of landscape painting, watercolor practice, and the image of the pastoral in the romantic work of European and American artists traveling to Italy (Jones, Turner, Cole, Hosmer). Traveling artists working in Venice (Manet, Whistler, Monet) and Florence (Degas) use Italy to fuel both a dialogue with art history, and to explore new avenues. We examine Symbolism through the Italian idiom (Previati and Rosso) and consider the impact of Cubism on Futurism in the years before the war. We also study the fate of art under fascism; the post-war conceptual work of Manzoni and Arte Povera; and the lives of expatriate American artists and collectors living in Italy (Twombly; Peggy Guggenheim) We conclude with contemporary trends, considering Italy's place in the international art world. Complemented by guest speakers on Italian modernism, and field trips to the Saint Louis Art Museum. No prerequisite, although Art-Arch 112E Introduction to Western Art is recommended. Priority for enrollment in this course will be given to students in the School of Art who are going on the Florence Study Abroad program in Spring 2006. This course will prepare students for viewing collections of modern art in Italian collections. For College of Art students, this course substitutes for the required course Art-Arch 211, Introduction to Modern Art. Remaining spaces in the class are open to students from Arts & Sciences, and the College of Architecture. Credit 3 units.

**A&S TH FA AH****Art-Arch 218C. The Renaissance: Crisis and New Beginnings***Same as Med-Ren 318C.***A&S TH****Art-Arch 220. Introduction to Film Studies***Same as Film 220.***A&S LA****Art-Arch 222. Illustrated Entertainment: Pictorial Graphic Culture from Early Printing to Television**

This course addresses the production, distribution, aesthetics, and cultural significance of illustrated entertainment in Europe and especially the United States. The course will serve as a typological survey; that is, it will address important practitioners in significant categories of a very broad field.

Subject coverage will include early printing, caricature and the art of the gazette, the development of comics, 20th-century American magazine illustration, early animation, the animated TV series, and, if time permits, online animation. Topics of consideration include: the interplay of art, entertainment, and communication; the role of the individual creator versus the corporate concern; the impact of the editor and art director; the self-image of the creator; the social context of the work; and the role of technological change. Credit 3 units.

**FA AH****Art-Arch 225. Matisse and Picasso**

Credit 3 units.

**A&S TH FA AH****Art-Arch 232E. Myths and Monuments of Antiquity***Same as ARC 232, History 105E.*

An introduction to the ancient world (circa 3500 BC to AD 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world. Credit 3 units.

**A&S CD LA FA AH****Art-Arch 2662. Semester Abroad Program Seminar**

This course prepares students participating in the Semester Abroad Program in Florence, Italy. The seminar meets eight times over the course of the semester. Attendance is required. Prerequisite: Students selected for the Art History Semester Abroad Program only. Art students should register for F20 2662. Credit 1 unit.

**Art-Arch 299. Internship in the Art Community**

Prerequisite: a major or minor in art history, permission of the undergraduate adviser requested in advance, and a letter from the sponsoring institution stating the nature of the internship. Variable credit, 1-3 units. Credit variable, maximum 3 units.

**FA AH****Art-Arch 3001. Writing Intensive in Art History and Archaeology***Same as Classics 3001.*

Credit 3 units.

**A&S TH WI****Art-Arch 3010. Topics in Art History***Same as Art-Arch 3010, WGS 3010.*

Credit 3 units.

**A&S TH****Art-Arch 3040. Documents and Documentary in Photography and Film***Same as Film 3040, AMCS 3040.*

How do photographs, films, and contemporary media appear to portray cultures, events, or his-

tory with objectivity? What are the roles of ethics and aesthetics in this process? We consider a range of images from the 19th century to the present that explore and challenge concepts of documentary, including: ethnographic records, WPA reportage, photomontage, surrealist film, and artists' autobiographical Web sites. Readings balance historical sources with contemporary theory from photography and film studies, including texts by Roland Barthes, Allan Sekula, W.J.T. Mitchell, Annette Michelson, Dziga Vertov, and Marianne Hirsch. Prerequisite: Art-Arch 112e or permission of instructor. Credit 3 units.

**A&S TH FA AH****Art-Arch 3051. A Survey of Allegory in Italian Art**

The course surveys the use of symbolic and allegorical images in Italian Art from Giotto (14th century) through Gianlorenzo Bernini (17th century). The course begins with religious images but emphasizes the influence of humanist (classical) literature and thought on Italian Allegory. Class discussions focus on major works by such artists as: Giotto Masaccio, Piero della Francesca, Botticelli, Andrea Mantegna, Michelangelo, Raphael, Titian, Nicolas Poussin and Bernini as well as passages from translated texts of Italian authors such as Francesco Petrararch, Dante Alighieri, Leon Battista Alberti, Ludovico Ariosto, and Giambattista Marino. Credit 3 units.

**Art-Arch 306. Art of the Italian Renaissance Courts***Same as Art-Arch 306.*

This course examines the art and architecture of the Italian Renaissance courts during the 15th and 16th centuries. Concentrating primarily on the dynastic centers of Milan, Mantua, Ferrara, and Urbino, the course explores the ways in which Renaissance art operated in the service of the court as a powerful tool of statecraft. We will consider the union of art and politics by examining the patronage of the secular princes, while also analyzing how the visual identity of the state intersected with presentations of gender and religious difference in the Italian Renaissance city-states. The course will provide new insights into famous masterworks by artists such as Leonardo da Vinci and Andrea Mantegna and place their work within a larger discourse that incorporates less well-known local art by painters including Garofalo and Dosso Dossi. This course is grounded in a close engagement with primary sources—both visual and textual, evoking through such documents the multiple contexts in which art and power were produced, received, and experienced. To this end, we study in-depth the art and architecture executed in the Italian courts through lectures and through readings such as Cole's small survey book and selected articles and essays exploring Italian court art from a variety of different methodological perspectives. In addition, we study the monument's relationship to contemporary writings, particularly Alberti's writings on the art of building: Castiglione's description of the customs, tastes, and culture of Renaissance court life in the *Book of the Courtier*; and Vasari's *Lives of the Artists*. Credit 3 units.

**A&S TH FA AH****Art-Arch 3061. Pilgrimage and Renaissance Art**

Tourism of today has its antecedents in the medieval and Renaissance practice of pilgrimage. Not usually associated with the Renaissance, pilgrimage was nevertheless an entrenched component of Renaissance life. It stimulated the development of art, particularly with relationship to the churches, which profited considerably, along with their respective towns and cities. This course looks at the practice of pilgrimage as a major catalyst in the development of Renaissance art. Covering works at St. Peter's in Rome, San Francesco

in Assisi, il Santo in Padua, and the Basilica of Loreto, for example, we go on our modern day pilgrimage to see and experience the major monuments and art works of such artists as Giotto, Donatello, and Michelangelo. We also visit the Saint Louis Art Museum. Credit 3 units.

FA AH

### Art-Arch 307. Northern Renaissance Art

A survey of the major artistic developments in Northern Europe, circa 1400-1575. The course looks at the production of painting, sculpture, printmaking, drawing, manuscript illumination, and architecture in social, political, and religious contexts. The major artists to be covered include Jan van Eyck, Rogier van der Weyden, Albrecht Durer, Hans Holbein, Hieronymus Bosch, and Pieter Bruegel the Elder. Credit 3 units.

A&S TH FA AH

### Art-Arch 311C. Ancient Civilizations of the New World

Same as Anthro 310C.

A&S CD TH FA AH

### Art-Arch 3161. Special Topics in Printmaking: History and Practice of Printmaking

This course focuses on the history and creation of prints. We examine the specificities of the medium, historically and in the present, that contribute to its particular meaning, and that render it distinct from other forms of visual culture. Ideas of expression, interpretation, and ideological investment are seen on the continuum that ranges from the highly personal relationship of a print to its maker, to the commodification of the print within popular culture. All along that continuum, the print is seen as an active agent that mediates a relation between the maker, her materials, and the social and political world in which it circulates. Students participate in a broad range of hands-on studio sessions that offer basic instruction in monotype, lithography, etching, and relief printing. Weekly lectures on the history of prints complement the studio sessions, as do field trips to studios of St. Louis artists, and visits to the collections of local museums. Class lectures explore the idea of the communities built and sustained by the circulation of prints. We look at prints in their historical role as reproductions in a pre-photographic age, as representations of shared religious and social values, and as vehicles of social or political critique. Artists to be discussed include Durer, Rembrandt, Daumier, Degas, Gauguin, Kirchner, Kollwitz, Warhol, Spero, Rauschenberg, Gonzales-Torres, and Kiki Smith. Students' final projects involve both historical research, and the creation of an original print in response to a print on display in the Mildred Lane Kemper Art Museum. All students make prints, and all engage in written critical and historical analysis. Prerequisite: Introduction to Western Art (Art-Arch 112E). Course fulfills either an art or art history elective in the College of Art. 3 units. Lab, materials fee: \$75.00.

SECT 01: Same as Art-Arch 3161. Students in the College of Art register for F20 Art 3161. Art history majors and minors register for Art-Arch 3161. Enrollment limit will be set at zero and students will be enrolled from the waitlist. Credit 3 units.

A&S TH FA AH

### Art-Arch 3211. Art in the Egypt of the Pharaohs

Same as ARC 3211.

A penetrating study of the artistic achievements in ancient Egypt during the Old, Middle, and New Kingdom (circa 3000-1100 BC). The great monuments of Egypt are considered both for their aesthetic importance and as expressions of the superior culture developing, flourishing, and declining in the pristine valley of the Nile. Prerequisite: sophomore standing or permission of the department. Credit 3 units.

A&S CD TH FA AH

### Art-Arch 3301. Homeric Archaeology

Same as Classics 3301, ARC 3301, Art-Arch 3301.

The art and culture of prehistoric Greece as reflected in *The Iliad* and *The Odyssey* of Homer. The course examines, analyzes, and researches the Minoan/Mycenaean civilization and its legacy that resulted in the renaissance of the 8th century BC. Topics range from the 20th century to the 8th century BC and focus on major sites like Knossos, Phaistos, and Mycenae, burial customs, trade, warfare, and the emergence of the Greek city-state. No prerequisite. Credit 3 units.

A&S CD TH FA AH

### Art-Arch 331. Greek Art and Archaeology

Same as ARC 331, Classics 350.

A survey of the artistic achievements and material culture of the Greeks from circa 1000 BC through the Hellenistic period. Development of architecture, sculpture, and painting, as well as minor arts and utilitarian objects, with emphasis on the insight they offer into Greek society. Credit 3 units.

A&S TH FA AH

### Art-Arch 3320. From the Irrational to the Marvelous: Dada and Surrealism in Europe and the U.S

Same as Comp Lit 332.

A&S TH

### Art-Arch 3333. The Art And Archaeology of Japan and Korea

Same as East Asia 3333, ARC 3333, IAS 3333, Art-Arch 3333.

Northern East Asia, in particular Japan and Korea, is now the location of several distinct national cultures. This course provides an overview of the cultural developments of Japan and Korea by introducing the art and archaeology of their major periods of development. Both regional interaction and the indigenous developments that formed the cultural heritage of this region will be looked at through an examination of artifacts, architecture, and monuments, all set within their social and historical contexts. Credit 3 units.

A&S TH FA AH

### Art-Arch 334. Roman Art and Archaeology

Same as ARC 334, Classics 334.

The art and archaeology of the Romans, with emphasis on the late Republic and the Imperial period. Major monuments of sculpture and architecture, as well as town planning, domestic architecture, and the minor arts will be used as evidence for reconstructing ancient life. Credit 3 units.

A&S TH FA AH

### Art-Arch 336. Ancient Sanctuaries: The Archaeology of Sacred Space in the Ancient Mediterranean

Same as Classics 3361, ARC 336.

Like the Vatican today, ancient sanctuaries were both the focus of religious activities and repositories for artistic treasures. Marked off from the secular world by physical boundaries, the sanctuary provided a common ground where gods and humans came together through sacrifice, shared meals, and other rituals. Shrines were often spectacularly sited and adorned with splendid architecture with both temples for the divinities and treasuries for the gifts they received. The course will focus on the great shrines of ancient Greece: Eleusis, the setting of the mysteries of Demeter; Olympia, home of the Olympic games. Credit 3 units.

A&S CD TH FA AH

### Art-Arch 3401. Chinese Art and Culture

Same as IAS 3401, ARC 3401, ACC 3401.

Chinese art and culture from prehistory (circa 5000 BCE) through the Tang dynasty (9th century CE). Using new archaeological findings and new interpretive strategies, we "rewrite" the long-term history of the arts within Chinese culture. Particu-

lar attention to changing configurations of society and economy, and to the role of ideology. Prerequisite: Art-Arch 111EQ or permission of instructor. Credit 3 units.

A&S CD TH FA AH

### Art-Arch 3420. The Archaeology of Ancient China

Same as ACC 3420, ARC 3420, IAS 3420.

This course examines the development of Chinese civilization from its beginnings in the many regional village-level societies that developed around the country early in the Neolithic period to the emergence of politically unified states in the Bronze Age. The archaeological evidence for this transition, including the evidence for regional interaction and conflict, technological innovation, urbanization, ceremony, and ritual are examined. Various theoretical perspectives also is introduced to give students a framework for interpreting this evidence. No prerequisites for this course, and students from all backgrounds are welcome for the diversity of perspectives they are able to provide. Readings used for this class are in English, and consist of materials from a variety of disciplines (primarily archaeology, anthropology, art history, and history). Credit 3 units.

A&S TH FA AH

### Art-Arch 3421. The Art and Archaeology of Northern East Asia in Prehistory

The vast region of Northern East Asia (northern China, Japan, Korea, and the maritime region of Russia), now the location of many distinct national cultures, is the home of prehistoric societies that have many shared cultural roots. This course provides an overview of the cultural developments in this region during the period before written records (differing by region) by introducing the art and archaeology of its major periods of development. Both the regional interaction and the indigenous developments that formed the cultural heritage of this region will be examined through the region's artifacts, architecture, and monuments, all set within their social and historical contexts.

There is no prerequisite for this course and students of all backgrounds are welcome. Readings used for this class are in English, and consist of materials from a variety of disciplines (primarily archaeology, art history, anthropology, and history). Credit 3 units.

A&S TH FA AH

### Art-Arch 3423. From Ancient Worlds to Contemporary Practice

Same as East Asia 3423, ACC 3423, Art-Arch 3423.

Asian art enjoys a rich and diverse history. Many of the art forms practiced today have inextricable ties to cultures and societies that formed centuries ago. This course introduces traditional art forms and their cultural underpinnings through the unique opportunity of interacting with visiting artists from East Asia from a painter from Taiwan to a potter from Japan, along with Asian-American artists in the St. Louis community. Credit 3 units.

A&S TH FA AH

### Art-Arch 3424. The Arts of China, 907-2005: From the Dawn of the Literati to the Digital Age

This course on Chinese art explores painting, architecture and gardens, and sculpture, as well as furniture, ceramics, and other decorative arts from the period of the Five Dynasties and Song down to the present day. The arts are viewed in their social and ideological contexts. Among the themes the course explores are: the rise of landscape painting, gardens, and literati identity; imperial painting schools and building projects; religious values in art and architecture; art and mass production; the "vernacular" Chinese home and its contents; the arrival of the West and Chinese iden-

tity with relation to the modern; and art as propaganda and as a critical voice of dissent. Credit 3 units.

**A&S CD TH FA AH**

### Art-Arch 3580. Chinese Art and Culture

*Same as East Asia 3580, IAS 3581.*

Chinese art and culture from prehistory (circa 5000 BCE) through the Tang dynasty (9th century CE). Using new archaeological findings and new interpretive strategies, we “rewrite” the long-term history of the arts within Chinese culture. Particular attention to changing configurations of society and economy, and the role of ideology. Prerequisite: Art-Arch 111e or permission of the instructor. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 359. Dutch 17th-Century Painting

*Same as Med-Ren 3591.*

This course surveys the major developments in history, portrait, landscape, still-life, and genre painting in the Northern Netherlands in the 17th century. A variety of interpretive strategies and methods of inquiry are employed. The major artists to be discussed include Frans Hals, Rembrandt, and Vermeer. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 360. Renaissance Architecture

*Same as Med-Ren 360, Art-Arch 360, Art-Arch 4781.*

The modern concept of the architect as creator and genius began with Filippo Brunelleschi, the great innovator of 15th-century Florentine art. The course explores the spread of architecture and architectural theory as it begins in the hands of the innovator and is expressed and changed by other men of genius such as Leon Battista Alberti, Donato Bramante, Michelangelo Buonarroti, and Andrea Palladio. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 362. High Renaissance Art

*Same as Med-Ren 362, Re St 362.*

A general survey focusing on such outstanding figures of the period as Botticelli, Leonardo da Vinci, Michelangelo, Bellini, Giorgione, Titian. Credit 3 units.

**A&S TH WI FA AH**

### Art-Arch 3620. Mannerism in Italy

*Same as Med-Ren 3621.*

This course surveys the various embodiments of Mannerism, “maniera,” or what has been called the “stylish style,” in Italian art following in the wake of the High Renaissance. The nature of this self-conscious response to the achievements of the Raphael, Michelangelo, and the revival of the antique has resisted easy classification both in contemporary writings and modern scholarship. The works of the “maniera” have been framed both in terms of decadence and refinement. The period was also a time of great social and religious upheaval, leading some to define Mannerism as a style of crisis. On the other hand, the deliberate elegance and grace that characterizes so many works responded to the tastes of court society. The course addresses the conflicting definitions of Mannerism by analyzing the works of art themselves and placing them in their social and cultural contexts. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 3623. Since 1960: Art, Criticism, and Theory

This course considers recent movements in European and American Art, including Pop, Minimalism, Conceptualism, Performance, Postmodernism, and Installation Art, in their social and historical contexts. We examine the dialogue between visual works and critical and theoretical texts by Michael Fried, Michel Foucault, Lucy Lippard, Jean Baudrillard, and Kobena Mercer, among others. Prerequisite: Art-Arch 112e or per-

mission of instructor. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 362B. High Renaissance Art

A general survey focusing on such outstanding figures of the period as Botticelli, Leonardo da Vinci, Michelangelo, Bellini, Giorgione, Titian. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 3631. Creative Women

*Same as WGS 351.*

**A&S LA FA AH Lit**

### Art-Arch 365. Baroque Art

*Same as MLA 475, Art-Arch 365, Med-Ren 365, Re St 355.*

A survey of the development of painting and sculpture in 17th-century Europe. Emphasis on the works of Caravaggio, Bernini, Poussin, Rubens, Rembrandt, and Velazquez. Prerequisite: Art-Arch 112E, or permission of the department. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 3671. Michelangelo: Painter, Sculptor, Architect

*Same as Med-Ren 3671, Art-Arch 367A, MLA 4671.*

An examination of his life, his work, and his time. A consideration of the artist’s painting, sculpture, and architecture in relation to his contemporaries and to the broad historical, political, and artistic currents of his day. Prerequisite: Art-Arch 112E. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 370. The American West: The Image in History

*Same as AMCS 370.*

Examines representations of the American West and of the frontier encounter between Euro-American and Native American cultures, from the early 19th to the early 20th centuries. We consider travel accounts, fiction painting, ledger drawings, photography, and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we look at how images and texts have shaped formative myths about the West that in turn leave their impact on history. Credit 3 units.

**A&S CD TH FA AH**

### Art-Arch 3701. Illustrated Entertainment: Pictorial Graphic Culture from Early Printing to Television

*Same as F20 ART 3701, AMCS 3710.*

This course addresses the production, distribution, aesthetics, and cultural significance of illustrated entertainment in Europe and especially the United States. The course serves as a typological survey; that is, it addresses important practitioners in significant categories of a very broad field. Subject coverage includes early printing, caricature and the art of the gazette, the development of comics, 20th-century American magazine illustration, early animation, the animated TV series, and, if time permits, online animation. Topics of consideration will include: the interplay of art, entertainment, and communication; the role of the individual creator versus the corporate concern; the impact of the editor and art director, the self-image of the creator, the social context of the work, and the role of technological change. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 371. American Art to 1900

*Same as AMCS 371.*

A survey of broad social, cultural, and nationalist themes in the visual arts from European contact with the New World to 1900. Topics include the encounter of New World cultures with European colonizers and the ongoing relationship between America and Europe; the changing image of the artist; the role of art in the formation of national

identity. Prerequisite: Art-Arch 112E or permission of instructor. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 3712. Art and Culture in America’s Gilded Age

*Same as History 3712, AMCS 3712.*

Developments in American culture from the end of the Civil War to the turn of the century: novels, buildings, images, public and private spaces of this transitional period a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature, and social experience. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, Louis Tiffany. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 372. American Art to 1960

*Same as Art-Arch 372, AMCS 372.*

From the beginnings of modernism in the visual arts of the United States, around 1900, to Abstract Expressionism and the Beat aesthetic. Focus on the cultural reception and spread of modernism, native currents of modernist expression, from organicism to machine imagery, the mural movement and the art of the WPA, the creation of a usable past, abstraction and figuration, regionalism and internationalism, photography and advertising. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 376. American Modernism, 1900–1940

*Same as AMCS 376, Art-Arch 376.*

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its “high” European origins to its “middlebrow” version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life its impact on design, photography, advertising? In addition to the fine arts, we look at popular media, film, and photography. Lecture/discussion. Prerequisite: Art-Arch 211 Introduction to Modern Art, or permission of the instructor. Credit 3 units.

**A&S TH WI FA AH**

### Art-Arch 3782. Modern Art 1905–1960

This course investigates topics in European painting, sculpture, architecture, photography, and film. Lectures and readings address major artistic developments, including Cubism, De Stijl, Futurism, Expressionism, Dadaism, Constructivism, Surrealism, the Bauhaus, and Art Brut. Special attention is given to debates on abstraction versus figuration in different social and historical contexts, and to the roles of technology, mechanical reproduction, and engineering in the modern age. Prerequisite: Art-Arch 211e or permission of instructor. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 3831. Art in the Age of Revolution: 1789–1848

*Same as IAS 3831.*

European painting, sculpture, and printmaking from the French Revolution to the mid-19th century; French, English, German, and Spanish artists discussed in social and aesthetic context, with a focus on links between art and ideology in times of political turmoil. The styles of classicism and romanticism, the rise of history painting, and the development of realism in both landscape and genre painting. Prerequisite: Art-Arch 112 e, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

### Art-Arch 3833. Realism and Impressionism

*Same as Art-Arch 3833, IAS 3833, EuSt 3833.*

An examination of the development of European art from approximately 1848 to the mid-1880s, with a focus on the development of Realism and

Impressionism in England and France. Issues explored include the breakdown of academic art, the rise of landscape and naturalist themes, the emergence of alternative exhibition spaces and new dealer systems, and the relationship between gender and avant-garde practice. Prerequisite: Art-Arch 112e or Art-Arch 211, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 3838. Modern Art in Fin-de-siècle Europe, 1880–1907**

*Same as EuSt 3838, IAS 3838.*

This course examines artistic production at the turn of the century in France, Belgium, England, and Scandinavia. Beginning with the re-evaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, Renoir). Considers cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: Art-Arch 112 or permission of the instructor. Credit 3 units.

**A&S TH WI FA AH**

**Art-Arch 3871. European Art Between the World Wars**

An examination of European art within its social and political context from 1914 to 1945. Lectures and readings address major artistic developments such as Cubism, Expressionism, Dada, and Surrealism, as well as cultural production under totalitarian regimes. Prerequisite: Art-Arch 211 Introduction to Modern Art or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 392. History of Book Illustration**

*Same as ART 445.*

**Art-Arch 3971. Gender in Contemporary Art**

*Same as WGS 3971.*

We will study artists from 1960 to the present whose work thematizes gender, including Carl Andre, Robert Morris, Cindy Sherman, Lorna Simpson, and Mona Hatoum, and discuss how their work raises questions about representation of the body, spectatorship, and notions of identity. This course is intended to help students develop and refine their writing, and requires at least three papers. As we write and revise, we consider how gender theory has encouraged art historians to rethink writing and research methods: the topics we choose, the structure of our arguments, our relation to our subjects, and the audience we address. Prerequisites: at least one art history course at the 300 level or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 397W. Writing about Art**

This colloquium will engage the possibilities and pitfalls involved in writing about art, including the difficulty of translating visual responses into verbal or written media and distinguishing between history, theory, and criticism. Readings investigate a broad range of methodologies employed by art historians, including connoisseurship, iconology, semiotics, patronage studies, and gender, class, and race politics. Students compose a sequence of short papers that are closely scrutinized in an effort to improve writing skills. The assignments cover different genres of art writing, such as the visual analysis, the museum label, the catalogue entry, and the comparative essay, all bearing in mind the respective appropriate audience(s). Prerequisites: open to junior and senior undergraduates only, or by permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 400. Stone, Bone, Clay, and Fiber: A Hands-on Course in Materials and Pre-modern Production Techniques**

*Same as ARC 400.*

Often, archaeologists and art historians have little opportunity in the course of their academic trainings to obtain hands-on experience with materials forming the basis of their study. This class is designed to provide several opportunities for students to do just so. We work with stone, bone, wood, and shell to recreate tools and ornaments; clay to make pottery; pounded earth to make walls; and fibers to make textiles and cordage. The instructor includes any other areas of student interest where facilities/resources can be arranged. Students produce several experiments using different materials, document their experimental productions in written reports, and present their projects to the class. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4002. The Decorative Aesthetic in Modernism, 1860–1960**

In the criticism of modern art, decoration and decorative have often been used as pejorative terms, designating art that has no intellectual basis but is merely pleasing, intended to fill space and delight the eye. But in the late 19th century, these terms carried important cultural value, and opened the door to significant experiments in abstraction. Moreover, the decoration of a public space or surface may have political implications. This course will investigate decoration and theories of “the decorative” in modern art in Europe and the United States, with special attention to the evolution of ideas of modernism in both 2-dimensional and 3-dimensional environments. We also consider some of the political meanings that may be borne by both public mural painting and domestic decoration, as well as easel painting that aspires to conditions of the decorative. Key figures include Puvis de Chavannes, Morris, the Nabis, Van de Velde, Monet, Matisse, the Mexican muralists, Pollock, and Shapiro. Prerequisite: Art-Arch 211, Introduction to Modern Art, or any 300-level course in art history, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4003. Mountain Peaks, Floating Clouds, and Flowing Water: East Asian Garden and Landscape Traditions**

This seminar focuses on the gardens of East Asia (China, Japan, and Korea), as well as traditions of landscape representation, in their broader context of perceptions, cultural meanings, and societal implications of landscape. The course examines both primary sources and modern scholarship on various East Asian landscape traditions. While gardens are the primary focus, paintings and literature of East Asia also provide essential contextual discussion. We examine both aesthetic/design qualities and cultural meanings. Case studies include Chinese traditions of imperial and scholarly gardens, Japanese tea and zen gardens, and Korea’s uncultivated gardens. Field trips include the Missouri Botanical Garden and the Saint Louis Art Museum. Prerequisite: one course in Asian Art or East Asian Studies, or permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4032. Lithic Analysis**

*Same as ARC 4032.*

This seminar provides graduate and undergraduate archaeologists and other interested students with an introduction to various aspects of lithic analysis. Stone tools and lithic debitage found at prehistoric settlement and activity sites can provide insights into the lives of past peoples that are both complementary and contrastive to findings from other material remains, and are thus a major area of archaeological interest. Topics to be covered include a historical review of the various develop-

ments in lithic analysis, hands-on application of analytical techniques using flaked stone tools, ground stone tools, and lithic debitage, lithic illustration, and flaked and ground stone tool replication. Prerequisite: Introduction to Archaeology. Credit 3 units.

**A&S SS**

**Art-Arch 4041. Connoisseurship and Museum Procedures**

The course deals with the theory of connoisseurship, an approach to the study of the history of art based on examination and direct knowledge of works of art. Readings emphasize various approaches to connoisseurship. Students experience the practice side of connoisseurship doing research and writing papers about specific works of art in the collections of the Washington University Mildred Lane Kemper Art Museum and Saint Louis Art Museum. Prerequisite: permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4048. Gallery Publication Seminar**

A collaborative project leading to the publication of a book based on an exhibition mounted by the Washington University Mildred Lane Kemper Art Museum. The course is open to advanced students from all schools within the University. For further information, contact Sabine Eckmann at [sabine\\_eckmann@aismail.wustl.edu](mailto:sabine_eckmann@aismail.wustl.edu). Prerequisite: permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 408. Gender in Contemporary Art**

*Same as WGS 408, AMCS 408.*

We study artists from 1960 to the present whose work thematizes gender, including Carl Andre, Robert Morris, Cindy Sherman, Lorna Simpson, and Mona Hatoum, and discuss how their work raises questions about representation of the body, spectatorship, and notions of identity. This course is intended to help students develop and refine their writing, and requires at least three papers. As we write and revise, we consider how gender theory has encouraged art historians to rethink writing and research methods: the topics we choose, the structure of our arguments, our relation to our subjects, and the audience we address. Prerequisites: at least one art history course at the 300 level or permission of instructor. Credit 3 units.

**A&S SD TH FA AH**

**Art-Arch 409. Logics of the Art Museum**

*Same as Art 409.*

This seminar will explore the inside and inner logics of the art museum. Readings and discussions concentrate on how the art museum determines what art is, how it stages artistic subjectivity, and how museums and art interpenetrate and reflect each other. What does it mean to collect art? Why is an artwork worth preserving? What happens to the museum when art leaves it through new media such as the Internet, the public domain, and the realm of politics? Alternating with theoretical reading are case studies that focus on the practices of New York’s MoMA, and temporary shows such as Documenta. We ourselves become critics and professionals as we examine displays at the Saint Louis Art Museum and the Pulitzer Foundation of the Arts and conceive of possibilities to curate the permanent collection of the Mildred Lane Kemper Art Museum on campus. Prerequisite: Art-Arch 211 Introduction to Modern Art, or permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 411. Art and Science in Renaissance Italy**

This course is concerned with the sophisticated dialogue between art and science, between image making and scientific enquiry during the Italian Renaissance, a period when technology, science, and art were closely interconnected. In fact, our modern distinction between science and art did

not exist, and for the most part they were allied in both theory and practice. We examine the artistic and scientific activity of a range of Renaissance figures including Brunelleschi, Alberti, Leonardo da Vinci and Piero della Francesca, Antonio Santucci, Egnazio Danti, Stefano Buonsignori, Miniato Pitti, Andrea Vesalius, and Galileo. We also explore the role of the Medici and the papacy as patrons of both art and science, and the history of the construction and display of scientific instruments during the Renaissance. This class is only offered in Florence, Italy, only as part of the semester study abroad program. Credit 0 units.

FA AH

#### Art-Arch 414. Contemporary German Art

The seminar explores the specific nature of art made in Germany since the fall of the Berlin Wall in November of 1989. It inquires how the visual arts have directly and indirectly dealt with the effects of unification, bringing into focus the interdependency between art and the social, economic, and political worlds. The creation of the new Germany in 1990 affected decisive transformations that shaped new and often conflicting self-images of Germany. We consider how German artists engage with the make-up of the new Germany and discuss artworks that address Germany's relationship to its past and present. The memory of the Third Reich and the investigation of the East and West German pasts play roles as important as Germany's role within globalization. We concentrate on artworks executed during the 1990s and thereafter that challenge a new relation between art and the everyday, art and "reality," or art and non-art. In order to implicate the everyday into the aesthetic domain and vice versa, the artists employ mass and popular culture, integrate the viewer into the creation of aesthetic experience, and create spaces that compete with social environments, for example. Embracing all forms of visual media including painting, sculpture, installation art, photography, film, and video art, the course focuses on a new generation of German artists who grew up in either part of the divided Germany such as Franz Ackermann, Rudolf Herz, Sabine Hornig, Christian Jankowski, Via Lewandowsky, Michael Majerus, Jonathan Meese, and Neo Rauch. Prerequisite: at least one art history seminar on the 300 level or permission of the instructor. Credit 3 units.

A&S TH FA AH

#### Art-Arch 415. Feminist Art and Theory 1970 to Present

Same as WGS 4151, AMCS 415.

How have feminist artists and theorists challenged the conventions of art history? This course begins with the feminist art world activism that arose in the 1970s in the context of the women's liberation movement. During this time, feminist artists sought to establish new forms of art education, venues for exhibition, and creative working methods to provide alternatives to traditional art world institutions (which were often seen as ill-suited or unresponsive). We examine how current artists, building on this recent history, continue to develop feminist aesthetics and politics in a variety of contemporary practices, including installation art, body art, performance art, and video. We read texts by Griselda Pollock, Linda Nochlin, Lucy Lippard, Carolee Schneemann, Helene Cixous, Laura Mulvey, Lisa Tickner, Judith Butler, Adrian Piper, and Helen Moelwsorth, among others, and discuss the relationship between feminist theory and artistic creativity. Prerequisites: 300-level class in art history or 300-level class in gender studies or permission of the instructor. Credit 3 units.

A&S TH

#### Art-Arch 421. Minoan and Mycenaean Archaeology

A study of the Minoan civilization and late Bronze

Age Greece. Relations of the two civilizations to each other and to the Near East. Examination of archaeological evidence and its varied interpretations by scholars in relation to solving chronological and historical problems. Prerequisite: Art-Arch 331, or permission of instructor. Credit 3 units.

A&S CD TH FA AH

#### Art-Arch 4212. Modern Art in Exhibition: Museums and Beyond

Same as AMCS 4213.

How does the collection and display of artwork create meanings beyond the individual art object? During the 20th century, enormous shifts occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We study an array of 20th-century exhibition practices and sites in their social and historical contexts, including the temporary exhibition, "the white cube," museum installations, and Web sites. During the seminar, we will examine how issues such as patronage, avant-gardism, nationalism, and identity politics have progressively brought museums and other exhibition spaces into question. Prerequisite: 300-level course in 20th-century art or permission of the instructor. Credit 3 units.

A&S TH FA AH

#### Art-Arch 423. The Painted Page: The Art of the Illuminated Manuscript

This course about the fascinating art of manuscript production and decoration introduces students to books from the late Antique period through the Renaissance. Students study changing production materials and methods and diverse book types that developed over the centuries. We consider such scholarly issues as text/image and manuscript/monument relationships, functions of diverse secular and religious manuscript types, audience, and patronage. Visits to local libraries and museums are essential to the course, and the final project requires each student to research a special manuscript. Credit 3 units.

A&S TH FA AH

#### Art-Arch 426. Ancient Athens

Same as Classics 426.

A&S CD TH FA AH

#### Art-Arch 427. Athenian Vase Painting

Same as Classics 427, ARC 427.

From the late 7th to the late 4th century BC, Athenian artisans produced pottery of high quality that was particularly outstanding for its figured decoration. This seminar will investigate the technology and history of this craft, with particular emphasis on the iconography of the figured scenes. Topics discussed include the relationship of form, decoration, and function; the relationship between figured decoration and the textual sources; the role of pottery as an export; and genre scenes as a basis for investigating ancient Athenian society. Prerequisite: Art-Arch 331, ARC 331, Classics 350 or permission of the instructor. Credit 3 units.

A&S TH FA AH

#### Art-Arch 430. Topics in Northern Renaissance Art

Credit 3 units.

A&S TH FA AH

#### Art-Arch 4321. Ancient Coins

Same as Classics 4321, ARC 4321.

The seminar is designed to research the rich world of Greek and Roman coinage by using the university's own resource, the J.M. Wulff collection of coins. Emphasis on coin typology, works of art or buildings illustrated on our coins, and the history of coinage. We use actual coins in the museum. Due to the delicate nature of the material, the course is by permission of the instructor only. Credit 3 units.

A&S TH FA AH

#### Art-Arch 4325. Sacred Cities in Medieval Art and Culture

Same as JNE 4325, Re St 4325.

Credit 3 units.

A&S TH FA AH

#### Art-Arch 433. Greek Vase Painting

Same as Classics 433.

This seminar will examine vase painting from the geometric period (circa 800 BC) to the end of the red-figure style (circa 350 BC), but the majority of class time is spent looking at Attic vase-painting of the 6th and 5th centuries BC. The iconography of Greek vases, particularly Attic black-figure and red-figure, provides an extraordinary view into the culture and beliefs of contemporary society. Some vases are clearly made as grave offerings, others as votive offerings at sanctuaries, and still others for use at home. The focus of this seminar will be the relationship of a vase's images to the context of its use. How much does the intended use and audience for the vase determine the images on it? These important questions have not received much attention by scholars, and class papers may possibly result in publications. Enthusiastic class participation required. Occasional responsibility for presentation of weekly readings. Class paper and presentation. Credit 3 units.

A&S TH FA AH

#### Art-Arch 435. The Parthenon

Same as Classics 435.

A study of the architectural design, aesthetic principles, engineering, and construction of the greatest Greek building. Its architecture is considered in conjunction with its immense sculptural program that revolutionized European art. We penetrate deeply into the background of this remarkable work of art and try to understand it by placing it in its proper context and comparing it with other similar efforts in Classical Greece. Prerequisite: senior standing or permission of instructor. Credit 3 units.

A&S TH FA AH

#### Art-Arch 437. Greek Sculpture

Same as Classics 437, ARC 437.

The development of Greek sculpture from its earliest beginnings (circa 800 BC) through the time of Alexander. Early influences from Egypt and the Near East. Sculpture's relation to changing artistic concepts and the changing character of Greek society. Prerequisite: Art-Arch 331, or permission of instructor. Credit 3 units.

A&S TH FA AH

#### Art-Arch 4371. Greek and Roman Pottery

Same as ARC 4371, Classics 4371.

Pottery is the most commonly found artifact on virtually all Classical sites. It therefore serves as an essential tool for the dating and interpretation of monuments and features in excavation. It also offers evidence for trade, diet, life style, and many other aspects of ancient life. The course will examine the typology and chronology of the major pottery types produced from the 6th century BCE to the 4th century CE, as well as the ways in which pottery has been used to throw light on the culture and society of the ancient Greeks and Romans. Prerequisite: permission of instructor. Credit 3 units.

A&S TH FA AH

#### Art-Arch 438. Ancient Painting

Same as Classics 4381.

A study of the rich world of painting in Greco-Roman art from the first renderings of mythological scenes, Classical frescoes, panel paintings known from texts, to the diverse styles of Roman frescoes and the masterful ancient mosaics. We emphasize Pompeii and attempt to recognize famous paintings. Prerequisites: at least one art history course at the 300 level or permission of the instructor. Credit 3 units.

A&S TH FA AH



**Art-Arch 4471. From Village to State in Ancient China**

China is home to one of the world's oldest and longest surviving civilizations. This course examines the development of Chinese civilization from its beginnings in the early Neolithic period when many diverse regional village level societies developed around the country; throughout the period when these local societies gradually coalesced into numerous regionally related traditions; and ending in the Bronze Age with the emergence of politically unified states that controlled large territories. The archaeological evidence for this transition, including the evidence for regional interaction and conflict, urbanization, ceremony and ritual, and technological innovations are examined. Various theoretical perspectives also are introduced to give students a framework for interpreting this evidence. There are no prerequisites for this course, and students from all backgrounds are welcome for the diversity of perspectives they are able to provide in the seminar class format. Readings used for this class are in English, and consist of materials from a variety of disciplines (primarily archaeology, art history, anthropology, and history). Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4492. Production Systems in East Asia**

Bronze, silk, and porcelain have been used in the making of some of East Asia's most important art. But what is involved in the production of the materials themselves, as well as in the objects made from them? This course looks at the archaeological and historical evidence for the origins of these various industries, and traces their development by examining them (as well as other materials such as iron and salt) in terms of the processes involved in their extraction, production, and consumption. Along with examining the roles that products made from these materials played in society, we look at the economic and other factors that influenced modes of manufacture. Requirements: summaries of weekly readings, final presentation, and final paper. Credit 3 units.

**A&S TH**

**Art-Arch 4493. When Materials Become Media: Bronze, Silk, and Porcelain and the Production of East Asian Art**

*Same as East Asia 4493.*

Bronze, silk, and porcelain are used to make some of the most spectacular works of East Asian art. This course looks at art of various media from its origins to its final realization, by examining the archaeological evidence for the processing of the metal ores, clay, or other materials from which the art is made; the sequence and process of its manufacture; and the roles that the final products played in temple, palace, or greater society. We also explore the social factors surrounding the production of these objects and the consequences of their creation and use. No prerequisites. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 450. Amsterdam in the Golden Age**

Credit 3 units.

**A&S TH**

**Art-Arch 4529. Seminar in Cultural Theory****Art-Arch 458. Vermeer**

This course examines the life and work of one of the most admired and traditionally enigmatic artists of the 17th century. Vermeer's extant oeuvre of 35 paintings is studied in light of recent developments in the study of his technique, iconography, and artistic and social milieu. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4612. Drawings**

The history, techniques, connoisseurship, and col-

lecting of European drawings from the 14th through the 19th centuries. Artists considered include Leonardo, Michelangelo, Rembrandt, Goya, Degas, and Van Gogh. Students are encouraged to look at drawings and to conduct research using the collections of the Saint Louis Art Museum, the Art Institute of Chicago, and the Nelson-Atkins Museum in Kansas City. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4613. Renaissance Patronage**

A seminar on patrons and patronage of Renaissance Italy, France, and Spain focusing on major families such as the Medici, Sforza, Este, and Gonzaga and on such prominent figures as Cosimo and Lorenzo de' Medici, Isabella d'Este, Francis I, and Philipp II. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4614. Connoisseurship in Old Master Prints**

Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4615. Caricature: The Culture and Politics of Satire**

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we look at the caricatural traditions in France and England from the late 18th-century through the early 20th century. Special emphasis is placed on visual satire as a vehicle for social and political critique, on theories of humor (particularly Baudelaire and Bakhtin), and the development of a mass market for this imagery. Other figures to be discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philippon, and Gil. Students may also propose report topics in 20th-century material. We take advantage of a major collection of French caricature at the Mildred Lane Kemper Art Museum at Washington University, as well as collections available for study in Olin Library and at the Saint Louis Art Museum. Reading knowledge of French not necessary, but desirable. Prerequisites: Art-Arch 112e or 211e, or a 300-level course in modern European history or literature, or permission of the instructor. Credit 3 units.

**A&S TH**

**Art-Arch 462. Topics in Renaissance Art and Architecture II**

*Same as E Lit 461.*

**A&S TH FA Lit**

**Art-Arch 4625. Venice**

*Same as MLA 4625.*

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione, and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship, and interpretation. Prerequisite: Art-Arch 361 or 362, or permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4645. Introduction to American Culture Studies**

*Same as AMCS 645.*

**Art-Arch 4661. Mannerism**

*Same as Med-Ren 4661.*

Italian and Italianate art after the High Renaissance (circa 1510-90), including consideration of style, historical events, cultural context, and artistic personality and biography. Artists include Michelangelo, Pontormo, Bronzino, Cellini, and Parmigianino. Prerequisite: Art-Arch 361, 362, or 3621, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4662. Michelangelo the Architect**

*Same as Med-Ren 4662.*

When, why, and how did the great Renaissance sculptor, painter, and poet Michelangelo Buonarroti become an architect? This seminar surveys

Michelangelo's built and unbuilt architecture, his methods and extant drawings, and the process and influence of his creations. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4669. Rembrandt van Rijn**

This seminar explores the connections between the life and work of Rembrandt. The biography of the artist serves as a foundation to explore the breadth of Rembrandt's activity as a painter, printmaker, and draftsman. Special attention is paid to original works in St. Louis collections. Prerequisite: permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4671. Ancient Myths in Renaissance and Baroque Art**

*Same as Med-Ren 467.*

Selected reading of ancient myths and the ways in which they were illustrated in ancient and Renaissance-Baroque art. Prerequisite: graduate or senior standing, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4682. Gian Lorenzo Bernini: The Sculptor of the Roman Baroque**

An examination of Bernini's development of Baroque sculpture in relationship to the art of Michelangelo and Giambologna as well as to religious and secular patronage in 17th-century Rome. Students are required to write research papers and give oral reports on assigned topics. Prerequisite: permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4683. Cities in Asia**

*Same as IAS 468.*

**A&S TH**

**Art-Arch 4721. American Art and Culture, 1945-1960**

*Same as AMCS 472, Art-Arch 4721.*

The rise and triumph of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar puts Abstract Expressionism into context with parallel developments in the arts, photography, and film. Among the topics we consider: the conversation between émigré artists and American culture during and after the war; the emergence of a "noir" aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called "aesthetic of indifference" in relation to Ab. Ex.; artistic collaborations at Black Mountain College; New York school photography and photo-journalism; and the cultural impact of the A bomb. Prerequisites: a 300-level course on 20th-century art, photography, or history, or permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 473. Art and Culture in Fin-de-siècle America**

*Same as AMCS 473.*

The particular climate of the fin-de-siècle and its expression in art, architecture, and letters. Concurrent development in Vienna, Paris, and London as basis for comparison. Themes include new theories of mind and perception, the fate of rationalism, the "crisis in bourgeois values," and redefinitions of gender. Prerequisite: permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 474. Topics in American Art**

Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4743. Imagining the West**

*Same as History 4743.*

The historical, visual, literary, and scientific encounter of Europeans and European Americans with the North American frontier. Examines how the West as myth and reality was assimilated into,

and imaginatively colonized by, both Europe and America from the pre-discovery period through the end of the 19th-century. Images of the first encounter, cultural dynamics of the colonization process, cultural resistance of native Americans. Field trips, guest lectures. Prerequisite: 100-, 200- or 300-level courses in art history or 300-level courses in European or American 19th-century comparative literature, history; or permission of instructors. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 475. The City In American Arts and Popular Culture: 1910–1940**

*Same as AMCS 476.*

Using visual media—painting, prints and illustration, film and animation along with studies of vaudeville and other forms of popular and mass entertainment, this seminar analyzes the presence of the city as a theme that registers a range of cultural attitudes toward the modern. Through close readings of visual and verbal texts, we consider such issues as the relationship between work and leisure, and between high culture and popular arts. We look at critiques and celebrations as well as at how the popular arts help the ordinary man and women to negotiate the challenges of the new mechanized and overscaled urban environment. Prerequisite: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4771. Gender in 19th-Century Art**

*Same as WGS 4771.*

An examination of the representation of gender, i.e. the construction of male and female identities through images, and the role of gender in artistic practice. Readings and class discussion focus on American, French, and English art. Prerequisite: Survey of modern art, any 300-level course in 19th-century American/European art or culture, or permission of instructor. Credit 3 units.

**A&S SD TH FA AH**

**Art-Arch 4776. Art and Culture in 1930s America**

An interdisciplinary look at the production of culture in the United States during the Depression years between the stock market crash and the nation's entry into World War II. Focus on the evolving dialogue between aesthetic concerns and political commitment. We consider the role of the state as an agent of culture; the relationship between leftist politics and modernism, regionalism, and internationalism; debates over the nature of documentary photography; and attitudes toward the past in New Deal art, among other topics. Prerequisite: 300-level course in European or American 20th-century art or cultural history, concurrent enrollment in Art-Arch 372, or permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4781. Urban Landscapes and The Meanings: “Meet me in St. Louis”**

*Same as Art-Arch 360.*

**A&S TH FA AH**

**Art-Arch 4785. Art and Culture in 1920s America**

*Same as AMCS 4785.*

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States: how artists and critics thought about the nature of our cultural heritage; its rich possibilities and its limitations; the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: Art-Arch

112e or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 481. Topics in Modern Art**

The sources, styles, influences, and content of the art of such artists as Gauguin and Cézanne examined in the context of contemporary movements in art and literature. Prerequisite: art history major, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4816. Art and Culture in Fin-de-siècle Europe**

*Same as IAS 4816, EuSt 4816.*

An examination of painting, photography, and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac), and Art Nouveau. Thematics include urban leisure and café culture, the agrarian ideal, the promises and threats of science and technology, the lure of the primitive and the impact of nationalism and feminism on the arts. Prerequisite: Art-Arch 211, any 300-level course in 19th-century art, literature, or history, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4840. Architecture in the Americas**

**Art-Arch 4855. Contemporary Art in France**

*Same as French 4855.*

This course covers artistic styles and movements from 1945 to the present, including art informal, art brut, new realism, the Situationist International, and new wave film. Artworks are studied in the context of cultural debates, on topics such as post-WWII reconstruction, decolonization, consumerism, the 1968 revolution, the influence of the mass media, and changing conceptions of national, ethnic, and gender identity. Reading knowledge of French is helpful. Prerequisite: permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4861. Paul Gauguin in Context**

*Same as MLA 4861.*

An examination of the art and career of Paul Gauguin (1848–1903) and the artistic, social, and political milieu in which he worked in France and Polynesia. Readings include the artist's writings, studies of avant-garde culture and primitivism in fin-de-siècle France, and the many new publications issued in 2003–04 in America, Tahiti, and France in recognition of the century since Gauguin's death in 1903. Prerequisite: Art-Arch 211, or any 300-level course in art history, or permission of instructor. Reading knowledge of French useful, but not required. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4862. Exoticism and Orientalism in 19th-Century Art**

*Same as IAS 4862.*

An examination of the traditions of exoticism and orientalism in European painting and photography from approximately 1800 to 1900. Readings include artists' writings, travel journals, literature, theory of colonialism, and exoticism. Sample topics to be discussed include: Delacroix, Ingres, Gerome, and the Orient; Flaubert and Maxime du Camp in Egypt; Gauguin and La Farge in Polynesia. Prerequisite: any 300-level course in art history or permission of instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4863. The Photographic Muse: The Modern Artist and the Camera**

An examination of the interplay of photography with painting and sculpture in European art from 1850 to WWI, with an emphasis on the fin-de-siècle. Readings address the history of the medium; the critical debates (starting with Baudelaire) over

photography as a tool of science or of art; the rise of ethnographic photography; the Symbolist ambivalence toward technology; and the development of Pictorialism at the turn of the century. Artists to be studied include Nadar, Moreau, Degas, Rodin, Steichen, Gauguin, Munch, the Nabis, Brancusi, and Picasso. Prerequisite: graduate standing. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4864. Exoticism and Primitivism in Modern Art**

*Same as IAS 4864.*

An interdisciplinary investigation of the development of exoticism and primitivism in Europe from the Enlightenment to WWI. Topics include exoticist representations of non-western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of fin-de-siècle primitivism. Sample artists and authors include Chateaubriand, Delacroix, Flaubert, Gauguin, Picasso, and Matisse. Prerequisite: any 300-level course in art history or permission of the instructor. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4866. Cold War Cultures: Art in the Former Germanies**

In both Germanies during the Cold War (1949–89), the creation of art, its reception and its theoretization were closely linked to the respective political systems: the Western liberal democracy of the Federal Republic of Germany (FRG) and the Eastern communist dictatorship of the German Democratic Republic (GDR). Reacting against the legacy of Nazi aesthetics, both Germanies revived pre-WWII German artistic traditions. Yet they both developed their own distinctive versions of modern and postmodern art at times in accord with their political cultures and at other times in opposition to them. Class discussion will focus on theories of modernism and postmodernism, collectivist and individualistic aesthetics, realist and abstract art, the internationalization of German art, the increasing importance of popular and mass culture, the fashioning of two distinct national identities, and the engagement with Germany's past. Tracing the political, cultural, and theoretical discourses in both German art worlds, we will analyze conventional art, new media, new art forms, popular culture, and international contemporary art exhibitions. This seminar makes use of German artworks in the collections of the Mildred Lane Kemper Art Museum and the Saint Louis Art Museum. For undergraduates with permission of instructor. Credit 3 units.

**FA AH**

**Art-Arch 4888. The Presence of the Past: Contemporary German Art of the 1990s**

This course explores contemporary German art executed after the reunification of the two Germanies in 1989. We focus on artworks that address the identity of the new Germany and its relationship to Germany's past. The memory of the Third Reich, the Holocaust, the revival of interest in Jewish culture, minority cultures, and the exploration of the divided and reunited nation are some of the topics we discuss. We consider all forms of visual media including photography, film, and video art. In addition to examining the work of second-generation artists such as Anselm Kiefer and Gerhard Richter, we concentrate on third-generation artists such as Gunter Forg, Georg Herold, Thomas Hirschhorn, Miaka Hauschild, Thomas Struth, Rosemarie Trockel, and Katharina Sieverding. This seminar is part of the preparation for an exhibition on contemporary German art to be held at the Mildred Lane Kemper Art Museum. Credit 3 units.

**A&S TH FA AH**

**Art-Arch 4889. Reframing Feminist Art of the 1970s***Same as AMCS 4889, WGS 4889.*

Many feminist artists of the 1970s created collaborative projects exhibition spaces and discussion groups as central parts of their aesthetic and political practice. This course examines how these activities sought to give gendered meanings to the languages of art, provide access to art world institutions, and rethink the tenets of art history. We read texts ranging from documents of the period to recent art historical accounts, in order to develop new, art historical methods for studying the diverse collaborations, networks, and alternative exhibition sites that were fundamental to the feminist artwork of this decade. Prerequisite: permission of the instructor. Credit 3 units.

**A&S TH FA AH****Art-Arch 4911. Aesthetic Politics: Power, Art, and Modern Culture**

German National Socialism, Italian Fascism, and Soviet Stalinism built heavily on aesthetic material on art, architecture, exhibition culture, film, and photography in order to legitimate totalitarian rule. They aspired to transform the state into a spectacular work of art while at the same time providing their citizens with peculiarly modern diversions. This course is intended to offer a theoretical, historical, and comparative framework through which to analyze the political dimensions of modern aesthetic culture. Readings and class discussions address issues such as the role of aesthetic experiences in shaping collective values, supporting dominant ideologies, and articulating counter-hegemonic agendas; the function of exhibition institutions such as museums, theaters, and public memorials in constructing national identities; and the role of mass-cultural technologies such as film, photography, and more recently the Internet in displaying political authority. Examining diverse materials from five different national contexts (Germany, Italy, Soviet Union, People's Republic of China, United States), this interdisciplinary seminar also inquires about the legacy of modern aesthetic culture to our own age of media politics and highly orchestrated spectacles of power. All readings and discussions in English. Prerequisite: permission of instructors. Credit 3 units.

**A&S TH FA AH****Art-Arch 4976. The American Trauma: Representing the Civil War in Art, Literature and Politics***Same as History 4976.***A&S TH****Art-Arch 499. Honors Art and Archaeology**

A major research paper acceptable to the department. Prerequisite: permission of the department. Credit 3 units.

**Art-Arch 4ABR. Art History and Archaeology Course work Completed Abroad**

Credit 3 units.

# Asian and Near Eastern Languages and Literatures

**Chair**

**Fatemeh Keshavarz**  
Associate Professor  
Ph.D., University of London

**Endowed Professor**

**Robert E. Hegel**  
Liselotte Dieckmann Professor of  
Comparative Literature  
Ph.D., Columbia University

**Professor**

**Beata Grant**  
Ph.D., Stanford University

**Associate Professors**

**Pamela Barmash**  
Ph.D., Harvard University

**Nancy E. Berg**  
Ph.D., University of Pennsylvania

**Rebecca Copeland**  
Ph.D., Columbia University

**Marvin H. Marcus**  
Ph.D., University of Michigan

**Assistant Professors**

**Lingchei Letty Chen**  
Ph.D., Columbia University

**Martin Jacobs**  
Ph.D., Habilitation Free University of Berlin

**Pauline Chen Lee**  
Ph.D., Stanford University

**Elizabeth Oyler**  
Ph.D., Stanford University

**Nargis Virani**  
Ph.D., Harvard University

**Senior Lecturers**

**Xia Liang**  
M.A., Beijing Normal University

**Virginia S. Marcus**  
M.A., University of Michigan  
M.A., New York University

**Judy Zhijun Mu**  
Ph.D., University of Illinois at  
Urbana-Champaign

**Fengtao Wu**  
M.A., Indiana University-Bloomington

**Lecturers**

**Hiroo Aridome**  
M.A., University of Minnesota

**Housni Bennis**  
M.A., Washington University in St. Louis

**Giore Etzion**  
M.A., University of Michigan

**Shino Hayashi**  
M.A., University of Wisconsin  
M.A., University of Minnesota

**Hanaa Kilany**

Ph.D., University of Pennsylvania

**Mijeong Mimi Kim**

Ed.D., University of San Francisco

**Kayo Niimi**

M.A., Ohio State University

**Rami J. Pinsberg**

M.Ed., University of Missouri-St. Louis

**Wei Wang**

M.A., University of Minnesota  
M.A., Beijing Language and  
Culture University

**Mohammad J. Warsi**

Ph.D., Aligarh Muslim University (India)

**Professors Emeriti**

**Tamie Kamiyama**  
Ph.D., Saint Louis University

**Viola Liu**  
M.A., Seton Hall University

**Robert E. Morrell**  
Ph.D., Stanford University

**James C. Shih**  
Ph.D., University of California-Berkeley

**Richard H. Yang**  
Ph.D., New School for Social Research

**Betty Pei-shan Yue**  
M.A., Washington University

The department offers programs in the study of Asian and Near Eastern languages, literatures, and cultures, including both the traditional and modern periods of their development. A major in Asian and Near Eastern Languages and Literatures offers a solid preparation for graduate study in these areas. It also opens up career opportunities in diplomacy, business, law, journalism, and higher education.

Majors and minors are offered in Chinese, Japanese, Arabic, and Hebrew; a minor is offered in Persian; course work and language instruction are also offered in Hindi and Korean. The majors typically require completion of 27 units, 18 of which must be at the 300-level or above. Specific requirements usually include one 200-level foundational course, the equivalent of four years of modern language study, one course in the classical language, and two or more courses in the relevant literary tradition. In addition, all majors (except those who are writing a senior's Honors thesis, or who are fulfilling a capstone requirement in a second major) are required to take the ANELL Senior Seminar.

The minors require the completion of 18 units, 9 of which must be at the 300-level or above. Specific requirements normally include the equivalent of two years of modern language study and one or more courses in the relevant literary tradition: three of these courses must be at the 300-level or above. Students who are double majoring must keep in mind that no more than 6 units of the 27 units required for the major and 3 units of the required 18 units for the minor may be courses that are also used to satisfy the requirements of the other major.

## Asian Languages and Literatures

As a major in one of the Asian languages and literatures (Chinese or Japanese) students can expect to gain proficiency in one or more of these languages, study the area's literary and cultural landmarks, and gain familiarity with Asian history and civilizations.

**The Majors:** To major in Chinese or Japanese language and literature, students must complete a minimum of 27 upper-level units, no more than 12 of which may be language courses.

All students majoring in Chinese or Japanese normally must complete the fourth-level modern language course or its equivalent. They must also complete a prerequisite 200-level foundational course, at least one semester of relevant classical literary language, the historical survey of the relevant literature, and the ANELL Senior Seminar. The department strongly encourages overseas study during students' junior year. As a major, students are expected to maintain a B average in all departmental courses. Each student's progress toward her or his goal is monitored on a regular basis and by a variety of means.

As a prerequisite to the major, students must complete first- and second-level language study or its equivalent: Chinese 101DQ-102DQ and 211-212 or Japan 103DQ-104DQ and 213-214. In addition, Chinese and Japanese majors are required to complete one lower-level foundational course, normally ACC 227 (Chinese Civilization) or ACC 226 (Japanese Civilization) respectively. Required upper-level courses for the major Core courses include language courses at the third-year or higher levels (to be chosen from and are to be selected from among Chinese 360, 361, or Japan 412, 413; Chinese 427, 428, or Japan 458, 459. Chinese majors are also required to take Chinese 410 or 411 (Classical Chinese); Japanese majors are required to take Japanese 460 (Classical Japanese).

Majors also are required to take a historical survey of the chosen literature: for Chinese majors, 341 and 342; for Japanese majors, 332 and 333. These courses must be taken in residence. Under special circumstances and with the approval of their adviser, students may substitute another upper-level literature course for one of these. Students may also select electives from upper-level courses in this and other departments to complement his or her literature studies. In addition, unless a student is writing an Honors thesis or fulfilling a capstone requirement for a second major, he or she is also required to take the ANELL Senior Seminar during the senior year.

**The Minors:** To minor in Chinese or Japanese, students must take a minimum of two years of language and at least 9 units of upper-level literature or culture courses, chosen in consultation with his or her minor adviser. Normally these courses include the historical surveys of the relevant literature. (For Chinese: 341 and 342; for Japanese: 332 and 333.) If a student places out of language

courses, he or she is required to take a total of 15 units of literature or culture courses. **Language Placement:** Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous knowledge of the language and are planning to enroll in the first semester of the first year of instruction. Students who test into second-year Chinese or Japanese and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for testing into second year and 6 units for testing into third year or above. Please note that students with native language proficiency as determined by the individual language section, as well as students who enroll in a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background so as to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

**Teacher Accreditation:** Various states offer foreign language accreditation in Chinese and Japanese, as well as dual accreditation in language and social studies. Students intending to teach in primary or secondary schools should indicate this to the department as early as possible so appropriate arrangements can be made with the University's Department of Education.

**Study Abroad:** Students are strongly encouraged to participate in study abroad programs, usually during the junior year, and after a minimum of one year of language study. In Chinese, overseas study is available through the Duke Study in China Program, located in the People's Republic of China. In Japanese, a two-semester overseas program is available at Waseda University, Tokyo, and at Kyoto University through a program sponsored by a consortium of American universities. Students who participate in Washington University-sponsored and/or -approved overseas programs are normally able to apply most or all of these units to their undergraduate degree although normally no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad Office. Transfer Credit: Normally no more than 6 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied to the major.

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this *Bulletin*, have outstanding performance in language work, and satisfactorily complete, during the senior year, Chinese/Japanese 486 (fall) and, if possible, Chinese/Japanese 487 (spring), to be taken in addition to all other

departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student special language work as needed and an independent Honors research paper in the student's area of academic interest.

## Undergraduate Courses

### ANELL 200. Asian and Near Eastern Languages and Literatures

*Same as East Asia 200, Chinese 200, Japan 200, Comp Lit 200, Pers 200, Arab 200, Korean 200, MHBR 200, JNE 2001, WGS 200, Hindi 200.*

A team-taught comparative introduction to the literatures and cultures of Asia and the Near East. Topics and approaches vary from year to year. Credit 3 units.

**A&S CD TH**

### ANELL 205. Literature and Film from Asia and the Near East

*Same as JNE 2051, ACC 205.*

A general introduction to fiction, plays, and films from Asia and the Near East. Each text is introduced by a faculty specialist in that language and culture, but most of our time is devoted to discussions of the texts. Our purpose is to explore ways that the study of literature and performance can illuminate cultures in general and several non-European cultures more specifically. And through comparisons between samples from any one culture and between our several cultures, we examine the richness of the traditions, and the modern experience, of writing and cinematic art from areas such as Egypt, Israel, Iran, India, China (including Taiwan and Hong Kong), Korea, and Japan. No prerequisites; all interested students are welcome. All readings available in English translation; all films are subtitled. Credit 3 units.

**A&S CD TH**

### ANELL 208. Freshman Seminar: The Chinese-American Experience

*Same as East Asia 2081, Chinese 208, Comp Lit 2081, AMCS 207.*

The course discusses works by Chinese-American writers such as Maxine Hong Kingston, Amy Tan, Frank Chin, David Henry Hwang, among others. We discuss issues such as cultural in-betweenness, the politics of hyphenation (Asian-American, pan-Asian, trans-national, etc.), and femininity vs. feminism in Chinese-American identity negotiation. We also look into the immigration history of the United States and examine the role Chinese Americans play in this country's nation building. Literary and cinematic representations of the Chinese-American experiences and struggles are examined. All readings are in English. All films are subtitled. There are no prerequisites. Freshmen only. Credit 3 units.

**A&S SD TH**

### ANELL 358. Modern Near Eastern Literatures

*Same as Comp Lit 358C.*

**A&S TH FA Lit**

### ANELL 400. Asian and Near Eastern Languages and Literatures Senior Seminar

*Same as BHBR 4001, Comp Lit 4002, Japan 400, Chinese 400, East Asia 4001, MHBR 400, Hindi 400, Korean 400, Arab 400, Pers 400.*

Prerequisites: this course fills the senior capstone requirement for majors in Asian and Near Eastern Languages and Literatures; it will also be open to juniors majoring in ANELL and other students by permission of the instructor. Credit 3 units.

**A&S CD TH**

### ANELL 500. Independent Study

Requires permission from instructor, department and dean, and a signed proposal. Credit 3 units.

**ACC 106. Introduction to Hinduism, Buddhism, and East Asian Religions**Same as *Re St 106*.**ACC 111E. Introduction to Asian Art**Same as *Art-Arch 111E*.

A&amp;S CD LA FA AH

**ACC 205. Literature and Film from Asia and the Near East**Same as *ANELL 205*.

A&amp;S CD TH

**ACC 220. Special Interest Workshop: Performing Medieval Japanese Musical Narrative****ACC 223. Korean Civilization**Same as *East Asia 223C, Korean 223C, IAS 223, East Asia 223*.

A comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explore aspects of Korea's relationship with its East Asian neighbors. Attention is also paid to contemporary issues, social problems, and cultural trends. Credit 3 units.

A&amp;S CD TH

**ACC 226. Japanese Civilization**Same as *Japan 226, East Asia 226, IAS 226C, Japan 226C, East Asia 226C*.

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology. Credit 3 units.

A&amp;S CD SD TH FA SSP

**ACC 227. Chinese Civilization**Same as *East Asia 227C, Chinese 227C, IAS 227C, East Asia 227, Chinese 227*.

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns include social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Our readings include literary, philosophical, and historical documents as well as cultural histories; there are two examinations and several short writing assignments. Credit 3 units.

A&amp;S CD SD TH

**ACC 235. Warrior Culture of Japan**Same as *ACC 351, Japan 235, East Asia 235*.

From valiant medieval samurai to selfless imperial army soldier, the warrior stands as one of the most striking and universally recognizable images of Japanese identity. In this course, we investigate how his portrayal develops over the course of Japanese history. Credit 3 units.

A&amp;S TH

**ACC 245I. The Buddhist Traditions**Same as *Re St 245*.

A&amp;S CD TH FA SSP

**ACC 250. The Hindu Tradition**Same as *Re St 250F*.

A&amp;S CD TH FA SSP

**ACC 293C. Freshman Seminar: Images of East Asia: Geisha**Same as *East Asia 293C, Japan 293C*.

In this course we consider the geisha as both a cultural construct and a historical phenomenon. Our approach is comparative, literary, and cross-cultural. How did the geisha, as a social institution, emerge in Japan? How has the image of the geisha been marketed and exploited there? How has it been reconstituted and similarly used in the United States? What does the enduring presence of the geisha in Japan reveal about its attitudes toward gender, social roles, and female sexuality?

What does the obsession with the geisha in the United States reveal about its attitudes toward Asia in general and Japanese women in particular? Texts for the course include Arthur Golden's *Memoirs of a Geisha*, Liza Dalby's *Geisha*, and selections of novels and short stories by Japanese authors—both male and female. In addition, we consider the way the geisha has been portrayed in television programs and films in both Japan and the United States. Credit 3 units.

**ACC 294. Images of East Asia**Same as *WGS 293, Japan 294, East Asia 294*.

A variety of topics offered individually which reflect the images of East Asian cultures. Credit 3 units.

**ACC 303. Taoist Tradition**

Credit 3 units.

**ACC 309. Chinese Thought**Same as *Re St 309*.

A&amp;S CD TH WI

**ACC 309I. Confucian Traditions**Same as *Re St 309I*.

A&amp;S TH

**ACC 3162. Early Modern China: 1350–1890**Same as *History 3162*.

A&amp;S TH FA SSP

**ACC 3192. Modern South Asia**Same as *History 3192*.

A&amp;S CD TH FA SSP

**ACC 3401. Chinese Art and Culture**Same as *Art-Arch 3401*.

A&amp;S CD TH FA AH

**ACC 3420. The Archaeology of Ancient China**Same as *Art-Arch 3420*.

A&amp;S TH FA AH

**ACC 3421. The Archaeology of Northern East Asia****ACC 3423. Seminar in Asian Art: From Ancient Worlds to Contemporary Practice**Same as *Art-Arch 3423*.

A&amp;S TH FA AH

**ACC 351. Warrior Culture of Japan**Same as *ACC 235*.

A&amp;S TH

**ACC 4842. The Japanese Empire in Asia, 1874–1945**Same as *History 4842*.

A&amp;S CD TH

**ACC 4911. The Nativist Dimension in Modern Japanese Culture**Same as *East Asia 4911*.

A&amp;S TH

**ACC 4982. Topics in Chinese History: Women and Confucian Culture in Early Modern East Asia**Same as *History 4982*.

A&amp;S TH

**Chinese****Chinese 101D. First-Level Modern Chinese I**

Introduction to the modern spoken and written national language of China. Five regular hours and additional drill or laboratory sessions as assigned by instructor. Students with some previous Chinese language background must take placement examination. Credit 5 units.

A&amp;S LA

**Chinese 102D. First-Level Modern Chinese II**

Continuation of 101D. Prerequisite: grade of B- or better in 101D, or placement by examination. Five regular hours and additional drill or laboratory sessions as assigned by instructor. Credit 5 units.

A&amp;S LA

**Chinese 106. Beginning Chinese for Heritage Speakers I**

This course is designed for students who have basic speaking and listening skills but no background in writing or reading. Three class hours plus one additional hour are required. Prerequisite: placement by examination. Credit 3 units.

A&amp;S LA

**Chinese 107. Beginning Chinese for Heritage Speakers II**

Continuation of 106. Emphasis on improving basic reading and writing skills. Three class hours plus one additional hour are required. Prerequisite: grade of B- or better in Chinese 106, or placement by examination. Credit 3 units.

A&amp;S LA

**Chinese 110. Basic Principles and Practice of Chinese/Japanese Calligraphy**Same as *East Asia 110, Japan 110*.

Elementary approach to brush-and-ink writing of traditional Chinese/Japanese characters. Prerequisite: Chinese 101DQ-102DQ, Japan 103DQ-104DQ or concurrent registration, or permission of instructor. Two hours a week. Credit 1 unit.

A&amp;S LA

**Chinese 150. Freshman Seminar**

Credit 3 units.

A&amp;S TH

**Chinese 200. Topics in Asian and Near Eastern Languages and Literatures**Same as *ANELL 200*.

A&amp;S CD TH

**Chinese 208. Freshman Seminar: The Chinese-American Experience**Same as *ANELL 208*.

A&amp;S SD TH

**Chinese 211. Second-Level Modern Chinese I**

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: grade of B- or better in Chinese 102D, or placement by examination. Five hours a week, plus drill and laboratory sessions as required by instructor. Credit 5 units.

A&amp;S LA

**Chinese 211S. Chinese Language Study Abroad (second-year level)**

Not the same as Washington University courses 211, 212. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 360, 361 (Third-Level Modern Chinese I, II). Credit variable, maximum 4 units.

**Chinese 212. Second-Level Modern Chinese II**

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: grade of B- or better in Chinese 211, or placement by examination. Five hours a week, plus drill and laboratory sessions as required by instructor. Credit 5 units.

A&amp;S LA

**Chinese 212S. Chinese Language Study Abroad (second-year level)**

Not the same as Washington University courses 211, 212. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 360, 361 Third-Level Modern Chinese I, II. Credit variable, maximum 4 units.

**Chinese 227C. Chinese Civilization**Same as *ACC 227*.

A&amp;S CD SD TH

**Chinese 298. An Internship for Liberal Arts Students**

Same as Ge St 2991.

**Chinese 299. Independent Study**

Credit variable, maximum 6 units.

**Chinese 330. Topics in Chinese Literature and Culture**

Same as East Asia 3301, IAS 3301, Comp Lit 3301.

Credit 3 units.

**A&S** CD TH

**Chinese 341. Literature of Early and Imperial China**

Same as East Asia 3411, IAS 3410.

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time is devoted to student discussions of masterworks as an avenue for understanding Chinese culture during selected historical periods. Required for all Chinese major, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings available in English translation. Credit 3 units.

**A&S** CD SD TH **FA** Lit

**Chinese 342. Literature of Modern and Contemporary China**

Same as Chinese 342, IAS 342, East Asia 3421.

An introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry, and film. We look at these works in their relevant literary, socio-political, and cultural contexts (including Western influences). Required for all Chinese majors and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings in English translation. Credit 3 units.

**A&S** CD SD TH **FA** Lit

**Chinese 360. Third-Level Modern Chinese I**

Emphasis on improving speaking, listening, reading, and writing skills. Texts include Chinese newspapers and modern literary texts. Open to undergraduates only. Prerequisite: grade of B- or better in Chinese 212, or placement by examination. Credit 5 units.

**A&S** LA

**Chinese 360S. Chinese Language Study Abroad (Third-Year Level)**

Not the same as Washington University courses 360, 361. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 427, 428 Fourth-Level Modern Chinese I, III. Credit variable, maximum 4 units.

**Chinese 361. Third-Level Modern Chinese II**

Continuation of advanced work in reading Chinese newspapers and modern literary texts. Open to undergraduates only. Prerequisite: grade of B- or better in Chinese 360, or placement by examination. Credit 5 units.

**A&S** LA

**Chinese 361S. Chinese Language Study Abroad (Third-Year Level)**

Not the same as Washington University courses 360, 361. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 427, 428 Fourth-Level Modern Chinese I, II. Credit variable, maximum 4 units.

**Chinese 382. Writing Women of Imperial China**

Same as East Asia 382, WGS 3820.

Women writers can be found throughout most of China's imperial history, and from the 16th cen-

tury on, there were an extraordinary number of women writing and publishing their poetry collections. Despite this fact, only a very few writings by women were included in the traditional literary canon and until recently, they were not considered worthy of scholarly attention. Fortunately, there is now a growing body of critical studies on, and translations of, these women writers. In this course, we explore the writings of Chinese women from the 1st through to the early 20th centuries, and discuss the changing historical and social contexts within which these women wrote and the obstacles of both genre and gender that had to be overcome in order to ensure that their voices were heard. Prerequisite: at least one course in Chinese literature or culture, or instructor's permission. Credit 3 units.

**A&S** TH

**Chinese 400. Asian and Near Eastern Languages and Literatures Senior Seminar**

Same as ANELL 400.

**A&S** CD TH

**Chinese 406. Advanced Conversation and Composition (in China)**

Credit variable, maximum 5 units.

**A&S** LA

**Chinese 407. Advanced Conversation and Composition (in China)**

Credit variable, maximum 5 units.

**A&S** LA

**Chinese 408. Advanced Readings in Chinese (in China)**

Credit variable, maximum 6 units.

**A&S** LA

**Chinese 410. Introduction to Traditional Literary Chinese I**

Selected readings in pre-modern Chinese texts. Required of all majors in Chinese and students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: grade of B- or better in Chinese 212, or instructor's permission. Credit 3 units.

**A&S** LA **FA** Lit

**Chinese 411. Introduction to Literary Chinese II**

Selected readings in pre-modern Chinese texts. Required of all majors in Chinese and students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: grade of B- or better in Chinese 410, or instructor's permission. Credit 3 units.

**A&S** LA **FA** Lit

**Chinese 412. Advanced Conversation in Mandarin I**

A course particularly designed to improve pronunciation in Mandarin and conversational skills. Limited to students who have substantial proficiency in Chinese character reading and composition. Prerequisite: grade of B- or better in Chinese 428, or instructor's permission. Credit 3 units.

**A&S** LA

**Chinese 413. Advanced Composition in Chinese**

This course is designed for students wishing to improve their ability to write letters, essays, reports, and other types of compositions in Chinese. There are assigned readings both on the art of writing Chinese and of writing models, as well as regular take-home writing assignments. This course is conducted entirely in Chinese. Prerequisite: grade of B- or better in Chinese 428 or instructor's permission. Credit 3 units.

**A&S** LA

**Chinese 414. Readings in Classical Chinese Philosophy**

Same as East Asia 4141, Re St 414, IAS 4140.

In this course we study Chinese philosophical texts from the classical period (circa 6th–3rd cen-

turies BCE). We read selections from the Analects, the Mengzi, the Xunzi, the Zhuangzi, the Daodejing, and the Hanfeizi, in addition to commentaries on these primary texts. The readings are in classical Chinese with occasional supplemental readings in English and modern Chinese. The aim of the course is to familiarize students with the language and grammar of Chinese philosophical texts, introduce students to the tradition of scholarly commentary, and explore a set of influential Chinese texts in the original language. Prerequisite: Chinese 411 or instructor's permission. Credit 3 units.

**A&S** CD TH

**Chinese 420. Third-Level Modern Chinese I**

Advanced work in modern contemporary Chinese with emphasis on historical, social, and modern literary texts. Integral part of basic Chinese language curriculum. Prerequisite: previous or concurrent registration in Chinese 410, 411. Credit 3 units.

**A&S** LA

**Chinese 421. Third-Level Modern Chinese II**

Advanced work in modern contemporary Chinese with emphasis on historical, social, and modern literary texts. Integral part of basic Chinese language curriculum. Prerequisite: previous or concurrent registration in Chinese 410, 411. Credit 3 units.

**A&S** LA

**Chinese 427. Fourth-Level Modern Chinese I**

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Prerequisite: grade of B- or better in Chinese 361 or 421, or placement by examination. Credit 3 units.

**A&S** LA

**Chinese 427S. Chinese Language Study Abroad (Fourth-Year Level)**

Not the same as Washington University courses 427, 428. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in any advanced language class. Credit variable, maximum 4 units.

**Chinese 428. Fourth-Level Modern Chinese II**

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: grade of B- or better in Chinese 427, or placement by examination. Credit 3 units.

**A&S** LA

**Chinese 428S. Chinese Language Study Abroad (Fourth-Year Level)**

Not the same as Washington University courses 427, 428. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in any advanced language class. Credit variable, maximum 4 units.

**Chinese 460. Fifth-Level Modern Chinese I**

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is composed of a variety of authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: grade of B- or better in Chinese 428 or 411, by result of the placement examination, or by instructor's permission. Credit 3 units.

**A&S** LA

**Chinese 461. Fifth-Level Modern Chinese II**

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is composed of a variety of authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Prerequisite: grade of B- or better in Chinese 428 or 411, by result of the placement examination, or by instructor's permission. Credit 3 units.

**A&S LA**

**Chinese 463. Legal and Business Chinese**

An intensive exposure to legal and business texts in Chinese, with the aim of developing reading and speaking fluency in these areas and mastering the requisite specialized vocabulary. Of particular interest to students in the joint J.D./M.A. and dual M.B.A./M.A. programs, but open to all students with advanced proficiency in written and spoken Chinese. Prerequisite: Chinese 428 or instructor's permission. Credit 3 units.

**A&S LA**

**Chinese 467. The Chinese Theater**

Same as *East Asia 467, Drama 465, Comp Lit 477, IAS 467.*

Survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Credit 3 units.

**A&S CD SD TH FA AH**

**Chinese 470. Readings in Chinese Literature**

Same as *WGS 4701, IAS 4700, East Asia 470.* Selected literary masterpieces in Chinese, including examples of poetry and prose. All readings and discussion in Chinese. Open to both graduate and undergraduate students. Prerequisite: permission of instructor. Credit 3 units.

**A&S TH FA Lit**

**Chinese 4711. Topics in Religious Studies: Gender and Religion in China**

Same as *Re St 4711.*

**A&S TH FA SSP**

**Chinese 476. Reading Seminar in Chinese Traditional Fiction**

Same as *IAS 476, East Asia 476.*

Extensive readings in major critical works in Chinese and English concerning fiction of imperial China, with emphasis on vernacular fiction of the Ming and Qing periods. Weekly discussions and short reading reports. Knowledge of Chinese language and literature normally required, but arrangements can be made for graduate students in such programs as East Asian Studies and Comparative Literature. Credit 3 units.

**A&S TH FA Lit**

**Chinese 477. Reading Seminar in Chinese Traditional Poetry**

Credit 3 units.

**A&S TH FA Lit**

**Chinese 478. Reading Seminar in Chinese Traditional Theater and Drama**

Credit 3 units.

**A&S TH FA Lit**

**Chinese 479. Reading Seminar in Modern Chinese Literature**

Same as *IAS 479, East Asia 479.*

Credit 3 units.

**A&S CD TH FA Lit**

**Chinese 480. Reading Seminar in Popular Literature and Culture**

Same as *East Asia 4801, IAS 4801.*

Credit 3 units.

**A&S TH FA Lit**

**Chinese 481. Reading Seminar in Religion and Chinese Literature**

Same as *Re St 4811, IAS 481, East Asia 4811.*

Credit 3 units.

**A&S TH FA Lit**

**Chinese 482. Reading Seminar in Gender and Chinese Literature**

Same as *East Asia 482, WGS 482, IAS 482.*

Prerequisite: Chinese 341 or instructor's permission. Credit 3 units.

**A&S TH FA Lit**

**Chinese 486. Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

**Chinese 487. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

**Chinese 489. Topics in Modern Chinese Literature**

Same as *History 4891, IAS 489, LH 489, East Asia 4891.*

Prerequisite: permission of instructor. Credit 3 units.

**A&S TH FA Lit**

**Chinese 4891. Topics in Chinese Literature and Culture: The Chinese City in the Global Context**

Same as *East Asia 4892, Comp Lit 4891.*

In this course, we situate major Chinese cities such as Beijing, Shanghai, Taipei, Hong Kong, and Singapore in the global context to gain new perspectives on Chinese culture. We examine issues such as alienation, decadence, and cosmopolitanism that are closely associated with urban culture. We also focus on the global circulation of cultures and discuss the possibilities of conceiving a new cultural geography that allows us to view the world in a new kind of global spatial order, instead of looking at the world as composed of a body of nations. This new inter- and cross-cultural map shows that a global urban culture has been in the making within the proposed Chinese global cities and that in fact they share more in common with each other than with the cultures of the state where these cities exist. Literary texts, films, videos, and multi-media art works are examined. All readings are available in English. All films are subtitled. Prerequisite: instructor's permission. Credit 3 units.

**A&S SS**

**Chinese 490. Topics in Chinese Literature and History**

Same as *LH 416, East Asia 490.*

Prerequisite: permission of the department. Credit variable, maximum 3 units.

**A&S TH FA Lit SSP**

**Chinese 498. Guided Readings in Chinese**

Same as *East Asia 498.*

Prerequisite: senior standing, and permission of the instructor and the department chair. Course normally taken after successful completion of Chinese 428. May be repeated once for credit. Credit variable, maximum 3 units.

**A&S LA**

**Chinese 500. Independent Study**

Prerequisite: senior standing, and permission of the instructor and the department chair. May be repeated for credit. Credit variable, maximum 3 units.

**Hindi****Hindi 105S. Basic Conversational Hindi in India**

An introduction to conversational Hindi offered on-site at Washington University's Summer Program in India. The course provides beginning students with the practical conversational skills needed to conduct their local research projects (see JNE 225S, Indic Civilization) and to experience daily living in a Hindi-speaking environment. It also provides an introduction to the Devanagari script and to the study of Hindi. Students are encouraged to continue their study of Hindi at Washington University. Credit 2 units.

**Hindi 106S. Explorations in Hindi**

This course is based on-site at Washington University's Summer Program in India. It is intended for students who already have some knowledge of Hindi. Students improve their existing skills in a Hindi-literate environment and explore the language on their own. Students are given an assignment (in literature, media study, translation, an interview-based project, etc.) that suits their interests and their level of proficiency in the language and that they complete in India under the guidance of a local Hindi instructor. Credit 3 units.

**Hindi 111D. Beginning Hindi I**

Same as *JNE 111D.*

An introduction to the most widely spoken language of South Asia. Along with an understanding of grammar, the course offers practice in all four skills: listening, speaking, reading, and writing. The Hindi (Devanagari) script is used for reading and writing. Note: students with some previous Hindi language background must take a placement examination. Credit 5 units.

**A&S LA**

**Hindi 112D. Beginning Hindi II**

Same as *JNE 112D.*

Continuation of 101D, devoted to the further development of basic skills—listening, speaking, reading, and writing—with a particular emphasis on the acquisition of speaking proficiency. Prerequisite: Hindi 111D, or placement by examination. Credit 5 units.

**A&S LA**

**Hindi 151D. Advanced Beginning Hindi I**

Designed for the student with some background in Hindi. Emphasis on review of grammar, increased fluency, and vocabulary enrichment. Prerequisite: placement by examination or instructor's permission. Credit 3 units.

**A&S LA**

**Hindi 200. Topics in Asian and Near Eastern Languages and Literatures**

Same as *ANELL 200.*

**A&S CD TH**

**Hindi 201. Intermediate Hindi I**

Same as *JNE 2011.*

Continuing practice in listening, speaking, and grammatical understanding. The Hindi (Devanagari) script is used for reading and writing. Prerequisite: grade of B- or better in Hindi 112D, or placement by examination. Credit 5 units.

**A&S LA**

**Hindi 202. Intermediate Hindi II**

Same as *JNE 2021.*

Continuation of Hindi 201. Prerequisite: grade of B- or better in Hindi 201, or placement by examination. Credit 5 units.

**A&S LA**

**Hindi 225B. Introduction to Indic Culture and Civilization**

A guided classroom tour of the cultures of the Indian subcontinent both past and present. Highlights of the journey include such topics as geography and climate; major historical events; reli-

gious expressions; arts and music; languages and literatures; foods and apparel; Indian cinema; women's issues, etc. The tour concludes with an exploration of the many influences on Indic culture in the West, with emphasis on contemporary North America. No prerequisites. Credit 3 units.  
**A&S TH FA SSP**

**Hindi 299. Undergraduate Independent Study**  
 Prerequisite: Hindi 202, and permission of the instructor and the department chair. Credit variable, maximum 6 units.

**Hindi 350. Introduction to South Asian Literature in Translation: The Modern Hindi/Urdu Short Story**  
*Same as Comp Lit 350S.*

An introduction to the major writers and writings of the modern Hindi/Urdu short story, including the works of Premchand, Krishnan Chander, Nir-mal Varma, and others. Our discussion extends from the various thematic, literary, and linguistic worlds created by these various authors, to the social, historical, and political trends behind the development of the "New Story" over the past several decades. All readings are in English translation, and there are no prerequisites. Credit 3 units.  
**A&S CD TH**

**Hindi 400. Asian and Near Eastern Languages and Literatures Senior Seminar**

*Same as ANELL 400.*

**A&S CD TH**

## Japanese

**Japan 103D. First-Level Modern Japanese I**

An introduction to spoken Japanese following a systematic study of grammatical structures presented in context. Emphasis is on developing skills in oral communication through performance. Students with some previous Japanese language background must take the placement examination. Credit 5 units.

**A&S LA**

**Japan 104D. First-Level Modern Japanese II**

Continuation of Japan 103D. An introduction to spoken Japanese following a systematic study of grammatical structures presented in context. Emphasis is on developing skills in oral communication through performance. Prerequisite: grade of B- or better in Japan 103DQ. Credit 5 units.

**A&S LA**

**Japan 110. Basic Principles and Practice of Chinese/Japanese Calligraphy**

*Same as Chinese 110.*

**A&S LA**

**Japan 200. Topics in Asian and Near Eastern Languages and Literatures**

*Same as ANELL 200.*

**A&S CD TH**

**Japan 213. Second-Level Modern Japanese I**

Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: grade of B- or better in 104DQ, or placement by examination. Credit 5 units.

**A&S LA**

**Japan 214. Second-Level Modern Japanese II**

Continuation of Japan 213. Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: grade of B- or better in Japan 213, or placement by examination. Credit 5 units.

**A&S LA**

**Japan 220. Special Interest Workshop: Performing Medieval Japanese Musical Narrative**

**Japan 225. Topics in Pre-Modern Japanese Literature: Geishas and Ghosts: Pre-Modern Literature in Japan and China**

This course is designed as an introduction to pre-modern and early modern fiction in Japan and China. In the pre-modern period, the Chinese excelled in writing supernatural stories. The Japanese, on the other hand, spun yarns of love set in the licensed prostitution quarters. Since these stories of romance and adventure sprung up without Western influence, they offer Western readers a glimpse of a literary tradition different from their own. The course is intended for those with no background in either language or literature, and due to the intensive, compact form of a summer course, only excerpts of the works can be read. Lectures offer historical background, and class discussion helps students focus on the differences and similarities between these genres and works of literature they have themselves read in the past. Credit 3 units.

**A&S TH**

**Japan 226. Japanese Civilization**

*Same as ACC 226.*

**A&S CD SD TH FA SSP**

**Japan 226C. Japanese Civilization**

*Same as ACC 226.*

**A&S CD SD TH FA SSP**

**Japan 235. Warrior Culture of Japan**

*Same as ACC 235.*

**A&S TH**

**Japan 293C. Freshman Seminar: Images of East Asia: Geisha**

*Same as ACC 293C.*

**Japan 294. Images of East Asia**

*Same as ACC 294.*

**Japan 298. An Internship for Liberal Arts Students**

*Same as GeSt 2991.*

**Japan 299. Independent Study**

Prerequisite: Japan 213 and permission of the department. Credit variable, maximum 6 units.

**Japan 324. A User's Guide to Japanese Poetry**

*Same as IAS 3243.*

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse—the poetic diary, linked verse, haiku, and others—and their historical contexts, we gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1,500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required. Credit 3 units.

**A&S LA**

**Japan 332C. The Classical Voice in Japanese Literature**

*Same as IAS 3323, East Asia 332C.*

This survey of Japanese literature covers antiquity to the 17th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended. Credit 3 units.

**A&S CD TH FA Lit**

**Japan 333C. The Modern Voice in Japanese Literature**

*Same as IAS 3331, Japan 333, East Asia 333C.*

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries,

we focus on the short stories and novels of the 20th century. Among the authors considered include Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language required. Credit 3 units.

**A&S CD TH FA Lit**

**Japan 336. The Floating World in Japanese Literature**

*Same as IAS 3360.*

This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688–1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku), and prose (kana zoshi). Recommended for both Japanese and Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended. Credit 3 units.

**A&S CD SD TH FA Lit**

**Japan 351. Japanese Political Institutions (in Japan)**

Credit 3 units.

**A&S SS FA SSP**

**Japan 3511. Warrior Culture of Japan**

*Same as ACC 351.*

**A&S TH**

**Japan 352. Japanese Economic Institutions (in Japan)**

Credit 3 units.

**A&S S FA SSP**

**Japan 353. Japanese Social Institutions (in Japan)**

Credit 3 units.

**A&S SS FA SSP**

**Japan 354. Japanese Business Institutions (in Japan)**

Credit 3 units.

**A&S SS FA SSP**

**Japan 400. Asian and Near Eastern Languages and Literatures Senior Seminar**

*Same as ANELL 400.*

**A&S CD TH**

**Japan 412. Third-Level Modern Japanese I**

Emphasis on further development of speaking, listening, reading, and writing skills. Prerequisite: grade of B- or better in Japan 214, or placement by examination. Credit 4 units for undergraduates, 3 units for graduate students. Credit variable, maximum 4 units.

**A&S LA**

**Japan 413. Third-Level Modern Japanese II**

Continuation of Japan 412. Emphasis on further development of speaking, listening, reading, and writing skills. Prerequisite: minimum grade of B- in Japan 412, or placement by examination. Credit 4 units for undergraduates, 3 units for graduate students. Credit variable, maximum 4 units.

**A&S LA**

**Japan 445. Japanese Fiction**

*Same as East Asia 445, IAS 4450, WGS 445.*

A study of the themes, styles, and genres of Japanese fiction as revealed in representative works of major authors such as Soseki, Tanizaki, and Kawabata. Topics include the question of the Japanese literary canon, the varieties of Japanese literary selfhood, literature by and about women, and tradition versus modernity. All works read in English translation. Prerequisites: junior standing



and 6 units of literature. Credit 3 units.

**A&S** CD TH WI **FA** Lit

#### Japan 446. The Japanese Theater

*Same as IAS 446, East Asia 446.*

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical arts (though these are introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior standing or permission of instructor. Credit 3 units.

**A&S** CD SD TH **FA** Lit

#### Japan 447. Japanese Film

*Same as East Asia 4471, IAS 4470.*

An overview of Japanese film as art form and cultural medium. A survey of the history, genres, and themes of Japanese film. Detailed exploration of films by Kurosawa, Mizoguchi, Ozu, and others to explore the range of "classical" Japanese cinematic styles. Focus on the manner in which literary works have been adapted to film. Coverage of the satiric films of Itami Juzo and Morita Yoshimitsu. Readings in film theory and history. Prerequisite: one course in Japanese or film history or theory, or permission of instructor. Credit 3 units.

**A&S** TH **FA** Lit

#### Japan 448. Japanese Poetry

*Same as IAS 448, East Asia 4483.*

A comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (circa 800–1200) and its full flowering during the medieval period (circa 1200–1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works are read in English translation, although knowledge of Japanese is useful. Graduate students and Japanese majors are expected to read original materials extensively. Prerequisite: junior standing and 6 units of literature course work. Credit 3 units.

**A&S** TH **FA** Lit

#### Japan 449. Modern Japanese Women Writers:

##### Madame Butterfly's Delinquent Daughters

*Same as East Asia 4492, WGS 4494.*

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction is available in English translation, and students need not be familiar with Japanese. Prerequisite: 6 units of literature/women's studies and junior standing, or permission of the instructor. Credit 3 units.

**A&S** CD SD TH WI

#### Japan 458. Fourth-Level Modern Japanese I

Mastery of more sophisticated skills in both spoken and written Japanese. Newspaper articles, editorials, essays, short stories, etc., are selected for readings and discussions in accordance with the interests and needs of participating students. Prerequisite: grade of B- or better in Japan 413, or placement by examination. Credit 4 units for un-

dergraduates, 3 units for graduate students. Credit variable, maximum 4 units.

**A&S** LA

#### Japan 459. Fourth-Level Modern Japanese II

Continuation of Japan 458. Mastery of more sophisticated skills in both spoken and written Japanese. Newspaper articles, editorials, essays, short stories, etc., are selected for readings and discussions in accordance with the interests and needs of participating students. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: grade of B- or better in Japan 458, or placement by examination. Credit 4 units for undergraduates, 3 units for graduate students. Credit variable, maximum 4 units.

**A&S** LA

#### Japan 460. Pre-Modern Japanese I

Readings in classical literary texts using materials from standard modern annotated editions. Kambun introduced in second semester. Prerequisite: Japan 412-413, or concurrent registration. Credit 3 units.

**A&S** LA

#### Japan 461. Pre-Modern Japanese II

A continuation of Japan 460. Readings in classical literary texts using materials from standard modern annotated editions as well as the introduction of skills necessary for reading original texts, including kambun and hentaigana. Prerequisite: Japan 413 or concurrent registration; Japan 460 or equivalent. Credit 3 units.

**A&S** LA

#### Japan 462. Fifth-Level Modern Japanese I

A course intended for students with advanced proficiency in written and spoken Japanese who have had extensive study experience in Japan. The course objectives are: to achieve mastery of communication skills, to deepen understanding of Japanese structural patterns, and to expand vocabulary and control of idiomatic expressions. Emphasis on readings in contemporary texts and extensive practice with different styles of oral discourse. Class is conducted exclusively in Japanese. Required of all students who wish to do subsequent independent study or guided readings in Japanese. Prerequisite: successful completion of Japan 459 (minimum grade of B-), or placement by written and oral examinations. Credit 3 units.

**A&S** LA

#### Japan 463. Fifth-Level Modern Japanese II

A course intended for students with advanced proficiency in Japanese who have had extensive study experience in Japan. Emphasis on improving skills in both written and spoken Japanese acquired in Japan 462. Class to be conducted exclusively in Japanese. Prerequisite: grade of B- or better in Japan 462 or placement test in written and spoken Japanese. Credit 4 units for undergraduates, 3 units for graduate students. Credit variable, maximum 4 units.

**A&S** LA

#### Japan 464. Japanese Textual Analysis

*Same as East Asia 4641.*

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, are required. Prerequisite: Japan 458, or instructor's permission. Credit 3 units.

**A&S** LA

#### Japan 466. Legal and Business Japanese

An intensive exposure to legal and business texts in Japanese, with the aim of developing reading fluency in these areas and mastering the requisite specialized vocabulary. Of particular interest to students in the joint J.D./M.A. and dual M.B.A./M.A. programs, but open to all students with advanced proficiency in written and spoken Japanese. Prerequisite: Japan 459 or permission of instructor based on placement examination. Credit 3 units.

**A&S** LA

#### Japan 471. Topics in Japanese Culture

*Same as East Asia 471.*

**A&S** TH **FA** SSP

#### Japan 480. Topics in Buddhist Tradition

#### Japan 486. Independent Work for Senior Honors

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for Honors, and permission of the department. Credit 3 units.

#### Japan 487. Independent Work for Senior Honors

This course to be taken in the spring semester. Prerequisites: senior standing, eligibility for Honors, and permission of the department. Credit 3 units.

#### Japan 4911. The Nativist Dimension in Modern Japanese Culture

*Same as East Asia 4911.*

**A&S** TH

#### Japan 499. Guided Readings in Japanese

*Same as East Asia 499.*

Prerequisites: senior standing and permission of the instructor and the department chair. Course usually taken after successful completion of Japan 459. May be repeated once. Credit variable, maximum 3 units.

**A&S** LA

#### Japan 500. Independent Work

Prerequisites: senior standing and permission of the instructor and the department chair. May be repeated. Credit variable, maximum 3 units.

## Near Eastern Languages and Literatures

As a major in one of the Near Eastern languages and literatures, students can expect to gain proficiency in one or more Near Eastern languages, study the area's literary and cultural landmarks, and gain familiarity with Near Eastern history and civilizations.

**The Majors:** Near Eastern Languages and Literature majors are available in Arabic and Hebrew. To major in Arabic or Hebrew language and literature, students must complete a minimum of 27 upper-level units, no more than 12 of which may be language courses. As a major, students are expected to maintain a B average in all departmental courses. Each student's progress toward her or his goal will be monitored on a regular basis and by a variety of means.

The prerequisites for majors in Arabic and Hebrew include successful completion of the first two-levels of language study or its equivalent and one lower-level foundational course: JNE 210 (Introduction to Islamic Civilization) for Arabic majors and JNE 208 (Introduction to Jewish Civilization) for Hebrew majors.

Required upper-level courses for the major include language courses at the third-year or higher levels. Students normally complete

four years of a single Near Eastern language (for the Hebrew or Arabic major), or three years of study in one language and one year in a second (for the Arabic major). Hebrew majors must take at least two semesters of Fourth-Level Modern Hebrew (MHBR 4101, 402, 420, or 421), as well as a minimum of one semester of classical Hebrew (BHBR 384, 385, or 440). All students are expected to maintain a minimum grade of B- in language classes.

In addition, majors in both Arabic and Hebrew must complete 15 units of relevant upper-level literature, culture and civilization courses, chosen in consultation with their adviser. (Please note that many courses in Near Eastern literatures and cultures can be found under Religious Studies, Comparative Literature, or Jewish, Islamic and Near Eastern Studies.) Unless a student is writing an Honors thesis or fulfilling a capstone requirement for a second major, he or she is also required to take the ANELL Senior Seminar during the senior year.

**The Minors:** Near Eastern Languages and Literature minors are available in Hebrew, Arabic and Persian. Minors must successfully complete a minimum of two years of language study and at least 9 units of upper-level literature or culture courses, chosen in consultation with his or her minor adviser. Students who place out of language courses must take a total of 15 units in literature/culture courses. All minors must take at least one course in the literature of their language area.

**Language Placement:** Placement tests are required for all students entering our language programs. Students who test into Intermediate Arabic, Hebrew, or Persian and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for testing into intermediate and 6 units for testing into third year or above. Please note that students with native language proficiency as determined by the individual language section, as well as students who enroll in a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

**Teacher Accreditation:** Various states offer foreign language accreditation in Arabic and Hebrew, as well as dual accreditation in language and social studies. Students intending to teach in primary or secondary schools should indicate this to the department as early as possible so appropriate arrangements can be made with the University's Department of Education.

**Study Abroad:** Students are strongly encouraged to participate in Washington University-approved study abroad programs in Israel, Egypt, and other countries of the Middle East. Study abroad is usually during

the junior year, and after a minimum of one year of language study at Washington University. Students who participate in Washington University-sponsored and/or -approved overseas programs are normally able to apply most or all of these units to their undergraduate degree although no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad Office.

**Transfer Credit:** Normally no more than 6 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied to the major.

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this *Bulletin*, have outstanding performance in language work, and satisfactorily complete, during the senior year, Arabic/Hebrew 488 (fall) and, if possible, Arabic/Hebrew 489 (spring), to be taken in addition to all other departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student special language work as needed and an independent Honors research paper in the student's area of academic interest.

## Arabic

### Arab 107D. Beginning Arabic I

*Same as JNE 107D.*

Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Five class hours, including one culture hour, and additional drill or laboratory hours. Students with previous Arabic language background must take a placement examination. Credit 5 units.

**A&S LA**

### Arab 108D. Beginning Arabic II

*Same as JNE 108D.*

Continuation of Arab 107D. Emphasis on enhancing skills in reading, writing, speaking, and aural comprehension of modern Arabic. Prerequisite: grade of B- or better in Arab 107DQ or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor. Credit 5 units.

**A&S LA**

### Arab 112. Basic Arabic I

Elementary course provides basic competence in modern standard Arabic and introduces general aspects of Arabic culture. Emphasis on fast acquisition of speaking skills, although basic grammar and Arabic script also are introduced. Course intended to meet practical needs for travel and business. (*Note:* this course does not replace the Arabic 107-108 sequence in the College of Arts & Sciences.) Credit 3 units.

### Arab 200. Topics in Asian and Near Eastern Languages and Literatures

*Same as ANELL 200.*

**A&S CD TH**

### Arab 207D. Intermediate Arabic I

*Same as Arab 207, JNE 207D.*

Study of grammar of literary Arabic and reading

of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 108DQ or placement by examination. Five class hours a week with additional drill or laboratory hours set by instructor. Credit 5 units.

**A&S LA**

### Arab 208D. Intermediate Arabic II

*Same as JNE 208D.*

Continuation of Arab 207D. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 207D or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor. Credit 5 units.

**A&S LA**

### Arab 307D. Advanced Arabic I: Media Arabic

*Same as JNE 507D, JNE 307D.*

Continuation of Arabic 208D. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audio-visual forms. Prerequisite: grade of B- or better in Arab 208D or placement by examination. Credit 4 units.

**A&S LA**

### Arab 308D. Advanced Arabic II

*Same as JNE 308D, JNE 508D.*

A continuation of Arabic 307D. Continued integration of language development through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester proves critical for making the transition from Modern Arabic to Classical Arabic, including Qur'anic Arabic. Continued development of colloquial Arabic. Prerequisite: Arabic 307D or equivalent. Credit 4 units.

**A&S LA**

### Arab 355C. The Flowering of Islamic Literature, 500-1200

*Same as Comp Lit 355C.*

**A&S CD TH FA Lit**

### Arab 400. Asian and Near Eastern Languages and Literatures Senior Seminar

*Same as ANELL 400.*

**A&S CD TH**

### Arab 407. Fourth-Level Arabic I

*Same as JNE 407.*

Focused reading and discussion of classical and modern texts centered around selected topics in Arabic literature, poetry, and media. Continued development of oral, aural, and writing skills. Students' interests are taken into consideration before finalizing the selection of texts. Practice in writing and grammar. Prerequisite: grade of B- or better in Arab 308D or placement by examination. Credit 3 units.

**A&S LA FA Lit**

### Arab 408. Fourth-Level Arabic II

*Same as JNE 408I.*

Readings and discussion in Arabic of selected classical texts. Students' interests will be taken into consideration before finalizing the selection of texts. Practice in writing and grammar. Continued development of colloquial Arabic. Credit 3 units.

**A&S LA FA Lit**

### Arab 450. Topics in Classical Arabic Literature and Culture

Exploration of medieval Arabic belles-lettres (Adab). All texts read in Arabic. Prerequisite: senior standing. Credit 3 units.

**A&S TH FA Lit**

**Arab 470. Topics in Classical Arabic Literature in Translation**

Various themes in Arabic religious literature and Belles-Lettres (Adab), e.g., the intertwining of religion and politics, court culture and fashions, social critiques, gender roles, etc., are read in English. Credit 3 units.

FA Lit

**Arab 471. Topics in Modern Arabic Literature in Translation**

*Same as Comp Lit 471, IAS 4710, JNE 471, Comp Lit 4715.*

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles. Credit 3 units.

A&S TH FA Lit

**Arab 488. Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisites: senior standing, eligibility for Honors, and permission of the department. Credit 3 units.

**Arab 489. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

**Arab 497. Guided Readings in Arabic**

*Same as JNE 497.*

Prerequisites: senior standing and permission of instructor and department chair. Credit variable, maximum 5 units.

A&S LA

**Arab 498. Guided Readings in Arabic**

*Same as JNE 498.*

Prerequisites: senior standing, and permission of the instructor and the department chair. Credit 3 units.

A&S LA

**Arab 500. Independent Work**

Prerequisites: senior standing, and permission of the instructor and the department chair. Credit variable, maximum 6 units.

**Biblical Hebrew****BHBR 300. Introduction to the Hebrew Bible/Old Testament**

*Same as Re St 300.*

A&S TH FA SSP

**BHBR 301C. The Jews in the Ancient World**

*Same as JNE 301C.*

A&S CD TH FA SSP

**BHBR 302. Introduction to the History and Culture of Ancient Mesopotamia**

*Same as JNE 302.*

A&S TH FA SSP

**BHBR 305. Wisdom Literature of the Bible**

*Same as Re St 305.*

A&S TH

**BHBR 348. Medieval Jewish Travelogues, Chronicles, and Biographies**

*Same as JNE 348, JNE 548.*

Medieval Hebrew literature includes a wide range of narratives, many of which are commonly classified as chronicles, travelogues, biographies or diaries. In this course, we explore a variety of authors and narratives from the 9th to the 17th centuries, originating from Muslim and Christian lands, the Middle East and Europe. We ask to what extent these texts mirror the personal experiences of their authors and to what extent they must be regarded as literary fictions. In addition,

we discuss the question of how pre-modern Jewish writers reflected on history. All texts are read in English translation. Prerequisite: JNE 208F, or instructor's permission. Credit 3 units.

A&S TH

**BHBR 375. How the World Began: Creation Myths of the Ancient World**

*Same as Re St 375.*

A&S CD TH WI FA SSP

**BHBR 384. Introduction to Biblical Hebrew**

*Same as JNE 584, JNE 3841.*

This course enables students to read the Bible in the original Hebrew. Review of Hebrew grammar. Intended for students with a foundation in modern Hebrew. Prerequisite: MHBR 214D or instructor's permission. Credit 3 units.

A&S LA

**BHBR 385D. Topics in Biblical Hebrew Texts**

*Same as Re St 385D, JNE 385D, JNE 585D.*

Prerequisite: BHBR 384, or instructor's permission. Credit 3 units.

A&S TH

**BHBR 400. Guided Readings in Northwest Semitic Inscriptions**

Prerequisite: permission of the instructor and the department chair. Credit variable, maximum 6 units.

A&S LA

**BHBR 4001. Asian and Near Eastern Languages and Literatures Senior Seminar**

*Same as ANELL 400.*

A&S CD TH

**BHBR 4020. Jerusalem, the Holy City**

*Same as JNE 4020.*

A&S CD SD TH

**BHBR 440. Topics in Rabbinic Texts**

*Same as JNE 440, Re St 4401.*

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we study the necessary linguistic tools for understanding rabbinic texts. Prerequisite: BHBR 385 or MHBR 401 or instructor's permission. Credit 3 units.

A&S TH

**BHBR 488. Independent Work for Senior Honors**

Senior standing. Credit 3 units.

A&S LA

**BHBR 4983. Guided Readings in Akkadian**

*Same as JNE 4987.*

Prerequisite: permission of the instructor and the department chair. Credit variable, maximum 6 units.

A&S LA

**BHBR 4984. Guided Readings in Aramaic**

*Same as JNE 4984.*

Prerequisite: permission of the instructor and the department chair. Credit variable, maximum 6 units.

A&S TH

**BHBR 4985. Guided Readings in Biblical Hebrew**

*Same as JNE 4985.*

Prerequisite: permission of the instructor and the department chair. Credit variable, maximum 6 units.

A&S LA

**BHBR 500. Independent Study**

This course is intended to allow students who have progressed beyond the stage of BHBR 384 or 584 to do independent study in Biblical Hebrew at

a more advanced level. Prerequisite: permission of the instructor and the department chair. Credit variable, maximum 6 units.

**Modern Hebrew****MHBR 105D. Beginning Modern Hebrew I**

*Same as JNE 105D.*

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam and encouraged to consider MHBR 151D. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Five class hours a week plus laboratory work. Limit: 15 students per section. Credit 5 units.

A&S LA

**MHBR 106D. Beginning Modern Hebrew II**

*Same as JNE 106D.*

Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Three class hours a week plus laboratory work. Limit: 15 students per section. Credit 5 units.

A&S LA

**MHBR 151D. Advanced Beginning Modern Hebrew I**

*Same as JNE 151D.*

Designed for the student with some background in Hebrew. Emphasis is on review of grammar, increased fluency, and vocabulary enrichment. This course prepares students for MHBR 106D. Limit 15 students. Credit 3 units.

A&S LA

**MHBR 200. Topics in Asian and Near Eastern Languages and Literatures**

*Same as ANELL 200.*

A&S CD TH

**MHBR 213D. Intermediate Modern Hebrew I**

*Same as JNE 213D.*

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. Prerequisite: grade of B- or better in MHBR 106D or placement by examination. Credit 5 units.

A&S LA

**MHBR 214D. Intermediate Modern Hebrew II**

*Same as JNE 214D.*

Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. Prerequisite: MHBR 213D or equivalent. Credit 5 units.

A&S LA

**MHBR 306. Modern Jewish Writers**

*Same as Comp Lit 306.*

A&S TH FA Lit

**MHBR 320D. Third-Level Modern Hebrew I**

*Same as JNE 520, JNE 320D.*

Improves proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students discuss, in Hebrew, current events and public issues related to contemporary Israeli society. Prerequisite: grade of B- or better in MHBR 214D or placement by examination. Credit 3 units.

A&S LA

**MHBR 322D. Third-Level Modern Hebrew II**

*Same as JNE 322D, JNE 522D.*

Credit 3 units.

A&S LA

**MHBR 324. Hebrew of the Media**

*Same as JNE 3241.*

Reading and discussion of newspaper articles. Viewing and analysis of television news programs and films. Prepares students to become familiar

with the language and typical issues of the Israeli media and to discuss in writing and speech the issues in the news. Prerequisite: MHBR 322 or by departmental approval. Credit 3 units.

**A&S LA**

**MHBR 339C. Exile: Jews, Literature, and History**

*Same as JNE 339C.*

**A&S CD TH**

**MHBR 340. Israeli Women Writers**

*Same as JNE 340, WGS 340, JNE 540, JNE 340, JNE 440.*

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation. Credit 3 units.

**A&S CD SD TH WI FA Lit**

**MHBR 350. Israeli Culture and Society**

*Same as JNE 350.*

**A&S CD SD TH FA SSP**

**MHBR 387C. Topics in Hebrew Literature**

*Same as JNE 387C.*

Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended. Credit 3 units.

**A&S TH FA Lit**

**MHBR 400. Asian and Near Eastern Languages and Literatures Senior Seminar**

*Same as ANELL 400.*

**A&S CD TH**

**MHBR 4010. Fourth-Level Modern Hebrew I**

*Same as JNE 4010.*

Introduction to modern Israeli literature and literary analysis for the advanced student of Hebrew. Topics include selected genres, influential writers, and the relationship between literature and society. Conducted in Hebrew. Prerequisite: grade of B- or better in MHBR 321D, or permission of instructor. Credit 3 units.

**A&S LA**

**MHBR 402. Fourth-Level Modern Hebrew II**

*Same as JNE 402.*

Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. Prerequisite: MHBR 4010. Credit 3 units.

**A&S LA**

**MHBR 420. Topics in Modern Hebrew Literature**

*Same as JNE 420.*

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors. Consult *Course Listings* for current topic. Credit 3 units.

**A&S LA FA Lit**

**MHBR 421. Study of Selected Texts in Modern Hebrew Literature**

Major works in Hebrew belles lettres by writers such as Bialik and Agnon studied in detail and depth. Consult *Course Listings* for current topic. Credit 3 units.

**A&S TH FA Lit**

**MHBR 488. Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for Honors, and permission of the department. Credit 3 units.

**MHBR 489. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

**MHBR 4973. Guided Readings in Hebrew**

*Same as JNE 4973.*

Prerequisites: senior standing, and permission of the instructor and the department chair. Credit variable, maximum 5 units.

**A&S LA**

**MHBR 4983. Guided Readings in Hebrew**

*Same as JNE 4983.*

Prerequisites: senior standing, and permission of the instructor and the department chair. Credit variable, maximum 5 units.

**A&S LA**

**MHBR 500. Independent Study**

Prerequisite: senior standing, and permission of the instructor and the department chair. Credit variable, maximum 6 units.

**Persian**

**Pers 116D. Beginning Persian I**

*Same as JNE 116D.*

Introduction to modern Persian; concentrates on rapidly developing basic skills in speaking, reading, writing, and understanding modern Persian. Five class hours a week and additional drill or laboratory hours as assigned by instructor. Credit 5 units.

**A&S LA**

**Pers 117D. Beginning Persian II**

*Same as JNE 117D, JNE 117D.*

Introduction to modern Persian; concentrates on rapidly developing basic skills in speaking, reading, writing, and understanding modern Persian. Five class hours a week and additional drill or laboratory hours as assigned by instructor. Credit 5 units.

**A&S LA**

**Pers 200. Topics in Asian and Near Eastern Languages and Literatures**

*Same as ANELL 200.*

**A&S CD TH**

**Pers 216D. Intermediate Persian I**

*Same as JNE 216D.*

Rapid development of skills in speaking, reading, writing, and understanding modern Persian. Reading of annotated, classical, and modern texts; elementary composition. Prerequisite: Pers 117D or equivalent. Credit 5 units.

**A&S LA**

**Pers 217D. Intermediate Persian II**

*Same as JNE 217D.*

A continuation of Pers 216D. Emphasis on enhancing skills in speaking, reading, writing, and understanding modern Persian. Reading of annotated classical and modern texts; elementary composition. Prerequisite: Pers 216D or equivalent. Five class hours a week with additional drill or laboratory hours as assigned. Credit 5 units.

**A&S LA**

**Pers 316. Advanced Persian I**

Selected readings from classical Persian prose and poetry. Prose readings from historical, mystical, and ethical literature by such authors as Bayhaghi, 'Attar and Sa'di. Poetry from significant lyrical genres, such as qasida and ghazal, as well as examples from heroic and romantic epics. Continued emphasis on developing skills in writing, speaking, and understanding Persian. Frequent use of traditional music, slides, and videos to enhance cultural awareness. Prerequisite: Pers 217D or equivalent. Credit 3 units.

**A&S LA**

**Pers 317. Advanced Persian II: Readings from Modern Literature**

*Same as JNE 517.*

Selected readings from modern Persian prose and poetry. The section on prose includes readings from key 19th- and 20th-century texts carrying the debate on social and literary reform. Examples from novels, short stories, and plays by such authors as Hedayat and Sa'di studied. Poetry selections include works of traditional figures, such as Iraj Mirza. Focus on reformists such as Nima, Shamlu, and Forough. Class discussion emphasized and the use of music, slides, and videos continued. Emphasis on developing skills in writing, speaking, and understanding Persian. Prerequisite: Persian 316 or equivalent. Credit 3 units.

**A&S LA FA Lit**

**Pers 390. Lyrics of Mystical Love, East and West**

*Same as Comp Lit 390.*

**A&S CD TH WI FA Lit**

**Pers 400. Asian and Near Eastern Languages and Literatures Senior Seminar**

*Same as ANELL 400.*

**A&S CD TH**

**Pers 456. Topics in Classical Persian Literature and Culture**

An in-depth study of literary/cultural concepts, generic patterns, or intellectual currents in Persian literature from 10th to 18th centuries. Persian primary sources comprise the bulk of the reading. Each semester, a certain genre, time period, literary/intellectual figure, or text forms the main focus. Advanced reading knowledge of Persian required. Prerequisite: senior standing. Credit 3 units.

**A&S TH FA Lit**

**Pers 457. Topics in Modern Persian Literature and Culture**

An in-depth study of the modern developments in literary/cultural concepts, generic patterns, or intellectual currents in Persian literature from 18th century to present. Persian primary sources comprise the bulk of the reading. Each semester, a certain genre, time period, literary/intellectual figure, or text forms the main focus. Advance reading knowledge of Persian required. Prerequisite: senior standing. Credit 3 units.

**A&S TH FA Lit**

**Pers 488. Independent Work for Senior Honors**

Prerequisite: senior standing. Credit 3 units.

**Pers 4972. Guided Readings in Persian**

*Same as JNE 4972.*

Prerequisites: senior standing, and permission of the instructor and the department chair. Credit variable, maximum 3 units.

**A&S LA**

**Pers 4982. Guided Readings in Persian**

*Same as JNE 4982.*

Prerequisites: senior standing, and permission of the instructor and the department chair. Credit variable, maximum 3 units.

**A&S LA**

**Pers 500. Independent Study**

Prerequisites: senior standing, and permission of the instructor and the department chair. Credit variable, maximum 3 units.

# Biology

## Chair

### Ralph S. Quatrano

Spencer T. Olin Professor  
Ph.D., Yale University

## Endowed Professors

### Peter H. Raven

Engelmann Professor of Botany  
Ph.D., University of California–Los Angeles

### Barbara A. Schaal

Spencer T. Olin Professor in  
Arts & Sciences  
Ph.D., Yale University

### Alan R. Templeton

Charles Rebstock Professor  
Ph.D., University of Michigan

## Professors

### Garland E. Allen

Ph.D., Harvard University

### Roger N. Beachy

Ph.D., Michigan State University

### Ian Duncan

Ph.D., University of Washington

### Sarah C. R. Elgin

Ph.D., California Institute of Technology

### Ursula W. Goodenough

Ph.D., Harvard University

### Tuan-Hua David Ho

Ph.D., Michigan State University

### Robert G. Kranz

Ph.D., University of Illinois

### Allan Larson

Ph.D., University of California–Berkeley

### Jonathan B. Losos

Ph.D., University of California–Berkeley

### Kathryn G. Miller

Ph.D., Johns Hopkins University

### Philip A. Osdoby

Ph.D., Case Western Reserve University

### Himadri B. Pakrasi

Ph.D., University of Missouri–Columbia

### Craig S. Pikaard

Ph.D., Purdue University

### Eric Richards

Ph.D., Harvard University

### Paul S. G. Stein

Ph.D., Stanford University

### Robert E. Thach

Ph.D., Harvard University

## Associate Professors

### Jonathan M. Chase

Ph.D., University of Chicago

### Barbara Kunkel

Ph.D., Harvard University

## Assistant Professors

### Douglas L. Chalker

Ph.D., University of California–Irvine

### Erik D. Herzog

Ph.D., Syracuse University

### Tiffany Knight

Ph.D., University of Pittsburgh

### Petra A. Levin

Ph.D., Harvard University

### Michael M. Neff

Ph.D., University of Washington

### Kenneth M. Olsen

Ph.D., Washington University

## Joint Professors

### James Cheverud

(Anatomy and Neurobiology, WUSM)

Ph.D., University of Wisconsin–Madison

### Gayle J. Fritz

(Anthropology)

Ph.D., University of North Carolina–

Chapel Hill

## Professors Emeriti

### Oscar P. Chilson

Ph.D., Florida State University

### Roy Curtiss III

Ph.D., University of Chicago

### George B. Johnson

Ph.D., Stanford University

### David L. Kirk

Ph.D., University of Wisconsin

### Daniel H. Kohl

Ph.D., Washington University

### Marilyn Krukowski

Ph.D., New York University

### Rita Levi-Montalcini

M.D., University of Torino

### Walter H. Lewis

Ph.D., University of Virginia

### Barbara Pickard

Ph.D., Harvard University

### Owen J. Sexton

Ph.D., University of Michigan

### Nobuo Suga

Ph.D., Tokyo Metropolitan University

Biology is an excellent major for careers in medicine, dentistry, biological research, bioinformatics, biomedical industry, agriculture, ecology, conservation, or paramedical specialties.

Biology is an exciting, diverse field ranging from the molecular biology of individual cells to interactions among whole populations of organisms. Members of the biology faculty are recognized internationally for their research and bring a variety of strengths and teaching styles into the classroom. Particular areas of emphasis in the department are plant biology, evolutionary biology, and developmental biology. One of our emerita faculty members, Rita Levi-Montalcini, was awarded the Nobel Prize in medicine for her work on neural development.

As a biology major, you have a wide range of research opportunities. Students find the individual instruction and mentoring received while doing research with the faculty an important part of their undergraduate experience. Because more than 300 faculty

members conduct research in biology and biomedical sciences at Washington University, it is easy to find a project that suits your interests. Many students complete their research projects at the Washington University School of Medicine, one of the top-ranked medical schools in the country. Summer research fellowship programs are funded by the National Science Foundation and the Howard Hughes Medical Institute.

To help you plan your future, the biology department publishes a handbook that describes careers in the biotechnology industries, agriculture, science communication, teaching, and health-related areas such as veterinary medicine, dentistry, and psychology. Information on these careers and how to prepare for them is available in the Natural Sciences Learning Center of the Department of Biology. In addition, you may participate in the Biology Club, which sponsors speakers and other activities relevant to careers in biology.

**The Major:** You begin the biology major with Biol 2960, which is ordinarily taken in the spring of the first year. Chem 111A and 112A are also taken in the first year because they are required for Biol 2960. You then proceed to Biol 2970, 3050, and Chem 251 in the sophomore year. Biol 2960, 2970, and 3050 are required for majors and premedical and pre dental students majoring in other departments.

Also required for the major are Chem 151, 152, 252, and 257; Physics 117A, 118A (or 197, 198); and Math 131, 132. Math 233 is recommended if you are interested in biochemical research; Math 320 is valuable if your professional interests require training in statistics.

To complete the major, 18 units in biology at the 300 level or above are required. Of these, 4 must be earned in Biol 3050. No more than 3 units may be in history of science courses. Cross-listed courses originating outside the department may not be included in the 18 (except Biol 4202, Biol 4501 and Biol 4580), nor may Biol 303A, 307A, 343A, 345A, 346A, 365, 3651, 3652, 387, 390W, 4213, 4491, or 487. Majors are required to take at least one course from each of these three areas:

*Area A:* Biol 3041, 3191, 334, 3371, 337W, 349, 4501, 451

*Area B:* Biol 3151, 328, 3411, 4022, 4023, 4031, 4412, 441W, 4580

*Area C:* Biol 3501, 372, 381, 4181, 4182, 4183, 419, 4202

You also are required to take one of the following laboratory courses: Biol 3092, 3110, 3491, 3492, 404, 4191, 4193, 4342, 434W, 437, 4522.

You must take all courses required for a major in biology for a letter grade if a letter grade is offered. A grade of C– or better must be earned in all of these courses. In special circumstances, a departmental waivers committee will evaluate requests for exemptions from requirements for the major.

Research opportunities are available in your first or second year through Biol 200; such opportunities are available in the third and fourth years through Biol 500. Only 6

units of Biol 500 credit may be applied toward the 18 units of advanced credit required for the major.

In special cases students may earn credit for graduate courses offered by the Division of Biology and Biomedical Sciences.

**The Minor:** If you wish to minor in biology, you are required to complete Biol 2960, 2970, and 3050; Chem 111A, 112A, and Chem 251; and two advanced courses in biology selected from an approved list.

**The Special Major in Biochemistry and Molecular Biology:** Students wanting intensive study and research in biological chemistry may apply for admission to this special major after completing Biol 2970 and Chem 252. Grades of B+ or better should have been earned in these courses. This major also requires Chem 111A, 112A, 151, 152, 251, 252, 257, 401, and 402; Physics 117A, 118A; Math 131, 132, 233, and any other math courses required for physical chemistry; Biol 2960, 3050, 451 or 4501, two additional courses in advanced biochemistry, and at least two courses in a related field of biology or chemistry at or above the 300 level (an advanced laboratory course, such as Chem 358 or Biol 437 or 4024 is recommended). Also required are two semesters of independent study in biology or chemistry (Biol 500 or Chem 490). A thesis describing the result of this work must be approved by your academic adviser.

**Senior Honors:** Biology majors are encouraged to work for Senior Honors. You must have a 3.3 average in biology; a 3.3 average in mathematics, chemistry, and physics courses; and a 3.5 overall course average. To qualify for Honors, you must complete 6 units of Biol 500 and present a thesis from this work. You are advised to begin Biol 500 no later than spring of your junior year.

The biology department awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and submits an outstanding Honors thesis. It also awards the Harrison D. Stalker Prize to a graduating senior whose college career is distinguished by scholarship, service, and breadth of interest.

See also related majors in Biomedical Engineering, Environmental Studies, Philosophy, Neuroscience, and Psychology (PNP), and related minors in Applied Statistics and Computation, Biomedical Physics, and History and Philosophy of Science.

For more information about majoring in biology, contact the Department of Biology.

## Undergraduate Courses

### Biol 110. Principles of Zoology

This course is open to students in the Freshman Summer Academic Program only. Credit 3 units.

### Biol 112. Freshman Seminar: Introduction to Problem-based Learning in Biology

Small groups of students take responsibility for their own active learning in their team with guidance from an instructor. Each group in rotation considers four problems of biological importance such as rainforest destruction, coral reefs, laboratory diagnoses, sleep, high altitude, deafness, infertility, modern epidemics, clinical cases, genetic engineering, and cloned animals. Students find the background information by library searches and

integrate this knowledge in group discussions. Enrollment limited. Intended for but not limited to prospective biology majors. Prerequisite: High school biology, preferably an AP class. Credit 3 units.

**A&S NS FA NSM**

### Biol 181. Freshman Seminar in Biology

A lecture course intended for first-year students that focuses on the practice and culture of biomedical research. Active researchers describe the biological context of their research, the specific questions formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Must be taken Credit/No Credit. Credit 1 unit.

**A&S NS FA NSM**

### Biol 200. Introduction to Research

An introduction to laboratory and field research in biology for first- and second-year students. Students work under the supervision of a sponsor in a setting of established, ongoing research. Prerequisites: permission of sponsor and the department. Credit/No Credit only. Credit variable, maximum 3 units.

**A&S NS FA NSM**

### Biol 210A. Epic of Evolution: Life, Earth, and Cosmos

Same as EPSc 210A.

**A&S NS FA NSM**

### Biol 280. DNA Science: A hands-on Workshop

An introduction to DNA, genetics, and the human genome, through lectures, lab activities, computer tools, and discussions. Your genetic identity, why mutations matter, and how we can use (and abuse) our newfound understanding to alter life forms will be considered. For non-science majors. Prerequisites: High school course in biology or chemistry; sophomore standing. Credit 4 units.

**A&S NS**

### Biol 295. Introduction to Environmental Studies: Biology

Same as EnSt 295.

**A&S NS**

### Biol 2960. Principles of Biology I

An introduction to biological molecules and biochemical strategies employed by the three domains of life. The flow of genetic information within cells is discussed in the context of cellular structure, organization, and function. Investigation and manipulation of genetic information by molecular genetic technologies, such as recombinant DNA, forms the final phase of the course. Weekly labs reinforce concepts from lecture and explore common laboratory techniques and computer-based resources. Prerequisite: Chem 111 and Chem 112 (concurrently). Three hours of lecture and two hours of lab per week. Credit 4 units.

**A&S NS**

### Biol 2970. Principles of Biology II

A broad overview of genetics, including Mendelian assortment, linkage, chromosomal aberrations, variations in chromosome number, mutation, developmental genetics, quantitative genetics, population genetics, mechanisms of evolution, and phylogenetics. Three lectures and one laboratory period a week. Does not fulfill the laboratory requirement of the biology major. Prerequisite: Biol 2960, or permission of instructor. Credit 4 units.

**A&S NS**

### Biol 303A. Human Biology

An overview of the basic biological processes in the human body. After a brief introduction to chemistry and cell biology, we examine healthy

function and disease of all the major systems of the human body. These include: the nervous, cardiovascular, renal, digestive, immune, and reproductive systems. This course is designed for students who do not plan to major in science and no science background is expected. Prerequisite: Sophomore standing. A student may not receive credit for both Biol 303A and Biol 2960, 2970, or UCollege B120, B1201, B121, B1211. Credit 3 units.

**A&S NS FA NSM**

### Biol 3041. Plant Biology and Genetic Engineering

A lecture course that provides an introduction to plant development, genetics, physiology, and biochemistry with emphasis on processes that can be manipulated or better understood through genetic engineering. The second half of the course emphasizes gene structure, expression, and cloning as well as methods for introducing foreign DNA into plant cells and regenerating fertile plants in tissue culture. Examples of genetically engineered traits discussed include: engineered herbicide resistance; virus and insect resistance; delayed fruit ripening; the use of plants for production of industrial and pharmaceutical compounds. Prerequisite: Biol 3050. Credit 3 units.

**A&S NS FA NSM**

### Biol 3050. Principles of Biology III:

**Biochemistry and Physiology**  
Biochemical processes with emphasis on cell biology, genomics, and molecular diseases; systems physiology with emphasis on human physiology. There are 3 hours of lectures and 1 hour of discussion per week for the entire semester. For the first half of the course, there are 2 hours of computer lab per week. Prerequisites: Biol 2970 and Chem 251. Credit 4 units.

**A&S NS**

### Biol 307A. Human Variation

Same as Anthro 307A.

**A&S NS QA SD FA NSM**

### Biol 3092. Experiments with Plants, Cells, and Molecules

Introduction to the scope of modern plant biology. Exercises illustrate research themes and expertise of faculty of the Plant Biology Program, many of whom participate. Fulfills the upper-level laboratory requirement for the biology major. Prerequisite: Biol 3050, Chem 251 recommended. Two laboratory sessions and 1 hour of lecture and discussion a week. Credit 3 units.

**A&S NS FA NSM**

### Biol 311. Vertebrate Structure

A functional and comparative approach to the anatomy of vertebrates and its development; all the major organ systems are examined. Fulfills the upper-level laboratory requirement for the biology major. Prerequisite: Biol 297A or Biol 3050. Two lectures and two laboratories a week. Credit 5 units.

**A&S NS FA NSM**

### Biol 3151. Endocrinology

An overview of mammalian endocrine systems with an emphasis on human physiology and development. The interplay between systemic, local cell, and tissue interactions as well as the cell and molecular events associated with hormone action discussed. Examples of endocrine evolution and pathological conditions related to endocrine imbalances also included. Prerequisite: Biol 3050. Credit 3 units.

**A&S NS FA NSM**

### Biol 317A. Conservation Biology

An introduction to the application of biological principles to conservation. Fundamental principles from genetics, evolution, and ecology discussed and then applied to issues such as species preser-

vation, habitat restoration, refuge design and management, human population growth, and global warming. Prerequisite: junior standing. Two lectures a week. Intended for nonmajors; does not count toward biology major. Credit 3 units.

**A&S NS QA FA NSM**

### **Biol 3182. History of the Life Sciences in the 20th Century**

This course explores the vast changes that the life sciences underwent between 1890 and 2000, from a largely descriptive and qualitative, to a highly experimental and quantitative science. Topics include the rejection of Haeckelian morphology, the rise of experimental embryology, the rediscovery of Mendel and development of the Mendelian-chromosome theory, the new "ecology" of the Chicago school, the introduction of feedback and control systems in physiology, the synthesis of Mendelism and Darwinism, the rise of biochemistry and molecular biology, and the genomic revolution. In each topic, biological ideas are placed in their historical and social contexts. Prerequisites: At least a high school course in biology and/or permission of the instructor. Credit 3 units.

**A&S NS**

### **Biol 3191. Molecular Mechanisms in Development**

One of the most exciting areas of modern biology is the study of embryonic development. The use of genetic engineering/recombinant DNA technology has revolutionized the way in which questions are asked and answered in this rapidly advancing field. Recent studies in model systems such as *Drosophila*, nematode, and *Xenopus* (among others) have provided new insights into the molecular mechanisms utilized to establish cellular identities and generate the pattern of differentiation critical to multicellular organisms. Information being gained and experimental tools being developed in these model systems are leading to important advances in our understanding of developmental mechanisms used in all organisms, including mammals. This course will provide an up-to-date and in-depth view of ongoing research in selected areas of developmental biology. Topics are introduced by lectures, but substantial class time is devoted to discussion. Reading assignments from the current scientific literature highlight the experimental approaches being used. How information from model systems is being applied to mammalian embryos will be discussed. Enrollment limited to encourage discussion. Prerequisite: Biol 3050. Credit 3 units.

**A&S NS WI FA NSM**

### **Biol 328. Principles in Human Physiology**

This course is designed to provide students with an understanding of the function, regulation, and integration of the major organ systems of the body. Course content includes basic cellular function, control of neural and hormonal homeostatic mechanisms, and study of the circulatory, respiratory, digestive, urinary, musculoskeletal, nervous, endocrine, and reproductive organ systems. Prerequisite: Biol 3050. Credit 4 units.

**A&S NS FA NSM**

### **Biol 334. Cell Biology**

Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures stress the control of the cell cycle; the role of membranes in such processes as secretion, transport, and hormone action; and the role of cytoskeleton in coordinating cellular responsiveness. Prerequisite: Biol 3050. Credit 3 units.

**A&S NS FA NSM**

### **Biol 3371. Eukaryotic Genomes**

*Same as Biol 5371.*

An advanced exploration of the structure and function of DNA within the eukaryotic nucleus. Lectures cover topics of chromatin and chromo-

some structure, control of gene transcription, RNA processing, and DNA replication and repair. The relevance of these topics to the genetic basis of human disease is discussed. Throughout, the experimental data that shape our current understanding are emphasized. Course grades based on exams, problem sets, and short papers. Prerequisites: Biol 2970, Chem 251 (may be taken concurrently). Credit 4 units.

**A&S NS**

### **Biol 337W. Eukaryotic Genomes (Writing Intensive)**

Course covers the same material as Biol 3371. No final exam is given. 50 percent of the grade is derived from two in-term exams: 50 percent of the grade is derived from two short papers (3 to 6 pages) and one long paper (10 to 12 pages) on topics related to the lecture material. Drafts of all three papers are required before the final paper submission. Credit 4 units.

**A&S NS WI**

### **Biol 3411. Principles of the Nervous System**

*Same as Psych 344, PNP 3411, Biol 4411.*

The basic anatomical, physiological, and chemical organization of the nervous system; how nerve cells communicate with each other, the ionic basis of nerve signals, the function and properties of chemical agents in the nervous system, the development of neural circuitry, and how neurons interact to produce behavior. Prerequisite: Biol 3050; or Psych 340 and permission of instructor. Credit 3 units.

**A&S NS FA NSM**

### **Biol 343A. Plants, Environment, and Civilization**

Human life, health, and civilization depend on plants. This course introduces basic plant biology, the role of plants in natural ecosystems, and the various uses of plants in both traditional cultures and in developed countries. Topics include the medicinal uses of plants, domestication of plants for agriculture, biotechnology, and plant conservation. Prerequisite: Junior standing or permission of instructor. Does not count toward upper-division credits required for the major. Credit 3 units.

**A&S NS FA NSM**

### **Biol 345A. Scientific Revolution**

*Same as History 345A.*

Focus on the so-called "Scientific Revolution," 1500–1700, with emphasis on the work of Copernicus, Kepler, Galileo, and Newton in the astronomical revolution and the revolution in biology associated with William Harvey and Robert Hooke. Using Thomas Kuhn's thesis about scientific revolution and the critique of science and technology of Karl Marx and Friedrich Engels, the course examines the nature of scientific change and the relationship between scientific and social/economic change in the 16th and 17th centuries. Readings from both primary and secondary sources. A one-hour discussion section every other week. Does not count toward the biology major. Credit 3 units.

**A&S NS FA NSM**

### **Biol 346A. The Darwinian Revolution**

Examines the scientific, economic, social and political background to the development of evolutionary theory in Europe and the United States from 1750 through the end of the 20th century. How were naturalistic theories of the origin of species crafted out of economic and social metaphors? Why has Darwin's work generated such controversy for 150 years? What is the consensus on Darwinian theory today? The first part of the course will focus on the historical and philosophical development of ideas about evolution, natural selection, and heredity, including the strong arguments mounted against Darwinian theory through the first two decades of the 20th cen-

tury. The second part of the course will deal with the development of evolutionary theory as it was integrated with Mendelian genetics (as population genetics), ecology, and eventually molecular biology in the period after 1930. The course concludes with an examination of several controversies that have greatly affected the course of evolutionary theory: the conflict between evolution and Christian fundamentalism, the concept of punctuated equilibrium, sociobiology, mass extinctions and the extinction of dinosaurs, and the origin of life. Emphasis is on understanding the process of science as practiced in evolutionary biology. No prerequisites. Credit 3 units.

**A&S NS FA NSM**

### **Biol 347. Darwin and Evolutionary Controversies**

*Same as History 347, AMCS 347.*

Focus is on controversies in evolutionary biology from Darwin's day to the present. Most of the controversies concern scientific issues such as Kelvin's estimate of age of the earth, Jenkin's argument against blending inheritance, neutral variations, effects of isolation on the role of selection, mass extinction and "nemesism," but some address social issues such as evolutionary ethics and "scientific creationism." Emphasis in the readings is on primary sources, including Darwin's *Origin of Species*. Credit 3 units.

**A&S NS WI FA NSM**

### **Biol 349. Microbiology**

This four-credit lecture course focuses on the molecular biology of bacteria, archaea, and viruses. Topics include: the bacterial cell cycle, gene regulation, stress response, cell-cell communication, viral and bacterial pathogenesis, microbial ecology, and metabolic diversity. Friday tutorials will stress analysis of primary literature with an emphasis on current research related to material covered in lecture. Prerequisites: Biol 2960, 2970, and 3050 or permission of instructor. Credit 4 units.

**A&S NS FA NSM**

### **Biol 3491. Microbiology Laboratory**

After introducing students to the basics of bacterial growth and maintenance, this laboratory class will employ genomics and cell biology to explore various aspects of bacterial physiology. Prerequisite or corequisite: Biol 349. One hour lecture and five hours of laboratory per week. Fulfills the upper-level laboratory requirement for the biology major. Credit 3 units.

**A&S NS FA NSM**

### **Biol 3492. Laboratory Experiments with Eukaryotic Microbes**

An introduction to diverse molecular and cell biology techniques used in model experimental organisms to explore fundamental biological questions. Experiments are performed using selected fungi and protozoans commonly used in major research efforts. Emphasis is placed on choosing the appropriate organism for the question posed using the most current technologies. Prerequisites: Biol 2960 and 2970 and permission of instructor. One hour of lecture and six hours of laboratory a week. Fulfills the upper-level laboratory requirement for the Biology major. Enrollment limited to 18. Credit 3 units.

**A&S NS**

### **Biol 3501. Evolution**

*Same as Biol 4501.*

A general survey of organic evolution covering both micro and macroevolution. Topics include natural selection, adaptation, evolution of pathogens, formation of species, and phylogeny. Prerequisite: Biol 2970. Credit 4 units.

**A&S NS FA NSM**

**Biol 365. Experience in the Life Sciences**

Provides an opportunity to earn credit for non-classroom learning in the life sciences. A wide variety of activities qualify. For example, students might accompany a physician on rounds and prepare a paper on a specific organ system or disease, participate in a field or ecological study and report on the findings, help create a summer biology curriculum for children and report on its effectiveness, etc. Participants must arrange to work with a supervisor with whom they will meet on a regular basis, and commit themselves to at least 140 hours over two semesters. A work plan must be approved prior to registration. Progress report due at the end of one semester, and a final paper due after two semesters. Does not count toward upper-division credits required for the major. Credit: 1.5 units per semester, contingent on completion of two semesters. For more details see <http://www.nslc.wustl.edu/research.html> Credit/No Credit only. Credit variable, maximum 3 units.

**A&S NS FA NSM**

**Biol 372. Behavioral Ecology**

*Same as EnSt 372.*

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include foraging behavior, mating systems, sexual selection, predator-prey relationships, cooperation and altruism, competition and parental care. Prerequisite: Biol 2970 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Biol 381. Introduction to Ecology**

*Same as EnSt 381.*

This course explores basic ecological models and principles. Examples and original research from a wide array of taxa and ecosystems will be examined. Format will include lecture, discussion, and weekly small group quantitative exercises. Analytical examination of data and application of quantitative models will be a major component of this course. Prerequisites: Biol 295 or Biol 2970 or permission of instructor. Credit 3 units.

**A&S NS**

**Biol 387. Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given a semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /No Credit only. Credit variable, maximum 3 units.

**A&S NS FA NSM**

**Biol 3920. Global Impact of Biotechnology**

Course will commence with a review of the means by which biotechnology can and may be used to alter biological organisms to impact nutrition, health, and population density of microorganisms, plants, animals, and humans, and the consequences of these alterations to the environment. The majority of the course deals with specific examples. Each lecture commences with statement of the problem, potential solution(s) to that problem by biotechnological intervention(s) and the economic, political, social, and ethical issues that would impact a decision as to whether to proceed and, if so, success or failure. Examples include both likely beneficial as well as decidedly adverse or unethical applications of biotechnology. Guest lectures provide broader ranges of expertise of the issues under discussion. There is one discussion session per week and the last eight to 10 are for student presentations. A diversity of reading material is provided on library reserve. Prerequisite: Senior status and one course in the biological sciences. Does not count toward upper-division cred-

its required for the major. Credit 3 units.

**A&S NS**

**Biol 4021. Biochemistry of Plants**

A lecture course for advanced undergraduate students interested in either biochemistry or plant biology. Emphasis is placed on processes unique to plants and photosynthetic microorganisms and interactions of these organisms with the environment. Topics covered include photosynthesis, nitrogen metabolism, mineral nutrition, actions of hormones, lipid metabolism, and secondary metabolism. In addition, lab demonstrations and computer exercises on the use of macromolecular databases and visualization of molecular interactions are offered. Prerequisite: Biol 3050 or permission of instructors. Credit 3 units.

**A&S NS FA NSM**

**Biol 4022. Plant Developmental Genetics, Genomics and Model Systems**

This course introduces students to fundamental research concerning plant developmental genetics, modern genome analyses, and model experimental organisms. The latter include higher plants, simple photosynthetic eukaryotes and photosynthetic prokaryotes. Reading of primary literature and computer-based genome database analyses are parts of the course. Prerequisite: Biol 3050. Credit 3 units.

**A&S NS FA NSM**

**Biol 4023. How Plants Work: Physiology, Growth, and Metabolism**

This course introduces students to the fundamentals of how plants grow, metabolize, and respond to their environment. Topics to be covered include the conversion of light energy into chemical energy through photosynthesis and carbon fixation, nitrogen assimilation, water and mineral uptake and transport, source-sink relationships and long-distance transport of carbon and nitrogen, cell growth and expansion, hormone physiology and physiological responses to a changing environment. Prerequisite: Principles of Biology III: Biochemistry and Physiology (Biol 3050), or permission of instructors. Credit 3 units.

**A&S NS**

**Biol 4024. Plant Cells and Proteins Laboratory**

This course focuses on methods for the biochemical analysis and imaging of plant proteins. Topics include measurement of protein concentrations, affinity purification of recombinant proteins, assessment of protein purity by SDS polyacrylamide gel electrophoresis, analysis of complex protein mixtures by two-dimensional gel electrophoresis, protein identification using mass spectroscopy, protein crystallization and an introduction to protein structural analysis. Students also transform plant cells in tissue culture in order to express recombinant fluorescent proteins that are visualized within living cells using fluorescence microscopy. The class meets at the Donald Danforth Plant Science Center. Transportation is provided. The course is designed for students contemplating a research career. Enrollment is limited to 8 students. Prerequisites: Biol 3050, Chem 252 and permission of Dr. Pikaard. Credit 3 units.

**A&S NS**

**Biol 4031. Biological Clocks**

*Same as PNP 4031.*

Biological clocks are the endogenous oscillators that coordinate physiological and behavioral rhythms in nearly all organisms. This course examines how these rhythms are generated and regulated. The material includes molecular, cellular and systems physiology and the relevance of biological timing to ecology and health in everything from protozoans to plants to people. Prerequisite: Biol 3050 and permission of instructor. Credit 3 units.

**A&S NS WI FA NSM**

**Biol 404. Laboratory of Neurophysiology**

*Same as PNP 404.*

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication, and motor control. The course meets for 8 hours on Wednesdays. Students may leave the lab for up to 2 hours. Prerequisites: Biol 3411 or 3421 or Psych 4411 and permission of instructor. Biol 3411 may be taken concurrently. Credit 3 units.

**A&S NS WI FA NSM**

**Biol 4170. Population Ecology**

*Same as EnSt 4170.*

This course examines the ecological factors that cause fluctuation and regulation of natural populations and emphasizes the utility of mathematical models to assess the dynamics of populations. The course includes lecture, discussions, and computer labs using the programming language MATLAB. Emphasis is placed on principles as applied to conservation and management. Topics include assessing extinction risk of rare species, invasion dynamics of exotic species, demographic and environmental stochasticity, metapopulation dynamics, structured populations, the role of species interactions, and microevolutionary processes. Prerequisites: Calculus (Math 131 and 132), and at least one of the following: Biol 2970, EnSt 295. Credit 3 units.

**A&S NS**

**Biol 4181. Population Genetics**

An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Biol 2970. Credit 3 units.

**A&S NS FA NSM**

**Biol 4182. Macroevolution**

An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography. Prerequisite: permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Biol 4183. Molecular Evolution**

A rigorous introduction to the study of evolution at the molecular level. Topics include the origin, amount, distribution and significance of molecular genetic variation within species, and use of molecular data in systematics and in testing macroevolutionary hypotheses. Prerequisite: Biol 2970, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Biol 419. Population and Community Ecology**

*Same as EnSt 419.*

Basic principles of ecology at population, community, and ecosystem levels, including quantitative study of spatial and temporal patterns of biodiversity. Intended for students wanting a rigorous overview of ecological principles. Prerequisite: Biol 2970 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Biol 4190. Ecological Methods and Quantitative Analysis**

An introduction to the study of organisms in relation to their environment, this quantitative laboratory course focuses on the most commonly used techniques for the collection, analysis, and presentation of ecological data. Lectures and student activities focus on wildlife-habitat relations, hypothesis testing and experimental design, data description, analysis techniques, and ways of presenting



data. Topics covered include analysis of habitats, biotic sampling methods, analysis of populations, and analysis of communities. Basic statistics will also be covered. Concurrent enrollment in Biol 381 is highly recommended, though not required, as both courses supplement one another. Additionally, some background in math, such as algebra or calculus, is desired. Prerequisites: An introductory major-level course with some exposure to ecology and evolution. Credit 3 units.

#### **Biol 4191. Biology Field Course in Ecology**

An introduction to the study of organisms in relation to their environment, this field course focuses on the application of methods and techniques commonly used in ecological studies. Lectures focus on taxonomy, natural history, wildlife-habitat relations, hypothesis testing, experimental design, and research techniques. Field trips to local sites are made to conduct ecological studies at the level of organisms, populations, and communities. Lab time is used to process samples, collate, and analyze data. Prerequisites: concurrent enrollment in Biol 419 or a comparable course elsewhere with permission of the instructor. Credit 2 units.

**A&S NS FA NSM**

#### **Biol 4193. Experimental Ecology Laboratory** *Same as EnSt 4193.*

Design and interpretation of ecological experiments, with an emphasis on hypothesis testing, sampling methodology, and data analyses. Sessions address fundamental ecological questions and include field, greenhouse, and laboratory (microcosm) studies on a variety of taxa and ecosystems. Includes occasional Saturday field trips to local sites (e.g., forests, wetlands, prairies, streams) for in-depth study. Fulfills the upper-level laboratory requirement for the Biology major. One hour of lecture and 4 hours of laboratory per week. Prerequisites: Permission of instructor and at least one of the following: Introduction to Ecology (Biol 381), Behavioral Ecology (Biol 372), Conservation Biology (Biol 317A), Population and Community Ecology (Biol 419), or Evolution (Biol 3501). Credit will not be awarded for both 4191 and 4193. Enrollment is limited to 15 students. Credit 3 units.

**A&S NS**

#### **Biol 4202. Evolutionary Genetics**

*Same as Anthro 4202.*

**A&S NS FA NSM**

#### **Biol 4213. Plants and American People: Past and Present**

*Same as Anthro 4213.*

**A&S SS FA SSP**

#### **Biol 427. Problem-Based Learning in Biomedical Sciences**

*Same as Biol 427.*

Groups of five to eight students are presented with medical case studies that are then researched and discussed under faculty guidance. Students take major responsibility for their own learning within their teams. Limit: 30 students. Prerequisite: Biol 3050 and permission of instructor. Credit 3 units.

**A&S NS WI FA NSM**

#### **Biol 4342. Research Explorations in Genomics**

A collaborative laboratory investigation of a problem in genomics, involving wet-lab generation of a large data set (either genomic sequence or microarray analysis of gene expression) and computer analysis of the data. Prerequisites: Biol 2970, Chemistry 111/112, 151/152, Biol 3371 or Biol 437, and some familiarity with computers would be advantageous, but is not required. Permission of the instructor is required. Fulfills the upper-level laboratory requirement for the Biology major. Credit 4 units.

**A&S NS**

#### **Biol 434W. Research Explorations in Genomics (Writing Intensive)**

Students electing the writing option will be required to revise each of three papers (on finishing of their fosmid; gene finding in a human/chip comparison; and annotating their fosmid) at least once. Credit 4 units.

**A&S NS WI**

#### **Biol 437. Laboratory on DNA Manipulation**

*Same as Biol 437.*

An introduction to laboratory techniques for experimental manipulation of DNA (and RNA) molecules, including construction, isolation and analysis of plasmids, RNA, PCR products and sequencing. Molecular cloning experiments, RNA isolation, RT-PCR, Southern analysis and plant transformation are performed as class projects. Prerequisites: Biol 3050, Chem 152, and permission of instructor. One hour of lecture and eight hours of laboratory each week. This course fulfills the upper-level laboratory requirement for the Biology major. Enrollment is limited to 18. Credit 4 units.

**A&S NS FA NSM**

#### **Biol 4412. Evolution of Animal Development**

Understanding the molecular bases of animal development and how changes at the molecular and genomic levels have led to the evolution of novel developmental programs and morphologies. Prerequisite: Biol 3050 Credit 3 units.

**A&S NS FA NSM**

#### **Biol 441W. Evolution of Animal Development (Writing Intensive)**

Course covers the same material as Biol 4412 in a writing-intensive format. Prerequisite: Biol 3051. A student may not receive credit for both Biol 441W and 4412. Credit 3 units.

**A&S NS WI**

#### **Biol 4491. Microbes and the Environment**

*Same as EPSC 449.*

**A&S NS**

#### **Biol 4501. Biochemistry**

*Same as Chem 456.*

**A&S NS**

#### **Biol 451. General Biochemistry**

A study of structure-function relationships as applied to carbohydrates, proteins and lipids; intermediary metabolism of principal cellular components and general aspects of regulation. Prerequisites: Biol 3050, Chem 252 or equivalent, and permission of the department. Recommended for students who have achieved grades of B or better in Biol 3050 and Chem 252. Students may not receive credit for both Biol 451 and Chem 456. Credit 4 units.

**A&S NS FA NSM**

#### **Biol 4522. Laboratory in Protein Analysis, Proteomics, and Protein Structure**

In this laboratory course, students learn principles and methods of protein quantitation, protein purification, assessment of purity using SDS-polyacrylamide gel electrophoresis, separation of complex protein mixtures by two-dimensional gel electrophoresis, definition of units of enzymatic activity, and identification of proteins using antibodies and/or mass spectrometry. The final part of the course introduces students to concepts of structural biology including protein crystallization, x-ray crystallography and computer modeling of protein structures. Fulfills the upper-level laboratory requirement for the Biology major. Prerequisites: Chem 252 and either Biol 451 or Biol 4501/Chem 456. Permission of instructor required. Limit: 8 students. Eight hours of laboratory/lecture per week. Credit 4 units. Credit 4 units.

**A&S NS FA NSM**

#### **Biol 4580. Principles of Human Anatomy and Development**

*Same as Anthro 4581.*

**A&S NS FA NSM**

#### **Biol 487. Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given a semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/No Credit only. Credit variable, maximum 3 units.

**A&S NS FA NSM**

#### **Biol 493. Seminar in Advanced Biology**

In special cases credit may be given for individual study. Topics and credit must be arranged with a faculty sponsor and approved by the department. Credit variable, maximum 4 units.

**A&S NS FA NSM**

#### **Biol 4930. Seminar in Advanced Biology, Life Science Education**

Preparation for, and analysis of results of a research study in life science education. An experimental plan must be developed and approved by faculty in Biology and by faculty in Education. Participants must make arrangements to carry out the research project working with an appropriate supervisor at a school, informal science institution, or other educational establishment. Research plan due at the end of one semester, and a final paper due at the end of the second semester. Prerequisite: Biol 3050; permission of the instructors. Intended for students in the BA/MAT program. 5-10 hour work per week under faculty/mentor supervision. 1.5 - 3.0 units per semester depending on time commitment. Credit variable, maximum 3 units.

**A&S NS**

#### **Biol 500. Independent Work**

Students work under the supervision of a mentor in a setting of established ongoing research. Prerequisites: junior or senior standing and permission of sponsor and the department. Credit/No Credit only. Credit to be determined in each case. Maximum of 6 units may be applied toward upper-level credits required for the major. Students expecting to do Honors begin Biol 500 no later than spring of the junior year. Credit variable, maximum 6 units.

#### **Biol 500W. Biological Research Writing**

Writing of scientific research papers. Independent research with a faculty mentor emphasizing preparation of research results for publication. Writing and revision of the major components of a research paper are conducted throughout the semester. Abstract (1 page), Introduction and literature review (3-7 pages), Materials and Methods (3-5 pages), Results (5-7 pages), Discussion (5-7 pages) plus referencing of literature and graphical presentation of results. 4 credits Credit 4 units.

**A&S WI**

# Chemistry

## Chair

**Joseph J. H. Ackerman**  
William Greenleaf Eliot Professor  
Ph.D., Colorado State University

## Endowed Professors

**Edward S. Macias**  
Barbara and David Thomas Distinguished  
Professor in Arts & Sciences  
Executive Vice Chancellor  
Ph.D., Massachusetts Institute of Technology

**Karen L. Wooley**  
James S. McDonnell Distinguished  
University Professor in Arts & Sciences  
Ph.D., Cornell University

**Jacob Schaefer**  
Charles Allen Thomas Professor  
Ph.D., University of Minnesota

## Professors

**William E. Buhro**  
Ph.D., University of California—Los Angeles

**Peter P. Gaspar**  
Ph.D., Yale University

**Michael L. Gross**  
Ph.D., University of Minnesota

**J. Dewey Holten**  
Ph.D., University of Washington

**Alfred G. Hortmann**  
Ph.D., Harvard University

**T. Tom Lin**  
Ph.D., University of Pennsylvania

**Ronald A. Lovett**  
Ph.D., University of Rochester

**Kevin D. Moeller**  
Ph.D., University of California—Santa Barbara

**Demetrios G. Sarantites**  
Ph.D., Massachusetts Institute of Technology

**Lee G. Sobotka**  
Ph.D., University of California—Berkeley

**John S. Taylor**  
Ph.D., Columbia University

**Mark S. Wrighton**, Chancellor  
Ph.D., California Institute of Technology

## Associate Professors

**John R. Blecke**  
Ph.D., Cornell University

**Richard A. Loomis**  
Ph.D., University of Pennsylvania

## Assistant Professors

**Vladimir B. Birman**  
Ph.D., University of Chicago

**Lev Gelb**  
Ph.D., University of Cambridge,  
Cambridge, UK

**Sophia E. Hayes**  
Ph.D., University of California—Santa Barbara

**T. Joseph Kappock**  
Ph.D., Yale University

**Richard Mabbs**  
Ph.D., University of Nottingham  
Nottingham, UK

**Joshua A. Maurer**  
Ph.D., California Institute of Technology

**Thomas P. Vaid**  
Ph.D., Cornell University

**Amy Walker**  
Ph.D., University of Cambridge,  
Cambridge, UK

## Joint Professors

**George W. Gokel**  
(Molecular Biology and Pharmacology)  
Ph.D., University of Southern California

**Richard W. Gross**  
(Internal Medicine)  
Ph.D., Washington University in St. Louis

**Michael Welch**  
(Radiology)  
Ph.D., University of London

If you are interested in discovering insights into nature and exploring new ways to meet the needs of our technological society and new methods for creating novel compounds and useful materials, chemistry is an excellent major to pursue.

Chemistry is a multifaceted science that extends into biology, medicine, physics, mathematics, business, and commerce. Studying chemistry provides the opportunity to explore the structure and constitution of the microworlds of atoms and molecules, the chemical and physical transformations that occur, and the principles that govern these changes.

Our program provides a strong foundation in the core areas of chemistry: organic, physical, inorganic, nuclear, theoretical. Special emphases in the department include such emerging interdisciplinary fields as organometallic, bioorganic, biophysical, macromolecular, polymer, environmental, and materials chemistry. The department has close research ties with the departments of Physics, Earth and Planetary Sciences, Biology, and Chemical and Mechanical and Aerospace Engineering, and with departments at the Washington University School of Medicine.

As an undergraduate major in chemistry, you study chemistry with renowned scientists, who are teacher-scholars dedicated to your learning experience. The department is small, and it has world-class instruments and facilities, which allow you to receive individualized instruction and to participate in cutting-edge science. You work closely with a faculty member to design and carry out an original research project. You also may participate in interdisciplinary research at the School of Medicine or the School of Engineering & Applied Science. Research internships at local companies also can be arranged.

A variety of creative and productive careers are available to you with a degree in chemistry. You may pursue a career in chemistry or such related professions as biochemistry, medicine, and chemical engineering. Most students continue in graduate or medical school, and some go on to business or

law school. Positions in government, industry, and education are available.

**The Major:** To prepare for a major in chemistry, you will take Chem 111A, 112A, 151, 152, 251, 252, and 257; Physics 117A and 118A or Physics 197 and 198; and Math 131, 132, and 233. Physics 217 and further mathematics courses are recommended. Chem 181, a seminar to introduce first-year students to research activities in the department, is optional. A working knowledge of computer programming and a foreign language, such as German or Russian, is encouraged but not required.

To major in chemistry, you must take a minimum of 18 units in advanced courses in chemistry or biochemistry, among which must be included Chem 401, 402, and 461, plus 9 units in chemistry at the 300 level or above (not all in the same chemistry subdiscipline and not including Chem 490 or 495). At least 3 of these 9 advanced units must be in a laboratory course, chosen from Chem 358, 435, 445, or 470.

You have the advantage of planning your course program with your adviser in accordance with your interests. Some graduate courses also are available to you as a senior. **Senior Honors:** To qualify for Honors, you must complete a minimum of 21 units in advanced courses in chemistry or biochemistry, among which must be included Chem 401, 402, 461, two additional advanced courses in chemistry, and two additional laboratories: one synthetic laboratory course (either Chem 358 or 470) and one physical chemistry laboratory course (Chem 435 or 445). Neither Chem 490 nor 495 can be used to satisfy the advanced laboratory requirements but Chem 495 can be used to satisfy an elective.

**The Major with Concentration in Biochemistry:** As a chemistry major with a concentration in biochemistry, you should add Biol 296A and 297A as prerequisites to the major and specify a minimum of 18 units in advanced courses in biology and chemistry, among which must be included Biol 334, 3371, or 349; Chem 456; Chem 401, 402, and 461; and at least 3 units of advanced-level biology or chemistry courses (suggested selections are Chem 358, 453, 464, 476, 520, and 577; Biol 3050, 531, and 548; and other advanced biochemistry courses as approved by the chemistry department).

**Senior Honors:** To qualify for Honors, you must complete a minimum of 21 units in advanced courses and have one laboratory course in advanced chemistry chosen from Chem 358, 435, 445, or 470.

## Undergraduate Courses

### Chem 111A. General Chemistry I

Systematic treatment of fundamental chemical principles and their applications. Particular reference to the concept of energy and its uses, gas laws, kinetic molecular theory, atomic and molecular structure, chemical bonding, and the periodic classification of the elements. Prerequisites: two years of high school algebra and one of high school chemistry, or permission of instructor. Credit 3 units.

**A&S NS QA FA NSM**

**Chem 112A. General Chemistry II**

Introduction to the principles of chemical equilibrium and to ionic solutions. Topics: ionic equilibria, galvanic cells, elementary chemical thermodynamics and kinetics, and molecular structure of coordination compounds. Three lecture hours and a problem-solving subsection hour. Sign-up for subsections will be conducted during the first two weeks of the semester. Prerequisite, Chem 111A or permission of instructor. Credit 3 units.

**A&S NS QA FA NSM**

**Chem 151. General Chemistry Laboratory I**

This course provides an introduction into basic laboratory techniques, the experimental method, and the presentation of scientific data, as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 111A lecture course. Students attend one four-hour laboratory session and one one-hour laboratory lecture every other week. Prerequisites: concurrent enrollment in Chem 111A or permission of the instructor. Credit 2 units.

**A&S NS FA NSM**

**Chem 152. General Chemistry Laboratory II**

This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 112A lecture course. Students attend one four-hour laboratory session and one one-hour laboratory lecture every other week. Prerequisites: concurrent enrollment in Chem 112A or permission of the instructor. Credit 2 units.

**A&S NS FA NSM**

**Chem 181. Freshman Seminar in Chemistry**

A weekly lecture by a chemistry faculty member, or other scientist from academia or industry, on their current research activities. The goal is to provide students with a sampling of current research activities dealing with fundamental and applied problems in science and society that are being approached from a chemical point of view. Students will see how fundamental chemical principles can be obtained from experiment and theory and used to both better understand and make better the world we live in. Each week a different scientist presents a lecture or offers an additional activity. Intended primarily for freshmen who participate majoring in science, but interested upper-class students should also find the lectures interesting and stimulating. Students are expected to attend all lectures and associated activities during the semester. Enrollment is limited. Credit/No Credit only. Credit 1 unit.

**A&S NS FA NSM**

**Chem 251. Organic Chemistry I**

The first part of a two-semester survey of organic chemistry. An introduction to organic structures, reactions, and reaction mechanisms. Prerequisite: Chem 112A. Credit 3 units.

**A&S NS FA NSM**

**Chem 252. Organic Chemistry II**

Covers certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and synthesis applications of organic reactions and on the organic chemistry of biological compounds. Prerequisite: Chem 251. Credit 3 units.

**A&S NS FA NSM**

**Chem 257. Organic Chemistry Lab I**

Introduction to laboratory methods in organic chemistry, with emphasis on methods of separation and purification of organic compounds as well as their syntheses. Prerequisites: Chem 112A,

152, and 251. One hour of lecture and five hours of laboratory a week. Credit 2 units.

**A&S NS FA NSM**

**Chem 275. Chemical Analysis Methods in Chemical Engineering**

*Same as E63 ChE 375.*

**Chem 290. Freshman and Sophomore Research**

Introduction to laboratory research for first- and second-year students. Students work under supervision of a faculty sponsor. Prerequisite: permission of the sponsor and the Department of Chemistry. Credit/No Credit only. Credit variable, maximum 3 units.

**A&S NS FA NSM**

**Chem 358. Organic Chemistry Laboratory II**

Introduction to the methods of qualitative organic analysis, including the use of chromatographic and spectroscopic techniques. One hour of lecture and six laboratory hours a week. An additional three to six hours a week usually are needed to complete laboratory work. Prerequisites: Chem 251, 252, and 257. Credit 4 units.

**A&S NS WI FA NSM**

**Chem 400. Physical Science in 12 Problems**

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, will be solved with numerical software. Each exercise will be accompanied by a lecture, a software template solving a problem, and a related take-home problem. The software will allow us to focus on, and treat in a transparent fashion, physical problems without the unworlly idealizations and contrivances found in textbooks. Prerequisites: General Chem, concurrent with Chem 401 and prior or concurrent enrollment in General Physics. Credit 1 unit.

**A&S NS**

**Chem 401. Physical Chemistry I**

Introduction to quantum chemistry (with applications to elementary spectroscopy) and kinetics. Prerequisites: Chem 111A-112A, Math 233; prior completion of Physics 117A and 118A is strongly encouraged (but concurrent enrollment in Physics 117A will be accepted); or permission of instructor. Required course for all Chemistry majors. Credit 3 units.

**A&S NS FA NSM**

**Chem 402. Physical Chemistry II**

Introduction to chemical thermodynamics, statistical mechanics, and transport phenomena. Required course for all Chemistry majors. Prerequisites: Chem 111A-112A, Chem 401, Math 233, prior completion of Physics 117 and 118 is strongly encouraged (but prior completion of Physics 117 and concurrent enrollment in Physics 118 will be accepted); or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Chem 405. Spectroscopic Analysis**

This course is an overview of instrumentation and techniques that are found in modern chemistry laboratories. We shall cover the design of experiments, including basic electronics, signal-to-noise considerations, and signal handling. We shall also discuss the applications of a wide variety of spectroscopies, including laser spectroscopies, vibrational spectroscopies, imaging techniques, surface analytical techniques, mass spectrometry, and NMR. Credit 3 units.

**A&S NS**

**Chem 435. Nuclear and Radiochemistry Lab**

Application of radiochemical techniques to problems in chemistry, physics, and nuclear medicine. Prerequisites: 3 units of physical chemistry and permission of instructor. One lecture hour and five hours of laboratory a week. Credit 3 units.

**A&S NS FA NSM**

**Chem 436. Radioactivity and Its Applications**

Introduction to the production and decay of radioactive nuclides, the structure and properties of nuclei, and the applications of nuclear and radiochemical techniques to current scientific problems. Prerequisites: one year each of chemistry, mathematics, and physics. Credit 3 units.

**A&S NS FA NSM**

**Chem 445. Instrumental Methods: Physical Chemistry**

A course providing experience with instrument components found in the modern laboratory: basic electronics, the computer as an instrument controller; instruments built with modular components; experiments in optical spectroscopy, cyclic voltammetry, and kinetics. Prerequisite: Chem 401 or 402. Credit 3 units.

**A&S NS WI FA NSM**

**Chem 451. Organic Chemistry III**

A lecture course that builds on the material in Chem 251, 252, covering in more detail certain topics in those courses while also introducing new topics. A transition to graduate-level study in organic chemistry; recommended for chemistry, biochemistry, and biology majors. Prerequisite: Chem 252. Credit 3 units.

**A&S NS FA NSM**

**Chem 452. Synthetic Polymer Chemistry**

A course that describes various methods for the synthesis and characterization of polymers. Copolymers, control of architecture, polymer reactivity, polymer properties, structure/property relationships, and applications of polymers will be discussed. Current topics of interest from the recent literature will also be covered. Prerequisite: Chem 252 or permission of the instructor. Credit 3 units.

**A&S NS FA NSM**

**Chem 453. Bioorganic Chemistry**

Concepts of organic chemistry are used to explore structure and reactivity of proteins, nucleic acids, oligosaccharides, biological membranes, and the molecular basis of drug action. Offered in alternate years. Prerequisite: Chem 252. Credit 3 units.

**A&S NS FA NSM**

**Chem 456. Biochemistry**

*Same as Biol 4501.*

A lecture course covering protein structure-function, information transfer, primary metabolism, compartmentation, energy transduction, biosynthesis, and drug action. Prerequisites: Biol 297 or permission of instructor and Chem 252. Recommended for students who have achieved grades of B or better in the prerequisites. Credit 3 units.

**A&S NS**

**Chem 458. Chemical Reaction Mechanism Journal Club**

This seminar meets for one hour each week. During the meetings, student participants are responsible for presenting topics from the current literature. The format of the presentation varies from informal talks to student-authored problem sets. Attendance at meetings is strongly recommended for all students who are currently taking the organic cumulative examinations. Prerequisite: Chem 252. Credit 1 unit.

**A&S NS FA NSM**

**Chem 459. Organometallic Chemistry**

Survey of organometallic compounds with discussion of their synthesis, structure, spectroscopy, and reactivity. Prerequisite: Chem 252. Credit 3 units.

**A&S NS FA NSM**

**Chem 461. Inorganic Chemistry**

Introduction to modern inorganic chemistry; emphasis on relation of structure and bonding to the chemical and physical properties of compounds. Prerequisite: Chem 401, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Chem 464. Inorganic Biochemistry**

A class in biological chemistry that emphasizes the role of metals in electron transfer and enzymatic catalysis. After a brief survey of essential concepts from biology, coordination chemistry, and spectroscopy, topics will include: electron transfer systems; oxygen transport and activation; metal ion acquisition, transport, and homeostasis; enzymes catalyzing atom transfer reactions and radical-mediated processes. Prerequisite: Chem 252; Chem 461 recommended but not required. Credit 3 units.

**A&S NS FA NSM**

**Chem 465. Solid-State and Materials Chemistry**

The course begins with basic crystallography and common inorganic structure types. With the aid of computer modeling, students learn to analyze, index, and refine X-ray powder-diffraction data. Students are then taught to use phase diagrams to assess the compositions and microstructures of materials produced by various synthetic or processing methods. Crystal nucleation and growth, defects, and ion-conduction mechanisms are also introduced. The course concludes with an analysis of the mechanical properties of materials from a chemistry perspective. What makes some materials strong, stiff, and resistant to fracture? Prerequisites, Chem 111A-112A. Credit 3 units.

**A&S NS FA NSM**

**Chem 470. Inorganic Chemistry Laboratory**

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques such as high-temperature synthesis and vacuum line manipulations. Compounds will be spectroscopically characterized by UV-visible, gas-phase infrared, and multinuclear and dynamic NMR spectroscopy. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. Prerequisite: Chem 461 or consent of the instructor. Credit 3 units.

**A&S NS WI**

**Chem 475. Chemical Biology**

This course is a survey of modern chemical biology focusing on the application of organic chemistry to biological problems. A variety of topics from the synthetic construction of DNA, proteins, and post-translation modifications to computational biology will be discussed. Course assignments will consist of two homework assignments and an original research proposal. A mandatory discussion section will accompany the course. The discussion section will be used to review current and classic literature in the field. Credit 3 units.

**A&S NS**

**Chem 490. Introduction to Research**

Advanced laboratory work on a selected topic in chemistry. Prerequisite: permission of the department. Credit/No Credit only. If this course is to be submitted for Honors, the student must file the Honors form available at the chemistry department office before the end of junior year. Arrangements for registration should be completed during the preregistration period. Credit variable, maximum 6 units.

**A&S NS FA NSM**

**Chem 495. Advanced Undergraduate Research in Chemistry**

The student conducts research supervised by a chemistry department faculty member. At the end of the semester, the chemistry supervisor chairs a faculty committee to evaluate an oral public presentation and/or a concise written report, and a letter grade is assigned. The committee members and completion requirements must be approved by the supervisor prior to registration. This course may provide a capstone experience (see Chem 499) but

does not fulfill the writing intensive requirement. The units earned may be applied as elective advanced credits toward a Chemistry major with Latin honors eligibility. Course may be taken only once for credit. Prerequisite: Chem 490 and/or other advanced electives or research experience specified by the supervisor. Credit 3 units.

**A&S NS**

**Chem 500. Independent Work**

A detailed literature search on a specific topic of current interest. Prerequisites: senior standing and permission of the chair of the department. Credit variable, maximum 6 units.

**Chem 515. Biological Chemistry Seminar**

This course is required for all graduate students following the biological chemistry track. The course will consist of tutorials for first-year graduate students and research presentations by second-year students. Prerequisites: enrollment in the biological chemistry track or permission of the instructor. Credit 1 unit.

**Chem 520. Nucleic Acid Chemistry**

Structure, synthesis, properties, and interactions of nucleic acids, and the design and synthesis of nucleic acid-based and/or targeted drugs, probes and tools. Topics: primary, secondary, and tertiary structure; topological and thermodynamic properties; biological and chemical synthesis; DNA chips; PCR; site-directed natural and unnatural mutagenesis; chemical evolution (SELEX); ribozymes; phage display; carcinogen, drug, and protein interactions; affinity cleaving; ultraviolet light and ionizing radiation damage, DNA repair of mutagenesis; design and synthesis of anti-sense and anti-gene probes and drugs. Extensive use is also made of molecular modeling and the protein databank of nucleic acid structures. Prerequisite, Chem 251 and Chem 252 or equivalent). Credit 3 units.

**Chem 540. Inorganic/Organometallic Chemistry Seminar**

Students present informal seminars on topics of current interest from the chemical literature or from their own dissertation research. Credit 1 unit.

**Chem 541. Advanced Inorganic Chemistry**

Study of physical inorganic concepts with an emphasis on modern experimental methods applied to inorganic and bioinorganic systems. The spectral and magnetic properties of inorganic and bioinorganic compounds will be discussed. Topics in group theory will be covered, including symmetry of molecules and ions, the application of group theory in molecular structure determination, chemical bond theory and spectroscopy for inorganic materials as molecular species and in crystal lattices. Prerequisite: Chem 461, or consent of instructor. Credit 3 units.

**Chem 542. Advanced Inorganic Chemistry**

Bio-inorganic Chemistry. The chemistry of metalloenzymes, metal-nucleic acid interactions, metallo-regulatory processes, metal cofactors, and related subjects. Open to undergraduates with permission of the instructor. Chemistry 461 recommended. Credit 3 units.

**Chem 550. Mass Spectrometry**

This course covers the fundamentals of instrumentation, ionization, and gas-phase ion chemistry. Magnet sector, quadrupole, time-of-flight, ion trap, and Fourier transform instruments are considered. Ionization methods include the venerable electron ionization, chemical ionization, and fast atom bombardment, plus the newer electrospray and matrix-assisted laser desorption methods. Mechanisms of gas-phase ion decomposition reactions, rates and thermodynamics of gas-phase ion processes, and ion-molecule reactions are discussed particularly in terms of their intrinsic inter-

est and for interpreting spectra. Combined or hyphenated methods such as GC/MS, LC/MS, and tandem mass spectrometry are also discussed. A second major focus includes applications in a variety of areas: structure determination of synthetic, natural-product, and biomolecules, exact mass measurements high resolution MS, peptide and protein sequencing, trace analysis, sensitive detection, and mixture analysis. Prerequisite: Chem 252 or permission of instructor. Credit 3 units.

**Chem 551. Mechanistic Organic Chemistry**

The first half of a sequence of two semesters, followed by Chem 556 in the spring, encompassing three important topics in physical organic chemistry. The first nine-week segment is devoted to the fundamental concepts of mechanistic organic chemistry including qualitative descriptions of bonding and pericyclic reactions. The major classes of reaction mechanisms are surveyed. The last four weeks of Chem 5511 are devoted to computational chemistry and molecular modeling, with an emphasis on the background, practice, and applications of electronic structure theory. This segment is continued in the first four weeks of Chemistry 556 and is followed by a segment on chemical kinetics as a tool in mechanistic investigations. Prerequisite: Chem. 252 or permission of the instructor. Credit 3 units.

**Chem 554. Molecular Orbital Theory**

Lectures will cover the background, practice, and applications of computational chemistry to the modeling of the structures and chemical reactions of organic molecules. Different levels of calculation will be presented, from molecular mechanics calculations and Hockel molecular orbital theory, through semi-empirical and ab initio self-consistent field calculations with correlation energy corrections, and density functional theory. Hands-on experience performing calculations is an important element in this course. Credit 3 units.

**Chem 555. Special Topics in Organic Chemistry**

Credit 3 units.

**Chem 556. Kinetics and Mechanism**

A course in the application of chemical kinetics to the elucidation of mechanisms of chemical reactions. Prerequisite, Chemistry 5511, or permission of instructor. Credit 3 units.

**Chem 557. Advanced Organic Synthesis**

A course focusing on newer synthetic strategies used in the construction of complex organic molecules, particularly in the natural products area. Included are in-depth analyses of advances in several areas of synthetic methodology bearing on the development of strategies for control of chemo-, regio-, enantio-, and diastereo-selectivity. Prerequisite: Chem 451, or permission of the instructor. Credit 3 units.

**Chem 558. Spectral Methods in Organic Chemistry**

A detailed treatment of the structure and stereochemistry of organic compounds with particular emphasis on ultraviolet, visible, infrared, nuclear magnetic resonance, and mass spectroscopic techniques for structure determination. Credit 3 units.

**Chem 559. Organic Chemistry Seminar**

The organic chemistry graduate students enrolled will each present one seminar on a topic of current interest in the literature. Credit 1 unit.

**Chem 562. Statistical Thermodynamics**

Statistical mechanical methods will be used to characterize equilibrium and non-equilibrium thermodynamic systems. Computer programming assignments are given. An initial familiarity with ideal equilibrium systems will be assumed. Prerequisite Chem 401 or its equivalent or permission of the instructor. Credit 3 units.

**Chem 571. Quantum Chemistry and Spectra**

Elementary quantum theory of chemical binding and molecular structure. Some emphasis will be placed on spectroscopic methods. Prerequisite: Chem 402. Credit 3 units.

**Chem 576. Magnetic Resonance**

Same as Physics 534.

**Chem 576.2. Electron Spin Resonance**

Principles of magnetic resonance of paramagnetic species, structure and dynamics of organic free radicals and transition metal ions in the condensed phase. Detection of transient paramagnetic species generated in photochemical reactions and photo physical processes. Prerequisite: Chem 401. Credit 3 units.

**Chem 577. Physical Chemistry of Macromolecules**

Application of physical chemistry to the study of proteins, nucleic acids, and other natural and synthetic polymers. The thermodynamics and statistical mechanics of dilute macromolecular solutions, osmotic pressure, light scattering, viscosity, ultracentrifugation, diffusion, circular dichroism, and analysis of conformational transitions. Prerequisite: two semesters of physical chemistry or permission of the instructor. Credit 3 units.

**Chem 578. Nuclear Magnetic Resonance Spectroscopy**

A course dealing with the quantum and classical description of the nuclear magnetic resonance of an isolated system of two spin-1/2 nuclei. The design of pulsed NMR spectrometers and the Fourier analysis of time-dependent observable magnetization in 1 and 2 dimensions are treated in detail. NMR relaxation in liquids and solids is included phenomenologically. Prerequisite: Physical Chemistry or permission of the instructor. Credit 3 units.

**Chem 580. Special Topics in Physical Chemistry**

An overview of the fundamentals of atomic and molecular interactions, rovibrational and electronic spectroscopy, and unimolecular and bimolecular reaction dynamics followed by a review of novel experimental reaction techniques and developments that have recently been reported in the literature. Credit 3 units.

**Chem 581. Advanced Quantum Chemistry**

A study of the theory and methods of quantum mechanics, with applications to problems of chemical interest. Prerequisite: Chem 571 or permission of the instructor. Credit 3 units.

**Chem 582. Group Theory**

The course will develop applications of group theory to MO theory for inorganic compounds, ligand-field theory, spectral transition probabilities, molecular vibrations, and vibronic coupling. Credit 3 units.

**Chem 584. Molecular Spectroscopy**

Principles of molecular spectroscopy, molecular rotations, vibrations and electronic transitions. Structural and dynamic aspects of molecules in the condensed phase. Recent topics in experimental spectroscopy. Prerequisite: Chemistry 571. Credit 3 units.

# Classics

**Chair**

**Robert D. Lamberton**, Professor  
Ph.D., Yale University

**Endowed Professors****Susan Rotoff**

Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
Ph.D., Princeton University

**Professors****Judith Evans-Grubbs**

Ph.D., Stanford University

**George M. Pepe**

Ph.D., Princeton University

**Associate Professor****Ryan K. Balot**

Ph.D., Princeton University

**Assistant Professor****Catherine Keane**

Ph.D., University of Pennsylvania

**Lecturer****Meredith Prince**

Ph.D., Duke University

**Professors Emeriti****Carl W. Conrad**

Ph.D., Harvard University

**Kevin Herbert**

Ph.D., Harvard University

**Merritt Sale**

Ph.D., Cornell University

"Classics" means Greece and Rome, but the study of Greek and Roman culture extends beyond language and literature and even beyond antiquity to a deeper understanding of later Western culture. In pursuit of this goal, graduate and undergraduate students at Washington University are able to use the Classics Study Center and its specialized collections. Computer-readable databases make possible rapid searches of Greek and Latin texts and provide access to a wealth of information on all aspects of ancient Greek and Roman societies. The center also has a small reference library. Housed elsewhere are the Wulffing Coin Collection and collections of Greek papyri and art.

**The Major:** The major in Classics requires a minimum of 18 units in advanced courses. You must complete at least 6 units at the 400 level in Greek or Latin. Competence in both ancient languages, though essential for those anticipating graduate study, is not required.

The department also offers a major in Ancient Studies for students who want to explore the whole spectrum of the classical world with little or no work in the ancient languages. The student and adviser create a program of study that comprises at least 24 units drawn from courses in the Department

of Classics and those in related departments, of which 18 units must be at the advanced level. Greek and Latin courses at the 200 level or above may be used in partial fulfillment of this requirement. In this major you are encouraged to develop a certain depth in one special field of interest (e.g., literature, art, history, or philosophy). Therefore, at least 9 of the 24 advanced units of the major should be taken in one such specific area. For further information, consult the department chair by the middle of the sophomore year.

Certain courses in related departments may be used in partial fulfillment of the requirements for a major in classics or ancient studies, including:

**Art-Arch 331. Greek Art and Archaeology**

**Art-Arch 334. Roman Art and Archaeology**

**Art-Arch 437. Greek Sculpture**

**Phil 451. Plato**

**Phil 452. Aristotle**

**The Minor:** In addition to major programs, the department offers minor concentrations in both programs: the minor in Classics, emphasizing the reading of Greek or Latin literature in the original language; and the minor in Ancient Studies, emphasizing ancient history and culture, but requiring no study of the ancient languages. For information, consult the chair of the department.

**Study Abroad:** Study abroad for a semester in Rome or Athens is an option many classics majors select. Interested students should consult the coordinator of Overseas Study.

**Senior Honors:** If you are planning to pursue graduate work, you should enter the Honors program. To apply, you must have junior standing, an average of B+ or better in courses numbered 300 or above in Greek and/or Latin, and permission of the chair. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning in the fall semester of your senior year. A final draft is submitted to the director no later than February 1, a final copy to the chair no later than March 1. Credit of 3 units is awarded upon presentation of an acceptable thesis.

## Undergraduate Courses

**Classics 200C. World Archaeology**

Same as ARC 200C.

**A&S** CD TH **FA** SSP

**Classics 225D. Latin and Greek in Current English**

Same as Ling 225D.

An intensive survey of Greek and Latin words and roots found in English, both technical and non-technical. The course strengthens the student's English vocabulary and complements advanced courses in English composition. Does not count toward a major or minor in Classics. Credit 3 units.

**A&S** LA

**Classics 228. Theater Culture Studies I:****Antiquity to Medieval**

Same as Drama 228C.

**A&S** TH **FA** AH

**Classics 235C. The Greek Imagination**

An introduction to Greek culture with emphasis on Archaic and Classical ideas about man, the gods, and the cosmos. Considerable attention also given to the Athenian democracy, its institutions, festivals, and arts. The course is designed to offer a broad and interdisciplinary view of the most memorable Greek achievements in literature, the visual arts, and social thought and practice. Credit 3 units.

A&S CD TH FA SSP

**Classics 236C. The Roman World**

An introduction to the society and culture of the ancient Roman Republic and Empire, including national identity, moral and political thought, family, religion, and entertainment. Emphasis on primary texts. Credit 3 units.

A&S CD TH FA AH Lit

**Classics 240. Not Members of This Club:****Women and Slaves in the Greco-Roman World**

Same as WGS 240.  
Both the Athenian Democracy and the Roman Senatorial Oligarchy were societies in which political power was the exclusive property of free, citizen males. With very few exceptions, the astounding accomplishments of those societies were also the creations of free, citizen males. This course examines the lives of two disparate but comparable groups of outsiders within Greek and Roman society. The status, rights, and accomplishments of Athenian and Roman women are explored and placed in the context of other pre-modern societies. Likewise, the institution of slavery in Greece and Rome is explored and compared with other slaveholding societies, ancient and modern. Credit 3 units.

A&S CD SD SS FA SSP

**Classics 3001. Writing Intensive in Ancient Studies**

Same as Art-Arch 3001.

A&S TH WI

**Classics 301C. Greek Mythology**

A survey and study of the great mythic stories of the ancient world, with an emphasis on such topics as creation, divinity, friendship, sex, love, death, heroic journeys, and the relation of myth to culture. Credit 3 units.

A&S TH FA SSP

**Classics 3301. Homeric Archaeology**

Same as Art-Arch 3301.

A&S CD TH FA AH

**Classics 334. Roman Art and Archaeology**

Same as Art-Arch 334.

A&S TH FA AH

**Classics 3361. Ancient Sanctuaries: The Archaeology of Sacred Space in the Ancient Mediterranean**

Same as Art-Arch 336.

A&S CD TH FA AH

**Classics 3369. Underwater Archaeology**

Same as ARC 3369.

A&S TH FA SSP

**Classics 341C. Ancient History: The Roman Republic**

Same as History 341C.

From the legendary origins of the city through the establishment and collapse of its republican government. Emphasis on constitutional and political history, imperialism and the Roman army, Greek culture, and the Roman aristocracy. Credit 3 units.

A&S TH FA SSP

**Classics 342C. Ancient History: The Roman Empire**

Same as History 342C.

From the establishment of the Augustan principate to the military and political collapse of the western

empire. Emphasis on social and cultural history, the conflict between Christianity and paganism, the rise of the barbarian kingdoms, and the general question of cultural "decline." Credit 3 units.

A&S TH FA SSP

**Classics 345C. Greek History: Archaic and Classical**

Same as History 345C.

A survey of the central themes of Greek social, political, and military history from the period of the Homeric epics until the death of Socrates. Credit 3 units.

A&S TH FA SSP

**Classics 346C. Greek History: The Age of Alexander**

Same as History 346.

Survey of the political, cultural, and social ramifications of Alexander the Great's conquests. Emphasis will be placed on cultural conflict, emerging cosmopolitanism, kingship, and royal technologies of power in the period of Alexander's successors. Credit 3 units.

A&S CD TH FA SSP

**Classics 347C. Ancient Philosophy**

Same as Phil 347C.

A&S TH FA SSP

**Classics 350. Greek Art and Archaeology**

Same as Art-Arch 331.

A&S TH FA AH

**Classics 3582. Ancient Rome in Film and Fiction**

Examines a group of novels starting with *The Last Days of Pompeii* (1834) and a group of films beginning with *The Sign of the Cross* (1936) to see how writers and filmmakers have conjured up an image of Roman excess and exoticism in line with their own artistic and cultural viewpoints. We read both popular successes like *Ben-Hur* and "high art" like *Marius the Epicurean* and see such commercial successes as *The Robe* and art house films like Fellini's *Satyricon*. Credit 3 units.

A&S TH FA AH Lit

**Classics 367. Ancient Political Thought**

Same as Pol Sci 367.

The course examines the most significant ancient attempts to construct an ethically and practically viable politics. Topics include imperialism, citizenship, the cultivation of virtue, utopianism, and dissent. Although the focus is on understanding key texts as interventions in particular contexts, attention is also paid to contemporary reinventions of ancient thought. Readings are drawn from historians (Herodotus, Thucydides), philosophers (Plato, Aristotle), and orators (Demosthenes, Cicero). Credit 3 units.

A&S SS FA SSP

**Classics 3675. Tragedy, Rhetoric, and Democracy: Public Discourse in Classical Athens**

The course examines Athenian democratic discourse in classical tragedy and oratory. The working assumption is that Athens' democratic institutions were informed by a vibrant democratic culture—a culture that valued free speech, uninhibited interrogation of authority, individual reflection, and the cultivation of political virtue. Tragedy and oratory, in their different ways, enriched and strengthened this culture. Setting tragedy in its civic and ritual contexts, its capacity to educate citizens in distinctively democratic constructions of courage, self-control, and political knowledge is explored. The ideological principles implicit in tragedy were made explicit in oratory, as public speakers worked through the conventions of democratic ideology to articulate stances and persuade audiences on a variety of key political topics. The goal in the course is to understand the tensions and ambiguities of democratic ideol-

ogy as much as its shared rhetorical and philosophical underpinnings. Students come to understand these texts as rich but neglected resources for thinking through the nature and value of democracy as a political system. Credit 3 units.

A&S TH FA SSP

**Classics 371. The Ancient Family**

Examination of the definitions and roles of the family in ancient Greece and Rome through readings and discussions of primary sources (literature, legal texts, inscriptions, art) and recent scholarship. Topics include: demography; relationship between family and state; economic, social, and religious roles of the family; roles of women, men, children, and slaves; death and inheritance; marriage; children; family relationships; household space; representations of the family in ancient art; comparisons with the modern family. Credit 3 units.

A&S TH WI

**Classics 375. Topics in Classics**

Study of one or more themes recurring in the traditions of Greek, Roman, and European literature. Credit 3 units.

A&S TH FA SSP

**Classics 386. Old Jokes: Laughter in the Greco-Roman World**

Same as Drama 332.

An exploration of the theory and practice of comedy in the Greco-Roman world. Readings include examples of iambic (mocking) poetry, comic theatre, satiric verse and prose fiction, as well as philosophical discussions of the relationship of humor and laughter to human behavior and values. As comedy in all contexts engages and shapes cultural values just as much as "serious" literature does, its history and reception raise major social and aesthetic issues. Critical topics include: how ancient thinkers imagined comedy's historical birth, how public comic performances may have encouraged either social cohesion or disruption, how communities defined "beneficial" and "offensive" humor, and how ancient elite writers and readers felt about the often lowbrow and obscene content of "classic" comic literature. Combination of lectures and discussions. Credit 3 units.

A&S TH FA SSP

**Classics 389C. The Ancient Novel**

Same as Comp Lit 391C.

Many modern readers are familiar with the mythological and dramatic literature of Greco-Roman antiquity, but fewer are aware that the same cultures developed a tradition of prose fiction concerned with romance, human psychology and sexuality, exotic travel and adventure, and religious experience. The European tradition of extended fictional narrative begins with the Greeks, and their novels, along with Apuleius' *Golden Ass* and Petronius' *Satyricon*, had a formative influence on later narrative traditions. Students read and analyze all the surviving examples of the Greco-Roman novel, including some fragmentary works, with the goal of throwing light on the history and conventions of the genre, its appeal, and its influence. Credit 3 units.

A&S TH FA Lit

**Classics 392E. Greek and Roman Drama**

Survey of the tragic and comic dramas produced in Ancient Greece and Rome. Study of the plays' religious and civic performance contexts, responses of the ancient audiences, and literary interpretations. Credit 3 units.

A&S TH FA Lit

**Classics 393. The Tragic Muse**

Same as Drama 393, Comp Lit 3935.

Intensive study of the major tragic playwrights of Ancient Greece (Aeschylus, Sophocles, and Euripides) and some of their imitators and critics in the western tradition. We consider tragedy's ori-

gins, its literary elements and theory, its performance and religious contexts, and its social functions. Lectures with discussions. Credit 3 units.

**A&S TH**

**Classics 426. Ancient Athens**

*Same as Art-Arch 426, ARC 426.*

Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. Credit 3 units.

**A&S CD TH FA AH**

**Classics 427. Athenian Vase Painting**

*Same as Art-Arch 427.*

**A&S TH FA AH**

**Classics 4321. Ancient Coins**

*Same as Art-Arch 4321.*

**A&S TH FA AH**

**Classics 433. Greek Vase Painting**

*Same as Art-Arch 433.*

**A&S TH FA AH**

**Classics 435. The Parthenon**

*Same as Art-Arch 435.*

**A&S TH FA AH**

**Classics 4350. Hellenistic Philosophy**

*Same as Phil 4530.*

**A&S TH FA SSP**

**Classics 437. Greek Sculpture**

*Same as Art-Arch 437.*

**A&S TH FA AH**

**Classics 4371. Greek and Roman Pottery**

*Same as Art-Arch 4371.*

**A&S TH FA AH**

**Classics 4381. Ancient Painting**

*Same as Art-Arch 438.*

**A&S TH FA AH**

**Classics 442. The Later Roman Empire: From Constantine to Justinian**

*Same as History 4322.*

Covers the period from circa 300 through the reign of Justinian. Focus on legal developments and codification of law, social changes, rise of Christianity, and fall of the Roman Empire in the west. Prerequisite: Classics 342c or permission of instructor. Credit 3 units.

**A&S TH**

**Classics 450. Topics in Classics**

Study of one or more themes recurring in the traditions of Greek and Roman literature. Credit 3 units.

**Classics 450W. Topics in Classics**

This course number is used for topics courses in Classics offered at the 400 level when the format of the course qualifies for a writing-intensive designation. Credit 3 units.

WI

**Classics 451. Plato**

*Same as Phil 451.*

**A&S TH FA SSP**

**Classics 452. Aristotle**

*Same as Phil 452.*

**A&S TH FA SSP**

**Classics 493. Senior Project**

Recommended for all majors in Classics or Ancient Studies who have not completed their college capstone experience in another major, or who are not satisfying this requirement by means of a Senior Honors Thesis in Classics, Greek, or Latin. A structured research assignment or independent project under the supervision of one of the department's faculty is required. Prerequisites: Senior standing and permission of the chair of the department. Credit 3 units.

**Classics 497. Study for Honors**

Prerequisites: junior standing, grades averaging A- in courses numbered 300 or above in Classics, and permission of the department chair. Credit 3 units.

**Classics 498. Study for Honors**

Prerequisites: junior standing, grades averaging A- in courses numbered 300 or above in Classics, and permission of the department chair. Credit 3 units.

**Classics 500. Independent Work**

Intended for students from other departments who wish to do informal work on advanced problems in classical literature in translation. Prerequisite: senior standing, or permission of the chair of the department. Credit variable, maximum 6 units.

**Greek**

**Greek 101D. Beginning Greek**

Intensive introduction to the morphology and syntax of classical (ancient) Greek, including extensive readings in literary texts. Credit 4 units.

**A&S LA**

**Greek 102D. Beginning Greek II**

Continuation and completion of the program begun in Greek 101D. Prerequisite: Greek 101D, or permission of the instructor. Credit 4 units.

**A&S LA**

**Greek 190D. Intensive Beginning Greek I**

An intensive study of Attic Greek. Credit 5 units.

**A&S LA**

**Greek 210. Intensive Beginning Greek II**

Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 with a grade of B+ or better will allow the student to proceed directly to Greek 318C. Credit 5 units.

**A&S LA**

**Greek 215D. Intermediate Greek I**

Reading of Greek prose texts accompanied by review of morphology and syntax and exercises in vocabulary building. Prerequisite: Greek 102D or permission of the instructor. Credit 3 units.

**A&S LA**

**Greek 301. Intermediate Greek: The New Testament in Context**

*Same as Re St 3011.*

A reading of texts from the New Testament as well as others of relevance to the religions of the Roman Empire. Prerequisite: Greek 317C or permission of the instructor. Credit 3 units.

**A&S LA**

**Greek 316C. Intermediate Greek II**

Readings in various forms of Greek poetry and prose as foundation for advanced study of Greek literature. Prerequisite: Greek 215D or permission of the instructor. Credit 3 units.

**A&S LA FA Lit**

**Greek 317C. Introduction to Greek Literature**

Appreciation of literary forms developed through study of texts from Homeric epic or classical Attic prose and poetry. Prerequisite: Greek 102D with a grade of B+ or higher, or permission of the instructor. Credit 3 units.

**A&S TH FA Lit**

**Greek 318C. Introduction to Greek Literature**

Appreciation of literary forms developed through study of texts from Homeric epic or classical Attic prose and poetry. Prerequisite: Greek 210, Greek 316C, or Greek 317C. Credit 3 units.

**A&S TH FA Lit**

The following 400-level courses have as prerequisite Greek 318C and are not normally open to first-year students.

**Greek 411. Homer: *The Odyssey***

Credit 3 units.

**A&S TH FA Lit**

**Greek 413. Homer: *The Iliad***

Credit 3 units.

**A&S TH FA Lit**

**Greek 416. Hesiod**

Credit 3 units.

**A&S TH FA SSP**

**Greek 418. The Epic Tradition**

Intensive readings in Greek epic, including Homer, Hesiod, Apollonius Rhodius, and a sampling of later hexameters (The Orphic Argonautica, Nonnus). The emphasis is on the continuities and the discontinuities in the evolution of the genre. Credit 3 units.

**A&S TH**

**Greek 421. Sophocles**

Credit 3 units.

**A&S TH FA Lit**

**Greek 422. Euripides**

Credit 3 units.

**A&S TH FA Lit**

**Greek 423. Aeschylus**

Credit 3 units.

**A&S TH FA Lit**

**Greek 424. Aristophanes**

Credit 3 units.

**A&S TH FA Lit**

**Greek 430. Herodotus**

Credit 3 units.

**A&S TH FA SSP**

**Greek 431. Thucydides**

Credit 3 units.

**A&S TH FA SSP**

**Greek 432. The Attic Orators**

Credit 3 units.

**A&S LA FA SSP**

**Greek 435. Classical Historical Prose**

Credit 3 units.

**A&S TH**

**Greek 436. Attic Prose of the 4th Century B.C.**

Selected texts of Attic orators, Xenophon, Plato, or Aristotle; specific readings for each semester in *Course Listings*. May be repeated for credit for study of a different author or text. Credit 3 units.

**A&S TH FA Lit**

**Greek 437. Topics in Greek Poetry**

Selected poetic texts from elegy, iambic, melic, pastoral, epic (other than *Iliad* and *Odyssey*), and other genres; specific readings for each semester in *Course Listings*. May be repeated for credit for study of different texts. Credit 3 units.

**A&S TH FA Lit**

**Greek 438. Topics in Greek Literature**

Study of selected problems, eras, or generic sequences; specific topic for each semester in *Course Listings*. May be repeated for credit for study of different topics. Credit 3 units.

**A&S TH WI FA Lit**

**Greek 499. Study for Honors**

Prerequisites: junior standing, grades of B+ or better in courses in Greek numbered 400, and permission of the department chair. Either Greek 499 or Latin 497 must be taken by all Honors candidates. Credit 3 units.

**A&S TH**

**Greek 500. Independent Work**

Prerequisite: senior standing and permission of the department chair. Credit variable, maximum 6 units.

**Latin****Latin 101D. Beginning Latin I**

Introduction to morphology and syntax of classical Latin. Credit 4 units.

**A&S LA**

**Latin 102D. Beginning Latin II**

Continuation of program begun in Latin 101D. Credit 4 units.

**A&S LA**

**Latin 105. Medieval Latin: An Introduction**

An accelerated study of Latin grammar. For students with previous knowledge of Latin, graduate students outside of Classics, and for students willing to work at an accelerated pace. The emphasis in this course is on Medieval Latin. Credit 5 units.

**A&S LA**

**Latin 190D. Intensive Elementary Latin I**

An accelerated study of Latin grammar. For students with previous knowledge of Latin, graduate students outside of Classics, and for students willing to work at an accelerated pace. Credit 5 units.

**A&S LA**

**Latin 210. Intensive Elementary Latin II**

Completion of work begun in Latin 190D followed by readings in original Latin poetry and prose. Successful completion of Latin 210 with a grade of B+ or better will allow the student to proceed directly to Latin 318C. Credit 5 units.

**A&S LA**

**Latin 215D. Intermediate Latin**

An introductory reading course in Latin prose writers, such as Petronius and Apuleius, combined with fundamentals of Latin prose composition. Prerequisite: Latin 102D, placement by examination, or permission of the instructor. Credit 3 units.

**A&S LA**

**A&S** Requirements for College of Arts & Sciences students (for more information, see page 27).

CD = Cultural Diversity

LA = Languages and the Arts

NS = Natural Sciences and Mathematics

QA = Quantitative Analysis

SD = Social Differentiation

SS = Social Sciences

TH = Textual and Historical Studies

WI = Writing-Intensive Course

**FA** Requirements for College of Art students (for more information, see page 305).

AH = Art History

Comp = English Composition

Lit = Literature

NSM = Natural Sciences or Mathematics

SSP = Social Sciences or Philosophy

**Latin 316C. Introduction to Latin Literature: Elementary Prose and Poetry**

Appreciation of literary forms through study of selected elementary literary texts in Latin prose and poetry. Prerequisite: Latin 215D, placement by examination, or permission of the instructor. Credit 3 units.

**A&S TH FA Lit**

**Latin 317C. Survey of Latin Literature: The Republic**

A broad overview of the major literary achievements of the last two centuries of the Roman Republic with emphasis on figures like Catullus, Lucretius, Caesar, and Cicero. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 215D or Latin 316C, or placement by examination, or permission of the instructor. Credit 3 units.

**A&S TH FA Lit**

**Latin 318C. Survey of Latin Literature: The Empire**

A broad overview of the major literary achievements of the first century of the Roman Empire with emphasis on figures like Virgil and Livy. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 316C, or placement by examination, or permission of the instructor. Credit 3 units.

**A&S TH FA Lit**

**Latin 370. Topics in Latin Literature:**

Study in selected problems, eras, or generic sequences; specific topic for each semester in *Course Listings*. May be repeated for credit for study of different topics. Prerequisites: Latin 318C or permission of instructor. Credit 3 units.

**A&S TH**

The following 400-level courses have as prerequisite Latin 318C, and are not normally open to first-year students.

**Latin 401. Medieval Latin**

*Same as Med-Ren 401.*

Credit 3 units.

**A&S TH FA Lit**

**Latin 413. Latin Philosophical Writers**

Readings among various writers of philosophy in Latin, ranging from Cicero to Seneca to Augustine. Texts vary. Therefore, course may be taken more than once. Credit 3 units.

**A&S TH FA SSP**

**Latin 415. Cicero**

Credit 3 units.

**A&S TH FA SSP**

**Latin 416. Seneca**

Credit 3 units.

**A&S TH**

**Latin 4215. Plautus**

Credit 3 units.

**A&S TH FA SSP**

**Latin 422. Lucretius**

Credit 3 units.

**A&S TH FA SSP**

**Latin 431. Vergil: *The Aeneid***

Credit 3 units.

**A&S TH FA Lit**

**Latin 432. Horace on Poetry**

Credit 3 units.

**A&S TH**

**Latin 433. Ovid**

Credit 3 units.

**A&S TH**

**Latin 444. Latin Prose Composition**

Readings in Cicero coupled with exercises in composition of Latin prose, with attention to grammatical and idiomatic accuracy as well as elegance of style. Credit 3 units.

**A&S TH FA SSP**

**Latin 451. The Roman Historians**

Credit 3 units.

**A&S TH FA SSP**

**Latin 471. Elegiac Poetry**

Credit 3 units.

**A&S TH FA Lit**

**Latin 493. Readings in Latin Prose**

A survey of the major genres of Latin prose, history, oratory, and philosophy. Authors may include Caesar, Cicero, Seneca, Tacitus. Aim is to develop reading facility and understanding. Credit 3 units.

**A&S TH FA Lit**

**Latin 494. Topics in Latin Literature**

Study of selected problems, eras, or generic sequences; specific topic for each semester in *Course Listings*. May be repeated for credit for study of different topics. Credit 3 units.

**A&S TH WI FA Lit**

**Latin 495. Topics in Republican Latin**

May be repeated for credit for study of different topics. Credit 3 units.

**A&S TH FA SSP**

**Latin 496. Tacitus**

Credit 3 units.

**A&S TH FA SSP**

**Latin 4961. Topics in Empire Latin**

May be repeated for credit for study of different topics. Credit 3 units.

**A&S TH FA SSP**

**Latin 497. Honors Course I**

Prerequisites: junior standing, a grade of B+ or better in courses in Latin numbered 300 or above, and permission of the department chair. Either Latin 497 or Greek 499 must be taken by all Honors candidates. Credit 3 units.

**Latin 498. Honors Course II**

Prerequisites: junior standing, a grade of B+ or better in courses in Latin numbered 300 or above, and permission of the department chair. Either Latin 497 or Greek 499 must be taken by all Honors candidates. Credit 3 units.

**Latin 500. Independent Work**

Prerequisite: senior standing and permission of the department chair. Credit variable, maximum 6 units.



# Comparative Literature

## Chair

**Robert K. Henke**

Ph.D., University of California–Berkeley

## Endowed Professors

**Robert E. Hegel**

Liselotte Dieckmann Professor of Comparative Literature in Arts & Sciences and Professor of Chinese (Chinese)

Ph.D., Columbia University

**Paul Michael Lützel**

Rosa May Distinguished University Professor in the Humanities (German)

Ph.D., Indiana University

**Gerhild Scholz Williams**

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities (German)

Ph.D., University of Washington

## Professors

**John F. Garganigo**

(Spanish)  
Ph.D., University of Illinois

**Lutz Koepnick**

(German)  
Ph.D., Stanford University

**Robert D. Lamberton**

(Classics)  
Ph.D., Yale University

**Joseph Loewenstein**

(English)  
Ph.D., Yale University

**Stamos Metzidakis**

(Romance Languages)  
Ph.D., Columbia University

**Dolores Pesce**

(Music)  
Ph.D., University of Maryland

**Richard Ruland**

(English)  
Ph.D., University of Michigan

**Stephan Schindler**

(German)  
Ph.D., University of California–Irvine

**Henry I. Schvey**

(Performing Arts)  
Ph.D., Indiana University

**Harriet A. Stone**

(French)  
Ph.D., Brown University

## Adjunct Professor

**Pedro C. Cavalcanti**

(Anthropology)  
Ph.D., University of Warsaw

## Associate Professors

**Miriam Bailin**

(English)  
Ph.D., University of California–Berkeley

**Guinn Batten**

(English)  
Ph.D., Duke University

**Nancy E. Berg**

(Modern Hebrew)  
Ph.D., University of Pennsylvania

**Fatemeh Keshavarz Karamustafa**

(Persian)  
Ph.D., University of London

**Marvin H. Marcus**

(Japanese)  
Ph.D., University of Michigan

**Angela Miller**

(Art History)  
Ph.D., Yale University

**Robert Snarrenberg**

(Music)  
Ph.D., University of Michigan

## Assistant Professors

**Lingchei Letty Chen**

(Chinese)  
Ph.D., Columbia University

**Nargis Virani**

(Arabic)  
Ph.D., Harvard University

## Senior Lecturer

**Emma Kafalenos**

Ph.D., Washington University

## Professors Emeriti

**Milica Banjanin**

(Russian)  
Ph.D., Washington University

**William H. Gass**

David May Distinguished University Professor Emeritus in the Humanities  
Ph.D., Cornell University

**Naomi Lebowitz**

Hortense and Tobias Lewin Distinguished Professor Emerita in the Humanities  
Ph.D., Washington University

**Robert E. Morrell**

(Japanese)  
Ph.D., Stanford University

**James F. Poag**

(German)  
Ph.D., University of Illinois

**Michel Rybalka**

(French)  
Ph.D., University of California–Los Angeles

**Merritt Sale**

(Classics)  
Ph.D., Cornell University  
Comparative Literature studies literature across national, cultural, and linguistic boundaries. The broad perspective of Comparative Literature generates sustained criti-

cal thinking about what literature is and does: how literature relates to other fields and kinds of writing; how literary texts produce their complex webs of meaning; and the ethical valence of literature in a globalized world. Advanced knowledge of a foreign language is essential for understanding and appreciating a given literature and culture. Therefore, all majors study a foreign language and literature at an advanced level. Moreover, the study of works in translation, especially those originally written in non-European languages, provokes cross-cultural comparisons and helps prepare students for a multilingual, pluralistic, and global world. Comparison of literature to other kinds of arts, media, and writing further develops one's understanding of literature and culture.

Comparative Literature offers students a high degree of flexibility in their course selection and in their chosen program. A rich array of courses spanning national, temporal, or medial boundaries are organized by genre (e.g., post-modern narrative, comedy, the novel, lyric poetry); cultural issues (e.g., exile, diaspora, cross-cultural encounters); thematic topic (e.g., memory, love in the novel, mysticism in poetry); period (Romanticism, the Renaissance); and transnational region (e.g., Middle Eastern literature, African literature). The program also offers several courses, taught each year, that instruct the student in the central practices, approaches, and theories of the discipline: an entry-level course titled "World Literature," a required introductory course on comparative methods, a required course on literary theory, and a course on translation.

Comparative Literature prepares its majors well for life in a global, multicultural, and plurilinguistic world. The critical thinking developed in all of our courses will help students succeed in law and other professional schools. Many of our graduates have gone on to careers in secondary or higher education. With the help of our major and the semester or year abroad that we encourage, some graduates have gone into the Peace Corps and careers in international affairs.

## The Major in Comparative Literature:

You are required to complete 30 units of comparative literature study, of which at least 24 must be at the 300 level or above, distributed between Comparative Literature and the study of a language other than English. Two specific courses are required: an introduction to the discipline of Comparative Literature (Comp Lit 204) and Literary Theory (Comp Lit 393). Four other Comp Lit courses are required, only one of which can be at the 200 level. One of these courses must devote substantial attention to non-Western literature. (Overall, four Comp Lit courses at or above the 300 level are required.) Given the immense importance that translation between languages plays in our increasingly global world and given the rich linguistic and cultural questions posed by the practice of translation, interested students

are strongly encouraged to take a course on translation, offered annually (Comp Lit 406).

For your foreign language/literature, you are required to complete 12 advanced units of study in the original language if your language is French, Spanish, Italian, or German; or 9 advanced study units in the original language plus 3 units of the literature in translation if you are studying any other language. Students intending to pursue graduate work in Comparative Literature or national literature departments are especially encouraged to study a second foreign language.

**The Major in Comparative Arts:** You are required to take 27 units in advanced courses (numbered 300 or higher), distributed in three areas of study—Comparative Literature, the arts, and a language other than English—in addition to introductory courses in all three areas. You will take Comp Lit 204 and three advanced courses in Comparative Literature, including one course in comparative arts. The foreign language requirement for the Comparative Arts major is the same as that of Comparative Literature (12 advanced units for French, Spanish, Italian, or German; 9 advanced units plus 3 in translation for other languages). In consultation with your adviser, you will choose two advanced courses in aesthetics or art history, or in theoretical or historical approaches to drama, dance, film, or music (Music 221 and 222 will also fulfill this requirement). In addition, you will take four courses (4 to 12 units) in an applied art: fine arts, drama, music, video, or creative writing. These additional courses need not be numbered 300 or above.

**The Minor:** If you minor in Comparative Literature or Comparative Arts, you are required to take 18 units. Both minors require 6 of the advanced units to be in a language other than English at the 300 level or above. The Comparative Literature minor then requires 12 units in literature; the Comparative Arts minor requires 6 advanced units in literature and 6 advanced units in theoretical or historical approaches to an art form (music, art, history, film, drama, dance) or in the aesthetics. Both Comparative Literature and Comparative Arts minors are strongly advised to take Comp Lit 204.

**Senior Honors:** To be considered for Honors, you must have a 3.5 GPA by the end of your sixth semester and you must be approved by either the chair of Comparative Literature or the Director of Undergraduate Studies to write a Senior Honors thesis.

## Comparative Literature and the Arts & Sciences Curriculum

Comparative Literature annually offers freshman seminars, writing-intensive courses, several clusters, and various capstone experiences, including a senior seminar, a course on translation, and independent study projects regarding directed research and creative projects.

### Comp Lit 110C. Freshman Seminar

Small interactive seminars based on the research and interests of the professor that introduce students to comparative ways of reading, thinking about, and writing about literature. Previous topics

include autobiography, memory in eastern and Western literature, comedy, and oral-formulaic poetry. Credit 3 units.

**A&S TH FA Lit**

### Comp Lit 200. Topics in Asian and Near Eastern Languages

*Same as ANELL 200.*

**A&S CD TH**

### Comp Lit 204. Crossing Borders: An Introduction to Comparative Literature

An introduction to some of the ideas and practices of literary studies at the beginning of the 21st century. This course is designed for majors and prospective majors in comparative literature and comparative arts—and other students interested in reading literature from many parts of the world and exploring issues in literary studies including questions of epistemology and representation, the cultural biases of readers, semiotics, translation theory, and Orientalism. Plays, novels, and poems by writers including Euripides, Vergil, Racine, Rilke, Henry James, Borges, Mella, and Murakami, and closely related short excerpts by theorists from Aristotle to Bhabha. Credit 3 units.

**A&S TH FA Lit**

### Comp Lit 2081. Freshman Seminar: The Chinese-American Experience

*Same as ANELL 208.*

**A&S SD TH**

### Comp Lit 211. World Literature

*Same as E Lit 209.*

This course teaches ways of reading literature across eastern and Western cultures, introducing students to works of great imaginative power from many different regions of the world. The course focuses on a given historical period, such as the modern period or antiquity (the latter including Near Eastern as well as European texts). Organizing themes may include cultural translation, cross-cultural encounter (e.g., orientalism), hybridity, and displacement. Credit 3 units.

**A&S TH FA Lit**

### Comp Lit 213E. From Romanticism to Modernism: Literature and the Arts in 19th-Century Europe

The idea of genius finds expression, in the 19th century, in painting and music as well as in stories, poems, and plays. We follow the evolution of “genius” and other concepts of Romanticism into the modern period. Beginning with Goethe’s *Werther* (1774), we move through the 19th century focusing on movements including Symbolism and Impressionism, and conclude with the Futurist Manifesto of 1909. Texts, slides, tapes. Credit 3 units.

**A&S TH FA Lit**

### Comp Lit 215C. Introduction to Comparative Practice I

Close examination of a particular theme or question studied comparatively. Recent topics include literature of addiction, the representation of history in film, the influence of Kafka, and cross-cultural adaptations and revisions of literary classics. Credit 3 units.

**A&S TH FA Lit**

### Comp Lit 226C. Theater Culture Studies I

*Same as Drama 228C.*

**A&S TH FA AH**

### Comp Lit 227C. Theater Culture Studies II

*Same as Drama 229C.*

**A&S TH FA AH**

### Comp Lit 300. Undergraduate Independent Study

Students pursue personalized projects not normally covered in standard courses at this level. Prerequisites: acceptance by an appropriate in-

structor of a proposed project and permission of the chair of the committee. Credit 3 units.

**FA Lit**

### Comp Lit 301C. Greek Mythology

### Comp Lit 3055. Text and Music

*Same as Music 3051.*

**A&S TH**

### Comp Lit 306. Modern Jewish Writers

*Same as MHBR 306, JNE 3061, IAS 306.*

What is Jewish literature? While we begin with—and return to—the traditional question of definition/s, we take an unorthodox approach to the course. Reading beyond Bellow, Ozick, and Wiesel, we look for enlightenment in unexpected places: Egypt, Latin America, Australia. Recent works by Philip Roth, Andre Aciman, Simone Zelitch, and Terri-ann White are supplemented by guest lectures, film, short stories, and significant essays. We focus on issues of language, memory, and place. Background knowledge is not required, though it is warmly welcomed. Credit 3 units.

**A&S TH FA Lit**

### Comp Lit 3101. Cultural Studies in Sexuality and Gender

*Same as Hum 310.*

**A&S SD TH**

### Comp Lit 313E. Introduction to Comparative Arts

*Same as IAS 3132.*

High Modernism, the avant-garde, and the Post-modern—the three major aesthetic movements in Europe and the Americas during the 20th century—addressed from the perspective of (primarily) literary theory, with attention to the evolution of new strategies for creating and perceiving narrative, poetry, and drama, and to parallel shifts in the fine arts, architecture, dance, and music. Texts (Pirandello, Gide, Rilke, Robbe-Grillet, Barth, others), slides, concerts. Prerequisite: Comp Lit 213 or sophomore standing. Experience making or perceiving or thinking about one or more art forms is useful. Credit 3 units.

**A&S TH FA Lit**

### Comp Lit 3270. The Medieval Stage

Medieval drama, which was performed in churches, monasteries, inns and marketplaces, was the pop culture of the Middle Ages. With a focus on major plays from medieval France, Germany, the Netherlands, and England, this course uses an interdisciplinary approach to reconstruct how these plays were staged in their original settings. Additional topics include the architecture of theater spaces and stage types, the use of music in drama, the nature of acting, mimesis and performativity in the Middle Ages, and the importance of the “theater” of medieval art. Students end the class with a historically accurate performance of a medieval play. Credit 3 units.

**A&S TH**

### Comp Lit 3301. Topics in Chinese Literature and Culture

*Same as Chinese 330.*

**A&S CD TH**

### Comp Lit 331C. Tragedy

*Same as Drama 331C.*

What is the relationship between freedom and luck? How do men and women respond to large forces beyond their control? Is character a struggle against outside events, or is it a submission to destiny? What happens when two ethical principles, taken absolutely, collide together? What is the nature of evil, and how does good respond to it? In ancient Greece, Renaissance England, 17th-century Europe, modern Europe, and post-colonial Africa, the form of tragedy has grappled with these questions, generating both a rich body of imaginative literature and equally compelling

philosophical reflections about tragedy. This course explores great works of tragic literature by authors such as Homer, Aeschylus, Sophocles, Shakespeare, Racine, Ibsen, Dostoevsky, Miller, and Soyinka, and examines philosophers such as Plato, Aristotle, Hegel, Kierkegaard, Nietzsche, Weil, and Arendt in order to explore the questions raised by tragedy. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 332. Literature and Art

*Same as Art-Arch 3320.*

Credit 3 units.

**A&S TH**

### Comp Lit 332C. Comedy

This comparative course examines and enjoys the substances and forms of humor and comedy in different times and places. Some attention to jokes, gags, and comics precede a wide-ranging examination of literary comedy. A study of various plays and comic texts illuminate different forms of comedy, such as farce, satire, romantic comedy, comedy of manners, absurdist comedy, and contemporary political comedy. Authors include Aristophanes, Plautus, Rabelais, Shakespeare, Molière, Fielding, Gogol, Wilde, Stoppard, and Dario Fo. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 334. Love in the Novel/Love of the Novel

Our focus is our own pleasure in reading. How do we assure that this pleasure survives into the next century now that the visual, the sound bite, the video clip permeate our lives? We attempt to answer this question by rediscovering one of the great love stories of all time, Leo Tolstoy's *Anna Karenina*. Daniel Pennac's *Reads Like A Novel*, a recent work about the pleasures of reading for pleasure, guides us as we isolate elements of Tolstoy's story that compel us, that teach us about our own needs and desires as readers. The class considers novels whose love stories are molded by the characters' own reading: Austin's *Northanger Abbey*; Flaubert's *Madame Bovary*, (1856); Proust's *Swann in Love*; Skarmeta's *Burning Patience*; Bernhard Schlink's *The Reader*. Far from being immune to or eclipsed by history and politics, the pleasure of reading is shown to reflect the reader's appreciation of the larger fabric of society, where passion is set against war, prostitution, mental illness, adultery, and prejudice. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 338C. Genres: Texttravel

Genre as a comparative laboratory. A close examination of the nature, function, and pleasures of given literary genres, such as epic or post-modern narrative. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 3405. History of World Cinema

*Same as Film 340.*

**A&S CD TH FA** AH

### Comp Lit 3492. Yiddishkayt: Yiddish Literature in English Translation

*Same as JNE 349.*

**A&S TH FA** Lit

### Comp Lit 349C. Literature and Psychoanalysis: Russia and the West

*Same as Russ 351C.*

**A&S TH FA** Lit

### Comp Lit 3508. Introduction to South Asian Literature I

*Same as Hindi 350.*

**A&S CD TH**

### Comp Lit 355C. The Flowering of Islamic Literature 500–1200

*Same as Arab 355C, JNE 355C, Med-Ren 340C, Arab 355C, JNE 555.*

Exploration of the multilingual (Arabic, Persian, Turkish) literary cultures of a civilization that stretched from Spain to India. Themes and genres include early court patronage, bedouin odes, wine poetry, social satire, mystical poetry, national epic, and the literature of love and romance. Compares to contemporaneous Hebrew and ancient and medieval Western literatures. Readings in English. Credit 3 units.

**A&S CD TH FA** Lit

### Comp Lit 358C. Modern Near Eastern Literatures

*Same as IAS 3580, ANELL 358, JNE 558C, JNE 358C.*

Literary expressions of the struggle for love, self-realization, and liberation. Romanticism, realism, and the surreal. A comparative, team-taught approach to selected genres, authors, or themes in two or more Near Eastern literatures (Arabic, Hebrew, Persian, Turkish) in English translation. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 360C. Theatre Culture Studies III

*Same as Drama 365C.*

**A&S TH FA** Lit SSP

### Comp Lit 364. Literature and Ethics

Imaginative literature may not prescribe any universal system of inviolable ethical rules, but it does represent the nuances and mysteries of lived experience, and the complex deliberations and dilemmas of the individual in particular circumstances. This course explores ethical issues such as autonomy, justice, and responsibility represented in literature from different periods. It examines how the identification and exposure of a conflict is critical to its resolution; what values are implicit in the choice of specific actions; whether the needs of the individual conflict or mesh with the needs of society; and how some moral choices bind all human beings, whatever their nationality or religion. Credit 3 units.

**A&S TH**

### Comp Lit 365F. The Bible as Literature

*Same as E Lit 365F.*

**A&S TH FA** Lit

### Comp Lit 3778. Comparative Studies in the Novel

*Same as E Lit 3778.*

This course introduces students to novels from a given period or from a geographical area, with attention to how novels are read and how they communicate. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 386. The Literary 1960s: Years of Hope/Days of Rage

Taking its subtitle from the one used by Todd Gitlin for his monumental sociological study of the 1960s, this course focuses on the diverse and exciting literature of this often chaotic, always fascinating period. Readings include popular and influential books by Peter Weiss, Robbe-Grillet, Ken Kesey, Tom Wolfe, Germaine Greer, Eldridge Cleaver, and Joan Didion. Attention is paid not only to important new artistic, political, and social movements, as seen by these writers, but also to films and music of the time. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 389. Topics:

Comparative study of a given question, theme, or problem, such as eros or exile or cruelty. Credit 3 units.

**A&S TH FA** Lit

### Comp Lit 390. Lyrics of Mystical Love, East and West

*Same as Re St 390, Pers 390, JNE 3901, Med-Ren 390.*

How can mystical experience be put into words? How did the mystic poets, from various world traditions, attempt to express this inexpressible? How should we read and interpret these poetic images? This course deals with these and similar questions while examining key mystical/poetic concepts such as silence, union with the divine, or human versus mystical love. The lyrics of the world-renowned mystic Rumi is used as the main text with frequent comparisons to the writings of other prominent figures such as St. John of the Cross, Yunus Emre, John Donne, Kabir, and Meister Eckhart. All poems are read in English. Credit 3 units.

**A&S CD TH WI FA** Lit

### Comp Lit 391C. The Ancient Novel

*Same as Classics 389C.*

**A&S TH FA** Lit

### Comp Lit 392. Literary Movements

This course compares authors of different national literatures by closely examining certain movements and periods, such as Renaissance humanism, romanticism, and naturalism. Credit 3 units.

**A&S TH**

### Comp Lit 393. Literary Theory

*Same as E Lit 393, German 329.*

Credit 3 units.

**A&S TH**

### Comp Lit 396. Lyric Poetry

A study of the sounds, forms, devices, voices, and pleasures of lyric poetry from international and comparative points of view. Attention to theories of lyric, formal devices, and problems of translation. The study of various lyric forms such as the ode, the elegy, and the sonnet, generate comparisons across time and space. Credit 3 units.

**A&S TH WI FA** Lit

### Comp Lit 4001. Religion and Literature

#### Comp Lit 4002. Asian and Near Eastern Languages Senior Seminar: Literature of Reminiscence

*Same as ANELL 400.*

**A&S CD TH**

#### Comp Lit 402. Introduction to Comparative Literature

An introduction to the discipline and practice of Comparative Literature, exploring the concepts most frequently discussed and the methods most successfully practiced. What is revealed of texts when they are examined cross-culturally? What differences between texts emerge when themes and genres are followed across more than one national literature? The course includes a short history of the discipline and recent debates about the nature and scope of the field. Topics to be discussed include periodization, genres and forms, influence and intertextuality, translation, world literature, exile, and cross-cultural encounters. Credit 3 units.

**A&S TH FA** Lit

#### Comp Lit 406. Translation

*Same as JNE 4061.*

This course looks at the practice and theory of literary translation. While the main focus is on the literary and linguistic processes involved in translating a text from one language to another, we spend much time exploring the cultural significance of translation in an increasingly interconnected world. Translation is one of the best ways to make the world accessible to us. Successful translation requires in-depth knowledge of the so-

cial and cultural conditions in which the original text is produced. It is equally important to be aware of the expectations of the readers who will read the translated version. To balance these theoretical discussions with practical matters, we invite translators to the class to speak about their published works. The requirements include translation projects to add experience to the analysis carried out in class. Prerequisite: Fluency in a language other than/in addition to English. Credit 3 units.

**A&S TH**

**Comp Lit 409. Correlation Between East and West**

Extensive comparative study of a period, topic, theme, or genre in Chinese or Japanese literature with a body of texts from one or more European languages that serve to illuminate the literary similarities and cultural differences between the two. Texts vary, depending upon the interests of the instructor(s). All texts available in English translations as well as in the original languages. Credit 3 units.

**A&S TH FA Lit**

**Comp Lit 419. Feminist Literary Theory**

*Same as WGS 419.*

**A&S TH**

**Comp Lit 4204. Film Theory**

*Same as Film 420.*

**A&S TH WI FA Lit**

**Comp Lit 424. Senior Seminar**

Intensive study of a comparative topic in a seminar situation. Credit 3 units.

**A&S TH**

**Comp Lit 425. Seminar in Theatre History**

*Same as E Lit 4255, Drama 447, Med-Ren 4255.* Study of particular topics of theater history, organized historically, such as a comparative course on Italian, English, and France early-modern theater. Credit 3 units.

**A&S TH FA Lit**

**Comp Lit 436. Seminar in Dramatic Theory**

*Same as Drama 436.*

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read *The Poetics* as a response to Plato. We take some of Aristotle's basic concepts, such as mimesis, plot, character, and thought, and attempt to apply them to drama up to the present day. We also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices, and perspective. Brecht's theory of "epic drama" forms the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud, and Grotowski. The course, then, has both chronological and thematic axes. Three papers and one oral presentation. Credit 3 units. Credit 3 units.

**A&S TH FA Lit**

**Comp Lit 442. Literature of Catastrophe**

*Same as E Lit 441.*

**A&S TH**

**Comp Lit 4422. History, Memory, and Collective Identities**

*Same as History 4422.*

**A&S TH FA SSP**

**Comp Lit 449. Topics**

Credit 3 units.

**A&S TH**

**Comp Lit 4610. Literature and Psychoanalysis**

*Same as E Lit 461.*

**A&S TH FA Lit**

**Comp Lit 4715. Topics in Modern Arabic Literature in Translation**

*Same as Arab 471.*

**A&S TH FA Lit**

**Comp Lit 477. The Chinese Theater**

*Same as Chinese 467.*

**A&S CD SD TH FA AH**

**Comp Lit 4891. Topics in Chinese Literature and Culture**

*Same as Chinese 4891.*

**A&S SS**

**Comp Lit 497. Independent Work for Senior Honors**

One or more long papers on a topic chosen in conjunction with the adviser and an examination. A committee determines whether the student will receive credit only or Honors. Prerequisites: senior standing and permission of chair of the committee. Credit 3 units.

**FA Lit**

**Comp Lit 498. Independent Work for Senior Honors**

Advanced work as indicated in C Lit 497. Prerequisites: senior standing and permission of chair of the committee. Credit 3 units.

**FA Lit**

**Comp Lit 500. Independent Work**

Prerequisites: senior standing and permission of chair of the committee. Credit variable, maximum 3 units.

## Earth and Planetary Sciences

### Chair

**Raymond E. Arvidson**

James S. McDonnell Distinguished University Professor  
Ph.D., Brown University

### Professors

**Robert E. Criss**

Ph.D., California Institute of Technology

**Robert F. Dymek**

Ph.D., California Institute of Technology

**M. Bruce Fegley**

Ph.D., Massachusetts Institute of Technology

**William B. McKinnon**

Ph.D., California Institute of Technology

**Jill D. Pasteris**

Ph.D., Yale University

**Roger J. Phillips**

Ph.D., University of California–Berkeley

**Frank A. Podosek**

Ph.D., University of California–Berkeley

**William Hayden Smith**

Ph.D., Princeton University

**Douglas A. Wiens**

Ph.D., Northwestern University

### Associate Professors

**Jan P. Amend**

Ph.D., University of California–Berkeley

**Viatcheslav S. Solomatonov**

Ph.D., Moscow Institute of Physics and Technology

**Robert D. Tucker**

Ph.D., Yale University

**Michael E. Wysession**

Ph.D., Northwestern University

### Assistant Professors

**Carrine Blank**

Ph.D., University of California–Berkeley

**Jennifer R. Smith**

Ph.D., University of Pennsylvania

**Joshua B. Smith**

Ph.D., University of Pennsylvania

### Professor Emeritus

**Harold L. Levin**

Ph.D., Washington University

### Professor Emerita

**Ghislaine Crozaz**

Ph.D., Université Libre de Bruxelles

If you are interested in exploring an exciting and multidisciplinary study of the structure, composition, and evolution of the Earth and other planets at one of the top Earth science departments in the country, Earth and Planetary Sciences is an excellent choice for you.

The areas of study available to you range from the Earth's solid iron inner core to the crust, oceans, atmosphere, and even inter-

stellar space. General offerings are suitable for you as a nonmajor; a program of fundamental, modern, quantitative studies will prepare you if you are seeking a full range of opportunities in geoscience.

Depending on your interests, you may focus your studies on geology, geophysics, geochemistry, geobiology, or environmental geology. This variety gives you flexibility in designing a program of study that best meets your needs.

Our faculty is internationally renowned for its research. Areas covered range from the center of the Earth to the structure of the solar system. The department includes the Geosciences Node for NASA's Planetary Data System and is currently taking an active role in the mapping and exploration of Venus, Mars, the moon, and satellites of the outer planets. Other research examines the composition of meteorites and cosmic dust, uses seismic waves and gravity variations to determine the structure and history of the Earth, and dates Earth's oldest rocks to discover the history of how continents evolve.

As an undergraduate major, you can work with faculty in the laboratory to conduct many of your own studies, using analytical facilities and computer modeling, and you also may gather data in the field. Many students participate actively in cutting-edge research in geology, geochemistry, geobiology, and geophysics, using advanced laboratory equipment and some of the world's most powerful computing systems; some students have co-authored published scientific papers. You also learn hands-on geology through visits to unusual geological structures in the local Midwest area and through participation in a six-week summer geology field camp. Summer internships at such places as the Smithsonian Institution also are available. Current field studies involve expeditions to Tonga and Fiji, to Madagascar, to Italy, and to Africa.

With a degree in Earth and Planetary Sciences, you have a choice of several career paths. Many recent graduates of the department have continued their research in graduate school. Others have accepted positions in government and industry. You also may choose to work in environmental business or in one of a variety of related fields.

**The Major:** A well-defined three-course core, consisting of EPSc 201, 352, and 353, gives an overview of the major subfields in the Earth sciences while preparing you for more in-depth study in one of three tracks in the department: (1) geology: EPSc 318, 335, 362, 406, 409, 422, 430, 431, 473, 484 and 505; (2) geochemistry: EPSc 323, 401, 441, 444, 446, 449, and 474; and (3) geophysics and remote sensing: EPSc 407, 408, 410, 428, 452, 453, 454, and 559. You must select at least five courses from those listed above, with at least one from each track. The following prerequisites are required for the above courses: Chem 111A, 112A; Math 131, 132, 233; and Physics 117A, 118A.

You are also required to take EPSc 498, Undergraduate Research Seminar, and an approved summer field camp of at least 6 units of credit. The field camp must be attended

after either the junior or senior year. You may propose to the faculty an alternative program of study as a substitute for field camp.

If you are attracted to the environmental professions, you might choose among EPSc 323, 407, 409, 428, 430, 444, 446, 449, and 454.

If you are interested in planetary sciences, you will need a strong background in Earth sciences to understand planets. Electives specifically focusing on planetary science and its methods include EPSc 401, 407, 408, 410, 453, 473, and 474.

You also may be able to take graduate Earth and Planetary Sciences courses with the permission of your adviser and the specific course instructor.

More information about the department and its faculty and staff can be found on its homepage at [www.epsc.wustl.edu](http://www.epsc.wustl.edu).

**The Minor:** To minor in Earth and Planetary Sciences, you must complete at least 16 units, including the introductory course EPSc 201, followed by EPSc 352 and 353. At least 9 units must be at the 300 level or above. Your minor program must be approved by the faculty adviser who is assigned to you when you declare the minor. **Senior Honors:** If you are interested in the Honors program, you should consult with the chair or director of undergraduate studies concerning eligibility and requirements.

## Undergraduate Courses

### EPSc 100A. Environmental Geology

Origin and occurrence of earth resources and interactions between geological processes and human activity. Exploration and use of fossil and radioactive fuels, problems of waste disposal and pollution, geology of surface and underground water, abundance of resources, and hazards that geological phenomena pose to life and property. Two class hours and one two-hour discussion period a week. Credit 3 units.

**A&S NS FA NSM**

### EPSc 103A. Oceanography

Emphasis on geological, chemical, and physical oceanography. Topics: topography and origin of ocean basins; origin and composition of sea water; effect of compositional variations on biological productivity; dynamics of water movements, including coastal processes. Credit 3 units.

**A&S NS FA NSM**

### EPSc 105A. Earth's Atmosphere

The past, present, and future of the atmosphere. Present composition and structure. Comparison with atmospheres of other planets. History and origin of the present atmosphere, and chemical and other interactions with the solid earth, oceans, and biosphere. Extraterrestrial effects. Effects of human activities. Credit 3 units.

**A&S NS FA NSM**

### EPSc 107. Environmental Geology and Energy

Ways to minimize hazards to the environment from the use of different forms of energy. Geologic hazards of human activity. Earthquake and volcanic hazards; global warming due to greenhouse effect. Feasibility of nuclear waste disposal. Geothermal energy. Air and water pollution. Intended for non-science majors. Credit 3 units.

**A&S NS FA NSM**

### EPSc 108A. Oceans and the Atmosphere

Basic concepts of the structure of the Earth as related to the formation and evolution of the oceans

and the atmosphere. Discussion of the evolutionary and variable states of the oceans and atmosphere, and of the role of biological processes in defining the present state of oceans and atmosphere. Predicted and interactive changes in the oceans and atmosphere in response to, and as a part of, potential global climate changes. Credit 3 units.

**A&S NS FA NSM**

### EPSc 109A. Quantitative Reasoning in Environmental Science

*Same as EnSt 109A.*

Introduction to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Introduction to basic statistical methods, including hypothesis testing, and how statistics can be applied to environmental problems. Credit 3 units.

**A&S NS QA FA NSM**

### EPSc 118A. Geology of National Parks

*Same as AMCS 118A.*

Geology processes at the Earth's surface and its interior as revealed by the geology of national parks. Examination of volcanic and mountain-building processes; the work of streams, glaciers, and wind; shoreline processes; stratigraphy and sedimentation; and Earth history. Credit 3 units.

**A&S NS FA NSM**

### EPSc 125. The Dinosaurs: "Facts" and Fictions

*Same as EPSc 135, EnSt 125.*

Overview and introduction to the group of related animals commonly referred to as the *Dinosauria*. Anatomy, evolutionary relationships, place in the world. Dinosaurs dominated every known terrestrial ecosystem for almost 150 million years—one of the most impressive success stories in the entire history of life on Earth, including the modern Age of Mammals. Beyond the scales, feathers, teeth, and claws, there is much to learn about the world in general and perhaps the place of humans in it by studying the Age of Reptiles. Examination of the dinosaurs themselves, the time in which they lived, their history, and the ways in which we study them. Credit 3 units.

**A&S NS FA NSM**

### EPSc 171A. The Solar System

Survey of the planets and satellites of our solar system. Includes results from Apollo manned missions to the Moon and spacecraft missions to the planets and their major satellites. Credit 3 units.

**A&S NS FA NSM**

### EPSc 201. Earth and the Environment

*Same as EnSt 201.*

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes, and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages, and human activity. Composition and structure of rocks and minerals. Three class hours and one two-hour lab a week. Credit 4 units.

**A&S NS**

### EPSc 210A. Epic of Evolution: Life, Earth, and the Cosmos

*Same as Physics 210A, Biol 210A.*

Evolution of the universe, the Earth, and life, woven together in narrative. Themes of complexity, scale, entropy, and information applied to the Big Bang, origins of matter, formation and history of the Earth, origins of life and diversification of

species. Discussion sections explore the implications of the scientific epic for religion, philosophy, the arts, and ethics. Three class hours and one one-hour discussion section per week. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 216A. Resources of the Earth**

Introduction to major resources of the Earth; rocks, minerals, water, soil, and air. Basics of geology covered as background for origin, supply, and uses of these resources. Environmental awareness stressed. Field trip required. Prerequisite: EPSc 201 (may be taken concurrently). Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 220. Environmental Science**

*Same as EnSt 220.*

Introduction to Environmental Science as a discipline. Interlinked geological, atmospheric, hydrological, and biological processes that constitute the environment. Emphasis on natural processes that control climate, composition of air and water, support and distribution of ecosystems. Scientific framework for examining the effects of human activities on the environment. Three class hours and one two-hour lab period a week. Credit 4 units.

**A&S NS FA NSM**

#### **EPSc 221A. Human Use of the Earth**

*Same as EnSt 221A.*

Examination of the impacts of a growing population on the Earth, including habitat destruction, resource depletion, and air and water pollution. Population growth, landscape change, and the distribution and uses of the water, mineral, and energy-producing resources of the Earth. One all-day field trip required. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 230. Introduction to Astrobiology**

*Same as EPSc 230.*

Astrobiology is the study of life—its origin, distribution, and impact on the Earth, and the destiny of life elsewhere in the universe. Course includes the investigation of the influence of pseudoscience and the media on public understanding of scientific issues, the origin of the solar system and the Earth, origin of life, the early Earth environment, the evolutionary history of life on Earth, life in extreme environments, and methods for detecting life on other worlds such as Mars and Jupiter's satellite Europa. Discussions include philosophical issues such as the nature of life and the significance of finding life elsewhere. Three class hours and one one-hour discussion period a week. Credit 3 units.

**A&S NS**

#### **EPSc 318. Development of the North American Landscape**

*Same as AMCS 318, EnSt 318.*

Introduction to the nature and evolution of physiographic provinces that underlie the North American continent. Examples drawn from features seen in National Parks and Monuments, selected to illustrate how the present landscape reveals the effects of geologic processes such as mountain building, sedimentation, glaciation, volcanic activity, coastal erosion, action of rivers and ground water, and wind erosion. Examine how human activity affects and modifies landforms and surface features. Two class hours and one two-hour lab a week. Prerequisite: EPSc 201. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 323. Biogeochemistry**

*Same as EnSt 323.*

Survey of biogeochemical interactions among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, and sulfur biogeochemical cycles. Greenhouse warming of atmosphere from

carbon dioxide and chlorofluorocarbons; effects of inorganic and organic wastes in groundwater systems. Introductory course for students of environmental science and nonscience majors. Prerequisite: high school calculus or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 335. Introduction to Petrology**

Classification, origin, mineralogy, and geological occurrence of major igneous and metamorphic rocks. Laboratory emphasis on identification of rocks and minerals in hand specimens and in thin sections. Prerequisite: EPSc 352. Three class hours and one two-hour lab a week. Credit 4 units.

**A&S NS FA NSM**

#### **EPSc 352. Earth Materials**

Fundamental principles of crystal chemistry, symmetry and structure of crystals (minerals), X-ray analysis of crystalline materials, information on the important mineral groups (definition of the groups; composition, structure, physical properties, occurrence, and usage of major mineral species); optical mineralogy. Geological and environmental aspects of earth materials. Prerequisites: EPSc 201 and Chem 112A; or permission of instructor. Three class hours, one two-hour lab, and one two-hour discussion period a week. Credit 5 units.

**A&S NS FA NSM**

#### **EPSc 353. Earth Forces**

Basic concepts regarding the forces that act upon the Earth, how geological materials react to these forces, and the time scale over which they respond. Emphasis on physical concepts needed to understand the geodynamical behavior of the Earth over a broad range of length and time scales. Application and interpretation of geophysical methods to probe the interior of the Earth. Prerequisites: EPSc 201, Phys 117A, and Math 131; or permission of instructor. Three class hours and one two-hour lab a week. Credit 4 units.

**A&S NS FA NSM**

#### **EPSc 362. Field and Structural Geology**

Introduction to concepts and principles of structural geology with emphasis on field and lab methods for mapping and describing geologic structures. Topics include stress and strain, fracturing and brittle behavior, jointing and faulting, plate tectonics, geologic history of North America. Lab and field work include introduction to topographic maps, orthographic projections, Mohr circle of stress, stereonet analysis, structure contouring, pace-and-compass mapping, determination of stratigraphic thickness, construction of geologic maps and cross-sections. One and a half hours lecture, one three-hour lab a week. Up to six additional outdoor exercises on weekends. Prerequisites: EPSc 352, and EPSc 353 or permission of instructor. Credit 4 units.

**A&S NS**

#### **EPSc 390. Independent Study**

Independent study for undergraduates, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be determined. Credit variable, maximum 3 units.

**FA NSM**

#### **EPSc 400. Topics in the Geosciences**

The content of this course varies each time it is offered, as announced by the department. With permission of the adviser, this course may be repeated for credit. Prerequisite: permission of instructor. Credit variable, maximum 3 units.

**A&S NS FA NSM**

#### **EPSc 401. Earth Systems Science**

Quantitative introduction to physical and chemical interactions among the atmosphere, oceans, and solid earth. Use of the geologic record to infer how such interactions varied over geologic time.

Prerequisite: EPSc 352, 441, or permission of instructor or the graduate adviser. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 407. Remote Sensing**

Use of different parts of the electromagnetic spectrum (visible, ultraviolet, infrared, and radio wavelengths) for interpretation of physical and chemical characteristics of the surfaces of Earth and other planets. Digital image systems and data processing. Prerequisite: EPSc 352, Math 233 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 408. Earth's Atmosphere and Global Climate**

*Same as EnSt 408.*

Structure and dynamics of Earth's atmosphere. Basic factors controlling global climate of Earth. Quantitative aspects of remote sensing of atmosphere. Remote sensing instrumentation. Prerequisites: Math 233 and Phys 117A, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 409. Surface Processes**

How do landscapes evolve? Examination of chemical and physical processes that modify earth's surface. Introduction to soil formation. Focus on modern systems, particularly fluvial, karst, and desert terrains. Brief discussion of coastal and glacial systems. Human agency in geomorphic change. Lab covers survey techniques for acquisition of topographic data and use of geographic information systems for geomorphic and hydrologic analysis. Field trips required. Prerequisites: EPSc 352 and 353. Three class hours and one three-hour lab a week. Credit 4 units.

**A&S NS FA NSM**

#### **EPSc 410. Earth Remote Sensing Methods and Instrumentation**

Detection of electromagnetic radiation reflected, scattered, or emitted by components of the Earth system. Spectroscopy of remote sensing. Interpretation of received radiation via radiative transfer within a context of real measurements. Theory of instruments and detectors. Comparison of realized equipment to theoretical models. Prerequisite: Phys 118A, Chem 112A, Math 233 or equivalent; or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **EPSc 418. Paleobiology**

Detailed survey of the history of life on Earth and the major geological events (e.g., mountain building, change in sea level, continental fragmentation) that affect the evolution and distribution of life. Focus on the past 540 million years, the age of the "more complex" forms of life. Appearances, evolution, and extinctions of the major groups of organisms of this time. Includes major reef-building communities, major plant groups, and important animal groups on land and in the oceans. Environmental change through time and extinctions, both past and current. Prerequisite: EPSc 201 or permission of instructor. EPSc 422 recommended. Three class hours and one two-hour lab a week. Credit 4 units.

**A&S NS**

#### **EPSc 422. Sedimentary Geology**

Survey introduction to sedimentary processes and materials, including description, formation, and interpretation. Sedimentary materials account for most of the Earth's crust, and much of our understanding of Earth history comes from their examination. Many of our economic resources, such as coal, oil, and natural gas, and many environmental problems, are related to or derive from sediments. Goals: understanding and identifying sediments and processes and using them to interpret stratigraphic, paleoenvironmental, and tectonic information; obtaining the understanding of sedimentology that is relevant to environmental issues; in-

creasing scientific literacy and critical thinking. Prerequisite: EPSc 201. EPSc 335 and EPSc 352 recommended. Three class hours and one two-hour lab a week. Mandatory field trips. Credit 4 units.

**A&S NS**

#### EPSc 428. Hydrology

*Same as EnSt 428.*

Survey of principles that govern the flow of water in river and groundwater systems and in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, and important aquifers. Behavior of floods. Exploitation of ground water systems. Laboratory emphasizes modeling of aquifer and surface water flow. Prerequisites: EPSc 353, Phys 117A, Phys 118A, and Math 233, or permission of instructor. Three class hours and one two-hour lab a week. Credit 4 units.

**A&S NS FA NSM**

#### EPSc 430. Environmental Mineralogy

*Same as EnSt 432.*

Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos, containment materials for nuclear waste disposal, environmental ramifications of the processing and use of phosphate fertilizers, lead in the environment, acid mine drainage, microbial mediation of sulfide oxidation, minerals in the human body, weathering of building materials, materials engineering, and engineering of materials for more effective recycling. Participation in discussions, term paper, two field trips required. Most readings from primary sources. Prerequisite: EPSc 352 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 431. Petrography

Origin of selected igneous and metamorphic rock suites investigated by integrating field, lab, and theoretical approaches to petrogenesis. Petrographic, electron microprobe, and X-ray fluorescence methods taught and utilized as tools in class exercises. Field trips to nearby localities. Prerequisites: EPSc 352 and permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 441. Introduction to Geochemistry

Origin, internal composition, and geochemical evolution of the Earth. Reactions and cycles presently operating in the Earth's atmosphere, hydrosphere, and lithosphere. Meteorites, cosmochemistry, use of isotopes in geology. Principles of geochemical analysis. Prerequisites: EPSc 201, and Chem 112A, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 444. Environmental Geochemistry

*Same as EnSt 444.*

Interaction of water with minerals and organic compounds at the low temperatures of many environmental settings. Emphasis on understanding groundwater compositions and capacity for transporting metals and organic solutes in the subsurface. Speciation, mass transport, surface reactions, contaminant sources, and remediation methods. Prerequisites: EPSc 352 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 446. Stable Isotope Geochemistry

Applications of equilibrium and kinetic isotope fractionation and material balance principles to the distribution of oxygen and hydrogen isotopes in natural systems. Geothermometry and paleotemperatures, mass spectrometry, isotope hydrology and ice cores, fluid-rock interaction, igneous rocks and meteorites. Prerequisite: EPSc 441 and Math 233, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 447. Analytical Methods in Environmental Geochemistry

*Same as EnSt 447.*

Combined lab-lecture course covering several analytical methods appropriate to environmental geochemistry. Analysis of water, soils, sediments, rocks, and anthropogenic materials that enter the environment. Techniques used directly by students include: Ion Chromatography, Inductively Coupled Plasma-Mass Spectrometry, X-ray Diffraction, and Electron Microprobe analysis. Fundamentals of other techniques, methods of data reduction, statistical evaluation, and geochemical modeling. Prerequisite: EPSc 352 or permission of instructor. One class hour and two two-hour labs a week. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 449. Microbes in the Environment

*Same as EnSt 4491, Biol 4491.*

Microorganisms are ubiquitous and have a large impact on the chemistry of the natural environment. This course covers the basic physiology of the microbial cell as it pertains to how microorganisms interact with the surrounding environment. Topics include cell structure, protein synthesis, gene regulation (how microbes respond to environmental changes), behavior and development, biofilm formation, and energy generation (how they use energy and impact changes in the geochemistry of the environment). Also the evolutionary relationships among microbes, the major groups of free-living microbes and the environments they inhabit, and how microbes have co-evolved with the changing chemistry of the Earth through time. Prerequisite: science majors with junior or senior standing, or permission of instructor. Credit 3 units.

**A&S NS**

#### EPSc 452. Introduction to Seismology

Introduction to earthquake and exploration seismology. Seismic wave propagation, data analysis and processing, earthquake mechanisms, seismic constraints on the structure of the Earth, relationship of seismicity to plate tectonics. Prerequisites: EPSc 353 and Math 217, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 453. Interior of the Earth

Composition and temperature of Earth's mantle and core, determined by geophysical methods. Inferences about mantle and core dynamics, especially interactions. Current understanding and history of interior in fields of seismology, geomagnetism, mineral physics, geodynamics. Prerequisite: EPSc 353, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 454. Exploration and Environmental Geophysics

Basic geophysical techniques used in exploration and environmental geophysics, emphasizing seismic and electromagnetic methods. Basic theory, field procedures, and interpretation of data. Use of geophysical instruments on field trips, followed by reduction and analysis of acquired data. Prerequisites: EPSc 353, Phys 118A, and Math 233; or permission of instructor. Two class hours and one two-hour lab a week, and approximately four one-day field trips during the semester. Credit 4 units.

**A&S NS FA NSM**

#### EPSc 456. Geochemistry of Hot Spring Ecosystems

Credit 6 units.

**A&S NS FA NSM**

#### EPSc 460. Introduction to Structural Geology

Stress and strain, elementary rock mechanics and fracture theory, faulting, plastic deformation, mechanics of folding, strain analysis, application to

thrust belts, multiple folded terrains, and sedimentary basins. Laboratories in map interpretation, fault problems, stereo nets, and subsurface geology. Prerequisites: Math 131 and 132, or Math 141. Three hours of lecture and one two-hour lab a week. Credit 4 units.

**A&S NS FA NSM**

#### EPSc 473. Planetary Geology

Discussion of the evolution of the terrestrial planets and the outer-planet satellites as evidenced by the geologic records left on the surfaces of these bodies. Focus on major processes affecting planetary surfaces: impact cratering, volcanism, tectonism, and erosion and sedimentation by wind and water. Prerequisite: EPSc 352 and EPSc 353, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 474. Planetary Geochemistry

A survey of the geochemistry of the planets and their satellites using data from Earth-based, Earth-orbital, and spacecraft observations. Prerequisite: EPSc 352 and permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### EPSc 480. Special Topics in Microbiology-Chemistry-Earth Science

*Same as EnSt 480.*

Investigation of scientific questions at the interface of microbiology, biochemistry, ecology, geochemistry, and environmental studies. Content varies each time this course is offered. With permission of the chair, course may be repeated for credit. Prerequisite: permission of instructor. Credit 3 units.

**A&S NS**

#### EPSc 484. Paleoenvironmental Reconstruction

*Same as ARC 484.*

How do we know about environments of the geologic past? Survey of paleoenvironmental proxies (stable isotopes, macroflora, macro- and microfauna, pollen/palynomorphs, paleosols, lacustrine sediments, etc.); applications and limitations of each proxy; analytical techniques. Focus on terrestrial, as opposed to marine, environments. Prerequisites: EPSc 201 or permission of instructor. EPSc 422 recommended. Credit 3 units.

**A&S NS**

#### EPSc 490. Independent Study

Independent study for advanced undergraduates or for graduate students, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be arranged. Credit variable, maximum 12 units.

#### EPSc 498. Undergraduate Research Seminar

*Same as EnSt 4980.*

Provides an opportunity for advanced undergraduates to synthesize many of the diverse subdisciplines of Earth and Planetary Sciences while focusing on a research topic. Subject changes each offering. Each subject is unique and timely but broad enough to encompass wide-ranging interests among students. Students conduct original research, make written reports of the results, and make oral presentations of their projects in class. Prerequisite: senior standing or permission of instructor. Credit 3 units.

**A&S NS W1 FA NSM**

#### EPSc 499. Honors Research

Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors, and permission of instructor. Credit 3 units.

**A&S NS FA NSM**

## East Asian Studies

### Director

**Rebecca L. Copeland**  
(Asian and Near Eastern Languages)  
Ph.D., Columbia University

### Endowed Professors

**John Owen Haley**  
Wiley B. Rutledge, Jr., Professor of Law  
(Law)  
LL.M., University of Washington

**Robert E. Hegel**  
Lieselotte Dieckmann Professor  
of Comparative Literature  
(Asian and Near Eastern Languages)  
Ph.D., Columbia University

**Charles R. McManis**  
Thomas and Karole Green  
Professor of Law  
(Law)  
J.D., Duke University

### Professors

**Frances H. Foster**  
(Law)  
J.S.D., Stanford University

**Beata Grant**  
(Asian and Near Eastern Languages)  
Ph.D., Stanford University

### Associate Professors

**Mary-Jean Cowell**  
(Performing Arts)  
Ph.D., Columbia University

**Marvin H. Marcus**  
(Asian and Near Eastern Languages)  
Ph.D., University of Michigan

### Assistant Professors

**Gwen Bennett**  
(Art History and Archaeology)  
Ph.D., University of California–Los Angeles

**Lingchei Letty Chen**  
(Asian and Near Eastern Languages)  
Ph.D., Columbia University

**Pauline Chen Lee**  
(Asian and Near Eastern Languages)  
Ph.D., Stanford University

**Andrew Mertha**  
(Political Science and International and  
Area Studies)  
Ph.D., University of Michigan

**Stephen B. Miles**  
(History)  
Ph.D., University of Washington

**Elizabeth A. Oyler**  
(Asian and Near Eastern Languages)  
Ph.D., Stanford University

**Lori Watt**  
(History)  
Ph.D., Columbia University

### Adjunct Associate Professor

**Michele Shoresman**  
(Law and East Asian Studies)  
Ph.D., University of Illinois

### Senior Lecturers

**Xia Liang**  
(Asian and Near Eastern Languages)  
M.A., Beijing Normal University

**Virginia S. Marcus**  
(Asian and Near Eastern Languages)  
M.A., University of Michigan  
M.A., New York University

**Judy Zhijun Mu**  
(Asian and Near Eastern Languages)  
Ph.D., University of Illinois at  
Urbana–Champaign

**Fengtao Wu**  
(Asian and Near Eastern Languages)  
M.A., Indiana University–Bloomington

### Lecturers

**Hiroo Aridome**  
(Asian and Near Eastern Languages)  
M.A., University of Minnesota

**Mijeong Mimi Kim**  
(Asian and Near Eastern Languages)  
Ed.D., University of San Francisco

**Kayo Niimi**  
(Asian and Near Eastern Languages)  
M.A., Ohio State University

**Wei Wang**  
(Asian and Near Eastern Languages)  
M.A., University of Minnesota  
M.A., Beijing Language and  
Culture University

### Adjunct Lecturer

**Steven Owyong**  
Curator of Asian Art  
(Saint Louis Art Museum)

### East Asian Librarians

**Tony Chang**  
M.L.S., University of California–Berkeley

**Asako Shiba**  
M.L.S., University of Hawaii, Manoa

**Wai-man Suen**  
B.A., Hong Kong Baptist College

### Professors Emeriti

**George C. Hatch, Jr.**  
(History)  
Ph.D., University of Washington

**Robert E. Morrell**  
(Asian and Near Eastern Languages)  
Ph.D., Stanford University

**Laurence A. Schneider**  
(History)  
Ph.D., University of California–Berkeley

**James C. Shih**  
(Asian and Near Eastern Languages)  
Ph.D., University of California–Berkeley

**John E. Walsh, Jr.**  
(Business)  
D.B.A., Harvard University

**East Asian Studies Concentration:** If you have particular interest in the cultures and societies of East Asia and would like to study them from a comparative, interdisciplinary perspective, you may major in Inter-

national and Area Studies (IAS) with a concentration in East Asia. (For more information, refer to International and Area Studies.) From the ancient foundations of East Asia to its most recent transformations, this program offers a wide range of courses. Washington University is one of the oldest centers for the study of China and Japan in the United States, and it also includes selected course work on Korea. In modern Chinese and Japanese language, we offer courses through the advanced level, in addition to classical language study. You may pursue Korean language study through the intermediate level.

For the requirements for a major in International and Area Studies with an East Asian Studies Concentration, please refer to International and Area Studies.

## Undergraduate Courses

**East Asia 110. Basic Principles and Practice of Chinese/Japanese Calligraphy**  
*Same as Chinese 110.*

**A&S** LA

**East Asia 111E. Introduction to Asian Art**  
*Same as Art-Arch 111E.*

**A&S** CD LA

**East Asia 200. Topics in Asian and Near Eastern Languages and Literatures**  
*Same as ANELL 200.*

**A&S** CD TH

**East Asia 2081. Freshman Seminar: The Chinese American Experience**  
*Same as ANELL 208.*

**A&S** SD TH

**East Asia 223C. Korean Civilization**  
*Same as ACC 223.*

**A&S** CD TH

**East Asia 224C. East Asian Philosophies**  
*Same as ACC 224C.*

**A&S** TH

**East Asia 226C. Japanese Civilization**  
*Same as ACC 226.*

**A&S** CD SD TH **FA** SSP

**East Asia 227C. Chinese Civilization**  
*Same as ACC 227.*

**A&S** CD SD TH

**East Asia 228. Performing Medieval Japanese Musical Narrative**

**East Asia 233F. Religions of Asia**  
*Same as Re St 233C.*

**A&S** TH

**East Asia 235. Warrior Culture of Japan**  
*Same as ACC 235.*

**A&S** TH

**East Asia 236F. Introduction to East Asian Religions**

*Same as Re St 236F.*

**A&S** CD TH **FA** SSP

**East Asia 245. Introduction to Buddhism**  
*Same as Re St 245.*

**A&S** CD TH **FA** SSP

**East Asia 246. Introduction to Taoism**  
*Same as Re St 246.*

**A&S** CD TH **FA** SSP

**East Asia 293C. Freshman Seminar: Images of East Asia: Geisha**  
*Same as ACC 293C.*

**East Asia 294. Images of East Asia**  
*Same as ACC 294.*



**East Asia 305. History of Premodern China***Same as History 305.*

A&amp;S TH FA SSP

**East Asia 305I. Anthropology of Tibet and the Himalayas***Same as Anthro 305I.*

A&amp;S SS FA SSP

**East Asia 308. Topics in Asian-American Literature: Identity and Self-Image***Same as E Lit 308.*

A&amp;S SD TH FA Lit

**East Asia 309. Chinese Thought***Same as Re St 309.*

A&amp;S CD TH WI

**East Asia 311C. History of Japan to the Eve of Modernization***Same as History 319C.*

A&amp;S TH FA SSP

**East Asia 312C. Modern Japan***Same as History 320C.*

A&amp;S CD TH FA SSP

**East Asia 3162. Early Modern China: 1350–1890***Same as History 3162.*

A&amp;S TH

**East Asia 316C. Modern China: 1800–Present***Same as History 316C.*

A&amp;S TH FA SSP

**East Asia 317C. Contemporary China: People's Republic and Taiwan**

Credit 3 units.

A&amp;S TH FA SSP

**East Asia 327. Topics in History of Developing Areas I***Same as History 327.*

A&amp;S TH FA SSP

**East Asia 330I. Topics in Chinese Literature and Culture:***Same as Chinese 330.*

A&amp;S CD TH

**East Asia 332C. The Classical Voice in Japanese Literature***Same as Japan 332C.*

A&amp;S CD, TH FA Lit

**East Asia 3333. The Art and Archaeology of Japan and Korea***Same as Art-Arch 3333.*

A&amp;S TH

**East Asia 333C. The Modern Voice in Japanese Literature***Same as Japan 333C.*

A&amp;S CD TH FA Lit

**East Asia 3363. China Under Revolution and Reform***Same as IAS 336.*

A&amp;S CD, SS

**East Asia 3364. Topics in Politics: Korean Politics and Society***Same as Pol Sci 336.*

A&amp;S SS FA SSP

**East Asia 341I. Literature of Early and Imperial China***Same as Chinese 341.*

A&amp;S CD SD TH FA Lit

**East Asia 342I. Literature of Modern and Contemporary China***Same as Chinese 342.*

A&amp;S CD SD TH FA Lit

**East Asia 3423. From Ancient Worlds to Contemporary Practice***Same as Art-Arch 3423.*

A&amp;S TH

**East Asia 351. Warrior Culture of Japan***Same as ACC 351.*

A&amp;S TH

**East Asia 356I. Topics in Politics: The Politics of Security in East Asia***Same as Pol Sci 356I.*

A&amp;S SS

**East Asia 3580. Chinese Art and Culture***Same as Art-Arch 3580.*

A&amp;S TH

**East Asia 369. Politics of International Trade***Same as Pol Sci 369.*

A&amp;S SS WI FA SSP

**East Asia 382. Writing Women of Imperial China***Same as Chinese 382.*

A&amp;S TH

**East Asia 389I. East Asia Since 1945: From Empire to Cold War***Same as History 389I.*

A&amp;S CD TH

**East Asia 398. Rivers: A Comparative Approach to Chinese and World History***Same as History 398.*

A&amp;S TH WI

**East Asia 400I. Asian and Near Eastern Languages and Literatures Seminar***Same as ANELL 400.*

A&amp;S CD TH

**East Asia 403I. East Asian Educational Policy***Same as IAS 403I.*

A&amp;S CD TH FA SSP

**East Asia 4032. Gender and Labor Politics in East Asia***Same as Anthro 403I.*

A&amp;S SS FA SSP

**East Asia 4064. Current Issues in Contemporary Chinese Politics**

Credit 3 units.

A&amp;S CD TH

**East Asia 414I. Readings in Classical Chinese Philosophy***Same as Chinese 414.*

A&amp;S CD TH

**East Asia 426. Reading Seminar: China: Thought and Society in Late Imperial China, 1600–1911***Same as History 426I.*

This seminar will deal with various topics in Chinese sociocultural history of the given period. Among the topics to be discussed: the foundations of Chinese society; social ideology and stratification; the fluidity of the status system; urban social organization; the rise of the evidential scholarship; from culturalism to modern nationalism; and the role of the Confucian scholarships in the 1898 constitutional movement and the 1911 revolution. Credit 3 units.

A&amp;S TH FA SSP

**East Asia 432I. Topics in Comparative Politics: Development and Democracy in East Asia***Same as Pol Sci 432.*

A&amp;S SS FA SSP

**East Asia 434. Seminar: History, Economy, and Society of Taiwan**

The first half of the seminar reviews the history of Taiwan from the 17th century. The second half focuses on selected topics in the study of Taiwanese society. Credit 3 units.

A&amp;S TH FA SSP

**East Asia 445. Japanese Fiction***Same as Japan 445.*

A&amp;S CD TH WI FA Lit

**East Asia 446. Japanese Theater***Same as Japan 446.*

A&amp;S CD SD TH FA Lit

**East Asia 447I. Japanese Film***Same as Japan 447.*

A&amp;S TH FA Lit

**East Asia 4483. Japanese Poetry***Same as Japan 448.*

A&amp;S TH FA Lit

**East Asia 4492. Modern Japanese Women Writers: Madame Butterfly's Delinquent Daughters***Same as Japan 449.*

A&amp;S CD SD TH WI

**East Asia 4493. The Production of East Asian Art: When Materials Become Media: Bronze, Silk and Porcelain***Same as Art-Arch 4493.*

A&amp;S TH

**East Asia 464I. Japanese Textual Analysis***Same as Japan 464.*

A&amp;S LA

**East Asia 467. The Chinese Theater***Same as Chinese 467.*

A&amp;S CD SD TH FA AH

**East Asia 468I. Cities in Asia***Same as IAS 468.*

A&amp;S TH

**East Asia 469. East Asian Feminisms***Same as History 4693, WGS 4691, IAS 469.*

This course will study the beginnings and the transformations in feminist thought as found in East Asia. It will explore feminism as found in China, Taiwan, Japan, and Korea focusing on the period from the late 1800s to the present. Emphasis will be on the diversity of feminisms both between and within these cultures. Credit 3 units.

A&amp;S SD TH

**East Asia 470. Readings in Chinese Literature***Same as Chinese 470.*

A&amp;S TH FA Lit

**East Asia 471. Topics in Japanese Culture***Same as IAS 4711, Japan 471.*

Credit 3 units.

A&amp;S TH FA SSP

**East Asia 471I. Topics in Religious Studies***Same as Re St 471I.*

A&amp;S TH FA SSP

**East Asia 476. Reading Seminar in Chinese Traditional Fiction***Same as Chinese 476.*

A&amp;S TH FA Lit

**East Asia 476I. Topics in Religious Studies: Chinese Popular Religion***Same as Re St 476.*

A&amp;S TH FA AH Lit

**East Asia 479. Reading Seminar in Modern Chinese Literature***Same as Chinese 479.*

A&amp;S CD TH FA Lit

**East Asia 479I. Seminar in Religious Studies: Engendering Religious Studies***Same as Re St 479.*

A&amp;S SD TH

**East Asia 480. Topics in Buddhist Tradition***Same as Japan 480, Re St 480, IAS 4800.*

Emphasis on Japanese development of the Buddhist tradition during the Heian and Kamakura periods, including antecedents in India and China; the major shifts in Buddhist, especially Mahayanist, theory and practice. Credit 3 units.

A&amp;S TH FA SSP

**East Asia 4801. Reading Seminar in Chinese Popular Literature and Culture***Same as Chinese 480.***A&S** TH **FA** Lit**East Asia 4811. Reading Seminar in Religion and Chinese Literature***Same as Chinese 481.***A&S** TH **FA** Lit**East Asia 482. Reading Seminar in Gender and Chinese Literature***Same as Chinese 482.***A&S** TH **FA** Lit**East Asia 484. Core Seminar in East Asian Studies: East Asia in Scholarly Literature***Same as IAS 484, History 4841.*

Introduction to problems and approaches in East Asian Studies. Credit 3 units.

**A&S** CD TH WI **FA** SSP**East Asia 4842. The Japanese Empire in Asia, 1874–1945***Same as History 4842.***A&S** CD TH**East Asia 486. Independent Work for Senior Honors**

By the beginning of the senior year, the student is expected to have met with a primary adviser and agree on a topic. Next, the student and the adviser choose two other faculty members to be on the committee and a one-page prospectus is sent to everyone on the committee for their approval. The primary adviser is responsible for reading the preliminary drafts and deciding any technical or format questions. In the first week of March the student submits a copy of the thesis, which is defended the week after spring break. After a successful defense, the student revises the paper according to the committee's suggestions and submits it to the department before the notification date established by Arts & Sciences that year. Prerequisite: Senior standing. Credit 3 units.

**East Asia 488. Directed Study (in China)**  
Credit variable, maximum 3 units.**East Asia 489. Directed Study (in Japan)**  
Credit variable, maximum 3 units.**East Asia 4891. Topics in Modern Chinese Literature***Same as Chinese 489.***A&S** TH **FA** Lit**East Asia 4892. Topics in Chinese Literature and Culture: The Chinese City in the Global Context***Same as Chinese 4891.***A&S** SS**East Asia 490. Topics in Chinese Literature and History***Same as Chinese 490.***A&S** TH **FA** Lit SSP**East Asia 4903. Advanced Seminar in History: Modern Japanese History***Same as History 4921.***A&S** TH **FA** SSP**East Asia 4911. The Nativist Dimension in Modern Japanese Culture***Same as IAS 4912, Japan 4911.*

A discourse of “uniqueness” has been a prominent feature of Japanese culture in the 20th century, both before and after the Pacific War. This course will explore the domain of nativist expression in modern Japan. While focusing on literary texts by writers such as Kawabata and Tanizaki, we will also consider a range of artistic, cinematic, and cultural production. Considerable attention will be paid to “Nihonjinron,” an important—and best-

selling—genre of “Japanese uniqueness” writing. Our goal will be to make sense of the complex intersection of traditionalism and modernism in 20th century Japan and to consider the larger question of modern nationhood and the construction of national identity. Credit 3 units.

**A&S** TH**East Asia 4914. Advanced Seminar in History: Japan in World War II: History and Memory****East Asia 4921. History of Japanese Political Economy****East Asia 4923. Advanced Seminar: Communist China***Same as History 4923.***A&S** TH **FA** SSP**East Asia 4924. Reading Seminar: Women in Chinese History***Same as IAS 4927.*

This course is designed to familiarize students with the scholarship on the history of women in Late Imperial and Modern China. Topics to be covered include marriage and the lives of Chinese women, women's culture, women's property rights; women's writing and education, work, and the early 20th century and feminist movement, women in the early Communist movement, women in the PRC. We will discuss past scholarly interpretations and evaluate the nature and possibilities of the discipline today. Credit 3 units.

**A&S** TH **FA** SSP**East Asia 4932. Advanced Seminar: Japanese Foreign Relations***Same as History 4932.***A&S** TH WI **FA** SSP**East Asia 4959. Advanced Seminar: Modern Japan***Same as History 4959.***A&S** TH**East Asia 496. Readings in Asian Studies***Same as IAS 4961.*

Prerequisite: permission of the chair of the department. Credit variable, maximum 3 units.

**A&S** TH**East Asia 4967. Advanced Seminar: East Asian History***Same as History 4967.***A&S** TH**East Asia 4971. Guided Readings in Korean***Same as L51 Korean 497.***A&S** LA**East Asia 4972. Advanced Seminar: The Japanese Empire in Asia, 1874–1945**

Credit 4 units.

**A&S** TH **FA** SSP**East Asia 498. Guided Readings in Chinese***Same as Chinese 498.***A&S** LA**East Asia 4982. Advanced Seminar: Women and Confucian Culture in Early Modern East Asia***Same as History 4982.***A&S** TH**East Asia 499. Guided Readings in Japanese***Same as Japan 499.***A&S** LA**East Asia 4997. Advanced Seminar: Individual and Society in Revolutionary China***Same as History 4997.***East Asia 4999. Introduction to Comparative Civilizational Analysis: U.S., China, and Japan***Same as History 4999.***A&S** TH**East Asia 500. Independent Study**

Prerequisites: senior standing, permission of instructor and the director of East Asian Studies. May be repeated. Credit variable, maximum 3 units.

**East Asia 502. Directed Research in Asian Studies**

Directed research in Asian Studies. Permission of the director of East Asian Studies required. Credit variable, maximum 3 units.

# Economics

## Chair

**Steven Fazzari**, Professor  
Ph.D., Stanford University

## Endowed Professors

### Douglass C. North

Spencer T. Olin Professor in Arts & Sciences  
Ph.D., University of California–Berkeley

### Robert A. Pollak

Hernreich Distinguished Professor of  
Economics

Ph.D., Massachusetts Institute of Technology

### Norman J. Schofield

William Taussig Professor of  
Political Economy

Litt.D., Liverpool University

### Murray L. Weidenbaum

Edward Mallinckrodt Distinguished  
University Professor

Ph.D., Princeton University

## Professors

### Lee K. Benham

Ph.D., Stanford University

### Marcus Berliant

Ph.D., University of California–Berkeley

### Edward Greenberg

Ph.D., University of Wisconsin

### John H. Nachbar

Ph.D., Harvard University

### Wilhelm Neufeind

Ph.D., Universität Bonn

### Robert P. Parks

Ph.D., Purdue University

### Bruce Petersen

Ph.D., Harvard University

## Associate Professors

### Gaetano Antinolfi

Ph.D., Cornell University

### Sukoo Kim

Ph.D., University of California–Los Angeles

### John V. Nye

Ph.D., Northwestern University

### Fredric Q. Raines

Ph.D., University of Wisconsin

### Paul Rothstein

Ph.D., University of California–Berkeley

## Assistant Professors

### Donald Nichols

Ph.D., Stanford University

### Stephanie Lau

Ph.D., Yale University

### James Morley

Ph.D., University of Washington

### Charles Moul

Ph.D., Northwestern University

## Adjunct Professors

### Dorothy Petersen

Ph.D., Northwestern University

### Mark Vaughan

Ph.D., Washington University

## Professors Emeriti

### David Felix

Ph.D., University of California–Berkeley

### Charles L. Leven

Ph.D., Northwestern University

The economics program explores the problems of a modern economy and introduces the analytical tools economists use. It emphasizes the development of analytical models and their application to important economic, social, and political issues such as inflation, unemployment, taxation, poverty, pollution, and government decision making and regulation. Our faculty, which is made up of leading teacher-scholars, includes specialists in economic history, game theory and microeconomics, industrial organization, macroeconomics and monetary economics, political economy, and public finance.

The study of economics contributes to a broad liberal arts education and helps you develop good problem-solving skills. It is an excellent course of study to pursue, whether you plan to enter the workforce after graduation or you are considering graduate work in law, engineering, or the social sciences. You may take advantage of special internships and participate in faculty research projects. Economics also provides excellent preparation for careers in business, either immediately following graduation or after graduate work in an M.B.A. program. In addition to the introductory and intermediate economic theory courses, courses that have particular relevance for business include: Econ 330, 335, 376, 413, 450, 451, 452, 453, 456, and 487. Economics students with business interests should also strongly consider completing an internship (Econ 299) in their junior or senior year to obtain practical business experience and should discuss with their advisers the possibility of taking some courses in the Olin School of Business.

**The Major:** Requirements include Econ 103B and 104B, Math 131 (or a more advanced calculus course), Math 320 or SSM 326 (or an alternative statistics course, which must be approved by the department), and a minimum of 18 advanced units in economics. Advanced units must include Econ 401 and 402, usually taken in the sophomore or junior year, and at least two additional advanced courses with a 401 or 402 prerequisite.

**The Minor:** To minor in economics, you must complete at least 15 units in economics, with at least 9 of those in advanced courses. The general minor must include both Econ 401 and 402. The applied micro minor must include Econ 401 and one course with a 401 prerequisite. The applied macro minor must include Econ 402 and one course with a 402 prerequisite.

**Senior Honors:** Students are invited by the department to participate in Senior Honors if they meet certain academic requirements. To graduate with Honors, you must have 9 units of courses with Econ 401 or 402 prerequisites and 3 advanced units beyond the 18 required for the major, which are earned by writing an Honors thesis.

More information on the major, the minor, course offerings, and Senior Honors are in the *Undergraduate Programs in Economics* brochure available from the department.

## Undergraduate Courses

### Econ 103B. Introduction to Political Economy: Microeconomics

*Same as STA 103B, Lw St 103B, AMCS 103B.*

Determination of prices; distribution of national income; theory of production. For a thorough introduction to economics, Econ 104B should also be taken. Credit 3 units.

**A&S QA SS FA SSP**

### Econ 104B. Introduction to Political Economy: Macroeconomics

*Same as Lw St 104B, STA 104B.*

Business fluctuations: inflation, recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 103B should also be taken. Credit 3 units.

**A&S QA SS FA SSP**

### Econ 110. Introduction to Computing

Introduction to the fundamental tools for network computing including telnet, ftp, e-mail, news, and the World Wide Web (including the construction of Web pages), and collaborative tools. Brief coverage of text editors, word processors, spreadsheets, databases, etc. Introduction is tailored to the needs of Arts & Sciences students. Prerequisite: None. Credit 3 units.

**A&S SS FA SSP**

### Econ 123. Introductory Research Seminar in Microeconomics

Exploration of principles of microeconomics in a seminar setting. Reading from primary sources by authors including Adam Smith, Thomas Schelling, and Kenneth Arrow. Internet exchanges of critiques and questions take place prior to each class. Class follow a question-and-answer format based on internet exchanges. Each student produces and presents a short research paper using economic concepts (including substitution, opportunity cost, market equilibrium). Paper topics address specific current economic questions such as: Are costs higher in poorer areas? Do injuries go up or down for university students with more restrictive alcohol policies? This course substitutes for Econ 103 for all major and minor requirements. Enrollment limited to 20 students. Credit 3 units.

**A&S SS FA SSP**

### Econ 124. Principles of Macroeconomics Seminar with Computing Applications

Introduction to macroeconomic principles including business fluctuations, monetary and fiscal policy, inflation, and international exchange rates. Students use modern computing resources to complete various assignments such as retrieving price indices and constructing a Web page. This course substitutes for Econ 104 for all major and minor requirements. Enrollment limited to 25 students. Credit 3 units.

**A&S SS FA SSP**

### Econ 2610. Principles of Financial Accounting

*Same as Acct 2610.*

### Econ 2620. Principles of Managerial Accounting

*Same as Acct 2620.*

### Econ 290. Sophomore Research Seminar

Seminar for sophomores to develop research skills in economics. Work consist of an original research paper to be completed by the student by the end of the semester under supervision of the instructor. The paper may describe an economic problem and survey the relevant research literature, although original research is encouraged. Some group meetings may be scheduled but most of the con-

tact is in individual meetings by appointment with the instructor. Prerequisites: Econ 103 and 104, sophomore standing, GPA of 3.0 or higher. Credit 3 units.

**A&S SS**

**Econ 298. Independent Study in France**  
Credit 3 units.

**Econ 299. Internship**

Students may receive up to 3 units of credit for an approved, faculty-sponsored internship. The internship must be approved by The Career Center and supervised by a faculty member. Prerequisites: Econ 103B and 104B. Credit variable, maximum 3 units.

**FA SSP**

**Econ 303. Intermediate Microeconomics**

Behavior of business firms in pure and imperfect competition, determination of relative prices and wages, processes by which human and material resources are allocated. Credit 3 units.

**A&S SS**

**Econ 313. Economies in Transition and Development**

*Same as Econ 313.*

**Econ 317. Economics of Sports**

*Same as Econ 317.*

**A&S SS**

**Econ 317I. Economics of Sports**

*Same as Econ 317, AMCS 3170.*

The economics of sports focuses on the business aspects of professional and intercollegiate sports in the United States. Questions posed and addressed in this course include: do the benefits of publicly subsidized stadiums justify their costs; how do the four major sports differ in terms of the structure of their labor markets; how far away are Division I schools from Title IX compliance; are sports betting markets consistent with the theory of efficient markets; does the success of a school's intercollegiate sports program enhance alumni donations or the number of applications to that school; how can salary models be used to assist the determination of player value; how can attendance models be used to assist the marketing strategies of that team or school. Additionally, the students are able to meet some key members of the St. Louis sports scene and have an opportunity to assist with creating an economic impact analysis on a local sporting event. Prerequisite: Econ 103B. Credit 3 units.

**A&S SS**

**A&S** Requirements for College of Arts & Sciences students (for more information, see page 27).

CD = Cultural Diversity

LA = Languages and the Arts

NS = Natural Sciences and Mathematics

QA = Quantitative Analysis

SD = Social Differentiation

SS = Social Sciences

TH = Textual and Historical Studies

WI = Writing-Intensive Course

**FA** Requirements for College of Art students (for more information, see page 305).

AH = Art History

Comp = English Composition

Lit = Literature

NSM = Natural Sciences or Mathematics

SSP = Social Sciences or Philosophy

**Econ 326. American Economic History**

*Same as History 326I, ISA 326, STA 366, Lw St 326, AMCS 326.*

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 103B and 104B. Credit 3 units.

**A&S SS FA SSP**

**Econ 326I. Learning by Playing Games in Economics**

*Same as Pol Sci 362I.*

**A&S SS FA SSP**

**Econ 333. Economics of the European Union**

*Same as Econ 333I, IAS 3330, EuSt 333, Pol Sci 333I.*

Introduction to economic integration and policy in the European Union. Overview of the European economy and analysis of monetary union, tax policy, labor markets, and international trade. Consideration of debates about extension of the union to new countries and comparison with the U.S. economy. Prerequisite: Econ 104B. Credit: 3 units.

**A&S SS**

**Econ 335. Money and Banking**

Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisites: Econ 103B and Econ 104B. Credit 3 units.

**A&S SS FA SSP**

**Econ 337. Financial Intermediaries in the Market Economy**

*Same as Econ 337.*

**Econ 347W. Federalism and the Economics of Public Policy**

The economic rationale for multiple tiers of government in the development, implementation, and financing of public policies. Begins with an historical overview of the political and legal dimensions of American federalism, then considers federalism and economic efficiency and the principles of fiscal federalism. The second half of the class examines particular policy areas in which there is significant involvement of federal government with state or local government. Possible topics include homeland security, health care, mass transportation, energy policy, education reform, welfare reform, and urban development. Students required to submit several short essays for discussion and revision. Enrollment limited to 15 students. Prerequisite: Econ 103B and Econ 104B. Credit 3 units.

**A&S SS WI**

**Econ 350. Politics, Economics and Welfare**

*Same as Pol Sci 3502, STA 315, Lw St 350, IAS 350I, AMCS 353, Econ 350I.*

Covers both theoretical and applied aspects of political economy: the justification of the state; problems of cooperation over public goods; intervention by government in the economy; questions of equality and efficiency; cooperation between states over common resources; trade, economic integration, international monetary stability, and the operation of the global economy. Prerequisite: Econ 103B. Credit 3 units.

**A&S SS FA SSP**

**Econ 350I. Political Economy**

*Same as AMCS 350I.*

Covers both theoretical and applied aspects of political economy: the justification of the state; problems of cooperation over public goods; intervention by government in the economy; questions of equality and efficiency; cooperation between states over common resources; trade, economic integration, international monetary stability, and the operation of the global economy. Prerequisite: Econ 103B. Credit 3 units.

**A&S SS**

**Econ 352. Health Economics**

Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern is the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 103B. Credit 3 units.

**A&S SS FA SSP**

**Econ 353. The Economics of the Law**

*Same as Lw St 353, STA 337I, ISA 353, Pol Econ 353.*

Course examines the principal findings of the scholarly literature on the application of economics to law, including such topics as public regulation of the market, concepts of property rights in law and economics, the effect of property rights assignment on income distribution, negligence, no-fault insurance, deterrence and the economic theory of remedies, evidence on the deterrent effect of punishment, and the economics of organized crime. Emphasis is primarily on the application of theory to specific legal issues. Prerequisite: Econ 103B or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Econ 353I. Law and Economics**

*Same as Econ 353I.*

**Econ 371W. Hierarchy and Organization in Economic Life**

*Same as Econ 371.*

Introduction to new institutional perspectives on problems of economic growth and transition. Basic issues in economic development discussed from a microeconomic perspective with attention paid to the role of political economy, credible commitment, institutional constraints, and the problem of high transactions costs. Material from the literature on industrial organization and management also used to show similarities between hierarchical issues both in political economy and within large firms. Discussion of transition economies of Central and Eastern Europe and transformation in the wealthiest economies, like the United States and Japan, as well as traditional questions of underdevelopment. Students required to submit several short and one or two longer essays for discussion and revision. Enrollment limited to 15 students. Prerequisite: Econ 103B. Credit 3 units.

**A&S SS WI FA SSP**

**Econ 374. International Finance**

This course presents ideas and concepts pertaining to international macroeconomics and the global economy. Topics to be covered include: the balance of payments; exchange rate determination; international macroeconomics; and international macroeconomic policy and policy coordination. Particular attention is paid to the role of the United States in the global macroeconomic arena. The material is presented through a combination of lectures and case discussions. Prerequisite: Econ 104B. Credit 3 units.

**A&S SS FA SSP**

**Econ 377. International Political Economy**

*Same as EuSt 377, IAS 3772.*

The focus is on the political and economic relationships between nation states, considering both cooperation and conflict. We first consider the evolution of the international order since 1945, covering trade, monetary arrangements, and commodity agreements. We also consider questions of hegemonic stability (based on the United States and Britain in the 19th and 20th centuries). We conclude with a historical discussion of political economic relationships between Britain, France,

Spain, and the United States in the 18th and early 19th centuries. Prerequisites: Econ 103B and Econ 104B. Credit 3 units.

**A&S SS FA SSP**

### Econ 390. Junior Research Seminar

Seminar for juniors to develop research skills. Work consists of an original research paper to be completed by the student by the end of the semester under supervision of the instructor. The research topic should apply economic theory and data analysis skills. Students are encouraged to collect original data where feasible. Some group meetings may be scheduled but most of the contact is in individual meetings by appointment with the instructor. Registration in this course is encouraged for students considering senior honors work in economics. Note that this course does not satisfy economics major requirements. Prerequisites: Econ 401 and 402 (concurrent registration is acceptable), junior standing, GPA of 3.3 or higher. Credit 3 units.

**A&S SS**

### Econ 401. Price Theory

*Same as Pol Econ 401.*

Analytic theory of consumer and producer behavior under perfect competition; determination of prices, wages, and allocation of resources. Extension to imperfect competition: monopoly, oligopoly, public goods. Required course for Economics majors. Thorough training in intermediate theory would require both Econ 401 and Econ 402. Prerequisites: Econ 103B and Math 131. Credit 3 units.

**A&S SS FA SSP**

### Econ 402. Income and Employment Theory

*Same as Pol Econ 402.*

Analysis of forces that determine the general level of prices, output and employment; relationship between economic growth and business fluctuations; policies for achieving full employment and price stability. Required course for Economics majors. Thorough training in intermediate theory would require both Econ 401 and Econ 402. Prerequisites: Econ 104B and Math 131. Credit 3 units.

**A&S SS FA SSP**

### Econ 408W. Household Finance, Bankruptcy, and Credit

Economic aspects of household financial decisions and survey of data on U.S. consumer financial conditions. Topics include inter-temporal decision making; the mathematics of amortizing debt; bankruptcy decisions and the legal process of bankruptcy; and the effect of asymmetric information on access to consumer credit. This is a writing-intensive class, with multiple writing assignments, a term paper developed in three or four steps, with required revisions, and a class presentation based on the final paper. Prerequisite: Econ 401. Credit 3 units.

**A&S SS WI**

### Econ 4111. Optimization and Economic Theory

An introduction to mathematical optimization and its applications within economics. The course is designed for, and should be taken by, all undergraduates considering graduate study in economics, but all interested students are welcome. Prerequisites: Econ 401, Math 233, and Math 309 or permission of the instructor. Credit 3 units.

**A&S SS**

### Econ 413. Introduction to Econometrics

*Same as Pol Econ 413, ASTAT 350C, ASTAT 515C.*

Course provides a basic working knowledge of econometrics. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, pre-regression analysis bivariate and multiple regression techniques, hypothesis testing, multicollinearity, specification error, auto correlation, errors in variables, identifi-

cation, and simultaneous estimation. Prerequisites: Econ 103B, Econ 104B and Math 320 or equivalent. Credit 3 units.

**A&S SS FA SSP**

### Econ 418. Mathematical Economics

Principal mathematical formulations used in economic analysis. Acquaints student with those aspects of economic theory typically formulated in mathematical terms. Prerequisites: Econ 401 and Math 132. Credit 3 units.

**A&S SS FA SSP**

### Econ 423. Western Economic History

*Same as History 4231, STA 467, IAS 4231, IDEV 423.*

A detailed discussion of the circumstances surrounding the industrialization of the Western world in the 18th and 19th century, with special attention given to Britain, France, and Germany. Various hypothesis regarding economic growth and development are examined in the light of the latest evidence and with the use of basic economic reasoning. Prerequisites: Econ 401, or Econ 103B and written permission of instructor. Credit 3 units.

**A&S SS FA SSP**

### Econ 426. Economic Systems in Theory and Practice

*Same as IAS 4261, Lw St 426, ISA 426.*

Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies are used. Course requirements include weekly written critique. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

### Econ 428. Capital Market Imperfections and Entrepreneurial Finance

Analysis of problems in capital markets for firm financing and institutional structures that address these problems. Investigation of asymmetric information between firms and potential investors and associated moral hazard and adverse selection problems that raise the cost of funds and constrain firm growth. Empirical tests for the presence of financing constraints on firms. A substantial portion of the course explores the role of venture capital, especially in the high-tech sector of the United States economy where venture capital is important for commercializing cutting-edge science. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

### Econ 435. Open Economy Macroeconomics

*Same as IAS 4352, Pol Econ 435.*

This course begins with a review of international trade theory, of the balance of payment accounts and their relationship to international borrowing and lending. We then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course also explores monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries and their relation to stabilization program. Prerequisite: Econ 402. Credit 3 units.

**A&S SS FA SSP**

### Econ 440. Economics of Social Policy

*Same as STA 450, Econ 440, Econ 4401.*

Economic analysis of employment and income problems of the poor; public policy responses. Topics: the distribution of income in the United States, economic and social causes of poverty, education and technical change. Prerequisites: Econ

103B and 104B, or permission of instructor.

Credit 3 units.

**A&S SS FA SSP**

### Econ 445. Public Finance

The study of fundamental forms of market failure that provide the economic rationale for government action. The first third of the class examines market failure when an economy contains externalities and public goods and the general nature of public policies that address these issues. The second third addresses particular public policies, with a focus on their intended and unintended consequences and their costs. The final third addresses taxation. Topics include the measurement and evaluation of tax burdens, the federal personal income tax, tax evasion, and proposals for fundamental tax reform. We use a small amount of microeconomic theory and elementary calculus (all of which we review) to reveal the common core of ideas behind these discussions, but the focus of the course is on applications. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

### Econ 448W. Current Macroeconomic Issues

*Same as AMCS 448W.*

Review and extension of macroeconomic models from Econ 402 from a comparative perspective and use of these models to analyze current macroeconomic and policy issues. Topics include recession and recovery, long-term growth, saving and social security, investment, and monetary policy. Multiple writing assignments that emphasize critical analysis of theoretical perspectives and readings applied to current macroeconomic topics. Writing is revised to improve logical structure, clarity, and style. Enrollment limited to 15 students with priority given to senior economics majors. Prerequisite: Econ 402. Credit 3 units.

**A&S SS WI FA SSP**

### Econ 451. Environmental Policy

*Same as Econ 4511, AMCS 454, EnSt 451, Pol Econ 451, MEC 494.*

Course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 103B. Credit 3 units.

**A&S SS FA SSP**

### Econ 452. Industrial Organization

*Same as ISA 452.*

Theoretical and empirical analysis of the presence and value of competitive forces in the United States economy. Theories of industrial organization and development of criteria for performance of noncompetitive industries. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

### Econ 4541. Institutions of Production and Exchange

The characteristics of contracts, firms, and markets examined both theoretically and empirically. Examination of the role of explicit and implicit contracts in exchange. Prerequisites: Econ 401; Econ 413 recommended. Credit 3 units.

**A&S SS FA SSP**

### Econ 4551. Seminar in Political Economy

*Same as Pol Sci 4551.*

**A&S SS**

**Econ 456. Business, Government, and the Public**

Same as MGT 4581, MGT 515, Pol Sci 458, Lw St 456, IAS 456, AMCS 4563.

The increasingly complex interrelationships among business, government, and the public, focused on a set of major problems currently involving these relationships. Prerequisites: Econ 103B, 104B, and junior standing. Credit 3 units.

**A&S QA SS FA SSP**

**Econ 458. The Theory of Property Rights**

Same as Lw St 458, ISA 458, Pol Econ 458.

Develops a theory of property rights and explores the implication of various property rights structures for resource allocation and economic development. Theory developed by Ronald Coase, Harold Demsetz, Armen Alchian, Steven Cheung and others are examined and various types of property rights discussed such as share-cropping, slavery, serfdom, as well as property rights in modern market and socialist economies. Prerequisite: Econ 401 or consent of instructor. Please Note: Requests for online registration will be wait listed. Students must sign up for this course in the Economics Office, Eliot 205. Credit 3 units.

**A&S SS FA SSP**

**Econ 460. Urban Economics**

Same as AMCS 460.

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

**Econ 467. Game Theory**

Same as IA 4670, Lw St 467, Pol Econ 467.

Introduction to the mathematical theory of games as applied to the study of economics. Topics include games of complete and incomplete information, non-cooperative games with and without time dependency, and cooperative games with and without transferable utilities. Emphasis placed on game theoretic models of industrial organization and political economy. Prerequisites: Econ 401, Math 132 and Math 320. Credit 3 units.

**A&S SS FA SSP**

**Econ 471. Development Economics**

Same as ISA 471.

Investigation of issues related to the development of the economies of third-world countries. Topics include economic growth, poverty, and the distribution of income with an emphasis on labor markets and education. Consideration of the effectiveness of various institutional policies designed to encourage development including decentralization and privatization. Empirical examples drawn from international experience, especially Latin America. Prerequisite: Econ 401. Credit 3 units.

**A&S SS**

**Econ 475. International Trade**

Same as IAS 4753.

Analysis of international trade from different perspectives: Ricardian, Heckscher-Ohlin, and new trade theories. Topics include patterns of trade, gains from trade, protectionism, international factor movements, political economy of trade policy, balance of payments, exchange-rate determination, and international investment. Rigorous application of price theory to trade issues and in-depth discussion of current international policy questions. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

**Econ 480. Labor Economics**

Economic analysis of labor markets. Theory and evidence on supply of and demand for labor, explanation of wage and income differentials; impact of education on human skills and productivity. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

**Econ 485. Labor-Management Relations in Modern Economies**

Same as Lw St 485.

Analysis of some major and puzzling problems of modern industrial economies, in particular the United States economy, such as the growing earnings inequality, increased use of contingent workers and outsourcing, and the altered role of training. Further, presentation and critique of an alternative paradigm to conventional theories of firm behavior: the theory of the stakeholder corporation, which purports to explain labor-management relations and provide a normative basis for them; evidence from several countries and labor market structures are drawn upon. Prerequisites: Econ 104B and 401. Credit 3 units.

**A&S SS FA SSP**

**Econ 4861. Seminar in Macro and Monetary Economics**

Topics chosen by instructor from modern empirical and theoretical research papers in macroeconomics. Student participation in class discussions of research papers is essential. Topics vary, but may include the link between capital markets, consumption and investment, imperfect competition and macroeconomic fluctuations, real business cycles models, and post-Keynesian macroeconomics. Prerequisites: Econ 401, 402, 413, and permission of instructor. Credit 3 units.

**A&S SS**

**Econ 487. Applied Financial Modeling**

Topics in financial economics, including portfolio theory, the capital asset pricing model, the efficient markets hypothesis, and models of time-varying market volatility, with an emphasis on empirical applications of theoretical concepts using Microsoft Excel. Cultivation of practical programming skills is designed to complement application of economic theory to financial markets. Prerequisite: Econ 401. Credit 3 units.

**A&S SS FA SSP**

**Econ 4871. Applied Financial Modeling**

Topics in financial economics, including portfolio theory, the capital asset pricing model, the efficient markets hypothesis, and models of time-varying market volatility. Emphasis on empirical applications of theoretical concepts. Prerequisite: Econ 401. Credit 3 units.

**A&S SS**

**Econ 4875. Financial Markets, Institutions, and the Regulatory Challenge**

In-depth analysis of the operation of U.S. financial markets and the challenges faced by governments that regulate these markets. Emphasis on the role transaction costs, information problems, and rent-seeking behavior play in shaping the structure and evolution of financial markets and institutions. Specific applications to current policy debates, including U.S. vulnerability to financial crisis, deposit insurance reform, government-sponsored enterprises and systemic risk, racial discrimination in credit markets, and the potential role of market discipline in bank regulation. Prerequisite: Econ 402 or permission of instructor. Credit 3 units.

**Econ 488. Seminar in Political Economy**

Credit 3 units.

**A&S SS FA SSP**

**Econ 490. Independent Work**

Prerequisites: senior standing and permission of the chair of the department. Credit variable, maximum 6 units.

**FA SSP**

**Econ 4901. Research Experience in Institutional Analysis**

After completing two courses in the minor in Institutional Social Analysis, students may apply to participate in a research program with the participation of the faculty supervisor. Students are chosen on the basis of their academic record and the appropriateness of the research project. Up to 10 students are selected each year. Students are expected to devote at least 10 hours per week on research, and participate in a Research Experiences for Undergraduates conference to be held each semester. Prerequisites: approval of faculty adviser and coordinator of program. Credit 3 units.

**Econ 496. Teaching Practicum in Economics**

Opportunity for undergraduates to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials under supervision of faculty. Credit variable; maximum 3 units. Note: This course does not count toward the major in economics. Credit variable, maximum 3 units.

**A&S SS FA SSP**

**Econ 497. Research in Economics**

Opportunity to work as part of a research project under faculty supervision. This course does not count toward the major in economics. Credit variable; maximum 3 units. May be repeated for credit.

**A&S SS FA SSP**

**Econ 498. Honors Seminar**

Advanced application of economic theory to policy problems. Prerequisite: invitation into departmental Honors Program. Credit 5 units.

**A&S SS FA SSP**

**Econ 499. Study for Honors**

Independent reading and research under faculty direction leading to a senior honors thesis. Prerequisites: invitation into the departmental Honors Program and permission of the director of Undergraduate Studies. Credit 5 units.

**A&S SS FA SSP**

# Education

## Chair

### William F. Tate

Edward Mallinckrodt Distinguished  
University Professor in Arts & Sciences  
Ph.D., University of Maryland, College Park

## Endowed Professor

### James V. Wertsch

Marshall S. Snow Professor  
in Arts & Sciences  
Ph.D., University of Chicago

## Professors

### Jere Confrey

Ph.D., Cornell University

### Carol Camp Yeakey

Ph.D., Northwestern University

## Associate Professors

### Thomas W. Allen

Ed.D., Harvard University

### Garrett A. Duncan

Ph.D., The Claremont Graduate School

### Mary Ann Dzuback

Ph.D., Columbia University

### Margaret J. Finders

Ph.D., University of Iowa

### R. Keith Sawyer

Ph.D., University of Chicago

## Assistant Professors

### Rowhea Elmesky

Ph.D., Florida State University

### Rebecca Rogers

Ph.D., State University of New York–Albany

## Senior Lecturers

### Phyllis Balcerzak

Ph.D., Kent State University

### Judy Lamb

M.A. Ed., Washington University

### Madonna Riesenmy

Ph.D., Washington University

## Affiliate Faculty

### William W. Clark

Ph.D., University of Michigan

### Karen Jeanne DeAngelis

Ph.D., Stanford University

### Sarah C.R. Elgin

Ph.D., California Institute of Technology

### Patrick C. Gibbons

Ph.D., Harvard

### Robert H. Koff

Ph.D., University of Chicago

### Mark A. McDaniel

Ph.D., University of Colorado

### Rebecca Treiman

Ph.D., University of Pennsylvania

The Department of Education offers you a choice between two basic types of majors: the teacher education major, which allows you to prepare for a career as a teacher, and the educational studies major, which allows

you to study educational institutions and their sociocultural contexts and processes.

Our teacher education programs prepare you to teach in your choice of elementary, middle, or senior high school settings. While this major prepares you for a teaching career, you also will be prepared to seek a position in a cultural institution or educational agency.

Our teacher education majors provide you with course work in the psychological bases of learning and teaching; the social and historical background of school systems; and teaching methodology, which includes student teaching. Student teaching is done during your senior year as part of an integrated professional semester of interrelated courses and teaching experiences in a local school. You also will have other opportunities to participate in field experiences because school visits and observations are included in many additional teacher education courses.

Our major in educational studies examines the historical, social, cultural, psychological, and public policy aspects of education. As an educational studies major, you may choose to observe in schools, to engage in internships, or to work with faculty members on their research. Many educational studies majors pursue graduate or professional study; however, this major also prepares you to work in educational, nonprofit, or government agencies.

**Senior Honors:** If you wish to pursue Honors study, you need to contact the departmental Honors Coordinator about eligibility. Qualifications for eligibility include a minimum 3.5 grade point average and completion of some education course work. Honors involves both demonstration of acquired knowledge and a thesis based on an original research project. You may contact a faculty Honors adviser as early as the sophomore year, but ideally this is done during the junior year.

**Title II:** Section 207 of Title II of the Higher Education Act mandates that Washington University's teacher education programs (or DOE) make public specific teacher education performance data. That information can be found on the Department of Education Web site at [www.artsci.wustl.edu/~educ/titleII.html](http://www.artsci.wustl.edu/~educ/titleII.html).

You should seek admission to a teacher preparation program early in your sophomore year. To be eligible you must pass an entrance examination mandated by Missouri and have at least a 2.8 grade point average. In addition, you should consult with an education department adviser as early as possible to ensure that you fulfill College of Arts & Sciences, departmental, and professional requirements for certification. Upon completion of your program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education issues you a teaching certificate if you have passed the relevant parts of the PRAXIS teaching exit test and have an overall grade point average of at least 2.5 and no grade lower than C in re-

quired field or education course work. Additional grade point average requirements exist for secondary majors and the middle school teacher education option. The following teacher education majors are available:

### *Elementary Teacher Education Major:*

This major prepares you to teach grades 1 through 6 and may be completed within a four-year undergraduate degree. You are required to complete a second major other than education and complete 49 units of credit as follows: 3 credits in educational foundations; Math 266, and Educ 313B, 4052, 408, 4271, 4681, 470, 4731, 4741, 4751, 4771, 4831, 4841, 4911, and 525. During the spring of the junior year, you must enroll in the methods block, which includes 4271, 4731, 4741, 4751, 4771, 4841, and 525. Elementary student teaching (Educ 4911) occurs during the fall of your senior year, during which you concurrently enroll in Educ 470 and 4831.

### *Secondary Teacher Education Major:*

This major prepares you to teach in a senior high school, grades 9 through 12. You are required to complete a major in a teaching field, such as English, mathematics, sciences, or social studies and to maintain a 3.0 grade point average in that content major.

**K-12 Teacher Education Major:** This major prepares you to teach K-12 in the areas of art, foreign languages, and Latin. In addition, you are required to take the following 30 units in education: 3 credits of educational foundations, Educ 4052, 408, 4699, 4821, your content area's curriculum and instruction course, Educ 492/494, and 5681. This course work includes a semester of student teaching (Educ 492/494) during the spring of your senior year during which you concurrently enroll in Educ 4821.

### *Middle School Teacher Education Option:*

This option prepares you to teach in middle school grades 5 through 9. You must major in a subject field taught at the middle school level (English, science, mathematics, or social studies) and maintain a 3.0 grade point average in that content field. In addition, you are required to take the following 38 units in education: 3 credits of educational foundations, Educ 4052, 408, 4699, 4821, your content area's curriculum and instruction course, Educ 4922, 4951, 4952, 525, and 5681. This course work includes a semester of student teaching during your senior year. The middle school teacher education option may be done in conjunction with the secondary major (all requirements for both must be met including student teaching at both levels). Students who choose to do middle school student-teach in the spring of their senior year. Some education course work will be taken concurrently with student teaching but that course work will vary depending upon the option selected. Please consult adviser.

**Educational Studies Major:** This major applies the perspectives and methods of various disciplines to questions about educational institutions and processes and the social and cultural factors that affect them. You are required to complete 24 units of advanced study as follows: three courses se-

lected from Educ 304, 4344, 453B, 459F, 462, and 481; one or two courses selected from Educ 300, 337, 4052, 408, 4484, 461BP, and 5122; one or two courses selected from Educ 300, 301C, 303R, 313B, 4288, 4315, 4511P, 4608P, 4621, 489, 557; one elective; and in the senior year either 404 (Honors) or 4999 (Capstone Seminar). Educational studies majors are strongly urged to choose a second major. To minor in educational studies, you must complete 15 units of advanced study, including Educ 301C, 313B, and 12 units from a selected list of courses.

## Undergraduate Courses

### Educ 200. Topics in Education

Introduction to broad areas of educational concern. Topics vary by semester. Credit 3 units.

**A&S SS FA** SSP

### Educ 210. The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective

*Same as AFAS 210.*

**A&S SD SS**

### Educ 234. Introduction to Speech and Hearing Disorders

*Same as PACS 234, Sphr 234, Ling 234, Psych 234.*

Introduction to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented. Credit 3 units.

**A&S SS**

### Educ 300. Topics in Education

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing. Credit 3 units.

**A&S SS FA** SSP

### Educ 301C. The American School

*Same as Educ 4301, Educ 301C, AMCS 301C, STA 331C, History 382C.*

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing. Credit 3 units.

**A&S SD TH FA** SSP

### Educ 303. Gender and Education

*Same as WGS 303, STA 3031, AMCS 3031.*

An examination, through the lens of gender, of educational practices at the preprimary, primary, secondary, and higher education levels. A sociological and historical approach links gender discrimination in education to other forms of discrimination as well as social forces. Students' own gender-related educational experiences are analyzed in the context of the literature used in the course. Prerequisite: sophomore standing, or permission of instructor. Credit 3 units.

**A&S SD SS FA** SSP

### Educ 304. Educational Psychology

*Same as Psych 304.*

A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and learn; how children, adolescents, and adults differ in their cognitive and moral development; the sense in which motivation

and intention explain why people act as they do; how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Prerequisite: sophomore standing. Offered fall and spring semester. Credit 3 units.

**A&S SS FA** SSP

### Educ 305. Collective and Individual Memory

*Same as STA 3051.*

**A&S SS FA** SSP

### Educ 306. Literacy Education in the Context of Human Rights and Global Justice

*Same as Pol Sci 3060, Ling 3061, STA 306, AFAS 3061, AMCS 3061.*

Literacy is a fundamental human right. In this course, we explore the current and historical relationships between literacy and human rights. This includes an analysis of the ways in which literacy education is fundamentally linked to issues of global justice including political engagement and voting rights, environmental sustainability, gender and racial equality, and participation in the globalized economy. We investigate how literacy education has played a role in social struggles at local, national, and international levels such as the creation of the Freedom Schools in St. Louis, the Native American boarding school movement, the Civil Rights movement in the United States including the creation of the Citizenship schools, the Ebonics debate in Oakland, California, the Nicaraguan Literacy Campaign, and the current No Child Left Behind federal educational policy. Students explore how literacy education has been used, in each of these cases, as a tool of empowerment and a tool of oppression. Credit 3 units.

**A&S SS**

### Educ 313B. Education, Childhood, and Society

An examination of childhood, child development, and education from different perspectives. Observation of children in a variety of settings, including classrooms. Through historical, sociological, psychological and political readings, students will clarify current ideas about children, investigate the nature of childhood, and begin to understand how and why childhood is constructed as it is. Prerequisite: sophomore standing. Limited to 45 students. Credit 3 units.

**A&S SS FA** SSP

### Educ 314. Sociolinguistics, Literacies, and Communities

*Same as Ling 314, PNP 314, STA 3141.*

The well-known "literacy crisis" has forced scholars from many nations to turn their attention to learning about linguistic, cultural and class diversity of students and what this means for learning in schools. In this course we engage with the perceived disjuncture between homes, communities, and schools in an era of higher literacy standards, local literacies, and community knowledge. We examine the contribution of sociolinguistics to what we know about language and literacy education, achievement, and how this relates to social transformation within and across communities. Students can expect theoretical and methodological conversations as we use critical discourse theories, systemic linguistic approaches, and empowerment theories as lenses to formulate, challenge and critique the existing status of language and literacy education. Credit 3 units.

**A&S LA**

### Educ 325. Psychology of Adolescence

*Same as Psych 325.*

**A&S SS FA** SSP

### Educ 337. Play and Development

*Same as Psych 323.*

An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity, and cognitive abilities. We also

examine the uses of play in educational contexts, focusing on preschool and the early primary grades. Prerequisite: Psych 321 (Developmental Psychology) or Educ 304 (Educational Psychology). Credit 3 units.

**A&S SS**

### Educ 338. Computer Technology in Education

Technology has become increasingly important in education in the last 10 years. Many exciting new software applications have been developed by scholars in the learning sciences, an interdisciplinary field based in cognitive psychology. Many of these systems draw on the power of the Internet to support online student collaboration in inquiry-based and project-based learning. This course will introduce students to computer technology in education. No prior knowledge of computer programming or software design is required. A major goal of the course is to teach students the basic concepts behind computer programming and design. Toward this end, a significant portion of the course involves laboratory work where students will be solving programming assignments. This basic knowledge will allow students to acquire a deeper understanding of the different possible approaches to developing computer applications that are based on learning sciences research. This course requires a special classroom in which each student has his or her own computer during the class. Enrollment is limited to the number of students that can be supported by this classroom. Credit 3 units.

**A&S SS**

### Educ 343. Text, Memory, and Identity

*Same as IAS 343.*

**A&S TH**

### Educ 358. Language Acquisition

*Same as Psych 358.*

**A&S SS FA** SSP

### Educ 366. Psychology of Creativity

*Same as Psych 366.*

This course is an introduction to the psychological study of art and creativity. Our topics include the artist, the audience, the artistic product, the creative process, and social, cultural, and institutional influences on the creative process. We explore these issues by considering a range of creative fields, including painting, literature, music, and theater performance. Throughout the semester, we take a developmental perspective on psychology and art. How do children learn to create, perceive, and understand different art forms? What role can the arts play in education? To ground our study of the psychology of art, we will explore what "art" is, which members of society are labeled "artists," and how these categories are socially and culturally defined. Prerequisites: Ed 304, Educational Psychology or Psych 325, Adolescent Psychology or Psych 321, Developmental Psychology. Credit 3 units.

**A&S SS FA** SSP

### Educ 400. Topics in Education

An analysis of major educational issues, drawing on empirical research and literature. Seminar format. Topics vary by semester. Credit 3 units.

**A&S SS FA** SSP

### Educ 4011. Independent Study: Observation in the Schools

Credit variable, maximum 3 units.

### Educ 4033. Video Microanalysis: Methods and Tools

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social, cultural, and theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and non-verbal communication that are not easily identified in real-time viewing. Specifically we



may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions. Credit 3 units.

**A&S SD SS**

#### **Educ 404. Study for Honors**

A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study. Credit 3 units.

**A&S SS FA SSP**

#### **Educ 4052. Educational Psychology: A Focus on Teaching and Learning**

*Same as Educ 4052.*

The classroom as a physical, social, and intellectual environment. Selected psychological concepts and theories are applied to processes and practices of teaching and learning through readings, discussions, and participation/observation in preschools and elementary and secondary schools. A systematic, firsthand look at schooling in America both for prospective teachers and those interested in furthering their understanding of fundamental principles of teaching and learning. Prerequisite: sophomore standing. Must enroll in fieldwork laboratory (5 hours per week) Credit 4 units.

**A&S SS FA SSP**

#### **Educ 4055. Central Topics in Learning Sciences Research**

The learning sciences are a group of disciplinary approaches to the study of learning, including cognitive science, education, psychology, anthropology, and sociology. The core of the approach is based in the study of cognition and its relationship to the disciplines of science, mathematics, and literacy. Technology has become increasingly important in the last 10 years, as computer-supported collaborative learning (CSCL) software has grown in sophistication and effectiveness. The learning sciences have contributed interesting new methodologies for studying and documenting how learning occurs in real-world settings. In this course, we review the broad range of research currently taking place in the learning sciences, including methodologies for studying learning, computer software that supports both solitary and collaborative learning, the impact of new technologies on educational practice, and how learning sciences research impacts teacher professional development and schoolwide reform. Students acquire the ability to think creatively and critically about the learning sciences and to critically evaluate the strengths and weaknesses of specific classroom approaches and software applications. Credit 3 units.

**A&S SS**

#### **Educ 407. Curriculum and Instruction in Modern Foreign Languages**

*Same as Educ 407, Span 413.*

Modern foreign language curriculum in the secondary schools, with emphasis on the selection, organization, and appraisal of materials. Analysis of methods of instruction and evaluation in teaching modern foreign languages. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the Fall semester in which student teaching is done. Credit 3 units.

**A&S LA FA SSP**

#### **Educ 408. Education and Psychology of Exceptional Children**

*Same as Educ 408.*

Major handicaps of children that require educational modifications. The nature of the handicaps, their known causes, and educational provisions for exceptional children, ranging from special schools to "mainstreaming" children into regular classrooms. The nature of giftedness, together with

current practices of educating gifted children and youth. Required in teacher certification program. Prerequisite: sophomore standing. Offered Fall and Spring semesters. Credit 3 units.

**A&S SS FA SSP**

#### **Educ 413. Curriculum and Instruction in Art K-12**

Art curriculum in the public schools, with emphasis on examination of methods and materials for teaching art. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered Fall semester. Credit 3 units.

**A&S LA FA SSP**

#### **Educ 414. Curriculum and Instruction in English**

*Same as Educ 414.*

English curriculum in the secondary school; emphasis on the selection and organization of materials. Analysis of methods of instruction and evaluation in teaching literature and language. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered Fall semester. Credit 3 units.

**A&S LA FA SSP**

#### **Educ 415. Curriculum and Instruction in Science**

*Same as Educ 415.*

Secondary school science curriculum and instructional methods, including evaluation of curricular materials and student performance based on specific teaching objectives. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the Fall semester during the year in which student teaching is done. Offered Fall semester. Credit 3 units.

**A&S NS FA SSP**

#### **Educ 417. Curriculum and Instruction in Mathematics**

*Same as Educ 417.*

Mathematics curriculum in the secondary school, with emphasis on modern developments in organization of mathematics. Analysis of methods of instruction and evaluation in teaching mathematics. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the Fall semester during the year in which student teaching is done. Credit 3 units.

**A&S NS FA SSP**

#### **Educ 418. Curriculum and Instruction in Social Studies**

*Same as Educ 418.*

Goals of general education in social studies and their relationship to the nature of knowledge in the social sciences. Introduction to the nature of thinking and its relationship to pedagogy and teaching materials. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Credit 3 units.

**A&S SS FA SSP**

#### **Educ 4210. Developing Community-Based Documentaries: Video Inquiry for Educators**

*Same as Educ 4210.*

#### **Educ 4271. Health of the Child**

A study of the health and nutrition of children. Prerequisites: admission to the teacher education program or permission of director of Teacher Education. Credit 1 unit.

**A&S SS FA SSP**

#### **Educ 428. History of Education in the United States**

Credit 3 units.

**A&S SS**

#### **Educ 4280. History of Urban Schooling in the United States**

*Same as History 4280, AMCS 4280, URST 4280.*

This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general and we examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta, and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools and to examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles. Credit 3 units.

**A&S TH**

#### **Educ 4288. Higher Education in American Culture**

*Same as History 4288, AMCS 4288.*

Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to the nation's and regional cultural and economic development. In addition, they have functioned as one component of an increasingly diversified and complex system of education. This course, a reading colloquium, surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We use primary and secondary readings to examine critically its conflict-ridden institutional transformation from exclusively serving the elite to increasingly serving the masses. We explore the cultural sources of ideas as well as the growth and diversification of institutions, generations of students and faculty as they changed over time, and curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion. Credit 3 units.

**A&S TH FA SSP**

#### **Educ 4289. Neighborhoods, Schools, and Social Inequality**

*Same as AMCS 4289, URST 4289.*

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education, and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Credit 3 units.

**A&S SS**

#### **Educ 4301. Historical Social Content of the American School**

*Same as Educ 301C.*

The American School. Additional discussion, writing, and research will be expected for graduate credit. Credit 3 units.

**A&S TH FA SSP**

**Educ 4312. Tools of Inquiry***Same as Educ 4312.*

This course offers an introduction to teacher inquiry and provides a foundation of skills, knowledge, and performances that effective teachers use to monitor and improve practice. In this course, teachers are actively involved in their own teaching and learning with an emphasis on the following: Reflective practice: Reflective practitioners continually evaluate the effects of their choices and actions on others (e.g., students, parents, and other professionals in the learning community) and actively seek out opportunities to improve practice and grow professionally. Use of technology: Teacher leaders model the use of media and technology as tools of inquiry. This course supports teachers to do the following: Use multiple sources of data to assess the growth of individual learners; use assessment data to adjust curriculum and instruction to student needs; investigate their own biases, assumptions, and ideologies and monitor the effects on student learning; conduct research in the classroom to assist them in improving their practice; use portfolios and other reflective practices to document and monitor their professional development. Offered Spring semester. Credit 3 units.

**A&S SS****Educ 4315. Culture, Language, and the Education of Black Students***Same as Ling 4315, PNP 4315, AFAS 433, AMCS 4315, AFAS 433, AMCS 4315, URST 4315.*

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems, and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of Black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within Black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests. Credit 3 units.

**A&S CD SS FA SSP****Educ 4344. Seminar in Black Social Sciences***Same as AFAS 434B.***A&S CD SS FA SSP****Educ 434B. Seminar in Black Social Sciences***Same as AFAS 434B.***A&S SD SS FA SSP****Educ 4351. Reading and Reading Development***Same as Psych 4351.***A&S SS****Educ 440. Women in the History of Higher Education and the Professions***Same as AMCS 4908, WGS 440, History 4920.*

An advanced seminar with readings exploring education, historical studies, and feminist theory. Each student writes a paper, based on research in local archives and in other primary sources, on a topic related to women in higher education and/or professions. Prerequisite: junior standing or above; some background in American history. Credit 3 units.

**A&S SD TH FA SSP****Educ 4411. Social Statistics***Same as STA 441.***A&S SS FA SSP****Educ 4412. Social Statistics Practicum***Same as STA 442.***A&S SS FA SSP****Educ 4413. Project Design for Math and Science Education**

A course for those students who have an interest in teaching or educational design: This graduate/advanced-undergraduate course focuses on the design and construction of educational

projects for schoolchildren in the middle- and high-school levels of mathematics and science. Students in the course, in small group collaborations, will conduct an entire cycle of design, implementation, and evaluation of a small math or science project (or both) for local middle or high school students. Projects will be aligned with state and national standards, so they could be used in Missouri public schools. Creativity is encouraged! The class includes four phases of work throughout the semester: 1) Ongoing reading and discussion of the national and state standards for math and science instruction, and of research literature on inquiry in science and math education; 2) design of project activities, materials, and assessments, including specification of content, pedagogical, and technology goals, and alignment with standards; 3) conduct of the teaching projects at selected sites with middle-school or high-school students; 4) evaluation of projects in a final presentation and report. Students in science, mathematics, psychology, and education, with interests in teaching, educational research, or educational outreach, are encouraged to attend. Credit 3 units.

**A&S SS****Educ 4414. Learning Technologies for Math and Science***Same as Educ 4414.*

What does the integration of electronic technology into classrooms, projects, and informal settings mean for the development of our students' understanding of mathematics and science? What implications does it have for our own content understanding, and for how we lead our students in the classroom? Can we really integrate information technology into the classroom in ways that truly enhance student inquiry and reasoning? This course focuses on the function, design, use, and effectiveness of electronic technology in mathematics and science education, and, in particular, how it interacts with content and classroom practice. A primary perspective in the course will be the ways in which electronic tools can be used to promote understanding and interpretation of data and quantitative thinking as springboards to inquiry, modeling, and the doing of "authentic science." Participants learn several software applications and computer-based curricula, and read current research on the implications for the learning sciences of technology and modeling in science and math. Content emphasis is from middle- and high-school science and mathematics, and accessible to all teachers of science and math. In-service teachers, graduate students, and advanced undergraduates in education, mathematics, science, and psychology are invited. Credit 3 units.

**A&S SS****Educ 4415. Learning Sciences in Math and Science**

This course introduces the concepts of the learning sciences as related to mathematics, science, and technology education. The focus of the course is on how students learn fundamental concepts selected each semester from topics such as number, space, shape, data, operations, functions, rate, balance, density, etc. and how their ideas evolve and develop over time. The inventiveness of children's thinking and the sophistication of their interactions are shown as rich resources, often underutilized in typical classroom instruction. The developmental and epistemological theories of scholars such as Jean Piaget and the von Hiele are contrasted with sociocultural and linguistic approaches such as of Lev Vygotsky and Sylvia Scribner and Michael Cole, and the pragmatic theories of John Dewey. Topics include studies of error patterns, misconceptions, alternative conceptions in mathematics and science and how these relate to outside experience, student interactions and discourse patterns using excerpts from real classrooms. Students are expected to read original works, learn to

analyze video interviews from each perspective, and to read and summarize existing literature on children's reasoning for specific topics. The course is targeted towards upper division undergraduates, master's and doctoral students in education, psychology and/or mathematics and science, and adjusted to meet these various levels of preparation. Credit 3 units.

**A&S SS****Educ 4451. Teaching Writing in School Settings***Same as Educ 4451.*

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Offered Spring semester. Credit 3 units.

**A&S SS****Educ 4482. Current Issues in Social Theory***Same as STA 401.***A&S SS FA SSP****Educ 4511. Race, Ethnicity, and Culture: Qualitative Inquiry in Urban Education***Same as AFAS 4511, URST 4511.***A&S SD SS****Educ 4512. Race, Ethnicity, and Culture: Qualitative Inquiries into Urban Education II**  
*Same as AFAS 4512.*

This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender, and culture. The emphasis in this course is on developing methodology that is consistent with critically grounded, socially responsible, culturally responsive, and humane research projects and programs. Secondary English education majors are required to take Fall semester during the year in which student teaching is done. Prerequisite: AFAS/Educ 4511 and/or permission of the instructor. Credit 3 units.

**A&S SS WI FA SSP****Educ 453B. Sociology of Education***Same as Sociol 453, Sociol 453B, AMCS 453, STA 412, Educ 453B, AMCS 453, STA 412B.*

How does society shape schools and schools shape society? An examination of cultural, political, and economic factors and their relationship to the structure of our educational institutions; how control is exercised in classrooms; how knowledge and learning are defined, and basic values about equality, gender, and social justice are shaped by teachers' educational decisions. Students analyze their own schooling experience, visit at least two schools, interview teachers and students, and consider what changes are needed to make schools more responsive to students and communities. Prerequisite: Sophomore standing. Credit 3 units.

**A&S SD SS FA SSP****Educ 459F. Philosophies of Education***Same as AMCS 4591, Educ 459, AMCS 459.*

An examination of distinct educational philosophies (traditional, progressive, and radical) and an analysis of perennial topics in the philosophy of education (educational goals, the teacher's and student's roles, and curricular content). Discussion of such recent themes as gender relations and education, democracy and education, and moral values and education. Seminar format. Credit 3 units.

**A&S TH FA SSP**

**Educ 4608. The Education of Black Children and Youth in the United States**

Same as AMCS 4608, AFAS 4608, STA 4608, Educ 4608, AMCS 4608, AFAS 4608, STA 4608, URST 4608.

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, are placed in the foreground of course inquiries. Credit 3 units.

**A&S SD TH WI FA** SSP

**Educ 461. Introduction to Educational Tests and Measurements**

Same as Educ 4610.

Basic concepts of tests and measurements for teachers (and other school personnel). Topics: test reliability and validity; fundamentals of test construction and standardization; analysis of major types of group tests used in schools, including achievement and aptitude tests; meaning and interpretation of test scores; development of school testing programs. Teacher-made tests a central concern. Prerequisite: Educ 4052 or the equivalent. Credit 3 units.

**A&S SS**

**Educ 4611. Psychological Tests and Measurements**

Same as Psych 4611.

**A&S SS FA** SSP

**Educ 461B. The Construction and Experience of Black Adolescence**

Same as AFAS 461B.

**A&S SS FA** SSP

**Educ 462. Politics of Education**

Same as AMCS 4620, AMCS 462, URST 462.

Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities, and practices are promoted, and others, not. Credit 3 units.

**A&S SS FA** SSP

**Educ 4621. The Political Economy of Urban Education**

Same as AMCS 4621, URST 4261.

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course will be on the dynamic interrelationships among the political economy, urban education, and social stratification. Credit 3 units.

**A&S CD SS**

**Educ 463. Economics of Education**

How does society shape schools and schools shape society? An examination of cultural, political, and economic factors and their relationship to the structure of our educational institutions; how control is exercised in classrooms; how knowledge and learning are defined, and basic values about equality, gender, and social justice, shaped by teachers' educational decisions. Students analyze their own schooling experience, visit at least two schools, interview teachers and students, and consider what changes are needed to make schools

more responsive to students and communities. Prerequisite: Minimum sophomore standing. Credit 3 units.

**A&S SS**

**Educ 4681. Teaching Reading in the Elementary School**

Same as Educ 4681.

This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered Fall semester. Credit 3 units.

**A&S LA FA** SSP

**Educ 4699. Adolescent Psychology in School Settings**

An examination of current research on adolescent psychological development and the adolescent experience across different cultures. Emphasis is on the application of theories of adolescence to the classroom setting to those settings outside the classroom that can affect how students learn. Students are given a repertoire of pedagogical and communication strategies for effectively teaching adolescents as well as opportunities to implement and analyze them in the classroom and school. Credit 3 units.

**A&S SS FA** SSP

**Educ 470. Language, Learning, and Instruction**

Same as Ling 470.

This course, which emphasizes children's writing and literacy issues, is the third of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language, examines approaches to teaching writing, and focuses on work from sociological, feminist, and philosophical perspectives to affirm and criticize aspects of these approaches. Prerequisites: Educ 4681 and 525. Credit 3 units.

**A&S LA FA** SSP

**Educ 4731. Elementary School Mathematics**

Same as Educ 4731.

Fundamental concepts, properties, operations, and application of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. Examination and implementation of varied curricula and teaching strategies. Admission to Elementary Education program or permission of director of Teacher Education. Offered Spring semester. Credit 3 units.

**A&S NS FA** SSP

**Educ 4741. Elementary Science: Content, Curriculum, and Instruction**

Same as Educ 4741.

Focus on key concepts appropriate for elementary school science and health instruction. Repertoire of effective teaching strategies and approaches to curriculum development. Prerequisite: admission to teacher education program. Offered Spring semester. Credit 2 units.

**A&S NS FA** SSP

**Educ 4751. Elementary Social Studies: Content, Curriculum, and Instruction**

Same as Educ 4751.

Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Prerequisite: admission to teacher education program. Credit 2 units.

**A&S SS FA** SSP

**Educ 4771. Arts and Aesthetics: A Means of Communication**

Methods and materials for integrating the arts and aesthetics into the elementary classroom. Emphasis on art, music, and oral communication as well as curricula in movement. Prerequisite: admission to teacher education program, or permission of instructor. Credit 3 units.

**A&S LA FA** SSP

**Educ 481. History of Education in the United States**

Same as AMCS 481, Educ 481, AMCS 481, History 481.

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Credit 3 units.

**A&S TH FA** SSP

**Educ 4821. The Teaching-Learning Process in the Secondary School**

Same as Educ 4821.

The Teaching-Learning course Secondary teacher education majors are required to take during the Spring semester in which student teaching is done. The course focuses on the study, practice and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical decision-making and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Secondary teacher education majors are required to take 3 credit hours during the year when student teaching is done. Credit 3 units.

**A&S SS WI FA** SSP

**Educ 4831. The Teaching-Learning Process in the Elementary School**

Focus on four broad areas: self-awareness and human relations, generic teaching and behavioral management strategies, analysis of instruction, social and political issues affecting the classroom. Topics include teacher-pupil relationships, evaluation of pupil progress, curriculum development, instructional technology, and school organization. Admission to Elementary teacher education program required. Elementary teacher education majors are required to take this course in the fall semester during the semester in which student teaching is done. Credit 3 units.

**A&S SS WI FA** SSP

**Educ 4841. Elementary Methods Field Experience**

Same as Educ 4841.

Application and analysis of specific content area methods strategies in an elementary school classroom. Prerequisite: Admission to teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is done. Offered spring semester. Credit 2 units.

**A&S SS FA** SSP

**Educ 4843. Field Experience Seminar**

Same as Educ 4843.

This course guides students through a field experience in middle or secondary public school. Students observe and document classroom environ-

ment characteristics, professional teacher behaviors, and student behaviors; work with students individually and/or in small groups; prepare and teach a lesson. Credit variable, maximum 3 units.

**A&S SS**

#### **Educ 489. Education and Public Policy in the United States**

*Same as STA 489, AMCS 489.*

Critical examination of current public policy issues that shape education in a variety of institutions. Theoretical approaches to educational policy making; the significance of values, social goals, and knowledge in framing, implementing, and evaluating educational policy; relations among educational institutions affected by policy issues. Lectures, class discussions, and papers address literature on the problems of policy making and implementation, family policy, school policy, education and work policy, and cultural policy. Prerequisite: junior standing. Credit 3 units.

**A&S SS FA SSP**

#### **Educ 4891. The Science and Politics of Testing in the United States**

*Same as Educ 4890, AMCS 4891, URST 4891.*

Why do tests permeate American Society? Tests have been integral to the decision-making process in many venues of American culture, e.g., immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform, and graduation requirements. The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices in American society. The second purpose is to explore how testing practices influence the culture of schools, civil liberties, the work place, and public discourse about merit. Credit 3 units.

**A&S SD SS**

#### **Educ 4911. Student Teaching in the Elementary School**

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisites: admission to elementary teacher education program and permission of director of teacher education. Credit/No Credit only. Elementary teacher education students enroll for 8 credits during the fall semester. Credit variable, maximum 8 units.

**A&S SS FA SSP**

#### **Educ 492. Student Teaching in the Secondary School**

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisite: admission to teacher education program. Credit/No Credit only. Secondary teacher education students enroll for 8 credits during the spring semester. Credit variable, maximum 8 units.

**A&S SS FA SSP**

#### **Educ 4922. Student Teaching in Middle Schools**

*Same as Educ 4922.*  
Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. Middle school teacher education students enroll for 8 credits. Offered spring semester. Credit variable, maximum 8 units.

**A&S SS FA SSP**

#### **Educ 494. Student Teaching in Grades K-12**

*Same as Educ 494.*

Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. K-12 teacher education students enroll for 8 credits. Offered Spring semester. Credit variable, maximum 8 units.

**A&S SS FA SSP**

#### **Educ 4951. Middle School Philosophy and Organization**

*Same as Educ 4951.*

This course examines the history, goals, organization and philosophy of middle schools as institutions. Students will explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program. Credit 2 units.

**A&S SS FA SSP**

#### **Educ 4952. Middle School Curriculum and Instruction**

*Same as Educ 4952.*

Building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Educ 4951), this course explores the learning styles and attributes of middle-school students and examines instructional theory, methods and materials appropriate to grades 5-9. In addition, portions of this course will be devoted to specific content field methodology subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently and students will attend the session appropriate to their content major or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. Features a required practicum experience. Prerequisite: admission to teacher education program and Ed 4951. Credit 3 units.

**A&S SS FA SSP**

#### **Educ 498. Internship Seminar**

Credit 3 units.

#### **Educ 4999. Capstone Seminar in Educational Studies**

All majors not writing an Education senior Honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program. All Honors students are required to attend at least one session of the seminar to present their work and all graduating Educational Studies majors, including those completing Honors work in Educational Studies, are required to attend the final session of the seminar. Credit 3 units.

**A&S SS FA SSP**

#### **Educ 500. Independent Work**

Credit variable, maximum 6 units.

#### **Educ 503. Foundations of Educational Research**

An introduction to the basic concepts, philosophies, and techniques of research. The first portion of the course introduces the various kinds of methodologies used in education, including an analysis of the strengths, weaknesses, and limitations of each. The last portion of the course is devoted to the techniques used in investigating a topic of relevance to the students. Prerequisite: graduate standing or permission of instructor. Credit 3 units.

#### **Educ 5055. Power and Conflict in Mathematics and Science Education**

The purpose of this course is to examine the research literature in mathematics and science education focused on the interactions of policy, classroom practice, and community on student advancement. A central focus of the course will be on issues of agency, culture, classroom dynamics, and local structures that influence students' learning of science and mathematics. The readings will be drawn from the sociology of education, socio-cultural studies, philosophy of science, policy studies, and other relevant literature. Credit 3 units.

#### **Educ 516. Design of Educational Research**

Credit 3 units.

#### **Educ 5230. Professional Development in Mathematics and Science**

Professional development is a broad term encompassing a wide array of programming designed to improve teaching practices and student learning. Among science and math educators, professional development is a primary intellectual conduit between research and the practices of teachers in K-12 classrooms. The purpose of this course is to examine the theoretical assumptions driving the principles of design used in current models of professional development, critique the alignment of current theoretical approaches with evidence from research, and analyze the research methodologies for the probability of predicting impact on the goals of reform in content, curriculum, and instruction of science and math in K-12 classrooms. Credit 3 units.

#### **Educ 5231. Curriculum and Evaluation: A Review in Mathematics**

Students are introduced to an examination of various types of evaluation methods for curriculum effectiveness using the recent mathematics curricula as an example. We begin by reviewing the literature on the "Math Wars" to see how the news media and Internet have portrayed the issues and then examine the studies of the curricula themselves including the recent ones from the National Science Foundation, Chicago Math, and Saxon. Students are introduced to three types of evaluation methods: content analysis, comparative studies, and case studies, and will read examples of each. A curriculum evaluation framework is discussed and a subset of studies of each type is read and analyzed. If available, the National Research Council's report on the evaluations is read and discussed. The course is appropriate for doctoral and post-doctoral students in mathematics and science education as a model of curricular evaluation and related policy issues. Credit 3 units.

#### **Educ 5232. Learning Sciences Practicum in Math/Science/Technology**

Students participate in a series of design experiments which vary from 1-1 interviews to small group studies to various classroom and after-school configurations. The students are introduced to writings on methods of clinical interviewing and conducting small group investigations and classroom design experiments. The projects involve specific mathematical and scientific concepts often using new technologies. Students are expected to review the literature on the learning sciences connected with the particular experiments and to learn to conduct, analyze, and assist in the preparation of publications on the topics. Once a week laboratory meetings are scheduled to discuss articles and report on progress in the studies. Credit 3 units.

**Educ 5233. Modeling and Inquiry in Mathematics and Science**

This course introduces mathematics and science education students to research and practice related to the use of inquiry and modeling in instruction in science and mathematics. Three major topics include: 1) the use of modeling and simulation in current research in science and mathematics; 2) examples of modeling and inquiry in curricula and instruction and observational approaches to its documentation, and 3) theoretical and empirical work on the effects of inquiry on students and teachers' knowledge. Theoretical work by Dewey, philosophers of science, and science and mathematics educators are examined. The course includes hands-on exploration of curricular topics, video analysis and readings on developments in research related to inquiry. Credit 3 units.

**A&S SS**

**Educ 525. Diagnosis and Correction of Reading Disabilities**

*Same as Educ 525.*

This course is the second of three courses on teaching reading and writing, with an emphasis on readers, texts, and assessment. The purposes of this course are to address issues of the differences and disabilities that may occur in reading processes; evaluation of students' reading skills; analysis of texts for their use by readers; and designing classroom reading activities that assist students in all kinds of materials. Prerequisite: Educ 4681, or permission of instructor. Credit 3 units.

**Educ 527. Discourse Analysis**

*Same as Ling 527.*

This course will locate discourse analysis in relation to linguistics, psycholinguistics, sociolinguistics, language acquisition, and literacy. Discussions will cover different emphases in the study of discourse, including speech act theory, conversation, and text structure. Permission of instructor required. Credit 3 units.

**Educ 5282. Action Research and Other Forms of Reflective Practice**

This course offers knowledge and strategies for educators who desire to be more reflective and inquiry-oriented in their classroom practice. It explores the basic assumptions of qualitative research and examines, in considerable detail, one particular qualitative approach known as action research. Participants study the possibilities and challenges that action research holds for educators and learn how to use the methods of action research to study and change their own classrooms or schools. They also become familiar with other forms of reflective practice, including storytelling, study groups, and critical friends' groups. Participants are required to complete a small action research project in their own school. Credit 3 units. Educ 531A. Computer Applications in Education Credit 3 units.

**Educ 557. Contemporary Issues in Education and Society**

*Same as AMCS 557, Educ 557.*

This course is designed to provide teachers and others interested in education and schooling with an opportunity to examine some of the pressing issues in American education that are current topics of sustained discussion and debate. The issues selected for analysis vary from year to year. Credit 3 units.

**Educ 5571. Literacies in and out of Schools**

What it means to be literate is constantly being negotiated and renegotiated as individuals move from context to context. Expanded definitions of literacy include a focus on literacy as sets of socially, culturally, historically, and politically situated practices. Built on a model of multiple literacies used in the production of meaning from texts in a context, this course will draw on various pivotal research studies that address the role of individuals as well as the social dynamics in literacy learning and the dynamics underlying individual differences across contexts, including relations of power and unequal access to literacies. Credit 3 units.

**A&S SS**

**Educ 5681. Reading in the Content Areas**

*Same as Educ 5681.*

This course focuses on reading comprehension, reading and writing in content areas, reading assessment, and reading curriculum evaluation. Prerequisite: admission to teacher education program or permission of director of Teacher Education. Credit 3 units.

## English

### Chair

**David Lawton**, Professor  
F.A.A.H., Ph.D., University of York

### Endowed Professors

**Gerald L. Early**

Merle Kling Professor of Modern Letters  
Ph.D., Cornell University

**Wayne Fields**

Lynne Cooper Harvey Distinguished  
Professor of English  
Ph.D., University of Chicago

### Professors

**Joseph Loewenstein**

Ph.D., Yale University

**Robert Milder**

Ph.D., Harvard University

**Carl Phillips**

M.A., Boston University

**Vivian Pollak**

Ph.D., Brandeis University

**Richard Ruland**

Ph.D., University of Michigan

**Rafia Zafar**

Ph.D., Harvard University

**Steven Zwicker**

Stanley Elkin Professor in the Humanities  
Ph.D., Brown University

### Associate Professors

**Miriam Bailin**

Ph.D., University of California–Berkeley

**Mary Jo Bang**

M.F.A., Columbia University

**Guinn Batten**

Ph.D., Duke University

**Steven Meyer**

Ph.D., Yale University

**Wolfram Schmidgen**

Ph.D., University of Chicago

### Assistant Professors

**Lara Bovilsky**

Ph.D., Duke University

**Daniel Grausam**

Ph.D., University of California–Berkeley

**Marina MacKay**

Ph.D., University of East Anglia

**William McKelvy**

Ph.D., University of Virginia

**Sarah Rivett**

Ph.D., University of Chicago

**Jessica Rosenfeld**

Ph.D., University of Pennsylvania

**Joseph D. Thompson**

Ph.D., Yale University

**Kellie Wells**

Ph.D., Western Michigan University

### Senior Lecturers

**Kathleen Drury****Amy Pawl**

Ph.D., University of California–Berkeley

**Paul Rosenzweig**  
Ph.D., University of Michigan  
**Shane Seely**

**Lecturers**  
**Joan Brockman**  
Ph.D., St. Louis University  
**Bethany Daniels**

**Dean, University College**  
**Robert Wiltenburg**  
Ph.D., University of Rochester

**Writers-in-Residence**  
**Kathryn Davis**  
B.A., Goddard  
**Marshall Klimasewski**  
M.F.A., Bowling Green State University

**Director of the Creative Writing Program**  
**Mary Jo Bang**  
M.F.A., Columbia University

**Professors Emeriti**  
**Donald Finkel**  
M.A., Columbia University

**Richard Hazelton**  
Ph.D., Rutgers University

**Naomi Lebowitz**  
Ph.D., Washington University

**William Madsen**  
Ph.D., Yale University

**Carter C. Revard**  
Ph.D., Yale University

**Daniel Shea**  
Ph.D., Stanford University

**Richard Stang**  
Ph.D., Columbia University

**Jarvis Thurston**  
Ph.D., University of Iowa

**Burton M. Wheeler**  
Ph.D., Harvard University

If you are seeking a well-rounded liberal arts education or are interested in pursuing a career in journalism, publishing, business, law, medicine, social work, teaching, or writing, majoring in English is an excellent choice.

This diverse course of study introduces you to important literary texts and offers a wide range of electives that help develop your reading and writing skills, make use of critical thinking skills, and enhance appreciation of the intellectual, aesthetic, and moral dimensions of human experience.

In addition to teaching literary texts and theories, the Department of English offers you the opportunity to develop advanced writing skills in expository and creative writing courses. Courses are cross-listed with such programs as Women and Gender Studies, African and African American Studies, Religious Studies, and Comparative Literature.

The English faculty is made up of distinguished writers and scholars dedicated to

your learning experience. Classes are usually small enough to encourage a sharing of ideas among students and to provide stimulating discussion between faculty and students.

As a student majoring in English, you may pursue internships in communications and journalism, participate in study abroad programs, and design independent study courses. The English department's chapter of Sigma Tau Delta, the national English Honorary, publishes its own critical journal, *Word*, and involves majors in a variety of literary and extracurricular programs.

You also will have the opportunity to take courses and attend lectures and readings by distinguished writers and critics who join the department as Visiting Hurst Professors. In 2003–04, professorships were held by Declan Kiberd, Joy Williams, and Harold Love; in 2004–05, professorships were held by Jay Wright, Heather McHugh, Tony Earley, Kathryn Davis, and Frank Bidart; in 2005–06 by Michael Martone, Arthur Sze, Linda Gregerson, and Sigrid Nunez.

For more detailed information about declaring a major or minor in English, the English departmental office offers a *Guidebook on Undergraduate Studies in English*.

**The Major:** To major in English you are required to take E Lit 215 and either E Lit 211 or 257. There are no prerequisites for 200-level course work, but if you have little experience in writing, you should consider taking the required Writing 1 before enrolling in these courses.

English majors take 24 units of advanced courses, of which two must be taken at the 400 level. Students choose two courses in literature pre-1700 and two courses in literature between 1700 and 1900, one of which may also fulfill the requirement for a course in American literature. Then, if you wish to increase your expository writing skills or participate in fiction or poetry writing workshops, you may either substitute 9 units of upper-level English composition courses toward the major, or elect a 15-unit writing minor in English.

**The Minor:** You may minor in English and American literature by completing 15 units of introductory and advanced courses, of which one must be Shakespeare. The writing minor requires 15 units of expository or creative writing courses.

**Senior Honors:** If your grade point average is 3.5 or above, you are encouraged to apply for Honors with recommendations from your instructors. To earn Honors by Thesis, you must complete 27 units of advanced English courses, participate in the required Junior Honors Seminar (E Lit 398), and complete an Honors thesis. You can earn up to 6 units in Honors thesis tutorial. Or, to gain Honors without Thesis, you will take two additional courses at the 400 level and submit two fully revised essays from previous course work. Each candidate takes an oral examination.

## Undergraduate Courses

### English Composition

**E Comp 100. Writing 1**  
Students take Writing 1 to satisfy the University Writing Requirement (usually in the fall or spring

semester of their first year). In Writing 1, students develop the skills needed to write in the university context, experimenting with voices, styles, and rhetorical strategies while becoming more adept at researched and argumentative writing. Students must earn a C+ or better to satisfy this requirement. Those who do not will be required to take another semester of writing (either E Comp 100 or E Comp 213); those who do but still have difficulties that are likely to hinder them in other courses will be recommended for further practice in E Comp 213. Sections are small to facilitate in-class practice and workshop-style exchange. Must be taken for a letter grade. Credit 3 units.

**FA** Comp

### E Comp 1001. Writing Fundamentals

A preparatory course required of some students before they take Writing 1 (E Comp 100) (placement to be determined by the department). In E Comp 1001, students explore the writing process while working on fundamentals of written communication, including grammar and structure. Particular attention is paid to reading comprehension, critical thinking, and organization of ideas. The course does not by itself satisfy the University Writing Requirement, and must be taken for a letter grade. Credit 3 units.

**A&S** LA

### E Comp 211. Practice in Composition

Study in fundamentals of rhetoric, consistency in grammatical structure, and varieties of usage with attention to audience adaptation and the writer's style. Frequent practice in writing, primarily exposition, although specific assignments are determined by the needs of each class. Some sections emphasize academic discourse, oral communication skills, and connections between personal and scholarly researched writing. Limit: 15 students. Prerequisite: Writing 1. Credit 3 units.

**A&S** LA

### E Comp 213. Writing 2

An intermediate writing course that builds on the critical analysis skills that are the foundation of Writing 1. Students in Writing 2 experiment with and develop different modes of written and oral communication, seeking new awareness of writing strategies and conventions. Course work culminates in a project that incorporates researched, personal, and analytical modes. Prerequisite: Writing 1 or the equivalent (to be approved by the department). Credit 3 units.

**A&S** LA

### E Comp 221. Fiction Writing

Introductory course in the writing of fiction. Limit: 15 students. Prerequisite: Writing 1. Credit 3 units.

**A&S** LA

### E Comp 222. Poetry Writing

Introductory course in the writing of poetry. Limit: 15 students. Prerequisite: Writing 1. Credit 3 units.

**A&S** LA

### E Comp 224. Playwriting

*Same as Drama 227.*

An introductory course in playwriting. Limited to eight students. Prerequisite: Writing 1 and permission of the instructor. Credit 3 units.

**A&S** LA

### E Comp 298. Journalism: Communications Internship

For students undertaking projects in newspaper or magazine journalism, in radio or television, or in business, government, foundations, and the arts. The student must secure permission of the chair of the Undergraduate Committee, file a description of his or her project with the department and, at the end of the semester, submit a significant portfolio of writing together with an evaluation by the internship supervisor. Up to three units acceptable

toward the Writing Minor, but cannot be counted toward the English Major or Literature Minor. Prerequisite: Writing 1. Must be taken Credit/No Credit. Credit 3 units.

### E Comp 311. Exposition

Advanced composition (nonfiction) stressing logical and rhetorical principles in the development of ideas. Analytical study of models. Frequent practice in writing and criticizing, with attention to style. Individual and small-group conferences. Prerequisites: Writing 1 and junior standing. Credit 3 units.

A&S LA WI

### E Comp 311I. Exposition (Visual)

This exposition course emphasizes writing and visual analysis. We examine important forms of visual media—including painting, photography, film, television, advertising, and the Internet—to develop a sophisticated sense of the strategies, techniques, and the rhetoric of visual representation. Prerequisite: Writing 1 and junior standing or permission from the instructor. Credit 3 units.

A&S LA

### E Comp 312. Argumentation

Same as *Lw St 312*.

A study of rhetorical principles, persuasive techniques, fallacies. Researching topics; writing and presenting arguments and critiques. Prerequisites: Writing 1 and junior standing. Credit 3 units.

A&S LA WI

## Advanced Writing

The Department of English makes available each year a number of limited-enrollment courses in poetry, fiction, nonfiction prose, and playwriting. With the approval of the department, juniors and seniors may elect individual writing projects under E Comp 500 Independent Study.

### E Comp 314. Topics in Composition

Somewhere between fiction and journalism lies the world of creative nonfiction. From memoir to essay to straight travel writing it explores interior worlds as well as exterior ones. This course is designed to give students the opportunity to write using fiction techniques but from a nonfiction point of view in describing the personal journey. Credit 3 units.

A&S LA

### E Comp 321. Advanced Writing: Fiction

Limit: 12 students. Prerequisite: E Comp 221 and permission of instructor upon submission of writing samples. Credit 3 units.

A&S LA

### E Comp 322. Advanced Writing: Poetry

Limit: 12 students. Prerequisite: E Comp 222 and permission of instructor upon submission of writing samples. Credit 3 units.

A&S LA

### E Comp 351. Introduction to Playwriting

Same as *Drama 351*.

A&S LA FA Lit

### E Comp 352. Introduction to Screenwriting

Same as *Film 352*.

A&S LA

### E Comp 403. Dramaturgical Workshop

Same as *Drama 403*.

A&S LA

### E Comp 421. Proseminar in Writing: Fiction

This course is aimed at undergraduates who have taken both the initial and the advanced fiction workshops and would like to cap their undergraduate writing careers with an intensive workshop. We read contemporary and classic short stories—most assigned, but some chosen and presented by students—as part of an ongoing discussion of craft, and each student is asked to map out and

complete a broad, self-designed, large-scale project, usually a sequence of stories, a novella, or the dogged pursuit through several drafts of a single elusive story. Prerequisites: E Comp 221 and 321 and permission of instructor upon submission of writing sample and undergraduate student standing. Credit 3 units.

A&S LA

### E Comp 422. Proseminar in Writing: Poetry

For students qualified to pursue their own projects in poetry; criticism by other members of the class and by the instructor. Limit: 12 students. Prerequisites: E Comp 322 and permission of instructor upon submission of writing samples. Credit 3 units.

A&S LA

### E Comp 423. Proseminar in Writing: Nonfiction Prose

For students qualified to pursue their own projects in nonfiction prose; criticism by other members of the class and by the instructor. Limit: 12 students. Prerequisite: permission of instructor upon submission of writing samples. Credit 3 units.

A&S LA

### E Comp 431. Craft of Fiction

A literature/creative writing hybrid course; students read a number of contemporary historical fictions—an increasingly important and innovative genre—and then write one of their own. Credit 3 units.

A&S LA

### E Comp 432. The Craft of Poetry

An investigation into the art and craft of poetry, in order to consider the choices a poet makes in the process of composing and revising. The students are asked to complete many poetry writing exercises, as well as the writing of critical papers, in their investigation of poetic forms and modes from many historical periods. (This course is highly recommended for those who have completed or are taking the 300-level creative writing courses and to students in The Writing Program.) Credit 3 units.

A&S LA

### E Comp 452. Seminar in Playwriting

Same as *Film 452*.

A&S LA FA Lit

### E Comp 4731. Advanced Playwriting

Same as *Drama 473*.

A&S LA

### E Comp 4801. Screenwriting

Same as *Drama 480*.

A&S LA

### E Comp 500. Independent Study

Independent study in creative or expository writing. Prerequisites: junior standing and permission of the department. Students proposing projects in fiction or poetry must submit writing samples for approval of the faculty members directing the work. Projects in expository writing must be described in detailed prospectuses and approved by the faculty members directing the work and by the director of undergraduate studies. Credit/No Credit only. Credit variable, maximum 6 units.

## English Language and Literature

### E Lit 133C. African-American Poetry

Same as AFAS 133C.

A&S TH FA Lit

### E Lit 151. Literature Seminar for Freshmen

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course List-

ings. Prerequisite: first-year standing. Credit 3 units.

A&S TH FA Lit

### E Lit 151S. Literature Seminar for Freshman

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult *Course Listings*. Prerequisite: first-year standing. Credit 3 units.

A&S TH

### E Lit 190. Freshman Seminar African and African-American Culture

Same as AFAS 188.

A&S SD TH FA Lit

### E Lit 2001. Howard Nemerov Program

### E Lit 209. World Literature: Exile and Displacement

Same as *Comp Lit 211*.

A&S TH FA Lit

### E Lit 211C. Chief English Writers I

Same as *Med-Ren 211C*, *E Lit 211C*.

An introduction to major writers: Chaucer through Milton. Emphasis on chief works and critical methods for interpretation. Credit 3 units.

A&S TH FA Lit

### E Lit 214C. Introduction to Women's Texts

Same as *WGS 214C*.

A&S SD TH FA Lit

### E Lit 215. Introduction to Literary Study: Modern Texts, Contexts, and Critical Methods

Same as *AMCS 2153*.

Intensive introduction to important literary works published since 1700; how literary scholars use cultural, biographical, and generic contexts and apply critical approaches. Credit 3 units.

A&S TH

### E Lit 228. Theater Culture Studies I

Same as *Drama 228C*.

A&S TH FA AH

### E Lit 229C. Theater Culture Studies II

Same as *Drama 229C*.

A&S TH FA AH

### E Lit 237. The American Dream: Myth or Nightmare?

Same as *Drama 237*.

A&S TH

### E Lit 257. The Art of Poetry

An introduction to the critical vocabulary necessary for the study and evaluation of poetry; provides a basic understanding of prosody, poetic forms, and figurative language, and the historical periods in which poetry has been written. Credit 3 units.

A&S TH

### E Lit 281C. The Middle Ages: Multiple Views of Culture

Same as *Med-Ren 310C*.

A&S TH FA Lit

### E Lit 302W. Writing Modern War

The 20th century, as Graham Greene observed, was a century “in which there would never be a peace.” This writing-intensive course examines the ways in which modern writers have tried to describe warfare and its impact on both combatants and those on the “home front.” Credit 3 units.

A&S TH WI

### E Lit 303W. Strangers and Savages, Aliens and Outcasts

This writing-intensive course focuses on a literary tradition united by its representation of passionate hatred and intolerance. Credit 3 units.

A&S TH WI

**E Lit 304W. Craft of Fiction: Historical Fiction**

This writing-intensive course is a literature/creative writing hybrid course in which a number of contemporary historical fictions (meaning, fictions set in periods prior to the authors' births, and sometimes incorporating real historical events or figures) will be covered. Credit 3 units.

**A&S TH WI**

**E Lit 305W. Fabricating Lives**

The premise of this writing-intensive course is that autobiography is not a straightforward narrative of the past but a conscious shaping of life into a meaningful design. Credit 3 units.

**A&S TH WI**

**E Lit 306. Old English Literature: *Beowulf***

Credit 3 units.

**A&S TH**

**E Lit 307. The Writing of the Indian Subcontinent**

The Indian Subcontinent has in recent years yielded a number of writers, expatriate of other-wise, whose works articulate the post-colonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Subcontinental writers. Covering both fiction and nonfiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Michael Ondaatje and Romesh Gunsekera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity, and the constraints of gender roles. Credit 3 units.

**A&S CD TH FA Lit**

**E Lit 308. Topics in Asian-American Literature: Identity and Self-image**

*Same as AMCS 310, IAS 3081, East Asia 308.* Topics in Asian-American literature which vary from semester to semester. Credit 3 units.

**A&S SD TH FA Lit**

**E Lit 311E. Electronic Poetry**

An inquiry into new forms of screen art beginning with traditional printed poetry to varieties of virtual poetry emergent on the computer screen; the stream of programming code as a level of writerly activity. Credit 3 units.

**A&S LA**

**E Lit 311W. Electronic Poetry**

The primary focus in this writing-intensive course is to look at every possible kind of electronic poetry we can come up with in order to evaluate it as poetry. Credit 3 units.

**A&S LA**

**E Lit 312. Topics in English and American Literature**

*Same as AMCS 3112, AMCS 3122.*

Topics: themes, formal problems, literary genres, special subjects (e.g., English and American Romanticisms, science and literature, the modern short story). Consult *Course Listings* for offerings in any given semester. Credit 3 units.

**A&S TH FA Lit**

**E Lit 3121. The Medieval Romance**

*Same as Med-Ren 312.*

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's *Aeneid* to *Sir Gawain and the Green Knight*. Credit 3 units.

**A&S TH FA Lit**

**E Lit 3122. Topics in Literature: Heroes and Lovers**

*Same as Med-Ren 3122.*

We read *Beowulf*, *Sir Gawain and the Green Knight*, Chaucer's *Troilus and Criseyde*, *The*

*Mabinogion*, *The Tain*, *Margery Kempe*, and Malory's *Morte d'Arthur*. Credit 3 units.

**A&S TH FA Lit**

**E Lit 313. Topics in English and American Literature**

*Same as AMCS 3113.*

Credit 3 units.

**A&S TH FA Lit**

**E Lit 3141. American Indian Literature**

Texts and contexts from Osage, Yaqui, Hopi, Acoma, Laguna, Blackfeet, Chippewa, Kiowa, and other nations of America; naming ceremonies, deer dances, creation stories, and trickster tales lead to reading of contemporary poems and fiction. Credit 3 units.

**A&S TH FA Lit**

**E Lit 315. Topics in American Literature**

*Same as French 381, AMCS 3150.*

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult *Course Listings* for offerings in any given semester. Credit 3 units.

**A&S TH FA Lit**

**E Lit 315W. The Literature of the American Revolution**

*Same as AMCS 3155.*

While not a historical survey, the course presents several case studies raising questions about later myth and contemporary reportage. Credit 3 units.

**A&S TH WI**

**E Lit 319. Topics in Women and Literature**

*Same as WGS 319.*

**A&S SD TH WI FA Lit**

**E Lit 3191. Contemporary American Women Poets**

*Same as AMCS 3191, WGS 3191.*

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forché, Lauterbach. Credit 3 units.

**A&S TH FA Lit**

**E Lit 321. American Literature to 1865**

*Same as AMCS 3223, E Lit 321B.*

Credit 3 units.

**A&S TH FA Lit**

**E Lit 3211. Topics in 19th-Century American Writing**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 322. American Literature 1865 to Mid-20th Century**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 3222. 20th-Century American Writers**

*Same as AMCS 3222.*

Credit 3 units.

**A&S TH FA Lit**

**E Lit 322C. Major American Writers II**

*Same as E Lit 325.*

Representative works of American writing from 1880 to the present, with particular attention to fiction and poetry; authors include James, Stein, Hemingway, Faulkner, Ellison. Prerequisite: 6 units of sophomore literature, junior standing, or permission of instructor. Credit 3 units.

**A&S TH FA Lit**

**E Lit 322W. Major American Writers II**

This writing-intensive course is intended as an in-depth introduction to arguably the two most significant American fiction writers of the first half of the 20th century. Credit 3 units.

**A&S WI**

**E Lit 323. Selected American Writers**

*Same as AMCS 3232, WGS 323.*

Intensive study of one or more American writers. Consult *Course Listings* for offerings in any given semester. Credit 3 units.

**A&S TH FA Lit**

**E Lit 3254. Topics in Literature: African Americans and Children's Literature**

*Same as AFAS 3254.*

**A&S TH FA Lit**

**E Lit 326. Selected American Writers**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 327. Selected American Writers**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 328. Selected English and American Writers**

Intensive study of one or more English or American writers (e.g., Cooper and Twain, Dickens and Eliot, Joyce). Consult *Course Listings* for offerings in any given semester. Credit 3 units.

**A&S TH FA Lit**

**E Lit 328W. Selected English and American Writers**

Credit 3 units.

**A&S TH**

**E Lit 329. Selected English and American Writers**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 3303. Humanities and Technology Project:**

The Humanities and Technology Project provides the opportunity to combine a passion for the liberal arts with technology training and the leadership skills needed to succeed in any profession. Students develop prototype solutions for projects integrating technology into the humanities; faculty members in the humanities act as their clients; and specialists from Arts & Sciences computing provide training in a variety of database, multimedia, and interactive technologies. Course work involves research, planning, teamwork, technology training, and presentation skills. Credit 3 units.

**A&S TH FA Lit**

**E Lit 330C. The Renaissance**

*Same as Med-Ren 318C.*

**A&S TH**

**E Lit 331C. Tragedy**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 3322. Reading in the Renaissance: Texts and Practices**

This course aims, first, to acquaint students with English Renaissance literature, from Shakespeare to Dryden; then to investigate the ways in which that literature might have been read by its original audience; and finally to consider how such knowledge might, or should influence, our own understanding and experience of Renaissance texts. Credit 3 units.

**A&S TH**

**E Lit 332C. Comedy****E Lit 334. A History of the Golden Age of Children's Literature**

A comprehensive survey of the major works for children written during this period. Credit 3 units.

**A&S TH FA Lit**

**E Lit 3341. The History of Children's Literature from the End of the Golden Age to the Age of Multiculturalism**

A continuation of English 334, this is a compre-



hensive survey looking at the major works of children's and adolescent literature in both Britain and America. Credit 3 units.

**E Lit 335. Modern Drama 1850–1920**

The emergence of modern drama: emphasis on Ibsen, Strindberg, Chekhov, Shaw. Credit 3 units.  
A&S TH FA Lit

**E Lit 3351. Modern Drama 1880–1945**

Major figures of modern drama: Ibsen, Strindberg, Shaw, Chekhov, Lorca, Synge, Pirandello, Brecht, and O'Neill. Close literary study and consideration of these plays as examples of the art of the stage. Reference is also made to contemporary experiments in the other arts and to major literary movements in the time period under consideration. Credit 3 units.

A&S TH FA Lit

**E Lit 3361. Modern Drama, 1945 to the Present**

Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and theatrical techniques as well as the examination of trends in the contemporary theatre from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights. Credit 3 units.

A&S TH FA Lit

**E Lit 3370. Contemporary Stages: An Anglo-American History of Performance after 1950**

Credit 3 units.

**E Lit 3371. The Theatre of the Absurd**

Credit 3 units.

A&S TH FA Lit

**E Lit 339. Topics in 19th-Century American Writing**

Same as AMCS 3211.

Credit 3 units.

A&S TH FA Lit

**E Lit 3391. Topics in 19th- and 20th-Century American Writing: American Short Fiction**

Same as AMCS 3391.

This course is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in American short fiction. Credit 3 units.

A&S TH

**E Lit 340. Topics in 20th-Century American Writing**

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C (Chief American Writers), while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course. Credit 3 units.

A&S TH FA Lit

**E Lit 340W. The American Novel: Split and Hybrid American Identities**

Same as AMCS 3402.

Examination of the struggle to form an enabling identity for author, characters, and text against the divisive pressures of family and society. Credit 3 units.

A&S TH WI

**E Lit 342W. The Romance: Medieval to Modern**

Credit 3 units.

**E Lit 343. Two Cultures: Literature and Science**

Same as E Lit 343.

The relation between biology and literature as it has been examined and expressed in poetry, fiction, and nonfiction of the past two centuries. Credit 3 units.

A&S TH

**E Lit 344W. Writing About Performance**

In this writing-intensive course, students develop critical strategies for writing about theater and other performance events, in the present and in a range of historical periods. Credit 3 units.

A&S TH WI

**E Lit 347. Masterpieces of Literature I**

Masterpieces of Western literature in English translation: Homer through Dante. Credit 3 units.

**E Lit 348. Masterpieces of Literature II**

Masterpieces of Western literature in English translation: the 17th century through the 20th century. Credit 3 units.

**E Lit 3522. Topics in Literature**

Same as Drama 3523.

Topics course which varies by semester. Credit 3 units.

A&S TH FA Lit

**E Lit 3531. Selected English and American Writers:**

Same as AMCS 3531.

Credit 3 units.

A&S TH FA Lit

**E Lit 355. Topics in Literary Criticism and Theory**

Credit 3 units.

A&S TH FA Lit

**E Lit 3551. Topics: Literary Criticism and Theory: Ways of Approaching a Literary Text**

Credit 3 units.

A&S LA

**E Lit 356. The Art of the Novel**

Same as AMCS 3562.

Novelistic techniques and aesthetics. Credit 3 units.

A&S TH FA Lit

**E Lit 3571. 20th-Century Poetry**

Credit 3 units.

A&S TH

**E Lit 358. Studies in Short Fiction**

Study of the work of four novelists who were also fascinated by shorter forms throughout their careers: D. H. Lawrence, Joseph Conrad, Henry James and William Faulkner. The course is concerned with the variety of forms their work takes as it is shaped by the very individual visions of each. Credit 3 units.

A&S TH FA Lit

**E Lit 3581. Historical and Comparative Linguistics**

Same as Ling 320.

A&S LA FA Lit

**E Lit 3582. Black Literature: Race, Class, and Writing in the United States and the Caribbean, 1900–1950**

Same as AFAS 3582, AMCS 3582.

Study of the differences in literary tradition arising from the divergent social, racial, and educational milieux of the United States and the West Indies. Credit 3 units.

A&S SD TH

**E Lit 359. 19th-Century American Women Writers**

Same as WGS 358.

A&S TH FA Lit

**E Lit 360. The Writings of Philip Roth**

Fiction by Philip Roth in chronological order from his earliest to his last major effort. Credit 3 units.

A&S TH

**E Lit 362. The 18th Century: A Study of Major Texts**

Credit 3 units.

A&S TH

**E Lit 363. Theater Culture Studies III: Melodrama**

**E Lit 363C. Theater Culture Studies III**

Same as Drama 365C.

A&S TH FA Lit SSP

**E Lit 365F. The Bible as Literature**

Same as Re St 365F, Med-Ren 365F, JNE 365F, Comp Lit 365F.

Extensive reading in English translations of the Old Testament and the New Testament, with emphasis on literary forms and ideas. Credit 3 units.

A&S TH FA Lit

**E Lit 367. Religious Themes in Contemporary Literature**

Same as Re St 367.

The use by selected 20th-century writers of religious themes and symbols. Close analysis of the literary techniques by which religious concepts and images are developed and differing insights of writers representing a broad spectrum of contemporary attitudes toward religious issues. Credit 3 units.

A&S TH FA Lit

**E Lit 370. The Age of Victoria**

Works of fiction, poetry, journalism, children's literature, political cartoons, book illustrations, genre paintings, and photographs. The course aims to give a sense of the age in all its diversity and peculiarity, as well as to concentrate on a few central issues and developments in 19th-century British society: e.g. industrialism, materialism, feminism, liberalism, the rise of the social sciences. Readings will include works by Tennyson, Matthew Arnold, Lewis Carroll, Dickens, George Eliot, John Stuart Mill, Trollope, Oscar Wilde, and Edmund Gosse. Credit 3 units.

A&S TH FA Lit

**E Lit 371. The Age of Chaucer**

Same as Med-Ren 371.

Study of the ways in which literature and history interplay between 1340 and 1400. Literary texts include writings by Chaucer, Langland, the Pearl Poet, and anonymous composers of songs, dream visions, romances, satires, debates, and low stories; attempts to move from these to theoretical and over into historical texts, alienating where necessary and translating where possible. Credit 3 units.

A&S TH FA Lit

**E Lit 372. The Renaissance**

Same as Med-Ren 372.

Major texts of the European Renaissance examined to set English literary achievement in a continental context. Among authors studied: Petrarch, Castiglione, Erasmus, More, Luther, Wyatt, Rabelais, Montaigne, Shakespeare, Spenser, Jonson, Milton. Prerequisite: 6 units of literature, junior standing, or permission of instructor. Credit 3 units.

A&S TH FA Lit

**E Lit 3722. History of the English Language**

The course is designed to give students both a firm grasp of the facts of the history of the language and familiarity with some of the texts from which that history is derived. Credit 3 units.

A&S LA

**E Lit 3725. Topics in Renaissance Literature**  
Topics course in Renaissance Literature. Credit 3 units.

**A&S TH**

**E Lit 3731. Writing and the Representation of Pain**

Writing-intensive course on the representation of pain at every level, from private suffering to public policy. Course reader consists of examples of or extracts from a diversity of materials: The Bible and Ovid, medieval religious lyric, saints' lives, visions of hell and damnation, descriptions of visionary illness, Freud's *Anna O*, Kafka's *In the Penal Colony*, Wilde's *The Nightingale and the Rose*, Woolf's *On Being Ill*, Artaud and the theater of cruelty; autobiographical and other writings by Susan Sontag and Inga Clendinnen; theory by Bataille, Deleuze, Dollimore, and Elizabeth Grosz; work on pain by Leder, Morris, Rey and others; poetry by Anne Sexton, Sylvia Plath, Gwen Harwood, Alan Jenkins and others. We also read Elaine Scarry's *The Body in Pain* and two recent novels: Andrew Miller's *Ingenious Pain* and Manil Suri's *The Death of Vishnu*. Credit 3 units.

**A&S TH WI**

**E Lit 374W. Epistolary Literature in the 18th Century: Other People's Letters**

In this writing-intensive course, we examine the attraction the letter held for authors and readers alike, taking into consideration the advantages and the disadvantages of the form, its role in the development of the early novel, and current theories of epistolary writing. Credit 3 units.

**A&S TH WI**

**E Lit 375. The Romantic Period**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 3752. Modern British Novel**

Credit variable, maximum 6 units.

**E Lit 376. The Victorian Period**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 376C. The East-African Storyteller**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 3778. Comparative Studies in the Novel**

*Same as Comp Lit 3778.*

**A&S TH FA Lit**

**E Lit 3781. Wanderlust: Travel and American Culture**

**A&S** Requirements for College of Arts & Sciences students (for more information, see page 27).

CD = Cultural Diversity

LA = Languages and the Arts

NS = Natural Sciences and Mathematics

QA = Quantitative Analysis

SD = Social Differentiation

SS = Social Sciences

TH = Textual and Historical Studies

WI = Writing-Intensive Course

**FA** Requirements for College of Art students (for more information, see page 305).

AH = Art History

Comp = English Composition

Lit = Literature

NSM = Natural Sciences or Mathematics

SSP = Social Sciences or Philosophy

**E Lit 381. Banned Books**

*Same as AMCS 379.*

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, socio-political, or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments. Credit 3 units.

**A&S TH FA Lit**

**E Lit 3831. Topics in African-American Poetry**

*Same as AFAS 3838.*

**A&S TH FA Lit**

**E Lit 3838. Topics in African-American Poetry**

*Same as AFAS 3838.*

Credit 3 units.

**A&S TH FA Lit**

**E Lit 387. African-American Literature: Early Writers to the Harlem Renaissance**

Credit 3 units.

**E Lit 387C. Black Literature to Early 1900s**

*Same as AFAS 387C.*

**A&S SD TH FA Lit**

**E Lit 3881. Black Women Writers**

*Same as AFAS 3651.*

**A&S SD TH FA Lit**

**E Lit 388C. African-American Literature from the Harlem Renaissance**

*Same as AFAS 388C.*

**A&S SD TH FA Lit**

**E Lit 390. Topics in Comparative Literature**

*Same as Drama 456.*

**A&S TH FA Lit**

**E Lit 393. Literary Theory: Subject and Subjection**

*Same as Comp Lit 393.*

**A&S TH**

**E Lit 395C. Shakespeare**

*Same as Med-Ren 395C, Drama 395C.*

Introductory course emphasizing critical interpretation. Representative plays are studied in detail. Required of all English majors and minors. Credit 3 units.

**A&S TH FA Lit**

**E Lit 396. Topics in Shakespeare**

This course provides a close look at a few of Shakespeare's plays. Credit 3 units.

**A&S TH**

**E Lit 398. Junior Honors Seminar**

*Same as LH 398.*

Topic or writer to be studied varies from semester to semester; consult *Course Listings*. Designed for students seriously considering Honors in English. Prerequisite: permission of instructor. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4003. Blacks in Fiction**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 4011. Gender, Culture, and Identity in America**

*Same as WGS 401.*

**A&S SD TH FA SSP**

**E Lit 402. Introduction to Graduate Studies I: Research**

Introduction to academic scholarship and related professional activities. A workshop in developing topics, conducting research, preparing and presenting conference papers, articles, and grant proposals. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4021. Introduction to Graduate Studies II**

Continued introduction to academic scholarship and related professional activities. A workshop in developing topics, conducting research, preparing and presenting conference papers, articles, and grant proposals. Open only to graduate students in the English department. Credit 2 units.

**E Lit 403. Black and White in American Drama**

*Same as AMCS 402, Drama 4031.*

This course addresses the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes and Arthur Miller. Prerequisites: Junior standing, two 300-level courses or better. Credit 3 units.

**A&S TH FA Lit**

**E Lit 404. Topics for Writers: Beckett**

*Same as Drama 404.*

*Waiting For Godot, Happy Days, Krapp's Last Tape*: these are but three of Samuel Beckett's revolutionary texts for theater. The complete canon of plays is examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of *Endgame*. Course is intended for writers with some experience of the dramatic form. Incoming students must interview with instructor Nov. 12-14. Credit 3 units.

**A&S LA FA Lit**

**E Lit 405. Living Influences: Poets and the Poets Who've Shaped Them**

This course examines a number of very contemporary collections of poetry (e.g. from first books writers like Karen Volkman and Greg Williamson, to more established writers like Carl Phillips and Frank Bidart) to discover how generations of writers speak to and through one another. The course considers the nature and possible anxieties of writerly influence and how traditional and/or canonical writers' voices, verse, and vision have shaped a number of poets writing today. This class requires at least a basic knowledge of poetry in English up to the 1950s as we move freely among writers such as Ben Jonson, George Herbert, Gerard Manly Hopkins, and Emily Dickinson, as well as Pound, Eliot, Lowell, and Plath. Credit 3 units.

**A&S TH FA Lit**

**E Lit 407. Old English, Introductory**

*Same as Ling 407, Med-Ren 407.*

Study of the Anglo-Saxon language and introduction to major prose and short poetry of the period. Prerequisites: junior standing and 6 units of literature. Credit 3 units.

**A&S LA FA Lit**

**E Lit 408. Old English Literature**

*Same as Med-Ren 408.*

Close study of some major literary texts (e.g., Beowulf, the Exeter book) and major issues (e.g., Anglo-Saxon and Latin culture, traditions of heroic literature) of the Anglo-Saxon tradition. Prerequisite: E Lit 407, or permission of instructor. Credit 3 units.

**A&S LA FA Lit**

**E Lit 410. Medieval English Literature I**

*Same as Med-Ren 410.*

Credit 3 units.

**A&S TH FA Lit**

**E Lit 4101. Medieval English Literature II***Same as WGS 4101, Re St 4101.*

Topics course in Medieval English literature.

Credit 3 units.

A&amp;S TH

**E Lit 411. Old and Middle English Literature***Same as Med-Ren 411.*Early English literature from *Beowulf* and Anglo-Saxon poetry, in translation, through major works in Middle English of the 14th and 15th centuries, exclusive of Chaucer. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 413. 17th-Century English Literature: 1603-60***Same as Med-Ren 413, LH 413.*

Selected readings in English literature from Donne and Jonson through Dryden. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 415. 18th-century English Literature***Same as AMCS 414, LH 422, WGS 415.*

Selected readings in English literature from Pope and Swift through the age of Johnson. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 415A. Readings in 19th-Century English Literature**

Credit 3 units.

A&amp;S TH FA Lit

**E Lit 416. English Literature of the Romantic Period***Same as LH 460.*

Credit 3 units.

A&amp;S TH FA Lit

**E Lit 418. Victorian Literature 1830-1890***Same as IAS 418, EuSt 418.*

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold, and Pater. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4191. The Politics of the Body in the Writings of Andrew Marvell***Same as History 4191.*

A&amp;S TH

**E Lit 420. Topics in English and American Literature***Same as LH 464.*

Comparing the literatures — readings in the literature and theory of English and American Literature. Topics vary according to semester offerings. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4204. Film Theory***Same as Film 420.*

A&amp;S TH WI FA Lit

**E Lit 423. Topics in American Literature***Same as AMCS 423, WGS 423.*

Credit 3 units.

A&amp;S SD TH FA Lit

**E Lit 4231. Topics in American Literature I***Same as Re St 423, WGS 4233, AMCS 4231, LH 4232.*

Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4232. Slavery and the American Imagination***Same as AMCS 511, AMCS 4232, AFAS 435, LH 471.*

Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4233. The New England Tradition in American Literature**

Credit 3 units.

**E Lit 4234. Religion and the Public Sphere in Early America****E Lit 424. Topics in American Literature II***Same as EnSt 424, WGS 4241, AMCS 424.*

Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4241. In the Kingdom of Swing—Black American Culture**

An examination of the development of African-American literature and culture between 1929 and 1941. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4243. Contemporary African-American Drama**

A close study of selected plays from Africa, the Caribbean and the United States. We consider plays by Lonnie Carter, John Pepper Clark, Adrienne Kennedy, Wole Soyinka, Efu T. Sutherland, Derek Walcott, and Edgar White, among others. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4244. Topics in African-American Literature***Same as AFAS 429, AMCS 4244, AMCS 4244.*

Credit 3 units.

A&amp;S TH FA Lit

**E Lit 425. Early American Literature***Same as AMCS 430.*

From the invention of “America” to the writings of Edgar Allan Poe. Topics include the literature of colonization, native American myths, New England Puritanism, representative texts of the American Revolution and Early Republic, fiction and drama in the period of literary nationalism. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4255. Seminar in Theater History***Same as Comp Lit 425.*

A&amp;S TH FA Lit

**E Lit 426. The American Renaissance***Same as AMCS 4291.*

Literature of the mid-19th century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 427. American Literature: The Rise of Realism to World War I***Same as AMCS 4271.*

The maturing of American literature from the regional origins of realistic fiction just prior to the Civil War through the early naturalist novel and the beginnings of modern American poetry. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 428. Modernism and Postmodernism***Same as AMCS 431.*

Readings in early sources of 20th-century developments, followed by a selective survey of literary discourse from the 1920s through the 1990s in the United States. Prerequisites: junior standing and 6 units of literature or graduate standing. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4282. English Modernist Fiction***Same as AMCS 4282.*

The first half of the 20th century produced some of English fiction's greatest individual achievements, linked by writers' attempts to represent, through narrative experiments, a world in which many certainties about self and society were dissolving. Attentive reading of 10 novels or short story collections; study of the historical and cultural contexts to which these writers were responding. Among writers to be considered: E.M. Forster, Virginia Woolf, D.H. Lawrence, Rebecca West, Joseph Conrad, Katherine Mansfield, and Ford Madox Ford. Credit 3 units.

A&amp;S TH

**E Lit 429. American Fiction Since 1945***Same as AMCS 4301.*

Credit 3 units.

A&amp;S TH FA Lit

**E Lit 431. English Drama, Exclusive of Shakespeare, to 1642***Same as Med-Ren 431, Drama 431.*

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theatres. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4312. Early Drama**

This unit is concerned with English and European drama and spectacle from late Roman theater onwards: primarily in England, but with comparative material from France and Italy. The chronological span of the course ends at about 1600; the working assumption is that there is no clean break between Medieval and Renaissance drama, but that the theaters and scripts of the late 16th century should be understood as developing out of, as well as departing from, earlier theatrical traditions and practices. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 432. Topics in Renaissance Drama***Same as LH 432, Drama 432.*

A study of Elizabethan and Jacobean theatrical culture—the plays, players, playwrights, and audiences of public theaters, private theaters, and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster, and Shakespeare. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 4323. Reading in the Renaissance: Texts and Practices**

Examination of reading practices among original audiences for Wyatt, Sidney, Shakespeare, Donne, Jonson, Herrick, Marvell, Rochester, and Dryden and application to our understanding and experience of early modern texts. Credit 3 units.

**E Lit 433. Studies in Drama After 1660****E Lit 4331. American Drama***Same as Drama 453.*

A&amp;S TH FA Lit

**E Lit 434. Topics in English and American Drama**

Varies from semester to semester. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 435. Childhood and Society: The Formation of Children's Literature**An intensive examination of some of the major works that have shaped the canon and conception of children's literature in the English-speaking world. Among the authors to be studied are George MacDonald, Mark Twain, Kenneth Grahame, L. Frank Baum, Lewis Carroll, Robert Louis Stevenson, Rudyard Kipling, and others. If time permits at the end of the course, we examine some works that appeared in the *Brownies' Book*, the children's publication of the NAACP that appeared in 1920 and 1921, edited by W.E.B. Du Bois and Jessie Fauset, a significant attempt to create a literature for children of color. Credit 3 units.

A&amp;S TH FA Lit

**E Lit 436. Craft of Fiction: Dialogue**

A literature/creative writing hybrid course, we concentrate on the element of dialogue in fiction. We focus on 20th-century novels and stories that use dialogue in radical ways or that place conversational dynamics at the center of their projects, probably including works by Don DeLillo, Henry Green, Grace Paley, and Philip Roth. We consider the architecture of conversations—the evasions

and hidden agendas; the art of the well-made monologue; how speech is shaped by varieties of linguistic capital; and secrets as a narrative device, extending into issues of conspiracy and paranoia. Since this is a craft rather than a traditional literature course, we approach the texts as creative writers (although experience as such is not required), considering what they have to say through a primary emphasis on the means they develop to say it, and we put the craft into practice: assignments include both a critical paper and a short story using radical elements of dialogue. We also make room for some consideration of the dynamics of actual conversations, outside of fiction, through a reading of some conversational analysts and speech-act theorists, and through some real-world experiments. Credit 3 units.

**A&S TH**

**E Lit 437. Literary Theory: The Subject and Subjection**  
Credit 3 units.

**E Lit 438. African-American Comedy**  
Credit 3 units.

**A&S TH FA Lit**

**E Lit 440. Modernism**  
Credit 3 units.

**A&S TH**

**E Lit 441. Literature of Catastrophe**

*Same as Comp Lit 442.*

In this course we examine the ways in which art, both literary and visual, attempts to address catastrophic events. Credit 3 units.

**A&S TH**

**E Lit 442. Introduction to Romantic Poetry**

We read the poetry of the major Romantics—Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats—with attention to their biographical, historical, economic, and cultural contexts. Credit 3 units.

**E Lit 4451. Seminar: 19th-Century Theater in the United States and Britain**

**E Lit 4453. Seminar: Contemporary Irish Drama**

**E Lit 4454. Irish Women Writers**

*Same as WGS 4454.*

Credit 3 units.

**A&S TH FA Lit**

**E Lit 446. Introduction to Contemporary Poetry**

Introduction to contemporary poetry. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4461. American Studies and Poetry: The 20th Century**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 447. Modern British and American Poetry**

Modern poetic forms, schools and techniques. Readings in such poets as Yeats, Eliot, Pound, Moore, Auden, Bishop, Hill. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4471. Modern Poetry I: Modernisms**

American and British poetry before, during, and after World War I. Readings include Hardy, Yeats, Frost, Stein, Eliot, Williams, Moore, Johnson, Pound, H.D., and Stevens, as well as selections from Wordsworth, Whitman, and Dickinson. First half of two-course sequence; second half optional. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4472. Modern Poetry II: Post-Modernisms**

American and British poetry from 1930 to the present. Readings include Stevens, Riding, Crane,

Zukofsky, Bunting, Auden, Brooks, Olson, Bishop, Merrill, Ashbery, Hill, Ammons, Rich, Wright and Howe. Prerequisite: E Lit 4471 or permission of instructor. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4485. Topics in Irish Literature I**

Topics course in Irish literature. Credit 3 units.

**A&S TH**

**E Lit 449. 20th-Century Irish Poetry**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 4491. Theories of Cultural Studies: Cultural Patriarchy: Literature and Politics from A. Marvell to J. Locke**

*Same as LH 4653.*

**A&S TH FA SSP**

**E Lit 4492. The Irish Literary Revival**

The class studies major writings by Oscar Wilde, W. B. Yeats, J. M. Synge, James Joyce, and Flannery O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W. I. Thompson and Declan Kiberd is an organizing principle in the course. The class members see two films, offer oral reports, and write papers. Credit 3 units.

**A&S TH**

**E Lit 450. American Film Genres**

*Same as Film 450.*

**A&S TH FA Lit**

**E Lit 4502. Topics in Film and Media Studies**

*Same as Film 458.*

**A&S TH**

**E Lit 4503. Hollywood Film Genres, 1950s/1990s**

**E Lit 4533. Seminar: Tennessee Williams**

*Same as Drama 453.*

**A&S TH FA Lit**

**E Lit 455. English Novel of the 18th Century**

*Same as WGS 4550.*

Prose fiction by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4551. English Novel of the 18th Century**

Variable topics, such as Women and the Rise of the Novel, Daniel Defoe and the Problem of the Modern, The Bastard in the 18th-Century Novel. Credit 3 units.

**A&S TH**

**E Lit 456. English Novel of the 19th Century**

*Same as E Lit 456.*

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës, and Hardy. Credit 3 units.

**A&S TH FA Lit**

**E Lit 458. The Modern Novel**

Content and craft in the varying modes of the American, British, and continental modern novel by such writers as James, Joyce, Lawrence, Faulkner, Kafka, Mann, Gide, Camus. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4581. Modern British Novel**

A selection of books by some of the major 20th-century figures: Henry James, Samuel Butler, Joseph Conrad, James Joyce, D. H. Lawrence, Virginia Woolf, E. M. Forster, Elizabeth Bowen, Graham Greene, Christopher Isherwood, Sybille Bedford, V. S. Naipaul, William Trevor, and Kazuo Ishiguro. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4582. The North American Novel, 1945 to the Present**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 4583. British Fiction after Modernism**

Course attempts to identify characteristics of British postmodern fiction: experimental novels of the 1970s and 1980s—works by, for example, John Fowles, Alasdair Gray, and Martin Amis; the “devolution” of British fiction into its constituent Scottish and English strands in the 1980s and 1990s, as well as its simultaneous globalizing as diasporic novelists wrote from Britain about “home.” Younger writers, in frequently provocative ways, address the questions of nation, place, class, and sexual identity that have dominated the post-war period. Credit 3 units.

**A&S TH**

**E Lit 4584. Contemporary Fiction**

Credit 3 units.

**A&S TH**

**E Lit 4591. The Modern European Novel**

Credit 3 units.

**A&S TH FA Lit**

**E Lit 4601. The Shaping of Modern Literature**

*Same as AMCS 432, LH 452.*

Themes and major figures associated with the shaping of the modern literary imagination, including such topics as Freudian and Jungian versions of the self, phenomenological thought, the symbolist imagination, and such masters as Hegel, Kafka, Kierkegaard, William and Henry James. Topics vary each semester; consult Course Listings. Credit 3 units.

**A&S TH FA Lit**

**E Lit 461. Topics in English Literature I**

*Same as Comp Lit 4610, LH 466, Art-Arch 462, Med-Ren 4612, Med-Ren 4613.*

Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry, and politics. Consult *Course Listings*. Credit 3 units.

**A&S TH FA Lit**

**E Lit 462. Topics in English Literature II**

*Same as Med-Ren 462, WGS 462, Med-Ren 320C.* Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt. Credit 3 units.

**A&S SD TH FA Lit**

**E Lit 463. American Culture Traditions,**

**Methods, Visions**

*Same as AMCS 475.*

**A&S TH**

**E Lit 4631. Topics in English Literature and History: The 17th Century**

*Same as LH 4661, History 4631.*

Variable topics, such as Writing, Politics, and Society in Revolutionary England, Life Writing and Literature in Early Modern England. Credit 3 units.

**A&S TH FA Lit**

**E Lit 4642. Advanced Seminar in Literature and History**

*Same as LH 469.*

**A&S TH FA Lit**

**E Lit 4651. Topics in European Literature and History:**

The course gives equal time to historical and textual approaches, fiction and nonfiction, lecture and discussion, and is organized around the following rubrics: Worlds we have lost, the permanent crisis; aesthetic and spiritual, totalitarianism and resistance, and post-communism and post-modernism. Such writers as Gibbon, Nietzsche, Kafka, Schultz, Krudy, Cioran, Hasek, Dery, Freud, Gom-

browicz, Illyes, Wat, Schorske, and Enzenberger.  
Credit 3 units.

**A&S TH FA** Lit

**E Lit 4653. Banned Books**

Credit 3 units.

**A&S TH FA** Lit

**E Lit 466. Seminar in Theory and Methods**

*Same as Hum 405.*

**A&S TH**

**E Lit 4681. Topics in English Literature and History**

*Same as History 4681.*

**E Lit 469. Theory and Methods**

*Same as Hum 405.*

**A&S TH**

**E Lit 4693. Topics in European Literature and History**

Credit 3 units.

**A&S TH FA** Lit

**E Lit 4701. Topics in World Literature and History**

Credit 3 units.

**A&S TH FA** Lit

**E Lit 4702. Topics in World Literature and History**

Credit 3 units.

**A&S TH FA** Lit

**E Lit 472. History of the English Language**

*Same as Ling 472, PNP 472, Med-Ren 472.*

Concepts and methods of linguistical study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles. Credit 3 units.

**A&S LA FA** Lit

**E Lit 475. Intellectual History of Feminism**

*Same as WGS 475.*

**A&S TH FA** Lit

**E Lit 4751. American Culture: Traditions, Methods, and Visions**

**E Lit 476. Feminist Literary Theory**

*Same as WGS 419.*

**A&S TH**

**E Lit 478. The Craft of Fiction**

A literature/creative writing hybrid course concentrating on the element of dialogue in fiction, reading novels and stories that use dialogue in radical ways, including works by Don DeLillo, Henry Green, Zora Neale Hurston, Grace Paley, and Philip Roth. Credit 3 units.

**A&S LA FA** Lit

**E Lit 479. The Art and Craft of Poetry**

An examination of poetry from its beginnings in English to the present day considering the relationship between earlier traditions and the manifestations of those traditions in contemporary poetry. Issues such as image, metaphor and the employment of it, notions of vision, the extent to which vision can spring from the intersection of art and craft. Study of prosody, reading poems that exemplify the successful use of prosodic technique, and trying our own hands at those techniques as well. Credit 3 units.

**A&S LA FA** Lit

**E Lit 4801. Screenwriting**

*Same as Drama 480.*

**A&S LA**

**E Lit 481. Selected English Writers I**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings. Credit 3 units.

**A&S TH FA** Lit

**E Lit 482. Selected English Writers II**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings. Credit 3 units.

**A&S TH FA** Lit

**E Lit 483. Selected American Writers I**

*Same as AMCS 483.*

Concentrated study of one or two major American writers, e.g., Gertrude Stein and Richard Wright; Emily Dickinson. Consult *Course Listings* each semester for specific authors. Credit 3 units.

**A&S TH FA** Lit

**E Lit 484. Selected American Writers II**

Credit 3 units.

**A&S TH FA** Lit

**E Lit 490. Culture Industry: The Politics of Distraction**

**E Lit 491. Chaucer**

*Same as Med-Ren 491, LH 498.*

Readings in the *Canterbury Tales*. Lectures on background; critical analysis. Credit 3 units.

**A&S TH FA** Lit

**E Lit 493. Spenser**

*Same as Med-Ren 493.*

Readings in the *Faerie Queene* and *Shepherd's Calendar*, with attention to Spenser's deliberate fashioning of a literary career. Credit 3 units.

**A&S TH FA** Lit

**E Lit 494. Milton**

*Same as MLA 4941, LH 468, Med-Ren 494.*

Major poems and prose works in relation to literary and intellectual currents of the 17th century. Credit 3 units.

**A&S TH FA** Lit

**E Lit 495. Milton and Early Modern Poetry**

Two-course sequence on Milton and his various contexts. Credit 3 units.

**A&S LA**

**E Lit 496. Shakespeare Advanced Course**

*Same as Med-Ren 496, LH 495, Drama 496.*

A study of Shakespeare's career as a dramatist, with intensive work on particular plays in the light of critical traditions. Prerequisite: E Lit 395C, or permission of instructor. Credit 3 units.

**A&S TH FA** Lit

**E Lit 4969. Shakespeare in Production**

*Same as Drama 469.*

**A&S LA**

**E Lit 498. The Spenser Lab**

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an inter-institutional effort to produce a traditional print edition of the *Complete Works of Edmund Spenser*. Credit 3 units.

**A&S TH**

**E Lit 498W. The Spenser Lab**

In this writing-intensive course, the students are given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs). Credit 4 units.

**A&S TH WI**

**E Lit 500. Independent Study**

Prerequisite: junior or senior standing. (First-year students or sophomores may apply for independent study under General Studies 200.) A detailed prospectus approved by a faculty member who has agreed to supervise the student's work must be approved by the director of undergraduate studies. Credit variable, maximum 6 units.

**E Lit 5001. Honors Thesis Tutorial**

For students writing a Senior Honors thesis. May be taken fall and spring semesters of the senior year. Prerequisite: E Lit 398. Credit variable, maximum 6 units.

## Environmental Studies

### Director

**Jan P. Amend**, Associate Professor  
(Earth and Planetary Sciences)  
Ph.D., University of California—Berkeley

### Associate Director

**Tiffany Knight**, Assistant Professor  
(Biology)  
Ph.D., University of Pittsburg

### Endowed Professors

**Raymond E. Arvidson**  
James S. McDonnell Distinguished  
University Professor  
(Earth and Planetary Sciences)  
Ph.D., Brown University

### Pratim Briswas

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(Environmental Engineering)  
Ph.D., California Institute of Technology

### Milorad (Mike) Duduković

Laura and William Jens Professor (Chemical  
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(Chemical Engineering)  
Ph.D., Illinois Institute of Technology,  
Chicago

### Edward S. Macias

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Ph.D., Massachusetts Institute of Technology

### Robert Pollak

Hernreich Distinguished Professor of  
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(Economics)  
Ph.D., MIT

### Barbara A. Schaal

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(Biology)  
Ph.D., Yale University

### Alan R. Templeton

Charles Rebstock Professor  
(Biology)  
Ph.D., University of Michigan

### Professors

#### Robert E. Criss

(Earth and Planetary Science)  
Ph.D., California Institute of Technology

#### Willem H. Dickhoff

(Physics)  
Ph.D., Free University, Amsterdam

#### Robert F. Dymek

(Earth and Planetary Sciences)  
Ph.D., California Institute of Technology

#### M. Bruce Fegley

(Earth and Planetary Sciences)  
Ph.D., Massachusetts Institute of Technology

#### T. R. Kidder

(Anthropology)  
Ph.D., Harvard University

**Maxine I. Lipeles**

(Law, Interdisciplinary Environmental Clinic)

J.D., Harvard University

**Jonathan B. Losos**

(Biology)

Ph.D., University of California–Berkeley

**William R. Lowry**

(Political Science)

Ph.D., Stanford University

**Jill D. Pasteris**

(Earth and Planetary Sciences)

Ph.D., Yale University

**Bruce Petersen**

(Economics)

Ph.D., Harvard University

**D. Tab Rasmussen**

(Physical Anthropology)

Ph.D., Duke University

**Glenn D. Stone**

(Anthropology)

Ph.D., University of Arizona

**Robert W. Sussman**

(Anthropology)

Ph.D., Duke University

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(Environmental Engineering)

Ph.D., University of California-Davis

**Jon M. Chase**

(Biology)

Ph.D., University of Chicago

**J. Claude Evans**

(Philosophy)

Ph.D., State University of New York–Stony Brook

**Clare Palmer**

(Philosophy)

Ph.D., Oxford University

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Ph.D., Iowa State University

**Carrine Blank**

(Earth and Planetary Sciences)

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**Geff Childs**

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**Joshua B. Smith**

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Ph.D., University of Pennsylvania

**Jane Wolff**

(Architecture)

MLA, Harvard University

**Brian Wrenn**

(Civil Engineering)

Ph.D., University of Illinois

**Professor Emeritus****Owen J. Sexton**

(Biology)

Ph.D., University of Michigan

**Additional Faculty****Beth Martin**

(Engineering and Science Director)

M.S., Washington University

Environmental Studies is an exciting interdisciplinary program that gives you a relevant and comprehensive look at the various systems that shape the Earth's environment. This course of study offers you the opportunity to major or minor in either environmental natural science or societal issues associated with the environment. The program's curriculum reflects the breadth of environmental studies and allows you to explore in depth the environmental connections between different fields of study.

Because this degree program was created in response to student demand and faculty interest, both play an important role in shaping the atmosphere of interdisciplinary learning. Dedicated faculty from anthropology, architecture, biology, chemistry, earth and planetary sciences, economics, environmental engineering, law, philosophy, physics, and political science participate in the program. Outside the classroom, environmentally related student groups organize outings to local areas of interest.

As a major or minor in Environmental Studies, you may participate in environmental research or fieldwork. Fieldwork has included surveying local wetlands to study the effects of flooding, investigating the biological effects of lead smelting, and using satellite imagery to study the effects of flooding in river channels. Some examples of research have included studying thermophiles from Vulcano Island, Italy, co-management of National Parks, and Green Energy in the United States. You may choose to work in field schools or conduct research in environmental policy during a year abroad. In the past, students have worked in South Africa, Australia, Costa Rica, and Kenya. Also, internships are available with local organizations and businesses, including environmental consulting firms.

With a degree in Environmental Studies, you may pursue graduate work or an academic career, work for not-for-profit organizations or for businesses in the private sector, or enter public service with the Forest Service or Justice Department.

Environmental Studies offers three differ-

ent Tracks for students to follow:

**Track 1— Social Science.** This track is designed to give students a broad understanding of the environment with regard to anthropology, economics, history, philosophy, and political science. Students must complete five core requirements: EnSt 294, EnSt 295, EPSc 201, a capstone experience, and one of the three following courses: EnSt/Anthro 361, EnSt/Pol Sci 332, or CE/EnSt 461.

In addition to the five core requirements, students must also complete three of the following: Either of the courses not taken in the core requirements (Anthro 361, Pol Sci 332, or CE/EnSt 461) or Anthro 3322, Anthro 3612, Econ 103, Econ 451, Pathfinder 201 and 202, or EnSt 335/Phil 235F.

Students must also complete two more electives from a select list.

**Track 2—Geoscience.** This track is for students interested in Earth surface processes, including global elemental cycling, land use, aqueous geochemistry, geobiology, paleoenvironmental processes, and climate change. Students must complete nine core requirements: EnSt 294, EnSt 295, EPSc 201, EPSc 323, EPSc 352, Math 131, Math 132, Chem 111, Chem 112, a capstone experience, and one of the three following courses: EnSt/Anthro 361, EnSt/Pol Sci 332, or EnSt 461.

In addition to the nine core requirements, students must also complete an additional six electives from a select list.

**Track 3—Biology/Ecology:** This track provides students with a strong background in biology and ecology, with emphasis on evolution, genetics, botany, population, and behavior. Students must complete nine core requirements: EnSt 294, EnSt 295, EnSt 370, Biol 381, EPSc 201, Math 131, Math 132, Chem 111, Chem 112, a capstone experience, and one of the three following courses: EnSt/Anthro 361, EnSt/Pol Sci 332, or EnSt 461.

In addition to the nine core requirements, students must also complete an additional seven electives from a select list.

**Capstone Experience:** The capstone experience is meant to provide students with an educational experience that cuts across course work and allows them to integrate and synthesize the knowledge they have gained as an Environmental Studies major. It is a requirement that applies to all tracks within the major. The capstone requirement can be met by completing one of the following: Senior Honors Thesis (EnSt 498, 499), Interdisciplinary Environmental Clinic (EnSt 539), Seminar in Biodiversity Conservation (EnSt 491), Behavioral Research at the Zoo (Anthro 434), Independent Study (EnSt 390), Independent research activity/project (EnSt 391), Nonpaying summer research project and associated report (EnSt 392), or a Directed Internship (EnSt 300). Students may also propose an alternative course of study to fulfill the capstone.

**Students can design their own major.** Due to the diversity of topics in Environmental Studies, we realize that there may be some students who have an interest in the environment that is not properly covered by the approved curriculum. Therefore, students may propose their own track instead of working on the set requirements. Such tracks must propose a rigorous course of study that has a consistent theme that provides a depth of understanding in an area of environmental studies. Examples of appropriate tracks might be “Global Climate Change,” “Behavioral Science and the Environment,” or “Paleobiology.” Proposed tracks that sample broadly across Environmental Studies but without depth will not be approved. Students should identify and work with a sponsor to develop a track. Proposed tracks must be approved by the sponsor and the program director.

**The Minor:** Students planning to minor in Environmental Studies must take the following courses: EnSt 294, EnSt 295, EPSc 201, and one of the three following courses: EnSt/Anthro 361, EnSt/Pol Sci 332 or CE/EnSt 461, plus one elective from the following list: Anthro 3322, 3612, Econ 451, EnSt/History 3003, EnSt 335/Phil 235F, EnSt 370, Biol 381, EPSc 323, EPSc 352, or one of the courses not take above (EnSt/Anthro 361, EnSt/Pol Sci 332, or CE/EnSt 461).

## Undergraduate Courses

### EnSt 109A. Quantitative Reasoning in Environmental Science

*Same as EPSc 109A.*  
A&S NS QA FA NSM

### EnSt 110. Introduction to Environmental Studies

This course offers an overview of topics and disciplines needed to understand the environmental issues and challenges of today's world. The course will integrate aspects of biology, earth science, and policy. Specific topics will include preserving biodiversity, nature preserve management, human population growth, energy, pollution, and sustainability. For non-Environmental Studies majors. Credit 3 units.

A&S NS

### EnSt 125. The Dinosaurs: “Facts” and Fictions

*Same as EPSc 125.*  
A&S NS

### EnSt 181. Lectures in Environmental Studies

A survey of current environmental issues, including global warming, ozone depletion, degradation of groundwater quality, declining biodiversity, deforestation and conservation policy, and environmental law, among many others. At each meeting a member of the environmental studies program faculty or professionals working in environmental fields summarize that week's topic and lead the discussion based on a variety of source material. Students are expected to attend all lectures and take part in the discussions. Credit/No Credit only. Credit 1 unit.

A&S NS

### EnSt 201. Earth and the Environment

*Same as EPSc 201.*  
A&S NS

### EnSt 209. Design Process

*Same as Arch 209.*

### EnSt 220. Environmental Science

*Same as EPSc 220.*  
A&S NS FA NSM

### EnSt 221A. Human Use of the Earth

*Same as EPSc 221A.*  
A&S NS FA NSM

### EnSt 272A. Physics and Society

*Same as Physics 171A.*  
A&S NS QA FA NSM

### EnSt 294. Introduction to Environmental Studies: Social Sciences

Introduction to interdisciplinary environmental study in the social sciences and humanities. Topics include: differing interpretations of “nature” and “environment”; contrasting understandings of relationships between humans and their environments; key concepts in environmental studies such as “sustainable development” and “the precautionary principle”; different conceptions of , and objections to, environmentalism. These ideas and debates will be explored in the context of important current environmental controversies. No prerequisites Credit 3 units.

A&S SS

### EnSt 295. Introduction to Environmental Studies: Biology

*Same as Biol 295.*

A broad and integrative overview of biological aspects of environmental science focusing primarily on ecology, including behavioral, population, community, and ecosystem ecology; animal behavior; and conservation biology. Credit 3 units.

A&S NS

### EnSt 300. Environmental Internship

Internship with an environmental organization (commercial, not-for-profit, governmental, etc.) where the primary objective is to obtain professional experience outside of the classroom. Student must have a faculty sponsor, and must file a Learning Agreement with The Career Center, the faculty sponsor, and the site supervisor. A final written project is to be agreed upon between the student and faculty sponsor before work begins, and will be evaluated by the faculty sponsor at the end of the internship. Detailed supervision of the intern is the responsibility of the site supervisor. Credit 3 units.

### EnSt 3003. Critical Issues in American Environmental History

*Same as History 3003.*  
A&S TH

### EnSt 302. Urban Environmental History

*Same as History 302.*  
A&S TH FA SSP

### EnSt 3053. Nomadic Strategies and Extreme Ecologies

*Same as Anthro 3053.*  
A&S SS

### EnSt 306B. Africa: Peoples and Cultures

*Same as Anthro 306B.*  
A&S CD SS FA SSP

### EnSt 318. Development of the North American Landscape

*Same as EPSc 318.*  
A&S NS FA NSM

### EnSt 323. Biogeochemistry

*Same as EPSc 323.*  
A&S NS FA NSM

### EnSt 332. Environmental and Energy Issues

*Same as Pol Sci 332B.*  
A&S SS FA SSP

### EnSt 3322. Brave New Crops

*Same as Anthro 3322.*  
A&S SS FA NSM

### EnSt 335F. Introduction to Environmental Ethics

*Same as Phil 235F.*  
A&S TH FA SSP

### EnSt 345. Pollution Abatement and Waste Minimization

*Same as ChE 345.*

### EnSt 352A. Waste and Wastewater Treatment

*Same as CE 352A.*

### EnSt 361. Culture and Environment

*Same as Anthro 361.*  
A&S SS FA SSP

### EnSt 370. Biological Conservation

Conservation biology is a science born out of the current extinction crisis. This course examines the causes of the decline of biodiversity across the planet, including social, economic, and political, as well as biological, issues. Biological implications of this loss are discussed, as are the ways in which further degradation of the ecological systems on Earth can be prevented. Specific topics include habitat and endangered species management, conservation genetics, reserve design, environmental law, and the history of the conservation movement. Prerequisites: EnSt 295 (preferred), Biol 2970 or consent of instructor. Credit 3 units.

A&S NS

### EnSt 372. Behavioral Ecology

*Same as Biol 372.*

A&S NS FA NSM

### EnSt 373. Behavioral Ecology Lab

Laboratory/field course exploring topics in animal behavior and ecology. The primary goal of this course is to introduce students to experimental and observational techniques commonly used in studies of organisms and their environment. Methods studied will include measures of population abundance, spatial dynamics, foraging behavior, and community structure. Much of this course will take place in the field. Students should be prepared for the possibility of cold and/or inclement weather. Credit 2 units.

A&S NS

### EnSt 379. Feast or Famine: Archaeology and Climate Change

*Same as Anthro 379.*  
A&S SS

### EnSt 3793. Mississippi River Basin: Past, Present, and Future

*Same as Anthro 3793.*  
A&S SS

### EnSt 381. Introduction to Ecology

*Same as Biol 381.*  
A&S NS

### EnSt 390. Independent Study

Independent study for undergraduates, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit variable, maximum 6 units.

### EnSt 3901. Environmental Ethics Writing

### EnSt 391. Directed Research in Environmental Studies

Research activities or project in environmental studies done under the direction of an instructor in the Program. Permission of an instructor and of the chair of the program is required. Credit variable, maximum 6 units.

**EnSt 392. Directed Fieldwork in Environmental Studies**

Fieldwork carried out under the direction or supervision of an instructor in the program. Permission of an instructor and of the chair of the program is required. Credit variable, maximum 6 units.

**EnSt 408. Earth's Atmosphere and Global Climate**

Same as EPSc 408.  
**A&S NS FA NSM**

**EnSt 4170. Population Ecology**

Same as Biol 4170.  
**A&S NS**

**EnSt 419. Ecology**

Same as Biol 419.  
**A&S NS FA NSM**

**EnSt 4193. Experimental Ecology Laboratory**

Same as Biol 4193.  
**A&S NS**

**EnSt 424. Topics in American Literature I, II**

Same as E Lit 424.  
**A&S TH FA Lit**

**EnSt 428. Hydrology**

Same as EPSc 428.  
**A&S NS FA NSM**

**EnSt 430. Ecological Anthropology**

Same as Anthro 4281.  
**A&S SS FA SSP**

**EnSt 432. Environmental Mineralogy**

Same as EPSc 430.  
**A&S NS FA NSM**

**EnSt 437. Environmental Risk Assessment**

Same as ChE 438.

**EnSt 443. Environmental Chemistry**

Same as ChE 443.

**EnSt 444. Environmental Geochemistry**

Same as EPSc 444.  
**A&S NS FA NSM**

**EnSt 447. Analytical Methods in Environmental Geochemistry**

Same as EPSc 447.  
**A&S NS FA NSM**

**EnSt 448A. Combustion and Environment**

Same as E67 MAE 448A.

**EnSt 4491. Microbes in the Environment**

Same as EPSc 449.  
**A&S NS**

**EnSt 451. Environmental Policy**

Same as Econ 451.  
**A&S SS FA SSP**

**EnSt 455. Metropolitan Landscapes**

Same as ARCH 654D.

**EnSt 461. Introduction to Environmental Law and Policy**

Same as AMCS 461.

Survey of the most prominent federal laws governing environmental compliance and pollution control. Examines laws applicable to environmental impact statements, air pollution, water pollution, and hazardous waste. Addresses policy concerning the relative merits of using technological capabilities as compared with health risks in setting environmental standards. Discusses the need for environmental regulation to protect societal resources. Credit 3 units.

**A&S SS**

**EnSt 464. Hybrid Landscapes: Ecology, Infrastructure, and Cultural Expression**

Same as ARCH 564H.

**EnSt 479. Climate, Culture, and Human History**

Same as Anthro 479.  
**A&S NS FA SSP**

**EnSt 480. Special Topics in Microbiology-Chemistry-Earth Science**

Same as EPSc 480.  
**A&S NS**

**EnSt 491. Seminar in Biodiversity Conservation**

This discussion course examines the interplay of science, public policy, and economics as they relate to the conservation of biological diversity. Through an in-depth exploration of case studies, the course will provide an opportunity for students with diverse backgrounds to communicate across interdisciplinary boundaries, including ideas from anthropology, biology, earth sciences, economics, philosophy, and political science. Students will read primary literature and develop skills for critically evaluating the bases of opposing viewpoints. Students will work in small groups to present and argue these views in class. Course meets once each week for two hours. Evaluation is based on participation in discussion, short summary papers of case studies, and a term paper. Fulfills Capstone requirement for EnSt majors. Prerequisites: Seniors in Environmental Studies or Biology. Credit 3 units.

**A&S NS**

**EnSt 495. Environmental Writing**

Same as AMCS 495.

The goals of this course are to promote ecological literacy by studying some of the most influential texts of the modern environmental movement. The course is interdisciplinary, discussing readings from the perspectives of the American literary tradition, rhetoric, science, and public policy. The course also offers practice in persuasive environmental writing through a formal study of an environmental predicament and solution in report form as well as participation in oral and written debates on key environmental questions. Students will become more skilled with various types of environmental writing and they will have the opportunity to revise that writing throughout the semester. Prerequisite: Junior or Senior standing. Those outside of Environmental Studies and Earth and Planetary Sciences need permission of instructor. Credit 3 units.

**A&S WI**

**EnSt 498. Senior Honors Research**

Independent research for undergraduate Honors, to be supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors, and permission of instructor. Credit 3 units.

**EnSt 4980. Undergraduate Research Seminar**

Same as EPSc 498.

**A&S NS WI FA NSM**

**EnSt 499. Senior Honors**

Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors, and permission of instructor. Credit 3 units.

**EnSt 539. Interdisciplinary Environmental Clinic**

Same as Env 539, CE 539.

This course constitutes the technical component of an interdisciplinary environmental clinic based at the Law School. Engineering and environmental studies students will participate in interdisciplinary teams with law students, handling environmental projects for public interest, environmental or community organizations or individuals. Projects may involve the following activities: representing clients in state and local administrative proceedings; supporting litigation filed by non-clinic counsel; drafting proposed legislation; commenting on proposed regulations, permits, environmental impact statements or environmental assessments, and similar documents; and evaluating matters for potential future action. The goal is that for each project, students will have primary responsibility for handling the matter, and faculty will play a secondary, supervisory role. Engineering and environmental studies students may provide such technical support as investigating unknown facts, evaluating facts presented by other parties (such as in government reports), and working with law students to develop and present facts relevant to an understanding of and resolution of the matter. Engineering and environmental studies students must work at least an average of 12 hours per week on clinic matters, including attendance at and participation each week in at least one individual meeting with the professor; one group meeting involving the student team assigned to each project and the professor(s); and a two-hour seminar for all students in the clinic. (Engineering and environmental studies students will be excused from, but are still welcome at, specified seminar sessions focusing primarily on legal issues.) Prerequisites: CE262, or ChE 443, or EPSc 323 and permission of instructor. Credit variable, maximum 6 units.

**A&S SS**



# European Studies

## Co-Directors

### Lynne Tatlock

Hortense and Tobias Lewin Distinguished University Professor in the Humanities (Germanic Languages and Literatures) Ph.D., Indiana University

### Steven C. Hause

Senior Scholar in the Humanities (History) Ph.D., Washington University

## Endowed Professors

### John R. Bowen

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### Paul Michael Lützel

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Avis Blewett Professor of Music (Music) Ph.D., University of Cambridge

### Stanley L. Paulson

William Gardiner Hammond Professor of Law (Law and Philosophy) J.D., Harvard University Ph.D., University of Wisconsin

### James V. Wertsch

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### Lee K. Benham

(Economics) Ph.D., Stanford University

### Gerald Izenberg

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### Jeffrey G. Kurtzman

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### Joseph Loewenstein

(English) Ph.D., Yale University

### Stamos Metzidakis

(Romance Languages) Ph.D., Columbia University

### Wilhelm Neufeind

(Economics) Ph.D., Universität Bonn

### Dolores Pesce

(Music) Ph.D., University of Maryland

### Richard Ruland

(English) Ph.D., University of Michigan

### Joseph Schraibman

(Romance Languages) Ph.D., University of Illinois at Urbana-Champaign

### Henry I. Schvey

(Performing Arts) Ph.D., Indiana University

### Harriet Stone

(Romance Languages and Literatures) Ph.D., Brown University

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(Economics) Ph.D., Cornell University

### Guinn Batten

(English) Ph.D., Duke University

### Elizabeth Childs

(Art History and Archaeology) Ph.D., Columbia University

### Michael C. Finke

(Russian Studies) Ph.D., Indiana University

### Ahmet T. Karamustafa

(History) Ph.D., McGill University

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### Rebecca Messbarger

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### Max J. Okenfuss

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### Michael Sherberg

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### Akiko Tsuchiya

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(English) Ph.D., University of Virginia

### Guy Ortolano

(History) Ph.D., Northwestern University

### Corinna Treitel

(History) Ph.D., Harvard University

## Adjunct Faculty

### Pedro C. Cavalcanti

(Anthropology) Ph.D., University of Warsaw

### Sabine Eckmann

(Art) Director, Washington University Mildred Lane Kemper Art Museum Ph.D., University of Erlangen-Nürnberg

## Adjunct Associate Professor

**James E. McLeod**, Vice Chancellor for Students and Dean of the College of Arts & Sciences Ph.D. candidate, Rice University

## Professors Emeriti

### Elyane Dezon-Jones

(Romance Languages and Literatures) Doctorat de 3e Cycle, University of Paris

### Charles L. Leven

(Economics) Ph.D., Northwestern University

### Jerome P. Schiller

(Philosophy) Ph.D., Harvard University

If you have an interest in a broadly interdisciplinary perspective on the cultures, histories, politics, and economics of modern Europe (1750–present), you may major in International and Area Studies (IAS) with a concentration in European Studies. Given the importance of Europe to the United States, both historically and in the contemporary period, the relevant course work for this concentration is found across a wide range of social science and humanities departments at Washington University. We offer advanced course work in most major European languages (including French, German, Italian, Russian, and Spanish) as well as study abroad opportunities in all these languages.

For the requirements for a major in International and Area Studies with a European Studies concentration, please refer to International and Area Studies.

## Undergraduate Courses

### EuSt 3093. Politics of the European Union

*Same as Pol Sci 3093.*

**A&S SS**

### EuSt 3131. Russian Politics

*Same as Pol Sci 3131.*

**A&S SS FA SSP**

### EuSt 3210. Scandinavian Film—Nordic Light

*Same as Film 321.*

**A&S CD TH FA AH**

### EuSt 3250. French Film Culture

*Same as Film 325.*

**A&S TH**

### EuSt 3253. Democratic Politics in Eastern and Central Europe

*Same as Pol Sci 3253.*

**A&S SS FA SSP**

- EuSt 328. History of German Cinema**  
Same as *Film 328*.  
A&S TH
- EuSt 3316. Masterpieces of 19th-Century Russian Literature**  
Same as *Russ 331C*.  
A&S SD TH FA Lit
- EuSt 332. Topics in Film Studies: Italian Cinema**  
Same as *Ital 332*.  
A&S TH FA AH Lit
- EuSt 333. Economics of the European Union**  
Same as *Econ 333*.  
A&S SS
- EuSt 3331. The Holocaust: the Experience of European Jewry**  
Same as *History 333*.  
A&S SD TH FA SSP
- EuSt 335. Topics in Italian Cinema: Pier Apollo Pasolini: Ideology, Sexuality, Representation**  
Same as *Ital 334*.  
A&S TH FA AH
- EuSt 3350. The Jews in the Modern World**  
Same as *History 335C*.  
A&S CD TH FA SSP
- EuSt 3390. 20th-Century Russian Literature and Culture**  
Same as *Ruses 339C*.  
A&S CD TH FA Lit
- EuSt 340. History of World Cinema**  
Same as *Film 340*.  
A&S CD TH FA AH
- EuSt 3400. German Literature and the Modern Era**  
Same as *German 340C*.  
A&S CD TH FA Lit
- EuSt 344. Introduction to European Studies**  
Same as *IAS 344*.  
A&S CD TH
- EuSt 348. Europe in the Age of Imperialism: 1870–1940**  
Same as *History 348*.  
A&S TH FA SP
- EuSt 349. Europe in the 20th Century: 1914–1945**  
Same as *History 349*.  
A&S TH FA SP
- EuSt 3491. Europe in the 20th Century: 1945–2000**  
Same as *History 3491*.  
A&S TH FA SP
- EuSt 3500. The 19th-Century Russian Novel**  
Same as *Russ 350C*.  
A&S SD TH WI FA Lit
- EuSt 355. 20th-Century Britain**  
Same as *History 355*.  
A&S TH FA SSP
- EuSt 3552. Modern France since 1870**  
Same as *History 3552*.  
A&S TH FA SSP
- EuSt 3553. French Revolution and Napoleon**  
Same as *History 3553*.  
A&S TH FA SSP
- EuSt 356. 20th-Century Russian History**  
Same as *History 356C*.  
A&S TH FA SSP
- EuSt 3598. The First World War and the Making of Modern Europe**  
Same as *History 3598*.  
A&S TH FA SSP
- EuSt 359C. Topics in European History: Women in Modern European History, 1700–2000**  
Same as *History 359*.  
A&S CD TH FA SSP
- EuSt 362. Introduction to Russian Civilization**  
Same as *IAS 362*.  
A&S TH
- EuSt 366. Women in Film: From the Silent Feminists to Thelma and Louise**  
Same as *Film 366*.  
A&S SD TH
- EuSt 375. Screening the Holocaust**  
Same as *Film 375*.  
A&S TH FA AH
- EuSt 3750. Topics in Russian Culture**  
Same as *IAS 3750*.  
A&S TH WI
- EuSt 377. International Political Economy**  
Same as *Econ 377*.  
A&S SS FA SSP
- EuSt 3833. Realism and Impressionism**  
Same as *Art-Arch 3833*.  
A&S TH FA AH
- EuSt 3838. Modern Art in Fin-de-Siècle Europe, 1880–1907**  
Same as *Art-Arch 3838*.  
A&S TH WI FA AH
- EuSt 3872. The History of Modern Britain**  
Same as *History 3872*.  
A&S TH FA SSP
- EuSt 3874. An Embarrassment of Riches: 19th-Century Britain**  
Same as *History 3874*.  
A&S TH FA SSP
- EuSt 3878. Britain and Ireland from 1688 to 1870**  
Same as *History 3878*.  
A&S TH FA SSP
- EuSt 399. To Russia and Return: Travel, Literature, and History**  
Same as *History 39X9*.  
A&S TH WI
- EuSt 404. Germany Today**  
Same as *German 404*.  
A&S CD TH FA SSP
- EuSt 4156. Europe and the Second World War**  
Same as *History 4156*.  
A&S TH
- EuSt 418. Victorian Literature 1830–1890**  
Same as *E Lit 418*.  
A&S TH FA Lit
- EuSt 4271. Topics in Comparative Politics**  
Same as *Pol Sci 4271*.  
A&S SS WI FA SSP
- EuSt 428. Topics in Comparative Politics: Separatist Politics**  
Same as *Pol Sci 428*.  
A&S SS WI
- EuSt 4280. The New Sicilian School**  
Same as *Ital 428*.  
A&S TH FA Lit
- EuSt 432. Divergent Voices: 20th-Century Italian Women Writers**  
Same as *Ital 432*.  
A&S SD TH WI FA Lit
- EuSt 433. Literature of the Italian Enlightenment**  
Same as *Ital 433*.  
A&S TH WI FA Lit
- EuSt 4353. The Political Economy of the European Union**  
Same as *Pol Sci 4353*.  
A&S SS FA SSP
- EuSt 437. Cafe, Cadavers, Comedy, and Castrate: Italy and the Age of the Grand Tour**  
Same as *Ital 437*.
- EuSt 4412. The British Empire in Cross-Cultural Perspective: 1800–1970**  
Same as *History 4412*.  
A&S TH FA SSP
- EuSt 442. European Intellectual History: 1789–1890**  
Same as *History 442*.  
A&S TH FA SSP
- EuSt 443. European Intellectual History: 1890–1930**  
Same as *History 443*.  
A&S TH FA SSP
- EuSt 4432. Politics of Post-Soviet Countries (Commonwealth of Independent States)**  
Same as *Pol Sci 4432*.  
A&S SS FA SSP
- EuSt 444. European Intellectual History: 1930–2000**  
Same as *History 444*.  
A&S TH FA SSP
- EuSt 4442. The Jewish Experience in Eastern Europe**  
Same as *History 4442*.  
A&S CD TH FA SSP
- EuSt 4443. Jews and the City: Urban Dimensions of Modern Jewish Experience**  
Same as *History 4443*.  
A&S CD TH
- EuSt 4446. European Social History: 1750–1930**  
Same as *History 4446*.  
A&S TH
- EuSt 449. Imperial Russia**  
Same as *History 449C*.  
A&S TH FA SSP
- EuSt 458. Major Film Directors**  
Same as *Film 458*.  
A&S TH
- EuSt 4580. British History: Beyond the Beatles—Britain in the 1960s**  
Same as *History 4580*.  
A&S TH
- EuSt 4816. Art and Culture in Fin-de-Siècle Europe**  
Same as *Art-Arch 4816*.  
A&S TH FA AH
- EuSt 491. Postmodernism**  
Same as *Ital 491*.  
A&S TH WI
- EuSt 492. The Italian Detective Novel**  
Same as *Ital 492*.  
A&S TH WI FA Lit

**EuSt 4930. Advanced Seminar in History: The Transformation of Western European Societies: 1960–1990***Same as History 4930.***A&S TH****EuSt 4934. Advanced Seminar in History: The British Empire in Cross-Cultural Perspective: 1800–1970***Same as History 4934.***A&S TH FA SP****EuSt 4968. Advanced Seminar in History: War, Society and Identity: the European Novel of the 1920s***Same as History 4968.***A&S TH****EuSt 4986. Advanced Seminar in History: European History***Same as History 4986.***A&S TH****EuSt 4988. Advanced Seminar in History: The French Revolution***Same as History 4988.***A&S TH**

## Film and Media Studies

**Director****Jeff Smith**, Associate Professor  
Ph.D., University of Wisconsin–Madison**William Paul**, Professor  
Ph.D., Columbia University**Senior Lecturers****Richard Chapman****Pier Marton**

M.F.A., University of California–Los Angeles

**Shawn Shimpach**

Ph.D., New York University

As our national and international cultures become increasingly dominated by visual culture, we acknowledge the need to study those forms that provide our chief sources of entertainment and information. This need speaks to our desire to become critical viewers, knowledgeable in the history of the most popular contemporary art forms and possessing the analytical skills to understand and interpret visual forms of expression.

The undergraduate major in Film and Media Studies requires you to study history and aesthetics in an attempt to understand the creative force of an individual art work, its relation to other artistic production and its place in culture. Furthermore, because film and media creations are most often produced within an industrial context, you must also study industrial and business practices.

Complementing the critical studies curriculum courses in production will provide you with an intimate understanding of the kinds of choices that film and media artists confront, further refining your ability to view critically. To explore the film and media artists' tools analytically, you need to gain the same kind of insider understanding of the tools of the trade that literature students learn by writing.

It is not the purpose of this program to train students for professional work. Students who gain skills in writing and analysis, as they should in any rigorous course of study in the humanities, can work in many professions such as journalism and publishing, business, law, medicine, social work, and teaching. Film and Media Studies majors who seek careers in the entertainment and information industries will certainly gain an intellectual perspective on these forms that should enhance their professional lives. But this major also will benefit any student looking at other possible professions because it shares the aim of a liberal arts curriculum to train you in rigorous analytical thinking and provide you with historical knowledge.

**The Major:** The Film and Media Studies major aims for a sense of sequencing and comprehensiveness. It begins with a foundational course, Film 220 (Introduction to Film Studies) that trains you to analyze images for their formal and conceptual strategies. Four additional courses are required. Three

are designed to give you a historical overview of image-based media: Film 330 (History of American Cinema), Film 340 (History of World Cinema), and Film 350 (History of Electronic Media). A fourth required course, Film 420 (Film Theory), provides an overview of writings in film theory, a central part of the discourse on film, dating back to the 1910s.

On the production side, one course is required of all students: Film 230 (Moving Images and Sound), a foundational course in moving-image production that complements Film 220. Students with an interest in production may count two additional production courses toward the major, including courses in video production or courses in screenwriting.

A total of 12 credits of advanced electives (300 level or above) are required to complete the major. Electives in critical studies may be drawn from courses on individual directors, genre study, limited historical periods, study of individual crafts such as acting, and so on. You must take one elective that focuses on a national cinema other than that of the United States. (Courses on national cinemas offered in various foreign language departments are cross-listed and coordinated with courses in Film and Media Studies. Please check the course guide for cross-listings.)

**The Minor:** You may minor in Film and Media Studies by taking the first four critical studies courses (the introductory course plus the historical surveys of American and world cinema and the survey of broadcast media) required for the major for a total of 12 credits, plus one elective for another 3 credits, bringing the minor to 15 credits.

### Undergraduate Courses

**Film 110. Freshman Seminar: Race and Ethnicity on American Television**

Same as AFAS 111, AMCS 111.

This course presents a historical overview of the forms that racial and ethnic representations have taken in American television. The course attempts to chart changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. One of the key aims of the course is to understand how notions of American identity are produced by a consensus medium. Credit 3 units.

**A&S CD SD TH FA SP****Film 200. Special Projects**

This course is intended for freshmen and sophomores who wish to register for internships. Students must receive program approval prior to beginning the internship. Please consult the program guidelines governing internships. Credit variable, maximum 3 units.

**Film 220. Introduction to Film Studies***Same as Art-Arch 220, AMCS 246.*

How do film images create meaning? What are the tools the film artist uses to create images? This course introduces students to basic techniques of film production and formal methodologies for analyzing film art. Students learn the essential components of film language—staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses—to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in Film and Media Studies. Required screenings.

Credit 3 units.

**A&S LA**

**Film 230. Moving Images and Sound**

This introductory video production course explores how images and sounds function as cinematic building blocks and purveyors of content. Through creative assignments involving at times personal inquiry, at other times the understanding of elementary semiotics, the components of film and video are examined. Students learn the basics of key sound and editing software to produce, outside of class time, a short video piece. This course is a prerequisite to all other Film and Media Studies video courses. Prerequisite: Film Studies 220 or consent of instructor. Credit 3 units.

A&amp;S LA

**Film 3040. Documents and Documentary in Photography and Film**

Same as Art-Arch 3040.

A&amp;S TH FA AH

**Film 310. Video Production**

An advanced course exploring the creative and technical aspects of video production. Students sharpen their knowledge of cameras, directing, lighting, sound recording, nonlinear systems, and narrative structures. In addition to acquiring a theoretical understanding of the production process, students gain practical experience by producing, outside of class time, a short project reflecting their visual and conceptual maturity. Prerequisite: Film 230 (Moving Images and Sound) or permission of the instructor. Credit 3 units.

A&amp;S LA

**Film 311. Documentary Production**

Same as AMCS 3110.

In parallel with an overview of various documentary genres, ranging from the personal, the poetic, the agitprop, and cinema vérité, this course offers students the opportunity to produce a short documentary piece on the topic of their choosing. Aesthetic and ethical issues are explored by considering the overall methodology in terms of subjectivity, content, structure, and the possible usage of music and/or voice-over. For the sake of completing the project in time, it is recommended that students be familiar with the subject matter of their investigation before taking the course. Prerequisite: Film 230 (Moving Images and Sound) or permission of the instructor. Credit 3 units.

A&amp;S LA

**Film 315. Visual Music**

Same as Music 315, AMCS 3156.

The cinema took more than 30 years to emerge with fully synchronized sounds. Since then, sound and picture have continued to be more and more integrated and interdependent. Current music video artists like Michel Gondry and Chris Cunningham constitute only one expression of that desire to merge image and sound. Earlier, many explorers such as Oskar Fischinger, Peter Kubelka, and Norman McLaren conceived films where images and sounds surprise the viewer. In the process of producing similarly challenging 4- to 5-minute video pieces, we examine how synesthesia in the arts has functioned to energize the two media. A variety of software is explored in that context. Prerequisite: Film 230 or permission from the instructor. Credit 3 units.

**Film 321. Scandinavian Cinema—Nordic Light**

Same as IAS 3210, EuSt 3210.

Nordic filmmakers are famous for their longstanding use of natural lighting, their fascination with the extremes of the Nordic landscape and seasons, as well as stark examinations of moral conflict, all characterizing the work of its still dominant figure—Ingmar Bergman. In this course we approach Scandinavian cinema through the organizing principle of light, both as a stylistic convention and as a thematic element for which the Nordic cinemas are known. Starting with examples from the silent era and concluding with the Dogma films, we

view a variety of films. Discussions, readings, and papers in English. Required screenings. Credit 3 units.

A&amp;S CD TH FA AH

**Film 325. French Film Culture**

Same as French 3251, EuSt 3250, IAS 3250.

Called “the seventh art,” film has a long tradition of serious popular appreciation and academic study in France. This course offers an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as “Un chien andalou”), the poetic realism of the 1930s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the “tradition of quality” films, the French New Wave’s attempt to create a more “cinematic” style, the effects of the political turmoil of May ’68 on film culture, the “art house” reception of French films in the United States, and the broader appeal of recent hyper-visual (“cinéma du look”) films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course is on French cinema, we also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms are introduced but no prior knowledge of the language is expected. Required screenings. Credit 3 units.

A&amp;S TH

**Film 328. History of German Cinema**

Same as IAS 3291, EuSt 328, German 328.

This course explores the major developments of German cinema throughout the 20th century. More specifically, this course engages with issues relating to German film culture’s negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics include the political functions of German film during the Weimar, the Nazi, the post-war, and the post-wall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention is given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer, and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings. Credit 3 units.

A&amp;S TH

**Film 330. History of American Cinema**

Same as History 3303, AMCS 3301.

This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course examines both the contributions of individual filmmakers as well as determinate contexts of modes of production, distribution, and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings. Credit 3 units.

A&amp;S TH FA AH

**Film 331. The New Hollywood Cinema**

Same as AMCS 3302.

This course examines the history of film culture and the film industry in the United States since the end of the classical Hollywood studio system. It pays special attention to the period of auteur-centered filmmaking in the 1970s. During this time,

the end of the production code, the financial crisis of the industry, the unparalleled influence of European New Wave and Art films, and the introduction of the first generation of film school graduates (the so-called “movie brats”) all combined amidst the tumultuous cultural politics of such movements as the counterculture, civil rights, and second wave feminism to form a film-historical moment often called the Hollywood Renaissance. This brief period was soon followed by a newly reinvigorated Hollywood industry focused on the high-concept blockbuster. Such rapid transformations in the practice and nature of American film not only continue to influence commercial filmmaking today but also continue to shape our understanding of the role of authorship, genre, and ideology within Hollywood. The course considers films of the New Hollywood in the context of tensions between radicalism and populism, progressivism and nihilism, entertainment and ideology, artistic and commercial success. Required screenings. Credit 3 units.

**Film 340. History of World Cinema**

Same as Comp Lit 3405, EuSt 340, IAS 3400.

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film producing nations of Western Europe, this course considers the development of various national cinemas in Europe, Asia, and third world countries. The course seeks to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course considers how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Required screenings. Credit 3 units.

A&amp;S CD TH FA AH

**Film 349. Media Cultures**

Same as AMCS 3490, STA 348.

This course is an introduction to the interdisciplinary field of cultural and media studies. Through a focus on television and new media, it analyzes current theoretical ideas and debates about culture. Main topics include the relationship between new technologies and everyday life and popular culture; analysis of media messages and images; how media help construct new identities and mark differences between groups; analysis of the globalization of the production and circulation of media culture; the rise of multimedia cultural industries; and the role of the audience. Required screenings. Credit 3 units.

A&amp;S TH

**Film 350. History of Electronic Media**

Same as History 3853, AMCS 351.

This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the “narrowcasting” achieved by digital technologies. While some attention is paid to other national industries, the chief focus of the course is on electronic media in the United States to determine, in part, the transformative role they have played in the cultural life of the nation. The course explores the relationship of the electronic media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings. Credit 3 units.

A&amp;S TH

**Film 352. Introduction to Screenwriting**

Same as E Comp 352.

Writers explore the various elements, structure, and styles used in crafting a motion picture

screenplay. They experience this process as they conceive, develop, and execute the first act of a feature-length script. Writers create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers are encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class also explores the general elements of theme, genre, and voice. A more specific examination of mechanics, the nuts and bolts of story construction, plotting, pacing, etc. follows to support the ongoing writing process. In-class exercises aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work is shared and discussed regularly in class. Screening of film scenes and sequences provides students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands. Credit 3 units.

**A&S LA**

### Film 353. Writing Episodic Television

This class focuses on all the factors that go into preparing and writing an episode for a network TV series (dramas only). Students begin with a "pitch" (verbally or in short outline form) for an idea for a show currently on a network schedule. Once the "pitch" is accepted, the student then completes a "beat sheet," and ultimately a spec script that can run from 62 to 75 pages. Two drafts of the script are required. During the course of this process, students also learn how to research their narrative premises by contacting legal, medical, and law enforcement experts in order to guarantee the accuracy of their scripts. In addition to learning the actual writing process, students are expected to watch several television shows and to read books, scripts, and industry trade papers as they pertain to the craft and business of television writing. Finally, students meet agents, producers, directors, and other television industry professionals in order to gain their insights into the scriptwriting process and to gain a more global view of the steps involved in bringing their ideas to the screen. Credit 3 units.

**A&S LA**

### Film 360. The History of the Film Score

*Same as AMCS 360, Music 328.*

Do you notice the music in a film while you are watching it? Does your skin crawl when you hear the shark motif of *Jaws* or the shower music of *Psycho*? Would *Titanic* have been so successful without Celine Dion warbling "My Heart Will Go On"? These and other questions are addressed in this survey of the history of film music. From the earliest scores of the silent era to the pop/classical hybrids of today, we look at the contributions of major composers, the influence of new musical styles, and the impact of specific economic and technological factors on film scoring. Films shown in the course include *Mildred Pierce*, *Psycho*, *American Graffiti*, *Star Wars*, and *Trainspotting*. Required screenings. Credit 3 units.

**A&S TH FA AH**

### Film 3601. Documenting American Lives

*Same as AMCS 361.*

### Film 361. Film Sound

Although film critics and theorists tend to think of cinema as a "visual art," this shorthand description of the medium overlooks the importance of film sound in cinematic storytelling. This course is intended to provide a general overview of the way in which film theorists have treated the issue of sound in the cinema. Among the issues addressed in the course are: the contribution sound technology and practice makes to film form; the various possible formal relationships between sound and image; the effects of sound technologies on notions of realism and verisimilitude; the importance of sound to particular genres, like the horror film;

and finally, the role of sound in film spectatorship. The course also showcases the work of the most important sound stylists in film history, such as Fritz Lang, Orson Welles, Alfred Hitchcock, Robert Altman, and David Lynch. Required screenings. Credit 3 units.

**A&S TH**

### Film 363. Digital Video Post-Production

While post-production of the soundtrack has been around for years, post-production of the "visual track" has increasingly become a major phase in the video and movie-making process. It often allows filmmakers to enhance existing footage with potentially dazzling results. As in all our production courses, we are primarily concerned with developing strong content. The focus is not on special effects per se, but rather on how they may be used to enhance content. Projects might vary from semester to semester, but might include the production of a Public Service Announcement to be broadcast. Key post-production software like Comotion and AfterEffects are explored throughout the semester. Prerequisite: Film 230 (Moving Images and Sound) or consent of instructor. Credit 3 units.

**A&S LA**

### Film 364. Life After Broadcast: From the Screen to the Archive

*Same as Film 364.*

### Film 366. Women in Film

*Same as WGS 3666, EuSt 366, IAS 366.*

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the 20th century, from commercial blockbusters to the radical avant garde. Approaching the films in chronological order, we consider the specific historical and cultural context of each filmmaker's work. In addition we discuss the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen, and the gender politics of film production. Required screenings. Credit 3 units.

**A&S SD TH**

### Film 370. American Horrors

*Same as AMCS 369.*

Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestige literary adaptations like *Dr. Jekyll and Mr. Hyde*, the horror film began as a low-class genre, a notch above exploitation movies. In the 1970s-'80s, it became the dominant commercial genre by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars, and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers like George Romero and David Cronenberg. By a chronological survey of the American horror film, this course explores how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we consider the difficult questions raised by horror's simple aim of scaring its audience. In addition to weekly screenings, work for the course includes analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style are required. Prerequisite: Film 220. Required screenings. Credit 3 units.

**A&S TH**

### Film 371. Making War

*Same as AMCS 373.*

This course examines the cinematic representation of war. Using World War II as a case study, students examine a series of combat pictures, documentaries, and "home front" films from the 1940s

to the present. Several key questions guide the class discussion: How do war films respond to and shape the political worlds in which they are produced? How do these films confront the aftermath of war and the soldier's homecoming? Where is the line between the home front and the front line? More broadly, what does it mean to portray the violence and suffering that war inevitably brings? At the close of the semester, students partake in an in-class symposium presenting their research on the cinematic treatment of other conflicts, from the Civil War to the *War on Terror*. Films include: *The Boat*, *Saving Private Ryan*, *The Thin Red Line*, *Why We Fight*, and *Mrs. Miniver*. Readings include works by Susan Sontag, Kaja Silverman, and W.G. Sebald. Required screenings. Credit 3 units.

**A&S TH**

### Film 375. Screening the Holocaust

*Same as IAS 375, EuSt 375, JNE 380.*

The course surveys ways in which the story of the Holocaust is conveyed through film. Focusing on the individual and aesthetic pleasure, modern Western film seems to be an inappropriate genre to depict the German mass murdering of 6 million Jews. But since the broadcasting of the NBC series "Holocaust" in 1975, feature films have replaced documentaries and historiographies in educating the public about the traumas of the unprecedented genocide. With the continuing impact of the Holocaust on Jewish, American, and German identity and politics, Holocaust films are more scrutinized than any other genre. We examine these aesthetic and philosophical controversies as well as the narrative and editing strategies filmmakers use to relate collective history and individual trauma. Special attention is given to the complex cinematographic perspectives on human agency in a world of bureaucratically administered killing. In the course, we try to close the gap between reading film theory and watching a Holocaust movie: we analyze the properties of cinematic language, reconstruct the socio-historical and psychological formation of memory and imagination, and even question our own evaluation of a film. Screenings include *Shoah*, *The Wannsee Conference*; *Europa*; *Europa*; *Enemies*, *a Love Story*; *Jakob the Liar*; *Schindler's List*; and *Life Is Beautiful*. Required screenings. Credit 3 units.

**A&S TH FA AH**

### Film 420. Film Theory

*Same as E Lit 4204, Comp Lit 4204.*

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course initially reviews the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course then examines more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory, and postmodernism. Throughout the course, we consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey, and Fredric Jameson. Required screenings. Credit 3 units.

**A&S TH WI FA Lit**

### Film 421. Film Historiography

This course is a seminar on the writing of film history and is intended to provide a capstone experience for Film and Media Studies majors. Through an engagement with the historiographical writings of scholars, such as Dominic LaCapra, Hayden White, and Michel Foucault, students gain an understanding of various genres of film histori-

cal writing, an appreciation for the kinds of research that film historians do, and a familiarity with the ways in which film historians delimit their field of study, form research questions, and develop hypotheses. In addition to reading and classroom discussions, students are expected to write a fairly lengthy paper (17-20 pages) that involves original historical research and the close examination of trade press, professional journals, fan magazines, and news articles. As preparatory assignments leading up to the final project, students also prepare project descriptions, bibliographies, and outlines that are shared and discussed in a workshop format. Credit 3 units.

**A&S TH**

#### **Film 430. Clown Princes**

*Same as AMCS 4303.*

"Dying is easy, comedy is hard," runs an old theatrical adage. Nevertheless, some of the most popular actors in American film have chosen the hard path by typecasting themselves in comedy, playing repeated variations on the same character. "Comedian comedy," representing films that showcase the distinctive skills of great clown-actors, is the central concern of this course. We analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We look at films starring Charles Chaplin, Buster Keaton, Harold Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carrey, and Eddie Murphy. Work for the course requires reading in comic theory and analytical essays. Required screenings. Credit 3 units.

**A&S TH**

#### **Film 450. American Film Genres**

*Same as AMCS 457, E Lit 450.*

By close examination of three or four specific types of film narratives, this course explores how genre has functioned in the Hollywood mode of production. Students gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study are chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film, and others. In addition to film showings, there are readings in genre theory as well as genre analyses of individual films. Required screenings. Credit 3 units.

**A&S TH FA Lit**

#### **Film 452. Advanced Screenwriting**

*Same as E Comp 4521.*

This course is intended for students who have already taken Film Studies 352, "Introduction to Screenwriting." Building on past writing experiences, students explore the demands of writing feature-length screenplays, adaptations, and experimental forms. Particular attention is paid to the task of rewriting. Credit 3 units.

**A&S LA FA Lit**

#### **Film 458. Major Film Directors**

*Same as AMCS 4581, IAS 459, EuSt 458, E Lit 4502.*

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course explores the art of film direction. We learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. Required screenings. Credit 3 units.

**A&S TH**

#### **Film 495. Special Projects**

This course is intended for juniors and seniors who wish to register for internships. Students must receive Program approval prior to beginning the internship. Please consult the program guidelines governing internships. Credit variable, maximum 3 units.

#### **Film 499. Study for Honors**

This course is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors and be approved by a faculty committee. Please consult the program guidelines for application deadlines and other requirements. Credit 3 units.

#### **Film 500. Independent Study**

This course is intended for students who wish to pursue areas of study not available within the standard curriculum. In order to enroll for this course, students must have a faculty adviser and submit a contract outlining the work for the course to the Film and Media Studies office. Please consult the program guidelines governing independent study work. Credit variable, maximum 3 units.

## FOCUS

### **Participating Faculty, 2006-08**

**Miriam L. Bailin**, Associate Professor (English)

Ph.D., University of California-Berkeley

**Marvin J. Cummins**, Professor Emeritus (Political Science)

Ph.D., University of Colorado

**Elyane Dezon-Jones**, Professor Emerita (French)

Doctorat de 3e Cycle, University of Paris

**Joachim Faust**, Lecturer (Linguistics)

Ph.D., University of Kansas

**Dirk Killen**, Assistant Dean (Arts & Sciences)

Ph.D., Harvard University

**Mary Laurita**, Assistant Dean (Arts & Sciences)

Ph.D., Columbia University

**Joseph Loewenstein**, Professor (English)

Ph.D., Yale University

**Jeffery S. Matthews**, Senior Artist in Residence

(Performing Arts)

M.F.A., Virginia Commonwealth University

**Henry I. Schvey**, Professor (Performing Arts)

Ph.D., Indiana University

#### **Lynne Tatlock**

Hortense and Tobias Lewin

Distinguished University Professor in the Humanities

(German)

Ph.D., Indiana University

FOCUS is a special, year-long seminar program open only to first-year students. Several FOCUS plans are offered every year, each built around a seminar topic reflecting the FOCUS faculty member's particular area of expertise. All students in a FOCUS seminar also attend a companion course chosen by their professor to encourage exploration of the seminar topic from varying perspectives. The FOCUS program provides a coherent, group-oriented learning experience, with out-of-classroom activities, while still allowing time for electives.

FOCUS seminars change each year and have included such topics as the following: Law and Society; Global Culture and the Individual; the Theater as a Living Art; Wild Ethics and Environmentalism; Writers as Readers; Nationalism and Identity; and Cuba: From Colonialism to Communism. Enrollment in each FOCUS plan is limited to 16 students to ensure informal, personalized instruction. All FOCUS courses count toward degree requirements, and no major or pre-professional curriculum is precluded by enrolling in FOCUS.

#### **Focus 201. FOCUS: Nationalism and Identity: The Making of Modern Europe**

*Same as History 2011.*

This course is a reading-and-discussion seminar

designed for students interested in an interdisciplinary program in history, literature, and language. It covers a series of major topics in French and German history, beginning with the French Revolution and culminating in the origins of World War I. The unifying theme will be the concept of the nation and development of nationalism. Major topics include Napoleon, the revolutions of 1848, and German unification; related topics include such issues as women and the concept of the nation. The seminar reads texts such as the Abbe Sieyes' *What is the Third Estate?* (in translation) and reviews excerpts from such films as Abel Gances's *Napoleon* and Jean Renoir's *La Marseillaise*. Credit 3 units.

**A&S TH FA SSP**

**Focus 202. Focus on French Nationalism 1789–1914: The Formation of French National Identity**

Exploration of cultural expressions and depictions of nationalism in France 1789–1914 with emphasis on literary forms—poetry, prose, drama—against the background of social and political change and in particular against the background of Franco-German relations. Includes investigation of the use of gender to construe the nation; founding myths; the roles of men, women, and the family in the nation; importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the French versus the German, as well as contemporary critiques of nationalism. Taught in English. Co-requisite: Each student should enroll in the level of French language instruction that follows his or her fall course. Credit 4 units.

**A&S TH FA SSP**

**Focus 203. Focus on German Nationalism 1789–1914: The Formation of German National Identity**

Exploration of cultural expressions and depictions of nationalism in Germany 1789–1914 with emphasis on literary forms—poetry, prose, drama—but including other symbolic modes of expression, against the background of social and political change and in particular against the background of Franco-German relations. Includes investigation of the use of gender to construe the nation; founding myths; the roles of men, women, and the family in the nation; the importance of language and other ethnic markers; the creation and function of heroes; versions of the past; cultural stereotyping of the German versus the French, as well as contemporary critiques of nationalism. Credit 4 units.

**A&S TH FA SSP**

**Focus 206. Workshop: Readers as Writers**

In establishing a “Readers’ Workshop” we examine the relationship between text and text—the ones we read and the ones we write, using these as opportunities to study how writing in its varied forms creates impact and effect on the page. Exercises include both creative and analytic pieces—essays, poetry, short fiction, and nonfiction novels and excerpts from Dostoevsky, Coetzee, Woolf, Rhys, and Brontë: Guiding texts include, but are not limited to, those being studied in Focus 280 Writers as Readers, which must be taken concurrently. Credit 2 units.

**A&S TH FA Lit**

**Focus 208, 2081. FOCUS: Global Culture and the Individual: Intercultural Skills for the 21st Century**

The emergence of a global society continues to create vast changes in all cultures. How do these changes affect our lives and the way we view ourselves and our place in the world? Students in this FOCUS seminar use the study of language, culture, and literature to examine how they, as individuals, relate to self, community, and culture. Students also learn to apply the skills needed to

live and work most effectively within the University community and beyond. Credit 3 units.

**A&S SS FA SSP**

**Focus 215, 216. FOCUS: The Theater as a Living Art**

Moving in and out of practice and theory, this FOCUS plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Must be taken concurrently with Drama 237. Credit 3 units.

**A&S LA FA AH**

**Focus 2172, 2172. FOCUS: Women in Science**

This FOCUS Program explores the question of women and science. The fall class begins with an introduction to women’s involvement in science from antiquity to the present. We examine the ways in which women have pursued scientific knowledge, look at the cultural factors that affected them and the family situations that facilitated or inhibited their scientific work, and investigate the impact of scientific theory on their lives and opportunities. Scientific and medical conceptions of women’s bodies have changed throughout the ages, and these ideas also are reviewed. In the second half of the course, we use this historical foundation to begin a discussion and analysis of current issues in gender and science. We look at the feminist critique of science and scientific objectivity before turning to women’s careers in science. Several questions are central to our inquiry: Do women “do” science differently? Could alternative science and mathematics education help increase women’s representation in fields that continue to be male-dominated like physics, engineering, and computer science? How do social expectations of men and women affect career choices and retention? We continue to explore these questions and concepts in the second semester course, which concentrates on contemporary issues for women in science. Throughout the year, we hear from a variety of women scientists who visit the class. Drawing from both the Danforth and Medical Campuses as well as the corporate world of science, a diverse group of scientists will come and speak to the class about their education, scientific disciplines, and careers.

**Focus 221, 222. FOCUS in Law and Society Same as Lw St 221.**

The Law and Society FOCUS is designed to expose students to some contemporary legal debates in American society and to expand their understanding of those issues as they are adjudicated in our legal system. We explore these current topics within the basic liberal arts tradition, which emphasizes the view that the legal system is a social instrument for seeking a “just society.” The seminar, accordingly, is an introduction to legal controversies as questions of public policies that have philosophical, social, political, and economic implications, as well as legal ones. Prerequisite: admission to the law and society FOCUS plan. Credit 3 units.

**A&S SS FA SSP**

**Focus 2310. FOCUS: Cooperative Living, Community Building, and Sustainability**

This FOCUS seminar is for students who are concerned about the global ecological and social crisis that, according to many, has the potential to threaten the survival of humanity. The seminar investigates ways to create a sustainable future on our planet. Specifically, we explore different aspects of alternative and experimental ways of living and working together. Some topics we cover are: utopian and intentional communities, ecological aspects of language use (how the way we talk influences the way we live), cultural self-awareness, the Kibbutz movement, Gandhi’s practice of satyagraha (firmly grasping the way things ought

to be), ideology and utopia, and the history of the cooperative movement. Credit 3 units.

**A&S SS**

**Focus 267, 2671. FOCUS: Cuban Transitions: From Colonialism to Communism**

This course examines the Cuban experience from its beginnings as a Spanish colony to its independence. Topics studied include, among others, the Tainos, slavery, the preeminence of sugar and tobacco as an economic and cultural force, social structures, race, the documentaries, the paintings of Wilfredo Lam, the photographs of Walker Evans, and the contribution of music to the Cuban ethos. We contrast various approaches to the understanding of Cuban history such as those of Fernando Ortiz, Hugh Thomas, and Louis Peres. Short readings are drawn from Las Casas, Martí, Felix Varela, and others. Credit 3 units.

**A&S SS FA SSP**

**Focus 280. FOCUS: Writers as Readers**

Writing as a creative response to reading is examined through this seminar. Just as modern students are students of literature, so too were writers in the past students of their literary heritage. How did major English writers—Chaucer, Shakespeare, Milton, Austen, Deats, and Yeats, among others—respond to what they read? Students consider the ways these writers resisted, embraced, and repudiated the efforts of those who had written before them. Readings and discussions elicit each student’s own creative and critical responses. As happened in the past, the reading writer is answered by the writing reader. Credit 3 units.

**A&S TH FA Lit**

**Focus 2811. FOCUS: The Literary Culture of Modern Ireland**

This course examines the literature of Ireland from the fall of Parnell to the outbreak of the Second World War. This is the period of an emerging cultural nationalism, a great efflorescence of literature in many genres, and some of the most important political, social, and military events in modern Irish history. One of the remarkable things about the period is the close relationship between prominent figures in the literary and artistic world and those in the realm of politics and social change. The result was a rich cross-fertilization of ideas and attitudes that had enormous implications for the future of this embattled island nation. We explore this vital and transformative exchange by close attention to some primary texts of the period. Writers studied include: Yeats, Gregory, Wilde, Synge, Shaw, Joyce, and Bowen.

**Focus 2922, 2942. FOCUS: The Medieval World**

This course examines the various forms of social organization in Italy during the late Middle Ages (circa 1200–1400). In the fall semester, students enroll in either History 101C Western Civilization or Art-Arch 112E Introduction to Western Art. In conjunction with these courses we meet for a one-hour weekly seminar to improve our understanding of the European Middle Ages: its broad social structure, its intellectual and political history. In the spring, we look closely at Italy, with particular attention to north-central Italy, and to how walls—building walls and city walls—defined groups and instilled a sense of identity, keeping people in as well as out. We study rural and urban communities, secular and religious communities, families, and other types of small groups, such as lay confraternities and consorories. We also inquire about the relationship between walls and power, and we look at how people commemorated their communities, particularly in literature, architecture, and painting. Readings include works by Saint Francis of Assisi and Saint Catherine of Siena, Dante (*Divine Comedy*), and Boccaccio (*Decameron*), as well as contemporary chronicles

and other documents. At the end of the semester, we travel to Italy to visit some of the places we've studied, including Pisa, Florence, Siena, and Assisi. Credit 1 unit.

**A&S TH**

**Focus 293, 294. FOCUS: The Created Past, the Recovered Future**

Between 1500 and 1630 many aspects of European culture were radically transformed, including medicine. Physicians and scholars of this time began to explore previously neglected areas while remaining very attached to Europe's Greco-Roman and Islamic heritage. Based upon original documents and drawing on the work of modern medical and social historians, this course investigates early modern Western medicine and its social and cultural contexts. Students study attitudes to health and disease, health care practices, cuisine and nutrition, hygiene and physical education, herbal medicine, the growth of anatomy and surgery, child-care, the conflict between doctors and midwives, and changing ideas of contagion and epidemiology. We examine the work of such key scientists as Vesalius, Parè, Fracastoro, Fuchs, Mercuriale, and Boursier and of such seminal writers as Rabelais and Montaigne whose writings are so centrally concerned with medicine and illness. The course includes several field trips, including a trip at the end of the semester to Paris and Padua. While students interested in health care may find this course especially appealing, no special knowledge of medicine is required. Credit 3 units.

**A&S TH FA SSP**

## Germanic Languages and Literatures

### Chair

**Stephan Schindler**

Ph.D., University of California–Irvine

### Endowed Professors

**Paul Michael Lützel**

Rosa May Distinguished University Professor in the Humanities

Ph.D., Indiana University

**Lynne Tatlock**

Hortense and Tobias Lewin Distinguished University Professor in the Humanities

Ph.D., Indiana University

**Gerhild Scholz Williams**

Barbara Schaps Thomas and David M.

Thomas Professor in the Humanities

Ph.D., University of Washington

### Professor

**Lutz Koepnick**

Ph.D., Stanford University

### Assistant Professors

**Matthew Erlin**

Ph.D., University of California–Berkeley

**Jennifer Kapczynski**

Ph.D., University of California–Berkeley

**William Layher**

Ph.D., Harvard University

**Erin McGlothlin**

Ph.D., University of Virginia

### Adjunct Associate Professor

**James E. McLeod**, Vice Chancellor for Students and Dean of the College of Arts & Sciences

ABD, Rice University

### Specialist in Foreign Language Pedagogy

**Eva Russo**

Ph.D., University of California–Los Angeles

### Lecturer

**Ebba Segerberg**

Ph.D., University of California–Berkeley

### Professors Emeriti

**James F. Poag**

Ph.D., University of Illinois

**Egon Schwarz**

Rosa May Distinguished University Professor Emeritus in the Humanities

Ph.D., University of Washington

Germanic Languages and Literatures offers a diverse and challenging program of study in the language, literature, and culture of the German-speaking countries. In this program you study the German language intensively and explore German literature and culture

from the Middle Ages to the present. You also have the opportunity to learn business German and to study contemporary Germany.

As a beginning student, you are taught German through a combination of main classes and subsections. You rapidly acquire speaking skills through intensive interactive classroom activities. Intermediate German combines a five-hour main class with a subsection to enable you to work steadily on speaking, writing, listening, and reading skills. Advanced language courses help you to polish your basic German and to improve your facility to use complicated grammatical structures and to express complex ideas orally and in writing.

In Washington University's German program you take courses from internationally recognized faculty members who are leaders in their fields and who have been recognized for their expertise in undergraduate teaching. Faculty areas of interest include literature and history, film, prose narrative, gender studies, the history of German cultural institutions, the history of literary genres, literature before 1700, contemporary literature, and Austrian literature. All German classes are small, thus facilitating lively faculty-student interaction. Our collection of contemporary German literature, housed in Olin Library, is the largest in North America and attracts many visiting scholars to our campus.

As a student of German, you can choose among several study abroad programs, and you can take advantage of an array of co-curricular activities including film series, the German honorary society Delta Phi Alpha, weekly conversation groups in the residence halls, lectures by guest speakers, and readings by visiting authors. Many German students also elect to assist with the biennial German Day for middle school as well as junior and senior high school students from Missouri and Illinois and thus to transmit their interest in German to the next generation of students.

A degree in German prepares you for graduate study in German language and literature, language education, comparative literature, and linguistics. You may also choose to combine a degree in German with another major in the College and upon graduation to pursue graduate degrees in, for example, art history, business, environmental studies, international and area studies, law, or medicine. In addition to careers in academia, our graduates have pursued careers in diverse fields, including international banking, diplomacy, editing, and tax law.

**The Major:** You are required to complete 24 units of course work in German on the 300 and 400 levels, with a maximum of 12 units at the 300 level and a minimum of 12 units at the 400 level. Ger 340C and the Senior Assessment (undertaken in conjunction with a 400-level seminar) are required of all majors. GER 340C is required for admission to all 400-level courses except GER 404 and GER 408D. Admission to 400-level courses (except GER 404 and 408D) without completion of 340C is by departmental permis-



sion only. If you begin German at Washington University and follow the regular sequence of courses (Ger 101D-102D-210D), you will be ready to begin your German major after three semesters. There are also two accelerated tracks that prepare students to take 300-level courses after only two semesters: (1) students who have previously taken German but need to start over take Ger 100D followed by 290D; (2) students with no previous German who do well in Ger 101D and who wish to accelerate follow Ger 101D with 290D. Each student's progress toward her or his goal will be monitored on a regular basis and by a variety of means.

**The Minor:** For a minor in German, you are required to take 15 units at the 300 and 400 levels. Ger 340C is strongly recommended. **Study Abroad:** As a German major or minor, you are encouraged to participate in one of the overseas study programs. The German department sponsors a semester and a year abroad at the University of Tübingen, Germany. To be accepted to the Tübingen program you must complete Ger 404 in addition to Ger 301D and 302D or the equivalent by the end of your sophomore year. If you begin your German study at Washington University and wish to study abroad, you must enroll in one of the accelerated tracks in your first year at Washington University or you need to plan to participate in the summer program after your first year at Washington University. Upon returning to campus, German majors are required to take at least one 400-level course (other than Ger 497-498) for each semester spent abroad.

Washington University sponsors an eight-week summer program in Göttingen, Germany. If you have taken at least one semester of German, you may be eligible for this intensive language program. Especially if you are interested in business, the department encourages you to apply for the Webster University International Business Internship or for the business internship in Koblenz, Germany, arranged by Washington University's Olin School of Business.

**Senior Honors:** You can earn Honors in German by writing a thesis during your final year at Washington University. You choose a topic, with the help of a faculty thesis adviser from the department. Upon acceptance of your thesis proposal (normally in the fall of your senior year), you register for the Ger 497-498 sequence. You present the thesis to your thesis adviser and a second reader approximately one month before the conclusion of your final semester at the University.

## Elementary German

### Ger 100D. Continuing German for Students with High School German

Builds on students' previous knowledge of German language and culture, reviewing and reinforcing the four language skills of listening, speaking, reading, and writing in cultural contexts with special emphasis on communicative competence. In addition to the regular class meetings, students sign up after the semester begins for a once-weekly subsection (time to be arranged). Prerequisites: placement by examination and at least two years of high school German, or permission of in-

structor. Students who complete this course successfully may enter Ger 102D or 290D. Credit 3 units.

**A&S LA**

### Ger 101D. Basic German: Core Course I

Introductory language program; no German required. Develops the four language skills of listening, speaking, reading, and writing in cultural contexts. Emphasis on communicative competence. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Students who complete this course successfully should enter Ger 102D or Ger 290D. Credit 5 units.

**A&S LA**

### Ger 102D. Basic German: Core Course II

Continuation of Ger 100D or 101D. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: Ger 100D, 101D or equivalent, or placement by examination. Credit 5 units.

**A&S LA**

### Ger 111D. Elementary German I

Development of speaking, listening, reading, and writing skills. Exposure to cultural topics. Laboratory work included. Offered during Summer School only. Credit 4 units.

**A&S LA**

### Ger 112D. Elementary German II

Continuation of Elementary German I. Further development of all skills. Exposure to cultural topics and to fictional and nonfictional texts. Laboratory work included. Prerequisite: Elementary German I, or equivalent. Offered during Summer School only. Credit 4 units.

**A&S LA**

## Intermediate German

### Ger 210. Intensive Reading III

Credit 3 units.

**A&S LA**

### Ger 210D. Intermediate German: Core Course III

Continuation of Ger 102D. Reading and discussion in German of short literary and non-literary texts combined with an intensive grammar review. Further development of writing skills. In addition to the regular class meetings, students sign up after the semester begins for a subsection (time to be arranged). Prerequisite: Ger 102D or equivalent, or placement by examination. Students who complete this course successfully should enter Ger 301D or 313. Credit 5 units.

**A&S LA**

### Ger 281C. The Middle Ages: Multiple Views of Culture

*Same as Med-Ren 310C.*

**A&S TH FA Lit**

### Ger 290D. Intensive Intermediate German

Accelerated continuation of Ger 100D or 101D. Covers material of Ger 102D and Ger 210D in one semester. Specifically designed to bring students up to the 300 level in one semester, thereby enabling them to reach the level of German language proficiency necessary for the Study Abroad Program. Further development of the four language skills in cultural contexts and increased emphasis on reading of literary and nonliterary texts. In addition to the regular class meetings, students sign up after the semester begins for a subsection (time to be arranged). Prerequisite: grade of A- or better in Ger 100D or 101D, or permission of instructor. Students who complete this course successfully should enter Ger 301D. Credit 6 units.

**A&S LA**

## Advanced German

### Ger 301D. Advanced German: Core Course IV

Discussion of literary and nonliterary texts combined with an intensive grammar review. Systematic introduction to the expressive functions of German with an emphasis on spoken and written communication. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: Ger 210D, 290D, or equivalent, or placement by examination. Students who complete this course successfully should enter Ger 302D. Credit 4 units.

**A&S LA**

### Ger 302D. Advanced German: Core Course V

Continuation of Ger 301D. Refinement and expansion of German communication skills (speaking, listening, writing, reading), deepening understanding of German grammatical structures, acquisition of more sophisticated and varied vocabulary, introduction to stylistics through discussion and analysis of literary and nonliterary texts. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: Ger 301D or equivalent, or placement by examination. Students completing this course successfully may enter the 400 level. Credit 4 units.

**A&S LA**

### Ger 313. Conversational German

*Same as German 313.*

Practice in speaking and vocabulary development in cultural contexts. Prerequisite: Ger 210D, 290D, or equivalent, or placement by examination. Two hours a week. May be repeated for credit. Credit 1 unit.

**A&S LA**

### Ger 327. Medieval Germanic Cultures

Content variable. Credit 3 units.

**FA SSP**

### Ger 328. Topics in German Studies

*Same as Film 328.*

**A&S TH**

### Ger 329. Topics in German Literature I

*Same as Comp Lit 393.*

**A&S TH**

### Ger 331. Topics in Holocaust Studies

*Same as JNE 344.*

**A&S TH FA Lit SSP**

### Ger 334C. Masterpieces of Modern German Literature in Translation

*Same as German 452.*

Content variable. Credit 3 units.

**A&S TH FA Lit**

### Ger 340C. German Literature and the Modern Era

*Same as IAS 3402, EuSt 3400.*

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, nonmajors, and majors. Required for admission to 400-level courses (except 404 and 408D). Qualifies for major or minor credit when taken in conjunction with a one-hour discussion section in German. The discussion section provides an introduction to critical German vocabulary and is open to students with prior

knowledge of German (Ger 210D or equivalent, or placement by examination). Credit variable, maximum 4 units.

**A&S CD TH FA Lit**

#### **Ger 4031. Lectures on German Literature and Culture**

*Same as German 4031.*

Four lectures in German on German literature and culture by a distinguished visiting professor. Students present class notes in German and write four one-page reaction papers (in German; to be revised) as well as a final three- to five-page reaction paper (in German). Attendance is required for those taking the course for credit. Credit/No Credit only. Credit 1 unit.

**A&S TH FA Lit**

#### **Ger 404. Germany Today**

*Same as IAS 4040, EuSt 404.*

Introduction to the history, politics, and culture of contemporary Germany (1945 to the present). Topics include the cultural construction of identity in post-unified Germany; European integration and post-Wall economy; the German constitution, electoral system and current elections; current debates and controversies; political parties and leading political figures; the role of literature, film, music, the visual arts, media and popular culture; the role of universities. Discussion, readings, and papers in German. Required for candidates for the Overseas Study Program in Tübingen (Germany). Prerequisite: Ger 302D (may be taken concurrently with Ger 404), or permission of instructor. Credit 3 units.

**A&S CD TH FA SSP**

#### **Ger 408D. German as a Language of Business**

Designed to introduce students to concepts, structures, and issues relevant to German business and economics and to develop language and communication skills necessary to succeed in the German business world. Concentration on the fundamental structures of the German economic system, including industry and commerce, Germany as a production site, the structure of labor relations, the banking and finance sectors, fiscal and monetary policies, and international trade. Students also are introduced to specific aspects of German business, including market and product analysis, distribution and marketing, contracting and communication, enterprise cultures and human resources, as well as accounting. Development of business vocabulary, writing style appropriate for business reports, letter writing, oral presentation techniques, reading techniques for German newspapers and economic texts, and comprehension skills for German news programs. Lectures, readings, and assignments in German. In addition to the regular class meetings students sign up for a twice-weekly subsection. Prerequisite: Ger 302D or permission of instructor. Credit 4 units.

**A&S LA**

#### **Ger 4100. German Literature and Culture, 1150–1750**

Exploration of medieval and early modern literature and culture within sociohistorical contexts. Genres and themes vary and may include visual culture, representation, the development of fictionality and historical writing, questions of race, gender, and class, courtly culture, law, magic and marvels, medical and scientific epistemologies. Readings may include such genres as the heroic epic, drama, "Minnesang," the courtly novel, the Arthurian epic, fables, the novella, religious or devotional literature, witch tracts, pamphlets, political writings, the "Volksbuch," the picaresque novel, and the essay. Discussion, readings, and papers in German. Prerequisite: see headnote. Credit 3 units.

**A&S TH WI**

#### **Ger 4101. German Literature and Culture, 1750–1830**

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, Günderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings, and papers in German. Prerequisite: see headnote. Credit 3 units.

**A&S CD TH WI FA Lit**

#### **Ger 4102. German Literature and Culture, 1830–1914**

Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization, and fin-de-siècle. Reading and discussion of texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings, and papers in German. Prerequisite: see headnote. Credit 3 units.

**A&S CD TH WI F Lit**

#### **Ger 4103. German Literature and Culture, 1914 to the Present**

Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement, and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, Böll, Bachmann, Grass, Wolf. Discussion, readings, and papers in German. Prerequisite: see headnote. Credit 3 units.

**A&S CD TH WI FA Lit**

#### **Ger 4104. Studies in Genre**

*Same as WGS 4104.*

Exploration of the definition, style, form, and content that characterize a specific genre. Investigation of the social, cultural, political, and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings, and papers in German; some theoretical readings in English. Prerequisite: see headnote. Credit 3 units.

**A&S CD TH WI FA SP**

#### **Ger 4105. Topics in German Studies**

Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings and papers in German. Prerequisite: see headnote. Credit 3 units.

**A&S CD TH WI FA SSP**

#### **Ger 4106. Studies in Gender**

*Same as WGS 4106.*

Investigation of the constructions of gender in literary and other texts and their sociohistorical contexts. Particular attention to the gendered conditions of writing and reading, engendering of the subject, and indicators of gender. Topics and periods vary from semester to semester and include gender and genre, education, religion, politics, cultural and state institutions, science, sexuality, and human reproduction. Discussion, readings, and papers in German; some theoretical readings in English. May be repeated with different content. Prerequisite: see headnote. Credit 3 units.

**A&S SD TH WI**

#### **Ger 411. German Language Seminar: History of the German Language**

*Same as Med-Ren 416.*

Treatment of the historical development of German phonology, morphology, syntax, and lexicon. Focus on the emergence of New High German. Examination of the relationship of standard German to its dialects and to other Germanic languages, particularly English. Conducted in German; papers in German. Prerequisite: Ger 302D or the equivalent, or permission of instructor. Credit 3 units.

**A&S LA**

#### **Ger 414. German Language Seminar: Structure of the German Language**

*Same as Ling 4651.*

Advanced course for undergraduates that enables better understanding of the language and sub-languages of modern German in terms of linguistic theory. Particular attention to semiotics and pragmatics, i.e., to German viewed as a "sign" of human communication, value, interaction. Conducted in German; papers in German. Prerequisite: Ger 302D or the equivalent, or permission of instructor. Credit 3 units.

**A&S LA**

#### **Ger 497. Independent Work for Senior Honors**

Research for an Honors thesis, on a topic chosen in conjunction with the adviser. Emphasis on independent study and writing. Open to students with previous course work in German at the 400 level, an overall 3.0 grade point average, and at least a B+ average in advanced work in German. Prerequisites: senior standing and permission of the undergraduate adviser. Credit 3 units.

#### **Ger 498. Independent Work for Senior Honors**

Continuation of Ger 497. Completion of thesis.

Quality of the thesis determines whether the student receives credit only or Honors in German. Prerequisite: Ger 497. Credit 3 units.

# History

## Chair

### Hillel J. Kieval

Gloria M. Goldstein Professor of Jewish History and Thought  
Ph.D., Harvard University

## Endowed Professors

### Derek M. Hirst

William Eliot Smith Professor  
Ph.D., Cambridge University

### Linda J. Nicholson

Stirtz Professor of Women's Studies  
Ph.D., Brandeis University

### Douglass C. North

Spencer T. Olin Professor in Arts & Sciences (Economics)  
Ph.D., University of California–Berkeley

## Professors

### Iver Bernstein

Ph.D., Yale University

### Howard Brick

Ph.D., University of Michigan

### Gerald N. Izenberg

Ph.D., Harvard University

### David T. Konig

Ph.D., Harvard University

### Kenneth H. Ludmerer

M.D., Ph.D., Johns Hopkins University

### Tim Parsons

Ph.D., Johns Hopkins University

### Richard J. Walter

Ph.D., Stanford University

## Associate Professors

### Andrea S. Friedman

Ph.D., University of Wisconsin

### Ahmet T. Karamustafa

Ph.D., McGill University

### Max J. Okenfuss

Ph.D., Harvard University

### Mark Pegg

Ph.D., Princeton University

## Assistant Professors

### Leslie Brown

Ph.D., Duke University

### Margaret Garb

Ph.D., Columbia University

### Christine Johnson

Ph.D., Johns Hopkins University

### Peter Kastor

Ph.D., University of Virginia

### Steven Miles

Ph.D., University of Washington

### Guy Ortolano

Ph.D., Northwestern University

### Nancy Reynolds

Ph.D., Stanford University

### Walton O. Schalick III

M.D., Ph.D., Johns Hopkins University

### Corinna Treitel

Ph.D., Harvard University

### Robert Vinson

Ph.D., Howard University

### Lori Watt

Ph.D., Columbia University

## Senior Scholar in the Humanities

### Steven Hause

Ph.D., Washington University

## Adjunct Professor

### Steven Zwicker

(English)

Ph.D., Brown University

## Adjunct Associate Professors

### Mary Ann Dzuback

(Education)

Ph.D., Columbia University

### John Nye

(Economics)

Ph.D., Northwestern University

## Professors Emeriti

### Solon Beinfeld

Ph.D., Harvard University

### Henry Berger

Ph.D., University of Wisconsin

### Richard Davis

Ph.D., Columbia University

### George Hatch

Ph.D., University of Washington

### Peter Riesenber

Ph.D., Columbia University

### Laurence A. Schneider

Ph.D., University of California–Berkeley

By training you in the discipline of history, the Department of History helps you develop basic skills with wide application. You learn to organize and interpret data, to write with precision and clarity, to develop logical and convincing arguments, and to combine careful research with creativity. The development of these skills makes a major in history a valuable and rewarding pre-professional program.

The history department offers you the opportunity to study most of the major time periods and geographical areas of interest: the Americas, Europe, Asia, the Middle East, and South Asia. The department is particularly strong in U.S., European, British Empire, and medical history. There are eight U.S. historians, two medical historians, and a number of specialists in Britain, Europe, Africa, and South and East Asia. There are also specialists in African-American and women's history.

As a history major, you also may declare a second major or minor in another department or a cooperating program. With a degree in history, you can do graduate work in history, attend law school, or pursue a career in business, communications, education, government, the travel industry, international agencies, publishing, journalism, and public relations.

**The Major:** Departmental requirements normally call for you to take two introductory

survey courses out of four options (Western Civilization I and II, American History, and World History). In addition, you are required to take 21 units in advanced-level courses, including at least one course from each of the three undergraduate divisions of the department: developing areas, Europe, and America. All majors must also complete a capstone experience (either a Senior Honors thesis, an advanced seminar, or a faculty-guided independent research project or historical internship) prior to graduation. Although there is no formal language requirement, you may need foreign language or quantitative skills to pursue advanced or graduate work. You should consult with your adviser to determine what is best for your career goals.

**The Minor:** For a history minor, you must complete 18 units, of which 6 ordinarily are two introductory history surveys. Of the remaining 12 units, 9 must be in advanced-level courses.

**Internships:** As a history major, you are eligible for an internship at the Missouri Historical Society or at other museums. Opportunities are also sometimes available in the special collections at Olin Library, with local businesses, and at historical sites.

**Study Abroad:** You are encouraged to participate in various overseas studies programs, which may fulfill up to one-third of the required credits in the major or minor.

**Senior Honors:** If you have a strong academic record, you may work toward Honors, for which you will be recommended at the end of the sophomore year. You must normally complete two advanced seminars in the junior year, and complete History 399, Senior Honors Thesis and Colloquium, while writing a thesis during your senior year.

## Undergraduate Courses

### History 101C. Western Civilization

*Same as Med-Ren 110C.*

This course surveys the development of the Western tradition from its roots at the edge of the Mediterranean world, through religious change and conflict, to the rise of the absolutist state, the beginnings of a consumer culture and what we think of as modern science. The shaping of "Christendom," of "Europe," of "the West," has always been a matter of competition and controversy; we examine not only the complex ways in which cultural strands (Greco-Roman, Judeo-Christian, German and Celtic, Arab and Slav) were woven together but also ways in which others were excluded or suppressed. We ask too, how the resulting amalgam was differentiated from its contemporaries elsewhere on the globe. Introductory course to the major and/or minor. Credit 3 units.

**A&S TH FA SSP**

### History 102C. Western Civilization

This course provides an introduction to modern Europe. The introduction includes coverage of the great events that shaped Europe (such as the French Revolution or the World Wars of the 20th century), the individuals who played great roles (such as Napoleon, Bismarck, or Stalin), and the movements that transformed European civilization (such as industrialization, Marxism, or the emancipation of women.) A special focus of the course, however, is on the elements of everyday life for ordinary people. Was there such a thing as "traditional marriage" and a "traditional family"? What

was life like when most people received 50 percent to 70 percent of their caloric intake from bread and other starches? How does one understand a world in which the average life expectancy at birth was approximately 30 years? What were cities like in an age without sewer systems? Credit 3 units.

**A&S TH FA SSP**

### History 105E. Myths and Monuments of Antiquity

*Same as Art-Arch 232E.*

**A&S CD LA FA AH**

### History 106I. Freshman Seminar: Topics in Modern Middle East History

See *Course Listings* for current topics. Credit 3 units.

**A&S TH**

### History 1113. Freshman Seminar: Latin America in the 1960s—The Cuban Revolution and Its Influence

As in much of the world, the 1960s were turbulent years in the history of Latin America. The Cuban Revolution of 1959 had a widespread influence that shook the hemisphere and dominated many of the events of the period. In this seminar, we examine the Revolution and its repercussions, particularly as it affected United States-Cuban relations specifically and U.S.-Latin American relations generally. Credit 3 units.

**A&S CD TH**

### History 120. Conflicts in the Middle East: A Historical Perspective

Due to recent current events, the Middle East and its future has become a hotly debated topic. Yet, for the most part, we know very little about its history and the origins of the different conflicts. Beginning with the 20th century, students study the history, society, and culture of the different regions of the Middle East, concentrating on Turkey, Egypt, Israel/Palestine, and Iraq. This discussion-based, interdisciplinary class integrates the readings with film, music, and literature. Open only to students in the Freshman Summer Academic Program. Credit 3 units.

**A&S TH FA SSP**

### History 130. Freshman Seminar: Civil Rights

*Same as AFAS 132C.*

**A&S SD TH**

### History 131C. Topics in European History: Text and Tradition

*Same as Hum 203C.*

**A&S TH FA SSP**

### History 132C. Topics in European History: Text and Tradition

*Same as Hum 207C.*

**A&S TH FA SSP**

### History 156. Freshman Seminar: Shakespeare's England

This course examines certain themes central to our understanding of Shakespeare's England, such as monarchy, order, power and the limits on action, national identity, gender, and family. We read and discuss modern historical scholarship, a range of contemporary sources, and Shakespeare's plays, and the relations among these. Credit 3 units.

**A&S TH**

### History 163. Introduction to the History of the United States

*Same as AMCS 163.*

This course offers a broad survey of American history, from the era immediately prior to European settlement in the Western Hemisphere to contemporary life in the United States. It introduces students to the critical and analytical skills required for historical scholarship and should be regarded as a prerequisite for courses of a higher number in American history. Introductory course

to the major and/or minor. Credit 3 units.

**A&S TH FA SSP**

### History 164. Introduction to World History

*Same as IAS 164.*

This course approaches the history of the world through a study of nationalism as a set of ideologies and practices. It examines the emergence of a world that seems so natural to us that we take it for granted: a world of nations. After a brief theological introduction, the course takes up a series of case-studies that range widely over time and space, from England to Vietnam. The lectures and readings focus on the diversity of circumstances under which nationalism has taken shape in different parts of the world. They also underline what these circumstances and manifestations have in common. They emphasize the impact of nationalism as the defining ideology of the modern world. Introductory course to the major and/or minor. Credit 3 units.

**A&S TH FA SSP**

### History 196C. Freshman Seminar: Images of Africa

*Same as AFAS 196C.*

**A&S CD TH FA Lit**

### History 2011. Nationalism and Identity: The Making of Modern Europe

*Same as Focus 201.*

**A&S TH FA SSP**

### History 202. Crossing Borders I

*Same as IAS 202.*

**A&S CD SS**

### History 2051. History of American Radicalism: From the Abolitionists to the Battle of Seattle

A general history of radical movements that were intended to challenge varied forms of inequality, domination, exploitation, or violence, and to foster some kind of emancipatory reconstruction of American life and government. With some attention to early forms of artisans' and workingmen's radicalism, as well as the antebellum abolitionist and women's rights movement, we focus on the development and the fate of a modern Left—from the labor, anarchist, socialist, and communist movements through the Black freedom struggle and the New Left of the 1960s, feminism, and beyond. Credit 3 units.

**A&S TH FA SSP**

### History 2081. Introduction to Jewish Civilization

*Same as JNE 208F.*

**A&S TH FA SSP**

### History 2090. Freshman Seminar: Chinese Diasporas

China has had one of the most mobile populations in world history. This freshman seminar explores migration patterns and networks in the creation of Chinese diasporas in the early modern and modern eras (1500–present). Rather than focus exclusively on the history of China or the Chinese overseas, this course more broadly considers practices and networks that sustained and linked internal and external migrations. Credit 3 units.

**A&S TH**

### History 2091. Freshman Seminar: The City in Early Modern Europe

*Same as Med-Ren 2091.*

Cities were important political, economic, and population centers in early modern Europe. For its diverse inhabitants, a city functioned as a source of identity and support and as a site for economic and social conflict. Using a wide variety of primary and secondary sources, this class examines how men and women, rich and poor, established citizens, and marginal groups, tried to understand and manage the urban experience. Credit 3 units.

**A&S SD TH FA SSP**

### History 209C. America to the Civil War

The American experience from the age of Columbus to that of Lincoln; development of distinctive American patterns of thought, culture, society, politics, and religion. Topics include efforts to cope with the wilderness; colonial maturity and the development of revolutionary ideology; defining the American character; literature and art for a new republic; the impulses of religion, idealism, and perfectionism. Credit 3 units.

**A&S TH FA SSP**

### History 210. America from the Civil War

*Same as AMCS 209.*

This course is an overview of American history from the end of the Civil War to the present. Main topics include: Reconstruction, the Industrial Revolution and the rise of big business, Progressivism, American Imperialism and WWII, the 1920s, the Great Depression and the New Deal, WWII and the Cold War, suburbanization, the Civil Rights Movement, Vietnam, and contemporary America. Credit 3 units.

**A&S TH FA SSP**

### History 2110. Digital Humanities: Information, Representation, Analysis, and Modeling

### History 214C. Introduction to Islamic Civilization

*Same as JNE 210C.*

**A&S CD TH FA SSP**

### History 2152. The Theory and Practice of Justice: The American Historical Experience

*Same as History 2152, AMCS 2152, Lw St 2152.*

This introductory course uses historical case studies combined with readings in law, literature, and philosophy to illuminate key episodes where definitions of justice were contested in 19th and 20th century America. Some of the conflicts to be explored include: Civil War era debates over southern secession; whether land and other forms of reparation should be offered to freed people to redress the injustices of racial slavery; the denial of voting rights to women as a case of "taxation without representation;" as well as 20th century-controversies over legal bans on racial intermarriage; free speech versus hate speech in the 1960s and '70s; and recent debates over affirmative action, gay marriage, and a host of other issues. Credit 3 units.

**A&S SD TH FA SSP**

### History 215C. Topics in American History

*Same as AMCS 215C.*

A survey of major themes that reflect general trends in American history. A lecture and discussion course using both primary and secondary sources to introduce students to significant issues and methods in American history. Open only to first-year students. Enrollment limited. See *Course Listings* for current topics. Credit 3 units.

**A&S SD TH FA SSP**

### History 218C. The Renaissance: Crisis and New Beginning

*Same as Med-Ren 318C.*

**A&S TH**

### History 2201. Freshman Seminar: Ideas, Personalities, and Politics in Revolutionary Russia

This freshman seminar explores the revolutions that created and ended the Soviet Union. Ideas include: nationalism, socialism, and populism; individuals range from Nicholas II, Rasputin, and Lenin, to Solzhenitsyn, Sakharov, and Gorbachev. Readings, discussion, and short papers. Credit 3 units.

**A&S TH FA SSP**

### History 220H. The History of Modern Social Theory

*Same as STA 220.*

**A&S SS**

**History 234. The African-American Church in America**

The African-American church is one of the older and most significant institutions to be found in the African-American community. Therefore, it is one of the most dominant and prominent foundations affecting the culture of African-American life, at the center of the African-American community. This course attempts to rediscover the intricate nature of the African-American religious experience and the subsequent traditional institutions established by African Americans. Credit 3 units.

FA SSP

**History 243. Film and History**

Many people today get their history largely from films. Professional historical journals have begun reviewing historical films regularly, and there is a growing literature on the relationship between academic and cinematic history. Historians often criticize historical films for their inaccuracies, yet it seems clear that each medium has its strengths and weaknesses. This course attempts to compare the approaches of film and historical scholarship to the understanding of the past. Credit 3 units.

A&S TH FA AH

**History 251F. Religious Minorities of South Asia**

Same as *Re St 251F*.

A&S CD TH FA SSP

**History 276. St. Louis African-American History**

Same as *AFAS 2151*.

A&S SD TH FA SSP

**History 2904. East Asia Since 1500**

This course seeks to explain the emergence of three of the most dynamic societies in early modern (1500–1800) and modern (1800–present) times: China, Korea, and Japan. In addition to offering an introductory overview of East Asian history, this course provides an alternative view to American and European interpretations of early modern and modern world history. Credit 3 units.

A&S TH FA SSP

**History 299. Undergraduate Internship in History**

Students receive credit for a faculty-directed and -approved internship. Registration requires completion of the Learning Agreement, which is obtained by the student from The Career Center and must be filled out and signed by The Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, for example, 8 to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file. Credit variable, maximum 3 units.

FA SSP

**History 3002. Independent Work**

Permission of the department required. Credit 3 units.

**History 3003. Critical Issues in American Environmental History**

Same as *AMCS 3003, EnSt 3003*.

This course examines how Americans have transformed their environment as well as how environmental change has shaped American life. Topics include: American's changing attitudes toward nature; the environmental effects of rural and urban development; technological changes and their impacts on the natural world; and the emergence of the conservation and environmental movements. Class lectures, readings, and discussions illustrate the significance of the natural world in the study of American history and provide perspective on

some of the nation's environmental problems today. Credit 3 units.

A&S TH

**History 3004. Technology in America**

Same as *AMCS 3004, History 3004*.

This course explores the importance of technological change in America's economic, social, and cultural history. We study the innovations with which Americans changed their everyday life as well as the emergence of complex technological systems that structured their experience of the world around them. Lectures and readings emphasize the perspectives of Americans who believed technological advancement promised a better society and Americans who believed new technologies created more problems. The viewpoints of these technology enthusiasts and critics allow the class to examine the ambiguities of technological progress in American history. Credit 3 units.

A&S TH

**History 301. Honors Seminar for Sophomore I: Tutorial in History**

Same as *JNE 5011, AMCS 3011, AFAS 3021, JNE 3011*.

A small-group reading course for sophomores intending to major in History who have successfully completed two introductory courses. Emphasis on historical literature and method over a broad field within American, European, and non-Western history. The tutorial is neither a research seminar nor a course in historical philosophy, but a reading-discussion course emphasizing historiography, bibliography, critical reviews, and general reading of major historical works. Enrollment limited. See *Course Listings* for current topics. Credit variable, maximum 4 units.

A&S TH FA SSP

**History 3012. Modern British History: 1688–2000**

This course examines the social and political history of Great Britain from the Glorious Revolution to the present day. Major themes include the forging of a "British" identity, the acquisition of Empire, economics, transition and religious conflict. Credit 3 units.

A&S TH FA SSP

**History 302. Honors Seminar for Sophomores II: Tutorial in History**

Same as *AMCS 3021, EnSt 302*.

A small-group reading course for sophomores intending to major in History who have successfully completed two introductory courses. Emphasis on historical literature and method over a broad field within American, European, and non-Western history. The tutorial is neither a research seminar nor a course in historical philosophy, but a writing-intensive, reading-discussion course emphasizing historiography, bibliography, critical reviews, and general reading of major historical works. Enrollment limited. See *Course Listings* for current topics. Credit 4 units.

A&S TH FA SSP

**History 3021. Introduction to the History and Culture of Ancient Mesopotamia**

Same as *JNE 302*.

A&S TH FA SSP

**History 303. Major Themes in United States Urban History**

Same as *STA 303*.

A&S SS FA SSP

**History 3042. Two Renaissance Cities: Approaches to Early Modern Culture**

Same as *Hum 3042, Med-Ren 313*.

This core course explores Renaissance texts, images, and contexts. We compare the experience and the artifacts of two cities, one Italian and one outside Italy, in order to assess the viability of "the Renaissance" as a pan-European cultural label; we note the pressures of urban and court life

on cultural production; and we observe the interaction of intellectual and aesthetic self-confidence with the concerns of politics and patronage. Credit 3 units.

A&S TH FA SSP

**History 3043. Renaissance Europe**

Same as *Med-Ren 3043*.

Europeans in the Renaissance experienced both tremendous cultural change and restricted social opportunities, as new influences opened the world to a few, while political and economic circumstances limited changes in the social order. This course examines the interaction of society and culture through questions such as: Why did new cultural forms emerge and what impact did they have? What defined people's choices at this moment of cultural change? What tensions were created and how did society try to contain or express them through cultural forms? Topics covered include: the culture of politics and war; humanism, popular culture; medicine; and religion. Credit 3 units.

A&S SD TH FA SSP

**History 305. History of Premodern China**

Same as *East Asia 305*.

A structured survey of the field, from early Chou feudalism to the great political rebellions of the 19th century. An analysis of Chinese social history is used to account for the general evolution of political institutions and cultural styles; the role of commerce, bureaucratic capabilities, and political ideology is assessed in the qualitative change of relations among gentry, state, and peasant society. Credit 3 units.

A&S TH FA SSP

**History 3057. Visual Griots: Exploring Colonial and Post-Colonial Africa through African Film**

Same as *AFAS 3057*.

A&S CD TH FA AH

**History 3066. The City in the 19th and 20th Centuries**

Same as *History 3066, AMCS 3066, Pol Sci 3066*.

This course explores the cultural, political, and economic history of U.S. cities in the 19th and 20th centuries. We focus on New York, Chicago, St. Louis, and Los Angeles, although other cities may be included. Among the topics discussed are immigration, industrialization, race, and gender relations. Credit 3 units.

A&S SD TH FA SSP

**History 3072. Cracks in the Republic: Discontent, Dissent, and Protest in America, 1950–1975**

Same as *Pol Sci 3072, Lw St 3072, AMCS 308*.

Through primary sources, including films as well as narrative accounts, this course investigates the context, causes, content, and consequences of the political and cultural upheavals in American society between 1950 and 1975. Domestically and internationally, the events of the period were rooted in developments during the preceding years of the late 1940s. Credit 3 units.

A&S SD TH FA SSP

**History 307C. Law in American Life I: English and Colonial Foundations to 1776**

Same as *AMCS 308C, Lw St 307C, Pol Sci 307C*.

The role of law and legal institutions in the establishment of societies by the various peoples of the New World. Although some attention is paid to Native American, African, French, and Spanish traditions and practices, the basis of the course is the creation of a new Anglo-American legal culture on the fundamental structures and principles of English law. Credit 3 units.

A&S TH FA SSP

**History 3091. Poverty and Social Reform in American History**

Same as *AMCS 3091, History 3091*.

This course explores the history of dominant ideas

about the causes of and solutions to poverty in American society from the early republic to the end of the 20th century. We investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans, and to the expansion or contraction of poverty rates at various times in American history. The course focuses primarily on how various social commentators, political activists, and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. We trace the emergence of various government anti-poverty programs and track the effects of government policies and private philanthropy on American society. Credit 3 units.

**A&S SD TH FA SSP**

### History 310C. The Jews in the Ancient World

*Same as JNE 301C.*

**A&S CD TH FA SSP**

### History 313C. Islamic History: 622–1200

*Same as Med-Ren 313C, JNE 313C, Re St 313C.* The cultural, intellectual, and political history of the Islamic world, beginning with the prophetic mission of Muhammad and concluding with the Mongol invasions. Credit 3 units.

**A&S TH FA SSP**

### History 314C. Islamic History: 1200–1800

*Same as History 5314, JNE 314C, JNE 5314, Lw St 314, Med-Ren 315C, History 3130.*

A survey of the major Islamic polities and societies of the Nile-to-Oxus region from 1200 to 1800; their cultures, socioeconomic conditions and historical development. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran, and Mughal India. Credit 3 units.

**A&S TH FA SSP**

### History 3150. The Middle East in the 20th Century

*Same as History 3150, IAS 3150, JNE 5150, JNE 3150.*

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism). The geographical focus is on the mashriq—the eastern Arab world (Egypt, the Fertile Crescent, and the Arabian Peninsula) plus Turkey, Iran, and Israel. Much of the contemporary attention to the Middle East is framed as a series of inscrutable crises rooted in primordial religious or ethnic hatreds. In contrast, we examine several such crises through the lens of history, using the analytical themes listed above as entry points. Credit 3 units.

**A&S CD TH FA SSP**

### History 3151. The Palestinian-Israeli Conflict, 1881–Present

*Same as JNE 3151, IAS 3151, History 3151.*

This class traces the roots of the Palestinian-Israeli conflict back to Europe, Istanbul, and late Ottoman Palestine. During this period, we observe how the Palestinian-Israeli conflict developed as a regional conflict as both these nascent movements took form. The class then moves on to the British mandate period, taking into consideration the major impact the Holocaust had on the conflict and how following Israeli independence, this conflict transformed into a full-fledged Arab-Israeli conflict. The last section covers events in Israel and the Palestinian territories once the land was united following the 1967 war. It addresses the return of Palestinian local nationalism, the rise of the PLO,

and its impact on Israel. Further, it focuses on topics of religion, politics, and society among Israeli and Palestinians, as well as the Oslo Accords and its eventual failure. Credit 3 units.

**A&S TH FA SSP**

### History 3152. The History of Iran from 1501 to the Present

*Same as IAS 3152, JNE 3152, History 3152.*

In this class we examine the socio-political change and religious movements from Safavid Persia to present day Iran. We discuss the process of institutionalization of Shi'ism in Iran during the Safavid period and the reasons for the fall of the Safavid Empire. During the Qajar period we focus on the increasing contact between Qajar Iran and the Western powers; the introduction of ideas of constitutionalism and Western form of schooling; as well as the debates that surrounded such contacts with the West. Credit 3 units.

**A&S TH FA SSP**

### History 315C. Middle East in Modern Times: 1800 to the Present

*Same as Re St 315C, JNE 315C, IAS 315C, History 315, IDEV 315C.*

The transformation of the major Middle Eastern polities under domestic as well as Western pressures; nation-building; economic change; and the Arab-Israeli conflict. Credit 3 units.

**A&S TH FA SSP**

### History 3162. Early Modern China: 1350–1890

*Same as IAS 3163, ACC 3162, East Asia 3162.*

This course examines political, socioeconomic, and intellectual-cultural developments in Chinese society from the middle of the 14th century to 1890. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values. Initial encounters with the West are covered, but the course concludes before the widespread and radical impact of Western and Japanese imperialism in the 1890s. Credit 3 units.

**A&S TH FA SSP**

### History 316C. Modern China: 1890–Present

*Same as East Asia 316C, IAS 316C, History 316.*

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic is examined in detail, from Mao to the global economy. Credit 3 units.

**A&S TH FA SSP**

### History 318C. African Urban History

See department. Credit 3 units.

**A&S TH FA SSP**

### History 3190. The Eastern Question: 1815–2002

This course surveys Great Power diplomacy in the Eastern Mediterranean Basin and in the Caucasus from the Congress of Vienna to 9/11. Topics include Russo-Turkish Wars; Balkan Wars of National Liberation; Crimean War; Congress of Berlin; World Wars I and II; Cold War; and Post-1989 regional conflicts. Credit 3 units.

**A&S TH FA SSP**

### History 3191. History of South Asia to the Eve of Modernization

*Same as IAS 3191.*

One fifth of the world's population lives in South Asia: the modern nations of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, Afghanistan, and the Maldives. South Asians practice every major religion and speak scores of dif-

ferent languages. The people who make up this enormous diversity sometimes coexist peacefully, and sometimes they threaten each other with knives and nuclear weapons. In this course, we examine the origins of South Asian civilization, from prehistory to the beginning of colonial rule in the 18th century. We look at the development of religious systems like Hinduism and Buddhism, the arrival of Islam, and relations between the different religious communities. We also examine the creation of the first states and empires in South Asia and take a particularly close look at the Mughal Empire, which was the last and the most sophisticated Indian state before the British conquest of the country. Credit 3 units.

**A&S CD TH FA SSP**

### History 3192. Modern South Asia

*Same as ACC 3192, IAS 3192, History 3192, Pol Sci 3192.*

This course covers the history of the Indian subcontinent in the 19th and 20th centuries. We look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history are emphasized equally. Credit 3 units.

**A&S CD TH FA SSP**

### History 319C. History of Japan to the Eve of Modernization

*Same as IAS 319, East Asia 311C.*

Explores the evolution of traditional Japanese society from prehistoric times to the consolidation of the Tokugawa Shogunate. Credit 3 units.

**A&S TH FA SSP**

### History 320C. Modern Japan

*Same as East Asia 312C, IAS 324C, History 320C.*

This course studies Japan's emergence as a modern society from the Tokugawa period to the present. Credit 3 units.

**A&S CD TH FA SSP**

### History 3212. Special Topics in History: Keble College, Oxford

See department. Credit variable, maximum 10 units.

**A&S TH FA SSP**

### History 321C. Latin America: From Colonialism to Neocolonialism, 1492–1890

*Same as Pol Sci 3212, LatAm 321C, IAS 321C, History 321.*

A survey of Latin-American history from the discovery of the New World in 1492 to the Spanish-American-Cuban War in 1898. Topics covered include the period of discovery, conquest, and settlement, the establishment of colonial control, the wars of independence, and the attempts to establish modern nation states in the 19th century. Credit 3 units.

**A&S CD TH FA SSP**

### History 322C. Latin America in the 20th Century: Reform or Revolution

*Same as IDEV 322C, History 322, IAS 322C, LatAm 322C.*

An examination of Latin America in the 20th century, with special emphasis on revolutionary nationalism, industrialization and urbanization, mass participation in politics, and the role of the United States in the area. Credit 3 units.

**A&S TH FA SSP**

### History 3252. History and (Auto)biography from Modern South Africa

*Same as Lw St 417, AFAS 3252, IAS 3253, History 3252, AMCS 3252.*

This course is an introduction to both the modern history of South Africa and to individual South African lives, some famous, some "ordinary folk." The course begins with a brief survey of major

pre-20th-century themes such as the construction and reconstruction of African states, societies, and ethnicities, Dutch and British settlement and conquest, slavery, the discovery of gold and diamonds, subsequent rapid industrialization and the South African War. Credit 3 units.

**A&S CD TH**

### History 3261. American Economic History

*Same as Econ 326.*

**A&S SS FA SSP**

### History 3262. The Early Medieval World: 300–1000

*Same as Med-Ren 3652, Re St 3262.*

A principal theme of this course is the Christianization of Europe. From the emergence of the Christian church in the Roman Empire and the conversion of the emperor Constantine in 312 through the turbulent adoptions of Christianity by different cultures in the early middle ages; the rise of Islam in the 7th century; the Arab conquests of north Africa and southern Europe; and the Byzantine empire, especially in Constantinople. Credit 3 units.

**A&S CD TH FA SSP**

### History 3263. The High Middle Ages: 1000–1500

*Same as Med-Ren 3263.*

This course begins with the first millennium in the West and ends with the arrival of Europeans in the Americas. We explore issues such as the relationship of popes to kings, of cities to villages, of Jews to Christians, of vernacular literature to Latin, of knights to peasants, of the sacred to the profane. Credit 3 units.

**A&S CD TH FA SSP**

### History 3272. Economic Development of East Asia

In this course, students read historical explanations of both phenomena, and inquire whether they can be fit into a single framework. Students also consider the influence of cultural, institutional, and international factors, among others, on economic growth and development. Credit 3 units.

**A&S SS FA SSP**

### History 3281. Topics in African History: The Political Economy of Health in Africa

*See Course Listings for current topics.* Credit 3 units.

**A&S TH FA SSP**

### History 3300. Methods and Reasoning in the Social Sciences II

*Same as STA 330.*

**A&S SS FA SSP**

### History 3302. Religion and Science

*Same as Re St 3301.*

**A&S TH**

### History 3303. History of American Cinema

*Same as Film 330.*

**A&S TH FA AH**

### History 3321. The Bible in the Jewish Tradition

*Same as JNE 327.*

**A&S TH**

### History 333. The Holocaust: History and Memory

*Same as IA 533, JNE 5331, History 333, IAS 333, EuSt 3331, JNE 3331.*

Origins, causes, and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; contemporary implications of the Holocaust for theology and politics. Credit 3 units.

**A&S SD TH FA SSP**

### History 334C. History of Jews in Christian Europe to 1789

*Same as History 5334, Re St 334C, JNE 334C, JNE 5334, Med-Ren 334C, History 334.*

The position of the Jews in relation to church and state; organization and self-government of the Jewish community; movements of Jewish spirituality (Kabbalah, German and Polish Hasidism); divisions within Jewish society; and the background of emancipation and enlightenment. Credit 3 units.

**A&S CD TH FA SSP**

### History 335C. The Jews in the Modern World

*Same as History 335, IAS 3350, EuSt 3350, JNE 535C, JNE 335C, Re St 335C.*

This course offers a survey of the Jewish experience in the modern world. We begin with the European Enlightenment and the formation of the modern state and end with American and Israeli settings at the close of the 20th century. The cultural, social, and political lives of Jews have undergone tremendous transformations and dislocations over this time—a period marked by innovation, tragedy, and success. Among the themes that we explore in depth are: the campaigns for and against Jewish “emancipation”; acculturation and religious reform; Jewish life in the Russian empire and in Eastern Europe; the rise of political and racial anti-Semitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945. Credit 3 units.

**A&S CD TH FA SSP**

### History 336C. History of the Jews in Islamic Lands

*Same as Re St 336C, JNE 336C, History 336C, IA 536, JNE 536C.*

The legal status of Jews under Islam; the impact of the Moslem conquest and Abbasid rule on the Jewish community of Babylonia; the flourishing Jewish civilization in Moslem Spain; the nature of Mediterranean Jewish society in the High Middle Ages; Jewish life in 16th-century Ottoman Turkey. Credit 3 units.

**A&S TH FA SSP**

### History 3402. Money and Morals in the Age of Merchant Capital

*Same as Med-Ren 3402, Lw St 3401.*

Between the late medieval period and the 18th century, Europe underwent an economic transformation and expansion that produced both global dominance and the economic organization of the modern age. These developments were not immediately or universally seen as beneficial, however, and we also examine the ambivalence and moral suspicion surrounding commerce and the figure of the merchant in early modern Europe. Credit 3 units.

**A&S TH FA SSP**

### History 3403. Europe Between the Wars: 1919–1939

A survey of European history between the wars. It stresses the distinctive modern conflicts of the period, particularly those resulting from World War I and leading to World War II. Considerable attention is given to the development of the Soviet system, but the major emphasis is on the rise of fascism, Nazism, and other forms of right-wing authoritarianism, which are studied in the broader European context. There is also extended examination of the Spanish Republic and the internationalization of the Spanish Civil War. Credit 3 units.

**A&S TH FA SSP**

### History 3413. Women in Early Modern Europe

*Same as Med-Ren 3413, WGS 3413.*

From the Renaissance to the Enlightenment, European women experienced tremendous change as Europe witnessed religious upheaval, economic retrenchment, political consolidation, and intellectual revolution. However, many of the core ideas about women’s role and status remained remarkably stable during this period, and women continually struggled to create opportunity for themselves. We examine both the changing and unchanging nature of women’s lives through sources such as conduct manuals for women, biographies about women from different economic, social, and religious backgrounds, and the works of female authors. Credit 3 units.

**A&S SD TH FA SSP**

### History 341C. Ancient History: The Roman Republic

*Same as Classics 341C.*

**A&S TH FA SSP**

### History 342C. Ancient History: The Roman Empire

*Same as Classics 342C.*

**A&S TH FA SSP**

### History 343C. Europe in the Age of Reformation

*Same as Re St 343C, Med-Ren 343C.*

At the beginning of the 16th century, Europe was torn apart by the theological, social, and political upheaval created by Martin Luther’s challenge to the Roman Catholic Church. We begin this course by examining the late medieval history of dissent and the social and religious environment that made the Reformation possible. Through the writings of some of the major reformers and apologists for the Catholic Church, we analyze the doctrines and the tactics of the principal branches of Protestantism and the Catholic Church’s response. We conclude by assessing the social and political impact of the Reformation. Credit 3 units.

**A&S CD SD TH FA SSP**

### History 3440. The Social World of Early Christianity

*Same as Re St 3440.*

From its very beginning, Christianity confronted pressing social issues, many of which still challenge us today. In this course, we examine a selection of these topics in the hope not only of understanding the historical development of Christian social practice and doctrine, but also of evaluating the “solutions” articulated by the early church. To this end, we complement our readings in the primary sources with essays drawn from the contemporary social sciences. Credit 3 units.

**A&S TH FA SSP**

### History 3441. Introduction to European Studies

*Same as IAS 344.*

**A&S CD TH**

### History 3450. Modern Germany

What does it mean to be German? How should Germany fit into Europe? What problem does the German past pose for today? These questions structure our survey of the forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we identify unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to post-war division and reunification. One major focus is the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and the issue of how far the two post-war Germanys broke with the past. Credit 3 units.

**A&S TH FA SSP**

**History 3456. Greek History: Archaic and Classical***Same as Classics 345C.***A&S TH FA SSP****History 345A. The Scientific Revolution***Same as Biol 345A.***A&S NS FA NSM****History 346C. Greek History: The Age of Alexander***Same as Classics 346C.***A&S CD TH FA SSP****History 347. Darwin and Evolutionary Controversies***Same as Biol 347.***A&S NS WI FA NSM****History 3470. Gender and Citizenship***Same as WGS 347.***A&S TH****History 348. Europe in the Age of Imperialism: 1870–1940***Same as IAS 348, EuSt 348.*

Europe at the height of its power and influence. The expansion of European control in Africa and Asia, international relations, and the problem of war and peace. The social tensions in mature industrial societies and the particular characteristics of the major European states—England, France, Germany, and Russia—and some of the smaller countries. Credit 3 units.

**A&S TH FA SSP****History 349. Europe in the 20th Century: 1914–1945***Same as Pol Sci 3491, EuSt 349, IAS 349, IDEV 349.*

This course looks at World War I and its impact on European society; the Russian Revolution and the rise of the Soviet Union; the Versailles settlement and the diplomacy of the interwar years; fascism in Italy; national socialism in Germany; and the origins and course of World War II. Credit variable, maximum 4 units.

**A&S TH FA SSP****History 3491. Europe in the 20th Century: 1945–2000***Same as EuSt 3491.*

This course is an introduction to political, social and cultural developments in Europe from 1945 to the present. It investigates the reconstruction of Europe following the devastation of the Second World War and the principles upon which this reconstruction was based. Topics include: the post-war settlement following WWII; the division of Germany; the consolidation of the communist and the capitalist power blocs and the beginning of the Cold War; political and economic reconstruction in Western Europe and Stalinization in Eastern Europe; and the path toward the formation of the European Community. Credit variable, maximum 4 units.

**A&S TH FA SSP****History 3508. The Crusades: Cross-Cultural Perspectives***Same as Re St 3508, Hum 3508, Med-Ren 3508.*

Traditionally, the study of the Crusades in the Western world has focused almost exclusively on the European Christian view of events. But in recent years, a more complete picture has begun to emerge of the long series of conflicts between Christians and Muslims in the Holy Land. This course looks broadly at the history and evolving significance of the Crusades from a variety of perspectives—Christian, Muslim, Jewish, and Byzantine. We begin at the end of the 11th century with the birth of the crusading impulse, do some intense reading of the primary sources concerning the First and Third Crusades, work our way through the later and increasingly unsystematic at-

tempts by the Christians to recover the movement's glorious past, and end with a look at materials from the post-9/11 world that demonstrate the persistent meaning of the Crusades for modern geopolitics. Credit 3 units.

**A&S TH FA SSP****History 352. England in the 17th Century**

A century that saw two political revolutions, the "scientific revolution," and the beginnings of the "commercial revolution" was a period of crisis and change. Yet old structures of power and belief proved resilient. Focus on the causes and limits of change; readings in the works of the kings, thinkers, revolutionaries, and those who experienced rather than shaped authority. Credit 3 units.

**A&S TH FA SSP****History 3522. History of Medicine in the Middle Ages: In Syknesse and in Helthe***Same as Med-Ren 3522.*

This course is for History majors and pre-health professions students. It examines the institutions of medieval medicine as well as social reactions to diseases and the lives of patients and practitioners. Credit 3 units.

**A&S TH FA SSP****History 3531. Early Modern England**

Around 1500, England was an overwhelmingly agrarian society dominated by crown and aristocracy; by 1700, political power had been redistributed by revolution, while commercialization, "science" and empire-building were well under way. Through lecture and discussion, and through readings in a variety of autobiographical and other writings, including some of the great works of literature, we examine how contemporaries sought to shape, or to come to terms with their world. Credit 3 units.

**A&S TH FA SSP****History 3532. Faith and Power in Early Modern England**

This course examines the often explosive relations between religious faith and political power in 16th- and 17th-century England: a time of the conquest of Ireland; the burning of martyrs; the hanging of witches, and puritan experiments in New and old England. It explores the painful process by which a general commitment to religious unity and coercion eroded to allow space to the individual conscience. Credit 3 units.

**A&S TH FA SSP****History 354. Victorian Britain**

A survey of British history from the 1830s to the modern period, with an emphasis on society and politics. Credit 3 units.

**A&S TH FA SSP****History 355. 20th-Century Britain***Same as EuSt 355, IAS 355.*

The United Kingdom of Great Britain and Ireland entered the 20th century as an economic and political superpower; after enduring civil war, two world wars, de-industrialization, and the loss of its empire, however, it ended the century on very different terms. This seminar examines, explains, and attempts to characterize this process, focusing upon two seemingly contradictory themes: (1) the tendency of historians, politicians, and other analysts to read this period as an age of national decline, and (2) the improvements to the lives of the vast majority of Britons. The format includes both lecture and discussion; evaluation is based upon a combination of essays, participation, and a final exam. Credit 3 units.

**A&S TH FA SSP****History 3552. Modern France Since 1870***Same as IAS 3552, EuSt 3552.*

This course is a survey of French history from the Franco-Prussian War to today. We cover such major topics as: the war of 1870–1871; the Paris

Commune; the establishments of a democratic republic; the Dreyfus affair; the battle between church and state; the women's rights campaign; industrialization and socialism; World War I; the populist front; the fall of France; Vichy and the resistance; the fourth Republic and decolonialization; de Gaulle and the republic; and the European Union. Emphasis is on political and social history. Credit 3 units.

**A&S TH FA SSP****History 3553. French Revolution to Napoleon III***Same as EuSt 3553, IAS 3553.*

The focus of this course is on the French Revolution of 1789–1799 and France under Napoleon Bonaparte, but the topics discussed begin with the crisis of the French monarchy at the end of the Old Regime and end with the reign of the last French monarch, Emperor Napoleon III. Credit 3 units.

**A&S TH FA SSP****History 356C. 20th-Century Russian History***Same as IAS 356C, Russ St 356C, EuSt 356.*

A survey of Russian history from 1900 to the present. The course emphasizes the Russian Revolutions at the beginning and end of the century; Stalinism; de-Stalinization; and post-communist society. Much attention is given to the assumptions and conclusions of schools of historical analysis: Marxist, totalitarianism, Kremlinologist, and revisionist. Credit 3 units.

**A&S TH FA SSP****History 3584. From Freud to Postmodern and Feminist Psychoanalysis: A History of Psychoanalytic Ideas***Same as Hum 3584, MLA 5116, History 3584.*

This course traces the development of psychoanalysis from Freud's original positions in the early 20th century to the most recent innovations in the psychoanalytic theory and practice of the 21st century. Credit 3 units.

**A&S TH FA SSP****History 359. Topics in European History: Women in Modern European History, 1700–2000***Same as Med-Ren 338, IAS 359, EuSt 359C, WGS 359C.*

This course examines the radical transformation in the position and perspective of European women since the 18th century. The primary geographic focus is on Britain, France, and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the "new woman;" women and war; and the cultural construction and social organization of gender. We look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers, and factory hands. Sources include novels, political treatises, films, and memoirs. Credit 3 units.

**A&S CD TH FA SSP****History 3598. The First World War and the Making of Modern Europe***Same as EuSt 3598, IAS 3598.*

The World War I ushered our age into existence. Its memories still haunt us and its aftershocks shaped the course of the 20th century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, World War II, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era. This course examines the war—its causes, course, and consequences—through a variety of primary sources, including memoirs, films, and diplomatic documents. We also attend to the many approaches scholars have taken to the war and consider the intense debates sparked by their



interpretations. Credit 3 units.

**A&S TH FA SSP**

**History 3604. Science, Religion, and the Humanities since Darwin**

Credit 3 units.

**A&S TH FA SSP**

**History 3608. Science and Society Since 1800**

This course surveys selected topics and themes in the history of modern science from 1800 to the present. Emphasis is on the life sciences, with some attention to the physical sciences. Lectures place scientific developments in their historical context and the discussions focus on the analysis of key primary sources drawn from the period in question. Credit 3 units.

**A&S TH FA SSP**

**History 3632. The American Frontier: 1776–1848**

*Same as AMCS 363.*

This course examines the nation's shifting frontier from independence through the Mexican-American War. It considers people and places in flux as their nationality, demography, and social order underwent dramatic changes. This course makes use of an extensive electronic archive of primary sources including period documents, historic maps, and contemporary artwork. Students examine a selection of these materials each week and are asked to consider how they confirm, reject, or expand on the ideas they encounter in published scholarship. This archive makes particular use of materials in Olin Library's Special Collections as well as other area archives. Credit 3 units.

**A&S SD TH FA SSP**

**History 365. The New Republic: The United States, 1776–1850**

*Same as Lw St 365, AMCS 365.*

A survey of American history from the eve of the Revolution to the eve of the Civil War. Topics covered include: the Revolution and its little anticipated and ambiguous legacies; the rise of democracy; the starkly paradoxical "marriage" of slavery and freedom, each expanding by leaps and bounds; the creation of much of the America that we know; mass political parties; sustained capitalist growth; individualistic creeds; formalized and folkloric racism; technological innovation; literary experimentation; distinctively American legal, scientific, and religious cultures; and the modern movements of labor, feminism, and African-American empowerment. Credit 3 units.

**A&S TH FA SSP**

**History 3650. The American Presidency: 1789–Present**

Credit 3 units.

**FA SSP**

**History 3651. The British Empire in India and Africa**

The history of the British Empire in the 19th and 20th centuries through its development in India and Africa. Connections between empire and commerce, the role of Christian missions in imperial expansion, the politics of empire, the relationship between imperial outposts and the home country, the cultural interaction between the colonial and indigenous populations, and the process of decolonization. Credit 3 units.

**A&S TH FA SSP**

**History 3652. Cultural Order and Change**

*Same as STA 365.*

**A&S SS FA SSP**

**History 366. Civil War and Reconstruction: 1848–1877**

*Same as History 366, AMCS 366.*

The Civil War and Reconstruction from the perspective of the individuals who made the choices of the era; the groups that helped shape the actions of individuals; and the historians, novelists, film-

makers, and social movements that have struggled over the meaning and legacy of the bloody conflict. Credit 3 units.

**A&S SD TH FA SSP**

**History 3660. Narratives of Discovery**

This course examines Europe's encounter with the newly discovered lands and peoples of Africa, Asia, and America through the writings of the travelers themselves. We read stories of exploration and conquest, cultural and commercial exchanges, religious visions, and cannibal practices as told by Marco Polo, Christopher Columbus, Hernan Cortes, Ludovico Varthema and Jean de Lery, among others. Topics studied include: the world of the explorers; the development of colonial discourses and practices; and the strategies used to handle the difficult questions of eyewitness authority, political legitimacy, and European cultural hegemony. Credit 3 units.

**A&S TH**

**History 367. Modern America: 1877–1929**

*Same as AMCS 367, Lw St 367.*

The rise of industrial America: the social conflicts, cultural shifts, political responses, and world status occasioned by industrial development in the United States, from Reconstruction to World War I. Key concerns include labor, race, and women's suffrage; popular culture; the bohemian avant garde; consumerism; progressive reform; imperialism and the impact of World War I. Credit 3 units.

**A&S TH FA SSP**

**History 368. Modern America Since 1929**

*Same as AMCS 368, History 368.*

This course offers an intensive survey of U.S. history since World War I, concentrating on key turns in the development of American life: social and political strains of the 1920s as part of the "new era" commenced by the Great War; responses to the Great Depression and the construction of a limited welfare state in the 1930s and 1940s; the rise of Cold War anticommunism in foreign and domestic affairs in the wake of World War II; the advent of a new period of social reform and disruptive protest in the 1950s and 1960s; the turn toward the political right since the 1970s; and the aftermath of the Cold War. Credit 3 units.

**A&S TH FA SSP**

**History 3680. The Cold War, 1945–1991**

*Same as AMCS 3680, IAS 3680, Pol Sci 3680.*

This course presents an assessment of the Cold War from the perspective of its major participants, where possible using primary documents and recently released archival sources. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of détente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War. Credit 3 units.

**A&S TH FA SSP**

**History 3712. Art and Culture in America's Gilded Age**

*Same as Art-Arch 3712.*

**A&S TH FA AH**

**History 372C. Law in American Life: 1776 to the Present**

*Same as Pol Sci 372C, STA 372C, Lw St 372C, AMCS 372C.*

A history of the role (and rule) of law in American life since the founding of the republic on principles of equal justice under law. The course examines "law in action" as well as of "law on the books" through the following questions: How was the English legal heritage adopted, rejected, or Americanized? What were the legal terms and realities of labor—free, unfree, and slave? How did

law support or attack racialized slavery and inequality? How did the revolution in law affect the family, sexuality, and gender roles? How have popular and vigilante notions of "justice" clashed with formal legal institutions? How has law affected economic growth and the operation of the marketplace? How have legal institutions responded to modern medicine, urbanization, industrialization, professional sports, and organized crime? What remedies has law provided for those suffering personal injury or property loss? What has been the impact of popular culture on the American understanding of law and legal institutions? Credit 3 units.

**A&S SD TH FA SSP**

**History 373. History of United States: Foreign Relations to 1914**

*Same as AMCS 3730, IAS 3731.*

The development of the United States from colony to hemispheric empire and to the threshold of world power. Investigation of historical traditions with particular attention to domestic influences. Credit 3 units.

**A&S TH FA SSP**

**History 374. History of United States Foreign Relations: 1914–1950**

*Same as AMCS 374.*

Impact of world conflict, revolution, and domestic political-economic developments on the global expansion of American interests, ideology, and power from the Great War to the eve of the Korean struggle. Credit 3 units.

**A&S TH FA SSP**

**History 3741. History of United States: Foreign Relations Since 1950**

*Same as IDEV 374, History 3741, AMCS 3741, IAS 3741, Pol Sci 3741.*

Analysis of the causes, burdens, and consequences of American world supremacy in an age of nuclear power and revolutionary challenge. Credit 4 units.

**A&S TH FA SSP**

**History 3751. Women Since 1945: Women in the United States**

*Same as WGS 3751, AMCS 3751.*

A comparative survey of United States and British women's history from the 19th century to the present, focusing on suffrage, work, legal advances, family, sexuality, and citizenship. Credit 3 units.

**A&S SD TH FA SSP**

**History 3752. Women in U.S. History: U.S. Women's History in the 20th Century**

*Same as AMCS 3753, Lw St 3752, WGS 407.*

This course provides an introduction to the history of women in the United States. We analyze from a multicultural perspective women's experiences of historical processes, their role in the making of history, and the ways in which gender has shaped the lives of both women and men. Specific topics to be addressed include: conquest and frontiers; family and religion in colonial America; industrialization and women's work; the sexual politics of slavery and freedom; the gendered nature of American politics; and women's participation in social movements of the 19th and 20th centuries. Credit 3 units.

**A&S SD TH FA SSP**

**History 3754. Topics in Women's History: African-American Women**

*Same as AFAS 3752.*

**A&S TH FA SSP**

**History 3755. Topics in Women's History: U.S. Women's History from 1869 to the Present**

This course examines women's social, political, cultural, and economic status in the United States since 1869. In this class, we pay special attention to the changing ideological foundation for women's roles. We investigate how the social and

economic transformations that accompanied industrialization and urbanization influenced women's lives and look closely at the effects of race, class, ethnicity, and region on women's experiences. We explore how women used their defined roles to create positions of influence in American society and thereby overcame constraints they faced in achieving social and political equity. Credit 3 units.

**A&S TH**

### History 3811. Islam in Africa

*Same as Re St 347.*

A historical survey of the spread and assimilation of Islam in sub-Saharan Africa. Primary topics include the initial introduction of Islam, the formulation of Swahili culture, the medieval Islamic states of the Sahel, Sufism, the West African Jihads, the spread of Islam during Africa's colonial period and Islam in South Africa. Credit 3 units.

**A&S CD TH FA SSP**

### History 382C. The American School

*Same as Educ 301C.*

**A&S SD TH FA SSP**

### History 383. American Culture and Society Since 1945

*Same as Pol Sci 3991, STA 3602, AMCS 383.*

A study of major trends in social organization, everyday life, popular culture, and the arts in the United States from the end of World War II to the 1990s. Topics include: race relations; family structure; gender norms; sexuality; religion; generational and class divisions; urban and suburban life; entertainment; and consumer practices. Credit 3 units.

**A&S TH FA SSP**

### History 385. Topics in American History

See department for current topics. Credit 3 units.

**A&S TH FA SSP**

### History 3852. American Urban History I

See department for current topics. Credit 3 units.

**A&S TH FA SSP**

### History 3853. History of Electronic Media

*Same as Film 350.*

**A&S TH**

### History 3855. Sex, Violence, and Family Values in the Age of Shakespeare

This course analyzes a cluster of social, gender and sexual attitudes and assumptions in the increasingly urbanized and centralized world of early-modern England. Using Shakespeare's plays as primary source-material, the class examines such themes as gender transgression, aggressive wives, undutiful children, honor and the feud, patrician and plebeian violence. Credit 3 units.

**A&S TH FA SSP**

### History 3872. The History of Modern Britain

*Same as EuSt 3872, Med-Ren 3872, IAS 3872.*

This course is a survey of the major institutions that have shaped the history of modern Britain over the past 300 years. Some of the topics we explore include: the pressures of agricultural and industrial revolution; parliamentary government and the role of a monarchy in an increasingly democratic society; the acquisition and dismantling of empire in Asia and Africa; and the relation of church and state. Credit 3 units.

**A&S TH FA SSP**

### History 3874. An Embarrassment of Riches: 19th-Century Britain

*Same as IAS 3874, EuSt 3874.*

This course examines the embarrassment of riches that characterized British society, culture, and politics in the 19th century: "riches" because it was in this period that Britain emerged as the world's wealthiest superpower, "embarrassment" because

the same period witnessed the discovery of extreme poverty and malnutrition among its own population. Weekly topics include: the Napoleonic Wars; the Industrial Revolution; democratic reforms to Parliament; imperialism in south Asia and east Africa; the rise of science and evolutionary thought; struggles on behalf of workers' education, women's rights, and Irish independence; and major contributions to Victorian culture. The course entails lectures, films, readings, and discussion; evaluation is based upon a combination of participation and written essays. Credit 3 units.

**A&S TH FA SSP**

### History 3878. Britain and its Empire from 1688 to 1870

*Same as EuSt 3878, IAS 3878.*

This course is an introduction to the history and culture of modern Britain and Ireland. We see how this damp archipelago off the northwestern coast of Europe extended its reach across the seas and throughout the world. The expansion of English power throughout the British Isles—and of British power throughout the world—was made possible by a combination of political stability, unifying nationalism, and economic might, and we trace these developments from the assertion of Parliamentary supremacy in 1688 to the apex of Victorian civilization in 1870. Along the way we follow these Britons as they forged a nation-state, cobbled together an empire, launched the Industrial Revolution, faced off against George Washington and Napoleon Bonaparte, and took a few steps toward democracy. Credit 3 units.

**A&S TH FA SSP**

### History 387C. Upon These Shores: African-American History, 1500–1864

*Same as AMCS 390C, AFAS 390C, Lw St 387C.*

An overview of African-American history, culture, and traditions from pre-colonial Africa through the end of the Civil War. Recurring themes in the history of blacks in North America are explored: origins and evolution of scholarship and methodologies; significance of the diaspora; slavery; religious ethos; the search for community; the impact of gender on identity and philosophy; black resistance to slavery; emancipation; and political empowerment. Credit 3 units.

**A&S SD TH FA SSP**

### History 388C. For Freedom's Sake: African-American History Since Emancipation

*Same as Pol Sci 388, STA 361C, Lw St 388C, AFAS 391C, AMCS 389C, Pol Sci 388.*

This course introduces students to the major themes of African-American history; the changing meanings of freedom; the advances and setbacks in the struggle for equality; the impact of class and gender on racial identity; and black social and political activism. The course covers the time periods from emancipation to the present, including Reconstruction, the Jim Crow era, the great migration, the Civil Rights movement, the Black Nationalist period, and contemporary politics. Credit 3 units.

**A&S SD TH FA SSP**

### History 3891. East Asia Since 1945: From Empire to Cold War

*Same as IAS 3891, East Asia 3891.*

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas, and Vietnam, all of which resulted from major conflicts in "post-war" Asia. We conclude with a look at East Asia in the post-Cold War era. Credit 3 units.

**A&S CD TH FA SSP**

### History 3908. Ideas, Personalities, and Politics in Revolutionary Russia: Writing-Intensive Seminar

*Same as Russ St 3908.*

This course explores the revolutions that created, and ended, the Soviet Union. Ideas include: nationalism, socialism, and populism; individuals range from Nicholas II, Rasputin, and Lenin, to Solzhenitsyn, Sakharov, and Gorbachev. Credit 3 units.

**A&S TH WI**

### History 392C. Exile: Jews, Literature, and History

*Same as JNE 339C.*

**A&S CD TH**

### History 394C. African Civilization to 1800

*Same as AFAS 321C.*

**A&S CD TH FA SSP**

### History 395C. African Civilization: 1800 to Modernity

*Same as AFAS 322C.*

**A&S CD TH FA SSP**

### History 398. Advanced Reading Seminar

Amplifies and expands on the themes and factual material in upper-level history courses. Taken in conjunction with 300-level history courses. One class session a week to discuss additional readings. Credit 1 unit.

**A&S TH FA SSP**

### History 399. Senior Honors Thesis and Colloquium: Writing-Intensive Seminar

Prerequisites: Satisfactory standing as a candidate for Senior Honors and permission of thesis director. Credit variable, maximum 6 units.

**A&S TH WI FA SSP**

### History 39F8. Gender and Sexuality in 1950s America: Writing-Intensive Seminar

*Same as AMCS 397, WGS 3988.*

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing-intensive seminar we use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men. Credit 3 units.

**A&S SD TH WI**

### History 39G9. American Culture and Politics Since 1945: Writing-Intensive Seminar

In this course, students learn about the major trends in American cultural history from the end of World War II to the 1990s. In particular, the course focuses on the complex relationship between American culture and politics in the Cold War era. We examine: how American culture reflected, contested, and shaped America's emergence as a global superpower; domestic anti-communism; the growth of a mass consumption economy; generational conflict; changing gender expectations; the rise of protest movements around the 1960s; and the conservative drift of the nation since the 1970s. Materials are drawn from primary sources, including film, music, literature, and social criticism, as well as from secondary sources. Credit 3 units.

**A&S TH WI**

### History 39H8. Internal Empire: The Unification of Britain: Writing-Intensive Seminar

The establishment and the costs of English hegemony over the British Isles. Political and cultural aggression, religious conflict, and social and economic development all contributed to identity formation, whether in the triumphant metropolitan core or in the embittered Celtic periphery. Credit 3 units.

**A&S TH WI**

**History 39J8. Mapping the Early Modern World: Writing-Intensive Seminar***Same as Med-Ren 3910.*

Societies use maps not just to see the world, but also to assign meaning and order to space: both nearby spaces and spaces on the other side of the world. In this writing-intensive seminar, we study how maps were created, circulated, and interpreted between the 16th and 18th centuries, when Europeans came into contact with new regions throughout the world and reshaped their own backyards through the rise of the modern state and the development of national identity. Credit 3 units.

**A&S TH WI****History 39K8. The Many Enigmas of Thomas Jefferson: Writing-Intensive Seminar***Same as AMCS 392.*

Who was Thomas Jefferson, and why has his reputation undergone so many changes? Why has this hero of abolitionists and a man hated by slaveholders become a figure condemned today for being a slaveholder with an African-American mistress? How did an apostle of small government and states' rights become the patron saint of the New Deal and the Democratic Party, and then an inspiration for anarchists? Why have examinations of his public "greatness" and study of his ideas shifted to scrutiny and criticism of his private lapses? Credit 3 units.

**A&S TH WI****History 39S8. Rivers: A Comparative Approach to Chinese and World History: Writing-Intensive Seminar***Same as East Asia 398, IAS 398.*

This course uses rivers as geographical frames of reference to address a variety of issues, including physical and social mobility, agriculture and commerce, the state, environmental history, and construction of cultural meanings. Each week begins with a focus on the West River, which flows through two provinces in southern China. Readings on the West River are matched with readings that address similar topics but focus on other important rivers in the world. These rivers may include but are not necessarily limited to the following: Mekong, Irrawaddy, Ganges, Tigris, Euphrates, Nile, Niger, Rhine, Danube, Volga, Mississippi, and Amazon. The temporal focus is approximately 1500–1900, a period that witnessed the zenith of rivers as modes of transportation and commerce. This is a writing-intensive course with a heavy emphasis on revising earlier drafts of written work. Credit 3 units.

**A&S TH WI****History 39X9. To Russia and Return: Travel, Literature, and History: Writing-Intensive Seminar***Same as IAS 399, Russ St 39X9, EuSt 399.*

For 300 years, scholars have relied upon the accounts of eye-witness travelers to make Russia less mysterious. One famous traveler was responsible for the idea of despotic tsars, others deemed the Muscovy "rude and barbarous," while still another shaped the end of Russian serfdom. This writing-intensive seminar introduces students to the full sweep of modern Russian history through readings in selected travelers and scholarship based on them. Students eventually research the traveler of their choice. Discussion, library research, oral reports, and a final paper. Prior course work on Russia not required. Credit 3 units.

**A&S TH WI****History 4000. IPH Thesis Prospectus Workshop***Same as Hum 401.***A&S TH****History 4001. Field Work in Historical and Archival Professions**

A fieldwork project under the direction of a mem-

ber of the Department of History. Normally planned and undertaken in conjunction with an established museum or archival internship program, this work may be done independently. Credit variable, maximum 6 units.

**A&S TH FA SSP****History 4002. Directed Field Work: Historical and Archival Professions**

A fieldwork project under the direction of a member of the Department of History. Normally planned and undertaken in conjunction with an established museum or archival internship program, this work may be done independently. Credit variable, maximum 6 units.

**A&S TH FA SSP****History 4004. Gender, Culture, and Identity in America***Same as WGS 401.***A&S SD TH FA SSP****History 4020. Jerusalem, The Holy City***Same as JNE 4020.***A&S CD SD TH****History 4021. Identity: From Individual Crisis to Collective Politics**

What does it mean to say that we have, or that we seek, an identity? We seem to need to define ourselves as something, to be able to know "who we are." The psychoanalyst Erik Erikson, who coined the famous concept of "identity crisis" half a century ago, suggested that individual identity becomes a problem when the materials from which we normally construct it, parental identifications and cultural beliefs, come into conflict. Credit 4 units.

**A&S TH****History 4033. Race, Sex, and Sexuality: Concepts of Identity***Same as WGS 403.***A&S SD SS FA SSP****History 4051. Diaspora in Jewish and Islamic Experience***Same as JNE 405.***A&S TH****History 4063. Spanish Symbiosis: Christian, Moors, and Jews***Same as Span 406.***A&S CD TH FA Lit SSP****History 4153. Society and Politics in British India***Same as IAS 4153.*

This course focuses on colonial society and anti-colonial movements in British India; nationalism and popular culture; race and gender; and the movement for Pakistan. Credit 3 units.

**A&S SD TH FA SSP****History 4154. Post-Colonial South Asia: Nations, Cultures, and Identities***Same as IAS 4154.*

In-depth look at the cultural and political dilemmas posed by the end of colonial rule in India and Pakistan. We investigate the effects of the nation-state upon society and the individual in this part of the world, examine how nationhood is manifested in politics and popular culture, and ask whether there are alternative ways of expressing identity in the modern world. Credit 3 units.

**A&S SD TH****History 4156. Europe and the Second World War***Same as IAS 4156, EuSt 4156.*

World War II with its catastrophic consequences was perhaps the most central event in 20th-century European history. It not only ended the era of European predominance, but it resulted in what might even be called the self-destruction of Europe. In this seminar, crucial questions of that de-

velopment are discussed, concerning the path leading to war, the beginning of the European war in 1939, and the consequences of the Nazi attack on the Soviet Union in 1941. Credit 3 units.

**A&S TH****History 416. Messianic Movements and Ideas in Jewish History***Same as Re St 416.*

Survey of messianism as a central force in Jewish history, stressing both theoretical implications and concrete manifestations. Credit 3 units.

**A&S TH FA SSP****History 417. Topics in African History: Middle Passages—African Americans and South Africa***Same as AFAS 417.***A&S CD TH****History 4191. The Politics of the Body in the Writings of Andrew Marvell***Same as Med-Ren 4191, LH 419, E Lit 4191.*

In the 17th century, English men and women were witness to some of the most determined high-level debauchery on record: they also and simultaneously heard the swellings of apocalypticism amid the angry rhetoric of revolution. Andrew Marvell—poet, politician and pamphleteer—is famous for transcending that sordid and inflamed world in his pastorals, but at every turn of a remarkable political and literary career he centered his polemics, his political meditations, as well as his cool lyrics, on the body and its discomforts—his own and others'. Credit 3 units.

**A&S TH****History 419B. History of Pan-Africanism: The Birth and Evolution of a Revolutionary Idea***Same as AFAS 419.***A&S TH****History 4210. Christians and Muslims in the Mediterranean World, 1100–1650***Same as Re St 4210, JNE 4210.*

The medieval and early modern Mediterranean was the crossroads of empire, trade, learning, and faith. This course examines how the diverse countries in this region handled questions of religious difference, cultural encounter, and political and economic rivalry from the Crusades to the flourishing of the Ottoman Empire and the 17th-century revolutions in politics and knowledge. Topics covered include: religious disputes and dialogue; the treatment of religious minorities; diplomacy and war; trade; slavery; and cultural influences. Credit 4 units.

**A&S TH****History 4214. A Tale of Two Cities: The Growth and Structure of Chicago and St. Louis***Same as AMCS 4210.***A&S TH****History 4222. Special Topics in History: Keble College, Oxford**

Credit variable, maximum 10 units.

**FA SSP****History 4231. Western Economic History***Same as Econ 423.***A&S SS FA SSP****History 4261. Thought and Society in Late Imperial China: 1600–1911***Same as East Asia 426.***A&S TH FA SSP****History 4273. Topics in the History of Developing Areas: The Middle East***Same as JNE 4272.*

See department. Credit 4 units.

**A&S TH FA SSP****History 4274. Palestine, Israel, and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-19th century to the

present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process. Credit 3 units.

**A&S TH**

#### **History 428. Topics in the History of Developing Areas II**

*Same as LH 428, Span 439.*

See department. Credit variable, maximum 3 units.

**A&S TH FA SSP**

#### **History 4280. History of Urban Schooling in the United States**

*Same as Educ 4280.*

**A&S TH**

#### **History 4288. Higher Education in American Culture**

*Same as Educ 4288.*

**A&S TH FA SSP**

#### **History 4290. History of Modern American Social Theory**

*Same as STA 4290.*

**A&S TH FA SSP**

#### **History 4293. History and Social Theory**

*Same as MLA 4293, AMCS 4293, STA 4293.*

An advanced reading course for upper-division undergraduates and graduate students that explores the uses of modern social theory in historical inquiry. In this course, students read some basic texts of Karl Marx, Max Weber, and Emile Durkheim as well as recent historical studies that rely in some respects on their work. Credit 3 units.

**A&S TH FA SSP**

#### **History 4322. The Later Roman Empire: From Constantine to Justinian**

*Same as Classics 442.*

**A&S TH**

#### **History 4412. The British Empire in Cross-Cultural Perspective, 1800–1970**

*Same as EuSt 4412, IAS 4412, IA 4412.*

In the past two centuries, British imperialists spread their political, economic, and cultural institutions around the world. Historians have viewed this process as the “modernization” of Africa and Asia through the introduction of Western culture and technology, but in reality, British imperialism mixed and diffused the various cultures of the Empire around the globe. Britain was the primary political force, but British imperialists could govern non-Western subjects only by co-opting local support and adapting institutions. Therefore Africans and Asians influenced the domestic institutions and culture of the Empire and even Britain itself. Credit variable, maximum 4 units.

**A&S TH FA SSP**

#### **History 442. European Intellectual History: 1789–1890**

*Same as IAS 442, Lw St 442, STA 466, EuSt 442, LH 442.*

The development of modern rationalist individualism out of the French and Industrial Revolutions, its extension in Romanticism and Hegelian thought, and the reactions of modern ideologies (liberalism, conservatism, nationalism, and socialism), Romantic individuality, the conflicted responses to industrialization and modernity, liberal culture, Marxism, the aesthetic reaction, and Nietzsche. Credit variable, maximum 4 units.

**A&S TH FA SSP**

#### **History 4422. History, Memory, and Collective Identities**

*Same as Comp Lit 4422, STA 4422, IAS 4422.*

Do social groups have a “memory”? What do we

mean when we talk about “history and memory”? How is the past “remembered” in social settings, and what role do these remembrances play in the construction and transmission of identity? These are some of the questions that frame this course. Students read from cognitive psychology, history, social thought, autobiography, and fiction texts.

Credit 4 units.

**A&S TH FA SSP**

#### **History 443. European Intellectual History:**

**1890–1930**

*Same as History 443A, IAS 443, STA 443, EuSt*

*443, LH 491.*

This course explores the crises in individualist and nationalist thought and culture in the years before and after World War I, focusing on the turn toward subjectivity, irrationalism and relativism. Topics include: the emergence of irrationality in political and social thought; the rise of psychoanalysis; the birth of modernism in painting, music, and literature; relativism in philosophy and the social sciences; the crisis of World War I; the beginnings of Fascist and Nazi ideology; and the emergence of existentialism. Credit variable, maximum 4 units.

**A&S TH FA SSP**

#### **History 444. European Intellectual History:**

**1930–2000**

*Same as LH 444, EuSt 444, STA 4662, IAS 444.*

This course is an exploration of European thought and culture from the intellectual and artistic response to Nazism in the 1930s to the postmodernism of the present. Topics include: art and political commitment before and after World War II; existentialism in France; the intellectual responses to the Cold War, such as the theory of totalitarianism; the “Critical Theory” of the Frankfurt School and the rise of Marxist humanism; the student movements of 1968; the critique of technological society; structuralism and post-structuralism; contemporary feminist theory; and postmodernism. Credit variable, maximum 4 units.

**A&S TH FA SSP**

#### **History 4442. The Jewish Experience in Eastern Europe**

*Same as IAS 4442, Russ St 4442, EuSt 4442, JNE 4442.*

A study of Jewish culture, society, and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania, and the Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social, and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East-European Jewish life; and the transition from Cold War to democratic revolution. Credit 3 units.

**A&S CD TH FA SSP**

#### **History 4443. Jews and the City: Urban Dimensions of Modern Jewish Experience**

*Same as JNE 4443, EuSt 4443, IAS 4443.*

This course examines the spatial, material, and cultural geographies of Jewish life in the modern metropolis from the ghetto of Venice to the streets of Spinoza’s Amsterdam; from the boulevards of late-19th-century Paris and the Viennese Ringstrasse to the bustling port of Odessa; from the heartland of traditional European Jewish culture in the Russian Pale of Settlement to the new lands of promise of New York’s Lower East Side and the sand-swept streets of modern Tel-Aviv. Credit 3 units.

**A&S CD TH**

#### **History 4446. European Social History: 1750–1930**

*Same as IAS 4446, EuSt 4446.*

This course examines both the old social history (which focused on social classes and “the social

question”) and the newer social history of the Annales School (which stresses the social conditions of everyday life). Most of the semester is spent surveying selected topics of the new social history, such as demography, marriage and the family, sexuality and reproduction, diet and cuisine, drink and drugs, disease and public health, and topics in material culture such as housing. Credit 3 units.

**A&S TH**

#### **History 447. Origin and Development of Freud’s Thought: 1886–1939**

An intensive analysis of the development of Freud’s thought from the beginning of psychoanalysis to his last writings. We look at the Viennese and broader European contexts, but the main focus is on Freud’s own texts. Credit 3 units.

**A&S TH FA SSP**

#### **History 4481. Race Politics in 19th- and 20th-Century America**

*Same as AFAS 448.*

**A&S SS FA SSP**

#### **History 448C. Russian History to the 18th Century**

*Same as IDEV 448C, Russ St 448C, Re St 448C.*

Medieval Russian history is in turmoil: Ukrainians charge the Russians with stealing their history; new perspectives from world history have fundamentally altered our understanding of the Viking age and of Russia’s infamous “Tatar Yoke”; Ivan the Terrible has lost his demonic appearance, and the hapless Romanovs before Peter the Great are now praised as the most successful of all early-modern monarchs. Topics include: Kievan politics, society and religion; the Mongol world; the rise of Moscow; consolidation and empire; religious crisis; and the dramatic first contacts with the West. Credit variable, maximum 4 units.

**A&S TH FA SSP**

#### **History 449C. Imperial Russia**

*Same as EuSt 449, Russ St 449C, IAS 449C.*

The Russian tsars, from Peter the Great to Nicholas II, built the empire that became the Soviet Union. Now that the U.S.S.R. is gone, historians focus not only on the governance of the Russians but also on the fate of scores of nationalities ruled by them. This course also explores the changing reputation of Russia’s rulers, especially of the women rulers of the 18th century, the rise of an intelligentsia committed to radical reform, the fate of millions of serfs, and the government’s efforts to steer a path between Muscovite traditions and a dynamic West. Credit variable, maximum 4 units.

**A&S TH FA SSP**

#### **History 4562. Science and Empire**

Credit 3 units.

**A&S TH**

#### **History 457. Topics in European History I**

See *Course Listings* for current topics. Credit 3 units.

**A&S TH FA SSP**

#### **History 4580. Topics in British History: Beyond the Beatles—Britain in the 1960s**

*Same as IAS 4580, EuSt 4580.*

This seminar examines one corner of the vast international upheaval associated with “The Sixties,” focusing on British society, culture, and politics from 1956–1970—that is, from the break-up of the Empire to the break-up of the Beatles. Other topics include: the Cold War; the Campaign for Nuclear Disarmament; student activism and the New Left; commonwealth immigration; second-wave feminism; the troubles in Northern Ireland; labor and industrial relations; and major developments in literature, film, and theater, as well as the conservative political resurgence that has

subsequently characterized British politics. The course consists of lectures, films, readings, and discussions. Credit 3 units.

**A&S TH**

#### History 459. Topics in European History

See *Course Listings* for current topics. Credit variable, maximum 3 units.

**A&S TH FA SSP**

#### History 460. Topics in European History IV

See *Course Listings* for current topics. Credit 4 units.

**A&S TH FA SSP**

#### History 4631. Topics in English Literature and History: The 17th Century

Same as *E Lit 4631*.

**A&S TH FA Lit**

#### History 4651. Postcolonial Theory and Society

Same as *STA 465*.

**A&S SS FA SSP**

#### History 4653. Cultural Patriarchy

Same as *LH 4653*.

**A&S TH FA SSP**

#### History 4680. Cities in Asia

Same as *IAS 468*.

**A&S TH**

#### History 4681. Topics in Literature and History: The Age of Lincoln—America in the 1850s

Same as *E Lit 4681, LH 465*.

This seminar is an interdisciplinary examination of the culture and politics of America in the critical watershed decade before the Civil War. The course explores how a range of writers, some avowedly literary, others more decidedly political, advanced their versions of America in the larger culture, at a time when all things American—democracy, religious destiny and nationality itself—were becoming profoundly problematic. Credit 4 units.

#### History 4689. American Intellectual History to 1865

Same as *AMCS 4689, Pol Sci 4689*.

This course presents an overview of American intellectual history from the early 17th century and the founding of the first English settlements in North America to the mid-19th century and the American Civil War. Credit 3 units.

**A&S TH**

#### History 469. American Intellectual History Since 1865

Same as *STA 469, AMCS 470*.

This course provides an overview of major trends and figures in the history of American intellectuals from the end of the Civil War to the present. Topics covered include: pragmatism; the emergence of professional social science; differing reactions to the growth of a corporate-dominated mass production and mass consumption society; intellectuals' involvement with radical and reform movements from progressivism to the New Left; the efforts of intellectuals to theorize ethnic and racial diversity and discrimination; reactions to mass culture; and postmodernism. We study a variety of American intellectuals, including William James, John Dewey, W.E.B. DuBois, Thorstein Veblen, Jane Addams, Margaret Mead, C. Wright Mills, Thomas Kuhn, and Richard Rorty. Credit 4 units.

**A&S TH**

#### History 4693. East Asian Feminism

Same as *East Asia 469*.

**A&S SD TH**

#### History 4743. Imagining the West

Same as *Art-Arch 4743*.

**A&S TH FA AH**

#### History 4751. Intellectual History of Feminism

Same as *WGS 475*.

**A&S TH FA Lit**

#### History 4752. American Culture: Traditions, Methods, and Visions

Same as *AMCS 475*.

**A&S TH**

#### History 4771. Topics in Religious Studies: Popular Chinese Religion

Same as *Re St 476*.

**A&S TH FA AH Lit**

#### History 481. History of Education in the United States

Same as *Educ 481*.

**A&S TH FA SSP**

#### History 4821. Theory and Methods in Literature and History

Same as *Hum 405*.

**A&S TH**

#### History 4833. Topics in African History

See *Course Listings* for current topics. Credit 3 units.

**A&S TH**

#### History 4841. Core Seminar in East Asian Studies: East Asia in Scholarly Literature

Same as *East Asia 484*.

**A&S CD TH WI FA SSP**

#### History 4842. The Japanese Empire in Asia, 1874–1945

Same as *East Asia 4842, ACC 4842, IAS 4842*.

This course examines the expansion of the Japanese Empire in Asia from 1874–1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea, and Manchuria. The course explores the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism. Topics include: the role of women in Japanese imperialism; the overlap of militarism and colonialism; and the experiment of the puppet state of Manchukuo. Credit 3 units.

**A&S CD TH**

#### History 4844. Women and Confucian Culture

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course focuses on Ming (1368–1644) and Qing (1644–1911) China, but also examines these issues in two other early modern East Asian societies: Yi/Choson (1392–1910) Korea and Tokugawa (1600–1868) Japan. Assigned reading primarily consists of historical monographs and articles produced in the last decade. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power, and gender; and state regulations on sexuality. Credit 4 units.

**A&S TH FA SSP**

#### History 487. Topics in American History: African-American Intellectual History

Same as *WGS 487, History 487*.

This course traces the changing nature of African-American thought, examine the competing traditions and intellectual tensions that have shaped African-American ideas, and focus on the complex relationships between those ideas and the larger contexts of American social, political, and intellectual life. Credit variable, maximum 4 units.

**A&S TH FA SSP**

#### History 4872. Colonial Cities and the Making of Modernity

Same as *IAS 4872, JNE 4872, URST 4872*.

Massive urban growth has been a central result of the incorporation of many areas—both central and

peripheral—into the global economy in the 19th and 20th centuries. As such, scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course investigates the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographic focus of the course is primarily on cities in the Middle East, North Africa, and South Asia. Our questions include: What role(s) did the urban play in creating modernity in the colony? How did local histories and contexts modify the experience of modernity and the specific developments of cities? What technologies of power characterize modernity in urban spaces? How might we redefine modernity from a theoretical perspective when it is viewed primarily from the colony rather than the metropole? Is it useful to think, as some scholars have suggested, of alternative or multiple modernities? Credit 3 units.

**A&S CD TH FA SSP**

#### History 488. Topics in American History: Thorstein Veblen and His America

Same as *STA 4888, AMCS 488*.

This course examines the work of Thorstein Veblen, iconoclastic economist and radical social critic, along with the social, cultural, and political context of his career from the 1890s to the 1920s. Besides examining a number of Veblen's key works, we study the currents of science, philosophy, and social thought that influenced him; his stance toward liberalism, socialism, labor, and progressive reform; his impact on cultural criticism; and the development of the social sciences in the United States. Credit 4 units.

**A&S TH FA SSP**

#### History 4890. Advanced Seminar: Latin America and the United States in the 20th Century

Same as *AMCS 4890, IAS 4892, LatAm 4890*.

Social, economic, and political relations between Latin America and the United States in the 20th century. Emphasis on internal developments that help to explain international interaction. Topics include: United States expansionism; Latin-American nationalism; the Good Neighbor Policy; revolution in Mexico and Cuba; intervention in Central America; and issues involving drugs and free trade. Credit 4 units.

**A&S TH FA SSP**

#### History 4891. Advanced Seminar: Topics in Modern Chinese Literature: History, Memory, and Identity

Same as *Chinese 489*.

**A&S TH FA Lit**

#### History 4892. Advanced Seminar: Oral History

Same as *AFAS 4892, AMCS 4892*.

This is a course about how we remember and represent the past. In a small discussion-based setting, students grapple with issues and themes in oral and public history in America. We look at the ways in which both individuals and institutions organize the past in the stories they tell. Students look at a range of locations where memory and history continually intersect: the individual, the family, the neighborhood, the church and synagogue, the museum, the monument, the historic site, the theme park, the classroom, film and television. Credit 4 units.

**A&S TH FA SSP**

#### History 4893. Advanced Seminar: Protests of the 1950s, '60s, and '70s

Same as *AMCS 4893*.

A research seminar concerning the history of protest movements that emerged and flourished in the United States from the 1950s to the 1970s, including the civil rights, peace, New Left, Black

Power, antiwar, feminist, Chicano, Native American, environmentalist, and gay and lesbian movements. The ideologies, practices, organization, evolution, and repression of these social movements are all matters of concern. Credit 4 units.  
**A&S TH FA SSP**

**History 4894. Advanced Seminar: The United States in Vietnam: Origins, Developments, and Consequences**

*Same as Pol Sci 464, IAS 4894, AMCS 4894, IA 4894.*

This course focuses on America's involvement in Vietnam from the era of French colonialism through the collapse of U.S. intervention. Special attention to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies. Credit 4 units.  
**A&S TH FA SSP**

**History 4900. Advanced Seminar: Intellectual Revolution in 20th-Century China**

*Same as IAS 4900, STA 468.*

This seminar focuses on the turbulent intellectual history of China from the China-Japan war of 1895 to the Japanese invasion of China in 1937. Expressions of China's political and social upheavals introduced in literary, philosophic, and scholarly texts in English translation. Key issues are: China's cultural relations with Europe and America; the evolution of Chinese nationalism; the formulation of a "new culture" for China; the emergence of socialism and communism; and the role of the new intelligentsia. Credit 4 units.  
**A&S TH FA SSP**

**History 4903. Advanced Seminar: The Age of Lincoln**

See department. Credit 4 units.

**A&S TH FA SSP**

**History 4905. Advanced Seminar: Issues in the History of American Medicine**

*Same as AMCS 4905.*

This seminar examines major issues and themes in the history of American medicine. Specific topics include: the changing image of the physician; professional authority; and the rise in the status of the medical profession during the past 100 years. Credit 4 units.

**A&S TH FA SSP**

**History 4907. Advanced Seminar: Women and Social Movements in the United States**

*Same as WGS 4908, Lw St 4907, WGS 4908.*

In this course we examine U.S. women's participation in diverse movements during the 19th and 20th centuries, ranging from suffrage and feminism, to the labor movement, civil rights activism, and conservative and queer movements. Among the questions we ask: How does the social and political position of different groups of women shape their participation in social movements? Why are certain social movements successful, and how do we define success? What does looking at women's experience in particular tell us about social movements in general? Credit 4 units.

**A&S SD TH FA SSP**

**History 4910. Advanced Seminar: Modern Chinese Science and Technology**

Scientific and technological development has been a constant concern among China's great reformers and revolutionaries. The drive to gain parity with the West's and Japan's scientific and technological prowess has been complicated by the desire of China to avoid dependence as well as pollution by Western values that might accompany science and technology. Credit 4 units.

**A&S TH FA SSP**

**History 4914. Advanced Seminar: Time of Trial, 1665–1668**

Amid growing excitement—new science was taking hold even as 1666 seemed to promise the apocalypse—London's great plague of 1665 ushered in a series of disasters. In 1666 the City burned, in 1667 England suffered its greatest naval disaster ever, while the royal court dissolved into a welter of sexual corruption. This seminar studies the ways in which England negotiated the unnerving social, cultural, religious, and epistemological challenges of these years. Credit 4 units.

**A&S TH FA SSP**

**History 4916. Advanced Seminar: Democracy in Latin America**

*Same as IAS 4916, LatAm 4916.*

See department. Credit 4 units.

**A&S TH FA SSP**

**History 4917. Advanced Seminar: Islamic History**

*Same as JNE 4917.*

See department. Credit 4 units.

**A&S TH FA SSP**

**History 4918. Advanced Seminar: Sexuality in America**

*Same as AMCS 4954, WGS 4918.*

Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. We also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation. Credit 4 units.

**A&S TH FA SSP**

**History 4919. Advanced Seminar: European Women's History**

This seminar emphasizes recent scholarship and debates in European women's history. Credit 4 units.

**A&S TH FA SSP**

**History 4920. Advanced Seminar: American Education**

*Same as Educ 440.*

**A&S SD TH FA SSP**

**History 4921. Advanced Seminar: Modern Japanese History**

*Same as IAS 4921, East Asia 4903.*

See department. Credit 4 units.

**A&S TH FA SSP**

**History 4923. Advanced Seminar: Communist China**

*Same as East Asia 4923, IAS 4925.*

This seminar explores the historical and social science literature that has shaped our understanding of the origins and development of Chinese Communism. Complementing this literature are translated samples of primary materials from policy documents, political philosophy, historical scholarship, and fiction. Credit 4 units.

**A&S TH FA SSP**

**History 4927. Advanced Seminar: Law and Culture in America from 1607–1776**

*Same as AMCS 4927.*

See department. Credit 4 units.

**A&S TH FA SSP**

**History 4928. Advanced Seminar: Reading the Body Politic in Early Modern England**

*Same as LH 4928.*

This course explores the work of containment done by a figure of speech, and also its disruptive potential. It also analyzes the implications of the

dismemberment of the supreme body natural, that of King Charles I, in revolution. Credit 4 units.

**A&S TH FA SSP**

**History 4930. Advanced Seminar in History: The Transformation of West European Societies, 1960–1990**

*Same as IAS 4930, EuSt 4930.*

There is a growing consensus among historians and social scientists that Western societies experienced a crucial period of change in the last decades of the 20th century. While the post-war period of economic reconstruction and accelerated industrial growth came to an end, everyday life altered, traditional certainties were challenged, and a new debate on social values was started. This seminar discusses these developments with a comparative view on West European societies and by combining macro-economic and macro-social approaches with insights into the spheres of individual experience. Credit 4 units.

**A&S TH**

**History 4932. Advanced Seminar: Japanese Foreign Relations**

*Same as East Asia 4932, IAS 4932.*

This seminar explores the priorities and policy-making institutions that have shaped Japan's modern foreign relations. Credit 4 units.

**A&S TH WI FA SSP**

**History 4933. Advanced Seminar: Africans and Britons in the Empire, 1787–1914**

The 19th century in Britain opened with great popular campaigns based on a straightforward appeal to a common humanity, which brought about abolition of the British slave trade and slavery in the empire. At the same time in Africa, Britons and Africans joined in a genuine partnership, the object of which was to evangelize the continent, and religious ties were complemented by growing cooperation in business and commercial affairs. Credit 4 units.

**A&S TH FA SSP**

**History 4934. Advanced Seminar: The British Empire in Cross-Cultural Perspective, 1800–1970**

*Same as WGS 4934, EuSt 4934, IAS 4934.*

This seminar examines the complex dynamics of and responses to British imperialism. Credit 4 units.

**A&S TH FA SSP**

**History 4937. Advanced Seminar: From World War to Cold War: America, 1943–1960**

*Same as AMCS 4937.*

The United States enjoyed global supremacy during and after World War II, but not without challenges and crises at home and abroad. This seminar identifies and seeks to understand these developments, how Americans confronted them with what consequences, and how historians have interpreted the period. Credit 4 units.

**A&S TH FA SSP**

**History 4941. Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200–1700**

*Same as Med-Ren 4941.*

This seminar studies the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th-century Mexico and Peru. Along the way the seminar focuses upon other inquisitions in Europe (especially those made in Italy, Spain, and Germany), and the hunt for heresy in Goa and the Philippines. This seminar reads inquisitional manuals (books on how to conduct an inquisition) and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by

people in the past and historians in the present, is discussed. Credit 4 units.

**A&S TH FA SSP**

**History 4942. Advanced Seminar: Anti-Semitism**

*Same as Re St 486.*

An analysis of anti-Semitism as a historical force, focusing primarily on Europe in the 19th century and first half of the 20th century. Credit 4 units.

**A&S TH FA SSP**

**History 4944. Advanced Seminar: Modernism and Masculinity**

*Same as LH 493.*

The premise for this seminar is that the modernist movement, in the arts, literature, painting, music, and aesthetic theory that arose between 1890 and 1914 gives strong evidence of a crisis in traditional masculine identity. This is reflected in such themes as: anxiety about sexuality; the “demonic woman;” degeneration and the need for physical/spiritual regeneration; and the ambivalent exploration of homosexuality. We look back at possible historical connections between a pervasive sense of loss of masculine autonomy and power in modernist work, and political and social developments such as the rise of socialist, populist, and women’s movements and the increasing medical and legal concern with “deviancy,” all of which threatened upper-class male authority during the period. Credit 4 units.

**A&S TH FA SSP**

**History 4945. Advanced Seminar: Modern Black America**

*Same as AMCS 4945.*

Credit 4 units.

**A&S TH FA SSP**

**History 4946. Advanced Seminar: “The Federalist” and Its Critics**

*Same as Pol Sci 4946, Lw St 4946, AMCS 4946.*

The texts and contexts of the political debates surrounding the writing and ratification of the U.S. Constitution, concentrating on the 85 “Federalist” essays composed by Alexander Hamilton, James Madison, and John Jay under the collective pseudonym of “Publius.” Written after the Philadelphia Constitutional Convention in 1787 for the purpose of urging ratification in New York, the Federalist papers demonstrate the power (and limits) of ideas and provide an ideal subject for the historical study of a text in context. For that reason, this course studies the interaction of political philosophy and the practical realities of politics. We examine the political experiences of the men who drafted these essays, the intellectual traditions they drew on, the persuasive rhetorical strategies they used, and the creativity of their product. Finally, we seek to assess the lasting impact of “The Federalist” in the American political and Constitutional tradition. Credit 4 units.

**A&S TH FA SSP**

**History 4947. Advanced Seminar: World and Comparative History in Theory and Methods**

This seminar is an introduction to the methods and theoretical assumptions that historians have used to study global interactions between peoples, cultures, and nations. Topics include: world systems and other theoretical models; the Atlantic, Mediterranean, and Indian Ocean worlds; global and regional trade; imperialism; diaspora studies; ecological exchange; and evangelical religions. Credit 4 units.

**A&S TH FA SSP**

**History 4951. Advanced Seminar: The Civil Rights Movement**

*Same as Lw St 4951, AFAS 4952, AMCS 4950, AMCS 4951, URST 4951.*

Research seminar with focus on historiography and various aspects of the institution of slavery in

the American South. Prerequisite: see headnote. Credit 4 units.

**A&S SD TH FA SSP**

**History 4952. Advanced Seminar: Modern British History**

The seminar is devoted to the consideration of new interpretations of such questions as political reform, the industrial revolution, the status of women, and imperialism in 19th-century Britain. Credit 4 units.

**A&S TH**

**History 4959. Advanced Seminar: Modern Japan**

*Same as East Asia 4959.*

See department. Credit 4 units.

**A&S TH**

**History 4961. Advanced Seminar: Africa and Britain, 1800–1970**

This seminar examines African and British perspectives on the colonial enterprise. Co-taught by a specialist in British history and an Africanist historian, it adopts a comparative approach to the study of both the ramifications of British imperialism in Africa and Africa’s impact on metropolitan Britain. Credit 4 units.

**A&S TH FA SSP**

**History 4962. Advanced Seminar: African-American History**

See department. Credit 4 units.

**A&S TH FA SSP**

**History 4967. Advanced Seminar: Migration and Travel in China, 1500–1900**

*Same as IAS 4967, East Asia 4967.*

Despite the growing importance of native-place identities during the late Imperial era, China had an increasingly mobile population. This course examines the movement of people in China approximately from 1500 to 1900, including voluntary and forced migration, travel associated with trade, travel for civil service examinations and official postings, exile, urban sojourning, religious pilgrimages, and touring. In addition, this course focuses on relations between locals and sojourners or migrants, as well as the perceived dangers that geographic mobility posed for the state and the social order. Readings include both historical studies and translated primary sources such as travel accounts, diaries, and poetry. Credit 4 units.

**A&S TH**

**History 4968. Advanced Seminar: War, Society, and Identity: The European Novel of the 1920s**

*Same as EuSt 4968, Hum 4968, IAS 4968.*

The 1920s saw the publication (or writing) of a disproportionately large number of the great novels of the 20th century, including James Joyce’s *Ulysses*, Virginia Woolf’s *Mrs. Dalloway*, and *To the Lighthouse*, Thomas Mann’s *Magic Mountain*, Robert Musil’s *The Man Without Qualities*, Herman Hesse’s *Steppenwolf*, and the last volume of Marcel Proust’s *In Search of Time Past*. All of these novels reflect the impact of World War I, and many introduce, for the first time in history, self-conscious explorations of the idea of identity. Clearly, the war and its aftermath caused an immense upheaval in the previously unquestioned sources of selfhood and made personal identity a problem instead of a given. The seminar examines these issues through a number of the decade’s novels. Credit 4 units.

**A&S TH**

**History 4971. Advanced Seminar: Selected Topics in Anglo-American Legal History**

*Same as Law 703A, AMCS 4971.*

A research and writing seminar on a specific topic chosen by the student. The course introduces students to the scholarship on the history of law and examines certain key cases or questions as exam-

ples of the field and its potential. Credit variable, maximum 4 units.

**A&S TH FA SSP**

**History 4972. Advanced Seminar: The Japanese Empire in Asia, 1874–1945**

This course examines the expansion of the Japanese Empire in Asia from 1874 to 1945, focusing on Japan’s acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea, and Manchuria. We explore the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism. Topics include: the role of women in Japanese imperialism; the overlap of militarism and colonialism; and the experiment of the puppet state of Manchukuo. Credit 4 units.

**History 4973. Advanced Seminar: Criminals, Lunatics, Rebels, and Colonialism**

*Same as IAS 4973, Lw St 4973.*

This seminar examines the definitions of crime, rebellion, sickness, and insanity in Europe and in India, and looks closely at the connections between incarceration and colonial rule. We ask whether Foucault’s analysis of punishment is applicable to colonized societies, where race was a constant factor in the relationships between the rulers and the ruled. We also look at how Indians responded to new systems of punishment, treatment, and control: whether they were simply punished, treated, and controlled, or whether they co-opted the institutions to serve their own needs. Credit 4 units.

**A&S TH FA SSP**

**History 4974. Gender, Property, and Law in American Society**

*Same as WGS 4974, Lw St 4974, AMCS 4974.*

This course aims to explore the intersections of gender relations, work and property in law, custom, and culture from the colonial period to the late 20th century. We read a wide range of articles and books, all of which in some way address the relationships among gender ideologies, social practices, and property relations in American society. Credit 4 units.

**A&S TH FA SSP**

**History 4976. Advanced Seminar: The American Trauma: Representing the Civil War in Art, Literature, and Politics**

*Same as AMCS 497, Art-Arch 4976.*

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians, and filmmakers engaged the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war that demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self. Thomas Eakins, Walt Whitman, Herman Melville, the Jameses (William and Henry), Mark Twain, Augustus St. Gaudens, Kate Chopin, W.E.B. DuBois, Frederick Douglass, Henry Adams, Mary Chesnut, Charles Chesnut, George Barnard, and Alexander Gardner are some of the figures to be considered. Credit 4 units.

**A&S TH**

**History 4982. Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

*Same as East Asia 4982, ACC 4982, WGS 4982, IAS 4982.*

This course explores the lives of women in East Asia during a period when both local elites and

central states sought to Confucianize society. We focus on Ming (1368–1644) and Qing (1644–1911) China, but also examine these issues in two other early modern East Asian societies: Yi/Choson (1329–1910) Korea and Tokugawa (1600–1868) Japan. Credit 4 units.

**A&S TH**

**History 4986. Advanced Seminar in History: European History**

*Same as IAS 4986, EuSt 4986.*

See department for details. Credit 4 units.

**A&S TH**

**History 4987. Advanced Seminar: Antislavery — The Legal Assault on Slavery in St. Louis**

*Same as Pol Sci 4987, Lw St 4987, AFAS 4893, AMCS 4987.*

This seminar begins with a survey of the legal and constitutional arguments made against slavery in English and American courts since the 1600s and examines the culture and tactics of antislavery as it emerged in Antebellum America, as well as the meaning of the Dred Scott decision. On that basis, students research a particular freedom suit from the online manuscript court records of the St. Louis Circuit Court. Credit 4 units.

**A&S SD TH**

**History 4988. Advanced Seminar: The French Revolution**

*Same as IAS 4988, EuSt 4988.*

This is an advanced seminar open to both upper-division undergraduates and to graduate students. It functions as both an advanced readings seminar and as a research paper colloquium. As a readings seminar, students cover major scholarly debates on different aspects of the French Revolution. Other topics for the seminar include such issues as: the revolution and women; the reign of terror; and the Vendean civil war. As a research colloquium, each student undertakes research on an important aspect of the revolution and presents a paper to the seminar. Credit 4 units.

**A&S TH**

**History 4990. Advanced Seminar: History of the Body**

*Same as WGS 4990.*

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources—including vital statistics, paintings and photographs, hospital records, and sex manuals—to reconstruct changes in how humans have conceptualized and experienced their own bodies. We explore this exciting new field of research, with particular attention to the intersection of European cultural history and history of medicine since 1500. Topics include: the history of sexuality and sexology; women and self starvation; medical anatomy and evolving constructs of the body in sickness and health; physical culture and its relation to modern nationalism; and changing notions of beauty and fashion. Credit 4 units.

**A&S SD TH**

**History 4991. Advanced Seminar: Fascism in Europe Between the Wars**

The notion “fascism” continues to be controversial. Was there a “generic” fascism present in European countries between the wars? Or should the term be confined to the original Italian phenomenon? How far can Italian fascism and Nazism be compared? This seminar puts these questions into a comparative view. Topics include: early theories of fascism; the rise and structure of the fascist movements; the seizures of power in Italy and Germany; the role of racism and anti-Semitism; violence and war. Moreover, recent historiographi-

cal tendencies focusing on cultural aspects of fascism are also discussed. Credit 4 units.

**A&S TH**

**History 4992. Advanced Seminar: Foucault, Habermas, and Liberal Humanism**

Michel Foucault is frequently depicted as the most powerful late-20th century critic of Enlightenment humanism, and of its political form, liberal individualism. Jurgen Habermas, arguably contemporary Europe’s most important living philosopher, has been their most ardent and sophisticated philosophical defender, and in consequence, a sharp critic of Foucault. This seminar, through extensive reading in the works of both, explores the debate between the two over what Habermas has called “the project of modernity.” We analyze the premises of Foucault’s critique and Habermas’ efforts to establish a viable philosophical and sociological foundation for a genuinely deliberative democracy in a culturally diverse world. A main focus of concern is the definitions and problems of selfhood within each of the two bodies of thought. Credit 4 units.

**A&S TH**

**History 4997. Advanced Seminar: Individual and Society in Revolutionary China**

*Same as IAS 4997, East Asia 4997.*

The history of China in the past 120 years has been a history of continuous revolution. Milestones of that revolutionary history include the reform of 1898, the demise of the Qing dynasty, the founding of the Republic of China, the founding of the People’s Republic, and the Post-Mao transformation, as well as the dramatic political changes that created sweeping social, economic, and cultural changes. Credit 4 units.

**History 4998. Advanced Seminar: Heresy and Holiness in the Middle Ages**

*Same as Re St 4998, Med-Ren 4998.*

This seminar studies the history of heresy in the Middle Ages from 300 to 1600. It begins in the late Roman empire by investigating Gnosticism and Manichaeism, moves to the Byzantine empire to look at heresies such as Paulicianism and Bogomilism, then shifts the focus to the apparent rise of heresy in Western Christendom in the 11th century, before studying the great medieval heresies that flourished, were persecuted, and disappeared, between the 12th and 16th centuries. Among the heresies to be studied are the famous “Cathars”—a diverse group of heretics that it should be noted, never went by that name—against whom the Albigensian Crusade (the first holy war sanctioned by the papacy against other Christians) was launched in 1208 and the reason for the first inquisitions into heretical depravity. Credit 4 units.

**A&S TH**

**History 4999. Advanced Seminar: Introduction to Comparative Civilizational Analysis: United States, China, and Japan**

*Same as IAS 4998, STA 4999, Pol Sci 4999, East Asia 4999.*

This course provides an introduction to the Weberian tradition of comparative civilization analysis. Our goal is to clarify the ways in which the cultural and structural dimensions of social organization are interwoven, in a way that allows us to better understand divergences in the structure and dynamics of economy, state, and society across civilizations. Credit 4 units.

**A&S TH**

**History 500. Independent Work**

Prerequisite: permission of the chair of the department. Credit variable, maximum 6 units.

## Institutional Social Analysis

### Director

**Itai Sened**, Professor  
(Chair, Department of Political Science)  
Ph.D., University of Rochester

### Professors

**Lee Benham**  
(Economics)  
Ph.D., Stanford University

**John Drobak**  
George Alexander Madill  
Professor of Law  
(Law)  
J.D., Stanford University

**Steven Fazzari**  
(Economics)  
Ph.D., Stanford University

**Jack Knight**  
Sidney W. Souers Professor of Government  
(Political Science)  
Ph.D., University of Chicago

**Jackson Nickerson**  
(Business)  
Ph.D., University of California–Berkeley

**Douglass C. North**  
Spencer T. Olin Professor in Arts & Sciences  
(Economics)  
1993 Nobel Laureate in Economic Sciences  
Ph.D., University of California–Berkeley

### Associate Professors

**John V. Nye**  
(Economics)  
Ph.D., Northwestern University

**Sunita Parikh**  
(Political Science)  
Ph.D., University of Chicago

**Paul Rothstein**  
(Economics)  
Ph.D., University of California–Berkeley

**Andrew Sobel**  
(Political Science)  
Ph.D., University of Michigan

**Gautam N. Yadama**  
(Social Work)  
Ph.D., Case Western Reserve University

### Assistant Professor

**Margaret Brown**  
(Anthropology)  
Ph.D., Washington University

### Visiting Lecturer

**Elizabeth Wilner**  
(Political Science)  
Ph.D., Washington University in St. Louis

**The Minor:** The Institutional Social Analysis Minor is an interdisciplinary program that allows you to learn about fundamental institutions such as property rights, markets, social norms, and constitutional democracy. You will also learn about the key role that



these institutions play in economic development and political governance.

With a minor in Institutional Social Analysis, you will take courses in different departments, although all courses share a conceptual orientation (a focus on institutions) and a commitment to interdisciplinary social science.

For the minor you are required to take a total of 15 units of credit, of which at least 12 must be outside the department of your major. Courses for the ISA minor cannot be double-counted toward your major or any other minor. Each student pursuing the minor must receive credit for two of the following four core courses unless she/he receives a waiver from the administrator of the program:

**General Studies 2292. Ideas, Institutions, and Economics**

**Pol Sci 333B. Individual, Family, and Community**

**Econ 426. Economic Systems in Theory and Practice**

**Pol Sci 4621. Politics and the Theory of Games**

**Research Experience:** After completing two of the above core courses, students are encouraged to apply to participate in a research project with a faculty adviser. Students are chosen on the basis of their academic record and appropriateness of their research project. Once chosen, students are expected to devote at least 10 hours per week to their research and will receive three hours of credit for this course.

## Undergraduate Courses

**ISA 160B. Introduction to Cultural Anthropology**

*Same as Anthro 160B.*

**A&S CD SD SS FA SSP**

**ISA 2292. Ideas, Institutions, and Economics**

*Same as GeSt 2292.*

**A&S SS**

**ISA 3103. Constitutional Politics in the United States**

*Same as Pol Sci 3103.*

**A&S SS FA SSP**

**ISA 326. American Economic History**

*Same as Econ 326.*

**A&S SS FA SSP**

**ISA 333. Individual, Family, and Community**

*Same as STA 301B.*

**A&S SD SS FA SSP**

**ISA 342B. Elections and Reform**

*Same as Pol Sci 342B.*

**A&S SS FA SSP**

**ISA 353. Economics of the Law**

*Same as Econ 353.*

**A&S SS FA SSP**

**ISA 369. Politics of International Trade**

*Same as Pol Sci 369.*

**A&S SS WI FA SSP**

**ISA 373. International Political Economy**

*Same as Pol Sci 373.*

**A&S SS FA SSP**

**ISA 400. Research Experience in Institutional Social Analysis**

*Same as Pol Sci 400.*

After completing two courses in the minor in Institutional Social Analysis, students may apply to participate in a research program with the participation of a faculty supervisor. Students are chosen on the basis of their academic record and the appropriateness of the research project as well as availability and interest of faculty members in the proposed project. Up to 10 students are selected each year. Students are expected to devote at least 10 hours per week for research. There is also a possibility of continuing the participation past the first semester as a paid research collaborator. Prerequisite: Approval of faculty adviser and coordinator of the ISA program. Credit 3 units.

**ISA 426. Economic Systems in Theory and Practice**

*Same as Econ 426.*

**A&S SS FA SSP**

**ISA 4261. Systems of Inequality**

*Same as Anthro 4261.*

**A&S SD SS WI FA SSP**

**ISA 4503. Order, Diversity, and Rule of Law**

*Same as Pol Sci 4503.*

**A&S SD SS WI FA SSP**

**ISA 452. Industrial Organization**

*Same as Econ 452.*

**A&S SS FA SSP**

**ISA 458. Theory of Property Rights**

*Same as Econ 458.*

**A&S SS FA SSP**

**ISA 4621. Politics and the Theory of Games**

*Same as Pol Sci 4621.*

**A&S SS FA SSP**

**ISA 471. Development Economics**

*Same as Econ 471.*

**A&S SS**

**ISA 4761. Politics of International Finance**

*Same as Pol Sci 4761.*

**A&S SS FA SSP**

**ISA 4792. Globalization and National Politics**

*Same as Pol Sci 4792.*

**A&S SS FA SSP**

**ISA 480. Growth and Development**

*Same as Pol Sci 480.*

**A&S SS FA SSP**

## Interdisciplinary Project in the Humanities (IPH)

### Director

**Joseph F. Loewenstein**, Professor  
(English)  
Ph.D., Yale University

### Participating Faculty, 2006–08

**Jami Ake**, Lecturer  
(English, Women and Gender Studies)  
Ph.D., Indiana University

**Carroll Balot**, Lecturer  
(English, Women and Gender Studies)  
Ph.D., Duke University

**Ryan K. Balot**, Associate Professor  
(Classics)  
Ph.D., Princeton University

**Pamela Barmash**, Associate Professor  
(Hebrew Bible and Biblical Hebrew)  
Director, Jewish, Islamic, and Near Eastern Studies  
Ph.D., Harvard University

**Lara Bovilsky**, Assistant Professor  
(English)  
Ph.D., Duke University

**Eric Brown**, Associate Professor  
(Philosophy)  
Ph.D., University of Chicago

**Elizabeth Childs**, Associate Professor  
(Art History and Archaeology)  
Ph.D., Columbia University

**John J. Clancy**, Adjunct Professor  
(American Culture Studies, Engineering and Policy)  
Ph.D., Washington University

**Dennis Des Chene**, Professor  
(Philosophy)  
Ph.D., Stanford University

**Gerald Early**  
Merle Kling Professor of Modern Letters  
(American Literature, African-American Culture)  
Ph.D., Cornell University

**Matt Erlin**, Assistant Professor  
(German)  
Ph.D., University of California–Berkeley

**Cathleen A. Fleck**, Scholar in Residence  
(Art History and Archaeology)  
Ph.D., Johns Hopkins University

**Gerald N. Izenberg**, Professor  
(History)  
Ph.D., Harvard University

**Ahmet Karamustafa**, Associate Professor  
(History, Religious Studies)  
Ph.D., McGill University

**Max J. Okenfuss**, Associate Professor  
(History)  
Ph.D., Harvard University

**George Pepe**, Professor  
(Classics)  
Ph.D., Princeton University

**Carl Phillips**, Professor  
(English, African and African American  
Studies)  
M.A., Boston University

**Wolfram Schmidgen**, Assistant Professor  
(English)  
Ph.D., University of Chicago

**Michael Sherberg**, Associate Professor  
(Italian)  
Ph.D., University of California–Los Angeles

**Lynne Tatlock**  
Hortense and Tobias Lewin Distinguished  
Professor in the Humanities  
(German)  
Ph.D., Indiana University

The Interdisciplinary Project in the Humanities (IPH) is a rigorous program for highly motivated students whose interests lead them beyond traditional academic categories. The major, which normally leads to a degree with honors, combines an introductory core—a concentrated study of texts central to the European and American philosophical, religious, and literary traditions—with an area of concentration: an advanced sequence of courses and research tailored to the special interests of each student in the program. For students pursuing concentrations in American intellectual history, in the European avant garde in the 20th century, or in Renaissance political thought (to take three among many possible examples), the introductory core provides a crucial foundation for advanced interdisciplinary work; the core also provides a useful background for students undertaking comparative concentrations—for example, in Buddhist, Christian, and Muslim mystical literature, or in the influence of Russian fiction in East Asia.

All students in the major learn to write and speak clearly and flexibly; they get broad exposure to a range of canonical texts; they are trained in the historical and formal analysis of those and other texts; they become skilled in at least one foreign language; and they get considerable experience in independent research. Their work in the humanities bridges disciplines and fosters in them the two interpretive skills of contextualization and criticism. Students in the program will be well-prepared for a range of graduate programs in the humanities, for professional careers in law and public service, and for the vital work of critical citizenship and adult intellectual discovery.

**The Major:** Students typically enter the core program in the freshman year, but generally not later than the fall of the sophomore year. The core consists of either five courses in the program in Text and Tradition or three courses in the Text and Tradition program in combination with a FOCUS program in the humanities. (The current FOCUS offerings in the Humanities include Cuba: From Colonialism to Communism; the Medieval and Renaissance Culture program; Nationalism and Identity: The Making of Modern Europe; Writers as Readers; and the FOCUS course on Presidential Rhetoric.)

Students in the core program may apply for admission to the major during the sophomore year by submitting a portfolio of two or three essays.

Once admitted to the program, each student designs, in consultation with the IPH faculty, a program of advanced course work in an area of concentration. In the second semester of the sophomore year, students will enroll in an upper-level course in social or political history or in the history of a literary or other aesthetic form (e.g., the novel, opera) or of some institution or cultural practice (e.g., history of science or history of philosophy); in this semester they also undertake their first sustained research projects under the mentorship of a member of the IPH faculty.

In the junior year, students take a cluster of two courses addressing a single historical period from the perspective of different disciplines. In the spring semester, they complete a writing-intensive Junior Colloquium and participate in a group thesis tutorial and a thesis-related course in anticipation of their capstone project. In April, students seeking Honors take the written and oral comprehensive exam.

In the senior year, students take the Theory and Methods seminar (fall) as well as the capstone colloquium (spring); in addition, they complete and present their capstone project under the mentorship of a member of the IPH faculty. By the middle of their senior year, students will take at least one 400-level Textual and Historical (TH) course in a foreign language in order to secure their foreign-language competency.

### Areas of Concentration

Many students will develop their own special areas of concentration. Recent concentrations have included Modernism and Politics, Moslem Ethics and Jurisprudence, Philosophy of Education, and the History of the Novel. Some students will pursue concentrations that reflect the long-standing research interests of a number of faculty in the humanities. Among these latter, fully-developed concentrations are the tracks in Renaissance Studies and Literature and History.

Students in the Renaissance Studies track enroll either in Text and Tradition or in the Renaissance FOCUS program during their first year; they also enroll in the core course in Renaissance Studies, Two Renaissance Cities (Med-Ren 313), usually during their sophomore year. They have a wide range of courses from which to construct their period-specific cluster; as they develop their senior project, they are able to work closely with faculty from several different departments who make up Washington University's active group of Renaissance scholars. Students in the Renaissance concentration are strongly encouraged to begin work on a second foreign language so that they have some experience both with Greek or Latin and one of Western Europe's modern vernaculars.

Students in the Literature and History track are expected to complete 9 units of course work in history and 9 units in litera-

ture; most will satisfy the bulk of this requirement in the course of completing their sophomore history course, their junior period cluster, their advanced foreign language course, and their thesis and thesis-related courses.

### The Minor: Text and Tradition

Text and Tradition is a minor open to first-year and sophomore students in the College of Arts & Sciences by special registration. It provides a compact, orderly sequence of five courses. In this program you read, reflect on, and analyze, both orally and in writing, the basic texts of Western literary, philosophical, scientific, and political culture.

If you are majoring in a science, the Text and Tradition minor gives you a firm grounding in the humanities. All courses in the program fulfill distribution requirements, and one of the teachers offering a course in the program also serves as your adviser. You fulfill the requirements of the program by completing five of the eight courses, usually by the end of your sophomore year. This satisfies the requirements for an interdisciplinary minor in Text and Tradition.

### Undergraduate Courses

#### Hum 201A. Text and Tradition: Puzzles and Revolutions

We study issues in the philosophy of science in the context of several prominent revolutionary episodes from the history of science. These episodes may include the "Copernican revolution," the "Darwinian revolution," the birth of modern chemistry with the discovery of oxygen, or the making of the atomic bomb, among others. One or two research papers, one or two exams, and active participation in class discussions are required. Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S TH FA NSM**

#### Hum 201B. Text and Tradition: The Great Economists

Examination of the great economic thinkers, the problems they sought to solve, the historically conditioned assumptions that they bring to their work, and the moral issues they raise. The class reads from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith, and others as well as commentary from Heilbroner. These readings are paired with selected texts on the social and moral issues of their times. Open only to participants in Text and Tradition. Credit 3 units.

**A&S TH**

#### Hum 201C. Text and Tradition: Classical Literature

As we study some of the most influential of ancient works, we address the basic questions of liberal education. Why ought the classics be read in the first place? How is it that Western culture has come to value certain fundamental questions, even to the point of encouraging opposition? Texts include selections from the Old Testament, Homer, Aeschylus, Sophocles, Virgil, Ovid, Petrarch, Montaigne, and Shakespeare. Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S TH FA Lit**

#### Hum 203C. Text and Tradition: Early Western History

*Same as History 131C.*

A selected survey of the political and moral thought of Europe from the rise of Athenian

democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice. Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S TH FA SSP**

#### **Hum 204. Darwin and the Modern Ache**

D.H. Lawrence reminds us how exciting and instructive it can be to watch the way our fictions take in a new cultural idea as important as Darwinism; as the theory shocks our defenseless bodies, our literature reacts with fresh forms and consciousness that enable us to feel the wound of moral, metaphysical, psychological, biological insecurity and humiliation without becoming merely helpless readers and carriers of our pain. We still feel longings for a creation by design in a post-Darwinian world shaped by thinkers most responsive to evolutionary theory, Nietzsche, Freud, Marx. This semester we study some modern texts most sensitive and susceptible to what Hardy calls the "modern ache" of Darwin's thought, of Ibsen, Hardy, Conrad, Strindberg, Kafka, D.H. Lawrence, and Robert Frost. Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S TH**

#### **Hum 205C. Text and Tradition: The Emergence of the Modern Mind: Modern Literature**

Through a wide sampling of Western literary works, the course explores themes and tones characteristic of the rise of modern consciousness from the Renaissance forward: we trace debates on aesthetics, the transformation of autobiography, writers' persistent distrust of books, and their relentless assaults on perversions of cultural idealism. Books by such authors as Cervantes, Diderot, Rousseau, Goethe, Balzac, Dostoevsky, Twain, Freud, Kafka, and Beckett. Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S TH FA SSP**

#### **Hum 206. The Idea of America**

Credit 3 units.

#### **Hum 207C. Text and Tradition: The Rise of the European State**

*Same as History 132C.*

A course in European history and thought since 1600 that addresses two themes: the search for a moral code, and the legitimate role of the state. Both are ancient inquiries, but they acquired important and novel interpretations in the West after the Reformation and the gunpowder revolution, and the rise of the modern statecraft grounded in both. One uniquely Western approach to these questions was the search for the primitive or "natural" situation of mankind, and readings in this genre provide some of the texts for the course. Parallel to presentation of the political history of modern Europe, such writers may be discussed as Locke from the 17th century, Montesquieu and Rousseau from the 18th, Marx and Darwin from the 19th, and the writings of anthropologists and philosophers from the 20th. Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S TH FA SSP**

#### **Hum 209. Scriptures and Scripturalism**

*Same as JNE 2091.*

Certain books, "sacred scriptures," have shaped human culture in powerful and complex ways. Religious communities believe that Scriptures are an-

cient texts that are ever-flowing sources of timeless truths. We do close readings of crucial Scriptural texts and explore how they are interpreted and why they have had such a profound impact on human communities, in social organization and the behavior of individuals, in literature, art, and politics. This year the course focuses on the canonical texts of Judaism, Christianity, and Islam. Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S CD TH**

#### **Hum 301. Sophomore Research Tutorial**

A practical introduction to research in the humanities. Students develop and complete a project in a research area of possible long-term interest. Credit variable, maximum 3 units.

**A&S TH**

#### **Hum 3042. Two Renaissance Cities: Approaches to Early Modern Culture**

*Same as History 3042.*

**A&S TH FA SSP**

#### **Hum 305. The Cultural History of the Robot**

This course surveys the history of the desire to perfect or eliminate what is most human through the creation of artificial men and women. Familiar questions—Can robots feel? Can we tell who is a robot?—will be considered alongside the traditional use of robots to understand or emblemize justice, sin, progress and modernity, self-awareness or simplicity, indifference, virtuosity, authorship, invention, and art itself. Examples are drawn from both fictional and real robots in literature and in film. Likely texts include: Homer, Hesiod, Spenser, Descartes, Hobbes, Vaucanson, Villiers de l'Isle-Adam, Shelley, Hoffmann, Capek, Filiberto-Hernandez, Lem, Lang, and Scott. This course is intended primarily for sophomores considering a major in the Interdisciplinary Project in the Humanities. Freshmen will be considered by permission of the instructor. Credit 3 units.

#### **Hum 310. An Intellectual History of Sex and Gender**

*Same as WGS 3101, Comp Lit 3101.*

An interdisciplinary examination of the aesthetics, ideologies, and politics of sexuality and gender identity in European and American history. The course is structured through consideration of the following topics: Ancient Greek philosophy, the late medieval image of Christ, the Early Modern English stage, the French Enlightenment, Victorian domesticity, and the women blues singers of the Harlem Renaissance. Authors include Plato, Julian of Norwich, Christine de Pizan, Shakespeare, Diderot, de Graffigny, Harriet Martineau, Charlotte Brontë, and Zora Neale Hurston, among others. Credit 3 units.

**A&S SD TH**

#### **Hum 311. Sophomore Honors Tutorial I: Science, Religion, and the Humanities Since Darwin**

#### **Hum 3508. The Crusades: Cross-Cultural Perspectives**

*Same as History 3508.*

**A&S TH FA SSP**

#### **Hum 3584. From Freud to Postmodern and Feminist Psychoanalysis: A History of Psychoanalytic Ideas**

*Same as History 3584.*

**A&S TH FA SSP**

#### **Hum 401. IPH Thesis Prospectus Workshop**

*Same as History 4000, Re St 4000, WGS 4011.*

Credit variable, maximum 3 units.

**A&S TH**

#### **Hum 402. Senior Honors Thesis**

Independent research for undergraduate Honors, to be supervised by a faculty member. Student chooses topic and hands in a final paper of at least 45 pages. Credit variable, maximum 1 unit.

#### **Hum 403. Senior Thesis Tutorial**

Credit variable, maximum 3 units.

#### **Hum 405. Theory and Methods in the Humanities**

*Same as History 4821, LH 482, E Lit 469, E Lit 466.*

This course familiarizes advanced undergraduate and graduate students with some of the basic issues in humanistic study. It follows the conversations between Marxist, psychoanalytical, anthropological, historicist, and linguistic approaches. Our work highlights the boundaries between these fields and identify incursions across them. Some of the questions that animate our discussions are: What does truth mean in the humanities? What is an object of study and how does one go about identifying it? Is it useful to view the past as a strange country? What is interpretation and what are its procedures? Preference given to Text and Tradition and IPH students. Credit 3 units.

**A&S TH**

#### **Hum 450. IPH Junior Colloquium: Interdisciplinary Topics in the Humanities**

Credit 3 units.

**A&S TH WI**

#### **Hum 455. IPH Senior Colloquium: Interdisciplinary Topics in the Humanities**

Credit 3 units.

#### **Hum 4968. Advanced Seminar: War, Society, and Identity: The European Novel of the 1920s**

*Same as History 4968.*

**A&S TH**

**A&S** Requirements for College of Arts & Sciences students (for more information, see page 27).

CD = Cultural Diversity  
LA = Languages and the Arts  
NS = Natural Sciences and Mathematics  
QA = Quantitative Analysis  
SD = Social Differentiation  
SS = Social Sciences  
TH = Textual and Historical Studies  
WI = Writing-Intensive Course

**FA** Requirements for College of Art students (for more information, see page 305).

AH = Art History  
Comp = English Composition  
Lit = Literature  
NSM = Natural Sciences or Mathematics  
SSP = Social Sciences or Philosophy

## International and Area Studies

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**Priscilla Stone**, Adjunct Associate Professor (IAS, Anthropology)  
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### Director

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**Steven C. Hause**, Senior Scholar in the Humanities

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**Andrew Mertha**, Assistant Professor

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#### James L. Gibson

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**Eugene B. Shultz, Jr.**

(Engineering and Policy)

Ph.D., Illinois Institute of Technology

The International and Area Studies (IAS) major offers a broad, interdisciplinary approach to understanding the world, while also exploring the richness and diversity of its many cultures. One hallmark of our era is the complex relationship between globalization and local differences. New technologies and worldwide markets connect us to people, ideas, and products throughout the globe, yet we still have strong attachments to local languages, cultures, and social norms. Globalization has brought great prosperity to the highly industrialized nations of Asia, Europe, and North America, yet it has also increased pressures on nations still attempting to develop in Africa, Asia, Latin America, and the Middle East. The IAS program examines these tensions by combining a focus on contemporary international issues

with a study of the histories and cultures of particular areas of the world.

IAS offers a wide selection of courses in a variety of disciplines. Faculty members who participate in the program are specialists both in their disciplines and in their geographic areas of concentration. While the major presently offers four areas of concentration, the program also has depth in African and Middle Eastern Studies as well as courses on the history of South Asia.

The IAS major combines well with a second major or a minor in a discipline such as anthropology, economics, history, languages and literatures, or political science. The major provides excellent preparation for many careers in both public and private sectors, including academia, law, government, and business, as well as work with international service organizations.

**The Major:** There are presently four tracks available to IAS majors, offering concentrations in International Studies, East Asian Studies, European Studies, or Latin American Studies. All four tracks require you to take two introductory courses (Crossing Borders I and II), for a total of 6 credits. Majors selecting the International Studies or European Studies track must also take IAS 200 for 1 credit; majors in the East Asian Studies track must take one core civilization course for 3 credits (East Asia 223, 226, or 227); and majors in the Latin American Studies track must take Lat Am 165 for 3 credits. All majors must take an additional 18 units in advanced-level courses appropriate to their concentrations. At least 3 units must be at the 400 level and must be earned on campus or in Washington University courses taught abroad. Depending on the concentration, the 18 units must include courses representing at least three different disciplines. The East Asian Studies track also requires students to balance an emphasis on China or Japan with at least one course in the other area. Students whose primary major is IAS must complete a capstone experience (by writing a Senior Honors thesis, presenting a senior project, or successfully completing a specially designated 400-level course), and all majors must satisfy a language requirement by successfully completing the first four semesters of instruction (or the equivalent) in a foreign language appropriate to the concentration. In the East Asian Studies concentration, no more than 6 credits in advanced language study may be counted toward the major, at the discretion of the adviser.

**The Minor:** As with the IAS major, there are four tracks available to IAS minors. All minors are required to complete a minimum of 15 graded credits appropriate to their concentration, including at least 9 units at the 300 and 400 level, and must satisfy a language requirement by successfully completing the first 4 semesters of instruction (or the equivalent) in a foreign language appropriate to the concentration. In the East Asian Studies concentration, some credits earned through advanced-level language study may be applied toward the minor at the discretion of the adviser. At the introductory level, students declaring a minor in the International

Studies track must complete either Crossing Borders I or II; minors in the East Asian Studies track must choose from Crossing Borders I or II or Japanese, Chinese, or Korean Civilization; minors in the European Studies track must choose from Crossing Borders I or II or Introduction to European Studies; and minors in the Latin American Studies track must choose from Crossing Borders I or II or Survey of Latin American Culture. No more than 3 credits may be from directed readings, research, or internships.

**Internships:** As an IAS major, you are encouraged to participate in internships with an international focus. Some lower division credit for internships may be available in IAS credit, provided that you are granted prior approval.

**Study Abroad:** You are also encouraged to study abroad in one of Washington University's overseas programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the major or minor.

**Senior Honors:** If you have a strong academic record, you may apply to work toward Honors by writing an Honors thesis during your senior year.

## Undergraduate Courses

### IAS 1501. Seminar for the International Leadership Program

This seminar, which is restricted to and required of participants in the International Leadership Program, is a continuation of the fall IAS 1502 course. Credit 1 unit.

### IAS 1502. Seminar for the International Leadership Program

This seminar, which is restricted to and required of participants in the International Leadership Program, is a companion to either of the two core ILP fall courses. Included in this seminar is a focus on basic skill development (oral and written communication), special events such as guest speakers in various international fields, and career development sessions. Credit 1 unit.

### IAS 160. World Politics and the Global Economy

*Same as Pol Sci 160.*

Using the events of the 20th century as a backdrop, this seminar introduces major approaches, questions, and controversies in the study of global political-economic relations. Students examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations. This course is restricted to freshmen in the International Leadership Program. Credit 3 units.

Ⓐ&S SS

### IAS 164. Introduction to World History

*Same as History 164.*

Ⓐ&S TH Ⓕ FA SSP

### IAS 165C. Survey of Latin-American Culture

*Same as Lat Am 165C.*

This class is an introduction to contemporary Latin-American politics and cultures. At the end of the semester, students are able to recognize some of the main issues in Latin-American politics, history, and culture and develop research tools to approach the study of Latin America. The class begins with an overview of Latin-American history, then explores both current political issues and different dimensions of Latin American cultures. The political topics include: violence in contemporary Colombia, Cuba after the fall of the

Berlin Wall, the question of Southern Cone dictatorships, the Zapatismo movement in Mexico, and the debates on Latin-American immigration to the United States. Cultural topics include the role of intellectuals in Latin America, pop and rock music, contemporary film, gender issues, and the distinction between popular and media culture. This class is required of IAS majors in the Latin-American Studies track. Credit 3 units.

Ⓐ&S CD TH Ⓕ FA SSP

### IAS 170. Is There a Global Culture?

The Seattle protestors and other opponents of globalization have made a great deal of the idea that a standardized, commercialized, and United States-dominated culture is supplanting local cultures around the world. This, they assert, will make the world into a boring place in which local artists are squashed by nondescript cultural products distributed by an all-powerful American commercial machine. This course questions whether any such thing is happening and suggests that there are far more interesting ways of considering what "global culture" might be. It helps provide you with the skills in cultural observation and interpretation necessary for informed leadership in the globalizing world. This course is restricted to freshmen in the International Leadership Program. Credit 3 units.

Ⓐ&S SS

### IAS 180. International Development

This course addresses critical issues in international development through immersion in actual contemporary case studies. Examples of case studies, which vary from year to year, include land redistribution in Zimbabwe, guest workers in Europe, oil and violence in Latin America, and family planning in China. Each case is explored through interactive learning, with teams of students proposing and debating development plans. This is the core spring course for the International Leadership Program and is required of and restricted to ILP students. Credit 3 units.

Ⓐ&S SS

### IAS 200. Introduction to International and Area Studies

An introduction to some of the key themes and approaches within international and area studies, with a focus on the interplay of global and local forces. The course features case studies from diverse world regions given by guest lecturers from International and Area Studies faculty, as well as a discussion of broader trends in the contemporary world system. Required of majors in International and Area Studies in the International Studies and European Studies tracks, optional for others. Credit 1 unit.

Ⓐ&S SS Ⓕ FA SSP

### IAS 202. Crossing Borders I

*Same as Pol Sci 2022, AMCS 2021, Pol Sci 2022, History 202.*

This course is an introduction to the International and Area Studies major from the viewpoint of the social sciences. We examine what it means to cross borders, including the geographical borders of territorial nation-states, but also the conceptual borders of class, culture, the rural urban divide, and the premodern-modern continuum. Students, as nascent social scientists, learn the analytical skills and study ethical issues necessary for evaluating the world around them. Depending on the instructor, the class emphasizes overall scientific method or work through historical case studies to achieve these goals. IAS majors considering a junior year abroad should enroll freshman or sophomore year. Credit 3 units.

Ⓐ&S CD SS

### IAS 203. Crossing Borders II

*Same as AMCS 2031.*

This course explores the idea of "crossing bor-

ders” in literature, film, and their cultural contexts. We explore ethnic and economic conflicts, nationalist projects, and cultural imperialism and resistance in the interactions between cultural objects (texts and other works of art) and their contexts. Because we approach these topics from the perspective of the humanities, we spend some time introducing students to the basic premises and methodologies of inquiry in cultural studies. This course is required of all IAS majors. IAS majors considering a junior year abroad should enroll freshman or sophomore year. Credit 3 units.

**A&S CD TH**

### IAS 213. International Conflict and Conflict Resolution

*Same as Pol Sci 2131.*

This course explores a number of past and present international conflicts with a view to understanding how and why they began and developed, how they became “internationalized,” and what is being done to resolve them. Students take part in hypothetical conflict resolution activities by researching particular conflicts and offering ideas for resolving them to the group. Priority is given to International Leadership Program students. Credit 3 units.

**A&S SS FA SSP**

### IAS 223. Korean Civilization

*Same as ACC 223.*

**A&S CD TH**

### IAS 226C. Japanese Civilization

*Same as ACC 226.*

**A&S CD SD TH FA SSP**

### IAS 227C. Chinese Civilization

*Same as ACC 227.*

**A&S CD SD TH**

### IAS 250. Internships in International and Area Studies

This course is designed as a venue to grant credit to IAS students who actively obtain an internship and are NOT paid for the experience. Before work begins, the student and faculty sponsor must agree on a final written project on which the student will be evaluated. Course may be taken only one time. Credit 3 units.

### IAS 300. Independent Study

Prerequisite: Permission of the chair of the International and Area Studies program. Credit 3 units.

### IAS 3032. Western Thought and Contemporary Social Problems

*Same as STA 3032.*

**A&S SS FA SSP**

### IAS 305. Music of the African Diaspora

*Same as Music 3021.*

**A&S CD TH FA AH**

### IAS 3050. Greater Central Asia in Crisis

*Same as Anthro 305B.*

**A&S CD SS**

### IAS 3053. Anthropology of Tibet and the Himalayas

*Same as Anthro 3051.*

**A&S SS FA SSP**

### IAS 3054. China in Social and Cultural Perspective

*Same as Anthro 3052.*

**A&S SS**

### IAS 3057. Visual Griots: Exploring Colonial and Post-Colonial Africa through African Cinema

*Same as AFAS 3057.*

**A&S CD TH FA AH**

### IAS 306. Modern Jewish Writers

*Same as Comp Lit 306.*

**A&S TH FA Lit**

### IAS 3060. East Asia since 1500

*Same as History 3060.*

**A&S TH**

### IAS 3061. Between Submission and Power: Women and Family in Islam

*Same as WGS 306.*

**A&S CD SS FA SSP**

### IAS 306B. Africa: Peoples and Cultures

*Same as Anthro 306B.*

**A&S CD SS FA SSP**

### IAS 3081. Topics in Asian-American Literature: Identity and Self-Image

*Same as E Lit 308.*

**A&S SD TH FA Lit**

### IAS 3090. Chinese Thought

*Same as Re St 309.*

**A&S CD TH WI**

### IAS 3092. Indigenous Peoples and Movements in Latin America

*Same as Anthro 3092.*

**A&S CD SD SS**

### IAS 3093. Anthropology of Modern Latin America

*Same as Anthro 3093.*

**A&S SS**

### IAS 3094. Politics of the European Union

*Same as Pol Sci 3093.*

**A&S SS**

### IAS 3095. The Confucian Traditions

*Same as Re St 3091.*

**A&S TH**

### IAS 3101. Ancient Civilizations of the New World

*Same as Anthro 310C.*

**A&S CD TH FA AH**

### IAS 3111. Family, Kinship, and Marriage

*Same as Anthro 3111.*

**A&S SS FA SSP**

### IAS 3131. Russian Politics

*Same as Pol Sci 3131.*

**A&S SS FA SSP**

### IAS 3132. Introduction to Comparative Arts

*Same as Comp Lit 313E.*

**A&S TH FA Lit**

### IAS 3134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics

*Same as Anthro 3134.*

**A&S SS**

### IAS 3140. Topics in Latin America History and Politics

*Same as Pol Sci 3140.*

**A&S SS**

### IAS 3150. The Middle East in the 20th Century

*Same as History 3150.*

**A&S CD TH FA SSP**

### IAS 3151. The Palestinian–Israeli Conflict, 1881 to the Present

*Same as History 3151.*

**A&S TH FA SSP**

### IAS 3152. The History of Iran from 1501 to the Present

*Same as History 3152.*

**A&S TH FA SSP**

### IAS 315C. The Middle East in Modern Times, 1800 to the Present

*Same as History 315C.*

**A&S TH FA SSP**

### IAS 3163. Early Modern China: 1350–1890

*Same as History 3162.*

**A&S TH FA SSP**

### IAS 316C. Modern China: 1890 to the Present

*Same as History 316C.*

**A&S TH FA SSP**

### IAS 319. History of Japan to the Eve of Modernization

*Same as History 319C.*

**A&S TH FA SSP**

### IAS 3191. History of South Asia to the Eve of Modernization

*Same as History 3191.*

**A&S CD TH FA SSP**

### IAS 3192. Modern South Asia

*Same as History 3192.*

**A&S CD TH FA SSP**

### IAS 320B. Politics of the Arab World

*Same as Pol Sci 320B.*

**A&S SS FA SSP**

### IAS 3210. Scandinavian Cinema—Nordic Light

*Same as Film 321.*

**A&S CD TH FA AH**

### IAS 321C. Latin America: from Colonialism to Neocolonialism, 1492–1890

*Same as History 321C.*

**A&S CD TH FA SSP**

### IAS 322C. Latin America in the 20th Century: Reform or Revolution

*Same as History 322C.*

**A&S TH FA SSP**

### IAS 3243. A User’s Guide to Japanese Poetry

*Same as Japan 324.*

**A&S LA**

### IAS 324C. Modern Japan—Japan since 1868

*Same as History 320C.*

**A&S CD TH FA SSP**

### IAS 3250. French Film Culture

*Same as Film 325.*

**A&S TH**

### IAS 3253. History and (Auto)biography from Modern South Africa

*Same as History 3252.*

**A&S CD TH**

### IAS 3254. Vote for Pedro: A Critical Look at Youth and Popular Cultures

*Same as Anthro 3254.*

**A&S SS FA SSP**

### IAS 3260. Race, Class, and Gender: Cultural Readings of Brazil and Its Cities

*Same as Lat Am 3260, Anthro 3260.*

Cities are spectacles of humanity. In Brazil, the construction and management of its metropolitan areas have been intended as a showcase of modernity and cultural development for the outside world (especially Europe and later the United States) to see. Brazilian cities are also the settings and results of intense social relationships. In this course we try to understand the relationship between spatial design and socio-cultural identity through particular discussions of (im)migration, globalization, architecture, history, and ideology. In our conversations about São Paulo, Rio de Janeiro, Brasília, Salvador, and Porto Alegre, we come to understand that places are always social and thus necessitate an analysis of race, class, gender, and sexuality. Credit 3 units.

**A&S SS**

### IAS 3263. Democratic Politics in Eastern and Central Europe

*Same as Pol Sci 3253.*

**A&S SS FA SSP**

### IAS 326B. Latin-American Politics

*Same as Pol Sci 326B.*

**A&S SS FA SSP**

- IAS 3273. Introduction to Israel Studies**  
*Same as JNE 3273.*  
A&S TH
- IAS 327B. African Politics**  
*Same as Pol Sci 327B.*  
A&S SS FA SSP
- IAS 3280. Political Intolerance in World Politics**  
*Same as Pol Sci 3280.*  
A&S SS
- IAS 3282. Sexuality in Africa**  
*Same as AFAS 3282.*  
A&S CD SS FA SSP
- IAS 3291. History of German Cinema**  
*Same as Film 328.*  
A&S TH
- IAS 3292. Topics in Politics: Modern South Asian Politics**  
*Same as Pol Sci 3292.*  
A&S SS FA SSP
- IAS 3293. Religion and Society**  
*Same as Anthro 3293.*  
A&S SS FA SSP
- IAS 329F. Religion, Ritual, and Worldview**  
*Same as Anthro 329F.*  
A&S SS FA SSP
- IAS 3300. Introduction to the Study of Hispanic Literature**  
*Same as Span 330C.*  
A&S TH FA Lit
- IAS 3301. Topics in Chinese Literature and Culture**  
*Same as Chinese 330.*  
A&S CD TH
- IAS 3313. Women and Islam**  
*Same as Anthro 3313.*  
A&S CD SS FA SSP
- IAS 3316. Masterpieces of 19th-Century Russian Literature**  
*Same as Russ 331C.*  
A&S SD TH FA Lit
- IAS 332. Topics in Politics: Constitutionalism and Democracy**  
*Same as Pol Sci 3321.*  
A&S SS
- IAS 3321. Topics in Film Studies: Italian Cinema**  
*Same as Ital 332.*  
A&S TH FA AH Lit
- IAS 3322. Brave New Crops**  
*Same as Anthro 3322.*  
A&S SS FA NSM
- IAS 3323. The Classical Voice in Japanese Literature**  
*Same as Japan 332C.*  
A&S CD TH FA Lit
- IAS 332B. Environmental and Energy Issues**  
*Same as Pol Sci 332B.*  
A&S SS FA SSP
- IAS 333. The Holocaust: the Experience of European Jewry**  
*Same as History 333.*  
A&S SD TH FA SSP
- IAS 3330. Economics of the European Union**  
*Same as Econ 333.*  
A&S SS
- IAS 3331. The Modern Voice in Japanese Literature**  
*Same as Japan 333C.*  
A&S CD TH FA Lit
- IAS 3332. Culture and Health**  
*Same as Anthro 333.*  
A&S SS FA SSP
- IAS 3333. The Art and Archaeology of Japan and Korea**  
*Same as Art-Arch 3333.*  
A&S TH FA AH
- IAS 3350. The Jews in the Modern World**  
*Same as History 335C.*  
A&S CD TH FA SSP
- IAS 3351. Spanish-American Literature I**  
*Same as Span 335C.*  
A&S CD TH FA Lit
- IAS 3352. Topics in Italian Cinema: Pier Paolo Pasolini: Ideology, Sexuality, Representation**  
*Same as Ital 334.*  
A&S TH FA AH
- IAS 336. China Under Revolution and Reform**  
*Same as Pol Sci 3361, East Asia 3363.*  
This course examines the political evolution of the Chinese state during the 20th century. Although we cover the late Qing Dynasty and the Nationalist era, the main focus is on the People's Republic of China from 1949 to the present. The course is divided into three parts. The first traces the political history of China over the past century, with particular emphasis on China under Mao (1949–1976) and the reform era under Deng Xiaoping and Jiang Zemin (1978–present). The second part looks at the mechanics of the Chinese state, in particular, its governing apparatus, including the government, the Chinese Communist Party (CCP), and the People's Liberation Army (PLA). The third part of the course looks at several contemporary “hot button” issues, using information from earlier sections of this course to analyze these issues in an in-depth, scholarly fashion. Topics may include China's one-child policy, cross-straits relations with Taiwan, structural economic reform, the environment, state-society relations, and Chinese foreign policy. Credit 3 units.  
A&S CD SS
- IAS 3360. The Floating World in Japanese Literature**  
*Same as Japan 336.*  
A&S CD SD TH FA Lit
- IAS 3361. Spanish-American Literature II**  
*Same as Span 336C.*  
A&S CD TH FA Lit
- IAS 339. Myth and Society**  
*Same as Anthro 339F.*  
A&S CD SS FA SSP
- IAS 3390. 20th-Century Russian Literature and Culture**  
*Same as Russ 339C.*  
A&S CD TH FA Lit
- IAS 3391. Karma and Rebirth**  
*Same as Re St 3391.*  
A&S CD TH FA SSP
- IAS 3392. Topics in South Asian Religions: Tantric Traditions of South Asia**  
*Same as Re St 3392.*
- IAS 3393. Exile: Jews, Literature, and History**  
*Same as JNE 339C.*  
A&S CD TH
- IAS 3394. Topics in South Asian Religions: Veda and Vedanta**  
*Same as Re St 3394.*  
A&S TH
- IAS 339F. Topics in South Asian Religions: Yoga Traditions**  
*Same as Re St 339F.*  
A&S CD TH FA SSP
- IAS 3400. History of World Cinema**  
*Same as Film 340.*  
A&S CD TH FA AH
- IAS 3401. Chinese Art and Culture**  
*Same as Art-Arch 3401.*  
A&S CD TH FA AH
- IAS 3402. German Literature and the Modern Era**  
*Same as German 340C.*  
A&S CD TH FA Lit
- IAS 3410. Literature of Early and Imperial China**  
*Same as Chinese 341.*  
A&S CD SD TH FA Lit
- IAS 3411. Problems of Political, Legal, and Social Ethics**  
*Same as Phil 341.*  
A&S TH
- IAS 342. Literature of Modern and Contemporary China**  
*Same as Chinese 342.*  
A&S CD SD TH FA Lit
- IAS 3420. The Archaeology of Ancient China**  
*Same as Art-Arch 3420.*  
A&S TH FA AH
- IAS 342B. Elections and Reform**  
*Same as Pol Sci 342B.*  
A&S SS FA SSP
- IAS 343. Text, Memory, and Identity**  
*Same as Educ 343, Anthro 3431, STA 343.*  
This course explores issues of collective memory and identity through the study of texts such as national myths and official histories taught in schools. The focus is on texts themselves and how they are produced (e.g., by the state, popular culture) and consumed. The course has two components, methodological and analytical. In the first, we read a number of theoretical works devoted to definitions of the text from a historical and structural point of view. In the second, we analyze various key works that have played a crucial role in the formation of communities of memory and identity and the borders that separate them. The course is comparative, multidisciplinary, and international in its scope. Credit 3 units.  
A&S TH
- IAS 344. Introduction to European Studies**  
*Same as EuSt 344, History 3441.*  
This course focuses on Europe since 1945, but it uses a historical approach to discuss the experiences, traditions, and ideas that have created contemporary European civilization. Students spend the final weeks examining the European Union, but most of the semester is spent on topics that reveal the nature of European civilization. Topics include demography, religion, human rights, economic traditions, varieties of parliamentary government, labor and democratic socialism, and minority cultures and diversity. The approach used is the analysis and discussion of historical texts and documents; these materials are not limited to the contemporary era but stretch across several centuries. Course is highly recommended for IAS students in the EuSt track. Credit 3 units.  
A&S CD TH
- IAS 348. Europe in the Age of Imperialism: 1870–1940**  
*Same as History 348.*  
A&S TH FA SSP
- IAS 349. Europe in the 20th Century, 1914–1945**  
*Same as History 349.*  
A&S TH FA SSP
- IAS 350. Israeli Culture and Society**  
*Same as JNE 350.*  
A&S CD SD TH FA SSP



**IAS 3500. The 19th-Century Russian Novel**

Same as *Russ 350C*.  
A&S SD TH WI FA A Lit

**IAS 3501. Politics, Economics, and Welfare**

Same as *Econ 350*.  
A&S SS FA SSP

**IAS 3541. Shamans, Sages, and Saints: An**

**Introduction to Korean Religion**  
Same as *Re St 354*.  
A&S CD TH

**IAS 3543. The Quest for Racial Reconciliation**

Same as *AFAS 3542*.  
A&S TH FA SSP

**IAS 355. 20th-Century Britain**

Same as *History 355*.  
A&S TH FA SSP

**IAS 3552. Modern France Since 1870**

Same as *History 3552*.  
A&S TH FA SSP

**IAS 3553. Revolution and Empire: Modern France to 1870**

Same as *History 3553*.  
A&S TH FA SSP

**IAS 3560. Topics in Politics: The Politics of Security in East Asia**

Same as *Pol Sci 3561*.  
A&S SS

**IAS 356C. 20th-Century Russian History**

Same as *History 356C*.  
A&S TH FA SSP

**IAS 357B. Gender Politics in Global Perspective**

Same as *Pol Sci 357B*.  
A&S SS FA SSP

**IAS 3580. Modern Near Eastern Literatures**

Same as *Comp Lit 358C*.  
A&S TH FA Lit

**IAS 3581. Chinese Art and Culture**

Same as *Art-Arch 3580*.  
A&S TH FA AH

**IAS 359. Topics in European History: Women in Modern European History, 1700–2000**

Same as *History 359*.  
A&S CD TH FA SSP

**IAS 3598. The First World War and the Making of Modern Europe**

Same as *History 3598*.  
A&S TH FA SSP

**IAS 360. Directed Readings in International and Area Studies**

These courses are designed to offer a greater breadth for IAS majors in disciplines that typically require prerequisites at the advanced level. To be granted credit toward the IAS major, students must complete additional work as determined by the instructor. Credit 3 units.  
A&S TH

**IAS 361. Culture and Environment**

Same as *Anthro 361*.  
A&S SS FA SSP

**IAS 3612. Population and Society**

Same as *Anthro 3612*.  
A&S SS

**IAS 362. Introduction to Russian Civilization**

Same as *Russ St 362*, *EuSt 362*, *Russ 362*.  
Overview of main currents and developments in Russian culture from early records to present, with individual research and term paper in topic of student's choosing. Folk arts and traditions as well as "high" art, architecture, music, literature, film. Key themes: "dual belief," "Tatar yoke," legacy of "Europeanization" of Russia under Peter the Great, flowering of arts in the last half of the 19th

century into the Soviet period, continuing the quest to define national identity. Are the radical changes taking place in Russia today a complete break with the past or a reemergence of certain cultural constants? Knowledge of Russian not required. Sophomore standing or above. Credit 3 units.

A&S TH

**IAS 365. Theater Culture Studies III: Melodrama to Modernism**

Same as *Drama 365C*.  
A&S TH FA Lit SSP

**IAS 366. Women in Film: From the Silent Feminists to *Thelma and Louise***

Same as *Film 366*.  
A&S SD TH

**IAS 367. Seminar on Emerging Democracy and Civil Society**

This course examines theoretical and policy issues that arise in emerging democracies and civil societies. The role of the state, nongovernmental organizations, and cultural and historical forces are examined. The course provides a conceptual foundation for discussing these issues and also focuses on case studies in the emergence of democracy and civil society. The course is held in a seminar format in which students are expected to be active contributors. Part of Washington University's Summer Program in Tbilisi, Georgia. Credit 3 units.

A&S SS

**IAS 368. Applied Research on Emerging Democracy and Civil Society**

This is a practice-based research course on issues that arise in emerging democracies and civil societies. Students are required to participate in a practice setting, such as an internship, as part of the course requirement. In addition, they meet regularly with the instructor to discuss conceptual issues and submit a term paper analyzing the setting in which they worked. Part of Washington University's Summer Program in Tbilisi, Georgia. Credit 3 units.

A&S SS

**IAS 3680. The Cold War: 1945–1991**

Same as *History 3680*.  
A&S TH FA SSP

**IAS 369. Topics in Public Policy**

Same as *Pol Sci 369*.  
A&S SS WI FA SSP

**IAS 372. Topics in International Politics: Global Political Economy**

Same as *Pol Sci 372*.  
A&S SS FA SSP

**IAS 373. International Political Economy**

Same as *Pol Sci 373*.  
A&S SS FA SSP

**IAS 3731. History of United States: Foreign Relations to 1914**

Same as *History 373*.  
A&S TH FA SSP

**IAS 3741. History of United States: Foreign Relations Since 1950**

Same as *History 3741*.  
A&S TH FA SSP

**IAS 374F. Sufism: God's Friends in Islam**

Same as *Re St 376F*.  
A&S TH FA SSP

**IAS 375. Screening the Holocaust**

Same as *Film 375*.  
A&S TH FA AH

**IAS 3750. Topics in Russian Culture**

Same as *Russ 375*, *EuSt 3750*, *Russ St 375*.  
Selected fiction, poetry, memoiristic literature, and journalism from the medieval period to the current

war in Chechnya, with forays into pictorial arts and film; all considered in cultural and historical context. Key episodes in stories that have defined and redefined national identity in conflict with other peoples; shifting paradigms of heroism; militant provocations and profound arguments for pacifism; literary conventions, clichés, and meta-physical abstractions. All readings in translation. Credit 3 units.

A&S TH WI

**IAS 3772. International Political Economy**

Same as *Econ 377*.  
A&S SS FA SSP

**IAS 3781. Topics in Politics: Israeli Politics**

Same as *Pol Sci 3781*.  
A&S CD SS FA SSP

**IAS 3782. Topics in Comparative Politics: Terrorism and Political Science**

Same as *Pol Sci 3782*.  
A&S SS

**IAS 3802. Sacred Shrines and Holy Places**

Same as *Re St 3802*.  
A&S CD TH FA SSP

**IAS 3831. Art in the Age of Revolution, 1789–1848**

Same as *Art-Arch 3831*.  
A&S TH FA AH

**IAS 3833. Realism and Impressionism**

Same as *Art-Arch 3833*.  
A&S TH FA AH

**IAS 3838. Modern Art in Fin-de-Siècle Europe, 1880–1907**

Same as *Art-Arch 3838*.  
A&S TH WI FA AH

**IAS 385. Cultural Difference**

Same as *French 385*.  
A&S TH FA SSP

**IAS 3872. The History of Modern Britain**

Same as *History 3872*.  
A&S TH FA SSP

**IAS 3874. An Embarrassment of Riches: 19th-Century Britain**

Same as *History 3874*.  
A&S TH FA SSP

**IAS 3878. Britain and Ireland from 1688 to 1870**

Same as *History 3878*.  
A&S TH FA SSP

**IAS 3891. East Asia Since 1945: From Empire to Cold War**

Same as *History 3891*.  
A&S CD TH FA SSP

**IAS 394C. African Civilization to 1800**

Same as *AFAS 321C*.  
A&S CD TH FA SSP

**IAS 395C. African Civilization: 1800 to the Present**

Same as *AFAS 322C*.  
A&S CD TH FA SSP

**IAS 398. Rivers: a Comparative Approach to Chinese and World History, 1500–1900**

Same as *History 398S*.  
A&S TH WI

**IAS 399. To Russia and Return: Travel, Literature, and History**

Same as *History 39X9*.  
A&S TH WI

**IAS 400. Independent Study**

Prerequisite: Permission of the chair of the International and Area Studies program. All tracks. Credit variable, maximum 3 units.

**IAS 402. The Meaning of National Security in the 21st Century**

*Same as Pol Sci 4024, STA 4061, Russ St 402.*  
The 21st century has brought with it new challenges to national security. Standard assumptions about nations and the borders that separate them have been brought into question, and one of the results of this is that the very meaning of national security is undergoing change. Instead of threats to security coming from outside national boundaries, they now often exist within and across borders. This course focuses on contemporary ideas about these issues. It includes a brief overview of current discussions of national security, but it is primarily devoted to examining the conceptual resources we have for making sense of national security in a new world. Credit 3 units.  
**A&S SS**

**IAS 4030. Speak Out! Contending Perspectives on Global Issues**

*Same as Pol Sci 4031.*  
**A&S SS WI**

**IAS 4031. East Asian Educational Policy**

*Same as Educ 4034, East Asia 4031.*  
East Asia's current educational policies viewed in historical and philosophical perspective, providing a solid background in traditional Asian educational formation, and the global content of educational policies in East Asia. Credit 3 units.  
**A&S CD TH FA SSP**

**IAS 4032. Gender and Labor Politics in East Asia**

*Same as Anthro 4031.*  
**A&S SS FA SSP**

**IAS 4040. Germany Today**

*Same as German 404.*  
**A&S CD TH FA SSP**

**IAS 4041. Islam and Politics**

*Same as Anthro 4041.*  
**A&S CD SS FA SSP**

**IAS 405. Political Anthropology**

*Same as Anthro 405.*  
**A&S CD SD SS FA SSP**

**IAS 4050. Diaspora in Jewish and Islamic Experience**

*Same as JNE 405.*  
**A&S TH**

**IAS 4051. Democracy and Society**

*Same as Pol Sci 405.*  
**A&S SS FA SSP**

**IAS 406. Social Thought and Analysis Topics Seminar: Immigration and Heritage**

*Same as STA 405.*  
**A&S SS FA SSP**

**IAS 4064. Current Issues in Contemporary Chinese Politics**

*Same as Pol Sci 4064.*  
**A&S SS**

**IAS 4090. Gender, Sexuality, and Change in Africa**

*Same as AFAS 409.*  
**A&S SD SS WI FA SSP**

**IAS 4134. The Aids Epidemic: Inequalities, Ethnography, and Ethics**

*Same as Anthro 4134.*  
**A&S SS**

**IAS 4140. Readings in Classical Chinese Philosophy**

*Same as Chinese 414.*  
**A&S CD TH**

**IAS 4153. Colonial South Asia: Society and Politics in British India**

*Same as History 4153.*  
**A&S SD TH FA SSP**

**IAS 4154. Post-Colonial South Asia: Nations, Cultures, and Identities**

*Same as History 4154.*  
**A&S SD TH**

**IAS 4156. Europe and the Second World War**

*Same as History 4156.*  
**A&S TH**

**IAS 417. Topics in African History: Middle Passages: African Americans and South Africa**

*Same as AFAS 417.*  
**A&S CD TH**

**IAS 418. Victorian Literature 1830–1890**

*Same as E Lit 418.*  
**A&S TH FA Lit**

**IAS 419. History of Pan Africanism: The Birth and Evolution of a Revolutionary Idea**

*Same as AFAS 419.*  
**A&S TH**

**IAS 4192. Tragedy and Farce in African Francophone Literature**

*Same as French 4192.*  
**A&S TH FA Lit**

**IAS 420. Islam, Immigrants, and the Future of European Culture**

*Same as JNE 4201.*  
Coming from Turkey, North and West Africa, Pakistan, and elsewhere, Muslim immigrants in Europe are changing what it means to be a European. In the process, they have brought questions of cultural identity into the international media. Examining literature, the press, and secondary studies, this writing-intensive course studies the ways in which national governments and institutions have chosen to deal with the arrival of large numbers of Muslims as permanent residents. We consider what the various controversies and prejudices surrounding their presence mean for the future of European culture. Such issues as citizenship, assimilation, the right to cultural difference, and the use of cultural and religious symbols are among our major interests. No foreign language background is assumed. Priority is given to IAS majors for this WI course. Credit 3 units.  
**A&S TH WI**

**IAS 4231. Western Economic History**

*Same as Econ 423.*  
**A&S SS FA SSP**

**IAS 4232. Contemporary Issues in Latin America**

*Same as Pol Sci 4231.*  
**A&S SS FA SSP**

**IAS 424. Topics in Comparative Politics: Non-Formal Politics**

*Same as Pol Sci 424.*  
**A&S SS FA SSP**

**IAS 4242. Social Movements**

*Same as Anthro 4242.*  
**A&S CD SD SS FA SSP**

**IAS 425. Senior Project Seminar**

In this course, students undertake supervised research as part of their capstone experience, which may take the form of a senior project or an honors thesis. Seniors who choose to do their capstone experience in International and Area Studies enroll for this course in the spring semester. Students who are writing an honors thesis are encouraged to enroll in at least one independent study course prior to this as well. At the end of the semester, all students participate in a workshop in which they present the results of their projects and discuss the implications of their work for future research. All tracks. Credit variable, maximum 3 units.  
**A&S SS**

**IAS 4253. Researching Fertility, Mortality, and Migration**

*Same as Anthro 4253.*  
**A&S SS WI**

**IAS 4260. Latin American Theater**

*Same as Span 426.*  
**A&S SD TH FA AH**

**IAS 4261. Economic Systems in Theory and Practice**

*Same as Econ 426.*  
**A&S SS FA SSP**

**IAS 4272. Topics in Comparative Politics**

*Same as Pol Sci 4271.*  
**A&S SS WI FA SSP**

**IAS 428. Topics in Comparative Politics: Separatist Politics**

*Same as Pol Sci 428.*  
**A&S SS WI**

**IAS 4280. Spanish-American "Traditional" Novel**

*Same as Span 4281.*  
**A&S SD TH FA Lit**

**IAS 4281. Comparative Political Parties**

*Same as Pol Sci 4281.*  
**A&S SS FA SSP**

**IAS 4282. Political Ecology**

*Same as Anthro 4282.*  
**A&S SS FA SSP**

**IAS 4284. The New Sicilian School**

*Same as Ital 428.*  
**A&S TH FA Lit**

**IAS 430. Latin-American Essay**

*Same as Span 430.*  
**A&S TH FA Lit**

**IAS 431. Latin-American Poetry I**

*Same as Span 431.*  
**A&S TH FA Lit**

**IAS 4322. Topics in Comparative Politics: Current Controversies in South Asian Politics**

*Same as Pol Sci 432.*  
**A&S SS FA SSP**

**IAS 4323. Latin-American Poetry II**

*Same as Span 432.*  
**A&S TH FA Lit**

**IAS 4324. Divergent Voices: 20th-Century Italian Women Writers**

*Same as Ital 432.*  
**A&S SD TH WI FA Lit**

**IAS 4330. Literature of the Italian Enlightenment**

*Same as Ital 433.*  
**A&S TH WI FA Lit**

**IAS 4335. Topics in Comparative Politics: States and Markets in Comparative Perspectives**

*Same as Pol Sci 4335.*  
**A&S SS FA SSP**

**IAS 4342. Political Safeguards of Federalism**

*Same as Pol Sci 4342.*  
**A&S SS FA SSP**

**IAS 4351. Cultural History**

*Same as STA 435.*  
**A&S SS FA SSP**

**IAS 4352. Open Economy Macroeconomics**

*Same as Econ 435.*  
**A&S SS FA SSP**

**IAS 4353. The Political Economy of the European Union**

*Same as Pol Sci 4353.*  
**A&S SS FA SSP**

- IAS 4362. Local Genders, Global Transformations**  
Same as *Anthro 4362*.  
A&S SS FA SSP
- IAS 4370. Global Feminisms**  
Same as *WGS 437*.  
A&S SS
- IAS 4371. Caffè, Cadavers, Comedy, and Castrati: Italy and the Age of the Grand Tour**  
Same as *Ital 437*.
- IAS 441. Social Statistics I**  
Same as *STA 441*.  
A&S SS FA SSP
- IAS 4412. The British Empire in Cross-Cultural Perspective, 1800–1970**  
Same as *History 4412*.  
A&S TH FA SSP
- IAS 442. European Intellectual History: 1789–1890**  
Same as *History 442*.  
A&S TH FA SSP
- IAS 4422. History, Memory, and Collective Identities**  
Same as *History 4422*.  
A&S TH FA SSP
- IAS 443. European Intellectual History: 1890–1930**  
Same as *History 443*.  
A&S TH FA SSP
- IAS 4432. Politics of Post-Soviet Countries (Commonwealth of Independent States)**  
Same as *Pol Sci 4432*.  
A&S SS FA SSP
- IAS 444. European Intellectual History, 1930–2000**  
Same as *History 444*.  
A&S TH FA SSP
- IAS 4442. The Jewish Experience in Eastern Europe**  
Same as *History 4442*.  
A&S CD TH FA SSP
- IAS 4443. Jews and the City: Urban Dimensions of Modern Jewish Experience**  
Same as *History 4443*.  
A&S CD TH
- IAS 4446. European Social History: 1750–1930**  
Same as *History 4446*.  
A&S TH
- IAS 4450. Japanese Fiction**  
Same as *Japan 445*.  
A&S CD TH WI FA Lit
- IAS 446. The Japanese Theater**  
Same as *Japan 446*.  
A&S CD SD TH FA Lit
- IAS 4470. Japanese Film**  
Same as *Japan 447*.  
A&S TH FA Lit
- IAS 4471. Spanish-American Women Writers I**  
Same as *Span 4471*.  
A&S SD TH FA Lit
- IAS 4472. Spanish-American Women Writers II**  
Same as *Span 4472*.  
A&S SD TH FA Lit
- IAS 448. Japanese Poetry**  
Same as *Japan 448*.  
A&S TH FA Lit
- IAS 4493. Diasporas and Transnationalism**  
Same as *Anthro 4493*.  
A&S SS FA SSP
- IAS 449C. Imperial Russia**  
Same as *History 449C*.  
A&S TH FA SSP
- IAS 4513. Contemporary Issues in the Developing World**  
Same as *Anthro 4513*.  
A&S SS FA SSP
- IAS 4517. Anthropology and Development**  
Same as *Anthro 4517*.  
A&S SS WI
- IAS 4533. Narratives of Fear: Violence in Latin-American Literature**  
Same as *Span 4533*.  
A&S TH FA Lit
- IAS 456. Business, Government, and the Public**  
Same as *Econ 456*.  
A&S QA SS FA SSP
- IAS 4580. British History: Beyond the Beatles — Britain in the 1960s**  
Same as *History 4580*.  
A&S TH
- IAS 459. Major Film Directors**  
Same as *Film 458*.  
A&S TH
- IAS 460. Postmodern Narratives in Latin America**  
Same as *Lat Am 460*.  
This course analyzes some critical and theoretical texts on modernity/postmodernity as well as representative novels and films of the post-boom era that illustrate the topics of urban violence, sexuality, and marginality in several Latin-American countries. Credit 3 units.  
A&S TH
- IAS 462. Latin America and the West**  
Same as *Lat Am 462*.  
From the perspective of postcolonial theory, the course covers different aspects related to Latin America's cultural history, from the Discovery to the present. Some of the issues discussed in class are: the colonial encounter; Baroque culture and the emergence of Creole societies in the "New World," the connections between Enlightenment and nationalism, as well as the interweaving of "coloniality" and modernity. Prerequisite: *Lat Am 165C Survey of Latin American Culture* or an advanced level course on Latin America. Credit 3 units.  
A&S TH
- IAS 465. Post-Colonial Theory and Society**  
Same as *STA 465*.  
A&S SS FA SSP
- IAS 467. The Chinese Theater**  
Same as *Chinese 467*.  
A&S CD SD TH FA AH
- IAS 468. Cities in Asia**  
Same as *Art-Arch 4683, East Asia 4681, History 4680*.  
This course encourages students to gain familiarity with historical issues involved in understanding cities in East, South, and Southeast Asia. In the context of a seminar setting, students read and discuss various works of scholarship by historians, archaeologists, anthropologists, art and architectural historians, and others, on city design, growth, social milieu, and representation. Indigenous urban traditions, colonial environments, and the question of modernity and the city in the 20th century are all examined. Then, having gained an understanding of the sorts of primary and visual sources that can be utilized to explore the history of cities in Asia, students create their own work of urban history by selecting a topic to present in class and to form the subject of a research paper. Credit 3 units.  
A&S TH
- IAS 469. East Asian Feminisms**  
Same as *East Asia 469*.  
A&S SD TH
- IAS 4700. Readings in Chinese Literature**  
Same as *Chinese 470*.  
A&S TH FA Lit
- IAS 4710. Topics in Modern Arabic Literature in Translation: Modern Arabic Narratives: Self, Society, and Culture**  
Same as *Arab 471*.  
A&S TH FA Lit
- IAS 4711. Topics in Japanese Culture**  
Same as *East Asia 471*.  
A&S TH FA SSP
- IAS 4712. Topics in Religious Studies: Gender and Religion in China**  
Same as *Re St 4711*.  
A&S TH FA SSP
- IAS 4730. Political Economy of Multinational Enterprises**  
Same as *Pol Sci 4730*.  
A&S SS
- IAS 4731. Global Political Economy**  
Same as *Pol Sci 4731*.  
A&S SS FA SSP
- IAS 4752. Topics in International Politics: Terrorism and Guerrilla War in International Perspective**  
Same as *Pol Sci 475*.  
A&S SS FA SSP
- IAS 4753. International Trade**  
Same as *Econ 475*.  
A&S SS FA SSP
- IAS 476. Reading Seminar in Chinese Traditional Fiction**  
Same as *Chinese 476*.  
A&S TH FA Lit
- IAS 4760. Topics in Religious Studies: Chinese Popular Religion**  
Same as *Re St 476*.  
A&S TH FA AH Lit
- IAS 4761. Politics of International Finance**  
Same as *Pol Sci 4761*.  
A&S SS FA SSP
- IAS 479. Reading Seminar in Modern Chinese Literature**  
Same as *Chinese 479*.  
A&S CD TH FA Lit
- IAS 4790. Seminar in Religious Studies: Engendering Religious Studies**  
Same as *Re St 479*.  
A&S SD TH
- IAS 4791. Topics in Politics: Political Economy of Development**  
Same as *Pol Sci 4791*.  
A&S SS FA SSP
- IAS 4792. Globalization and National Politics**  
Same as *Pol Sci 4792*.  
A&S SS FA SSP
- IAS 480. Topics in International Politics: Growth and Development**  
Same as *Pol Sci 480*.  
A&S SS FA SSP
- IAS 4801. Reading Seminar in Popular Literature and Culture: Writing Stories in Late Imperial China**  
Same as *Chinese 480*.  
A&S TH FA Lit
- IAS 481. Reading Seminar in Religion and Chinese Literature**  
Same as *Chinese 481*.  
A&S TH FA Lit

**IAS 4816. Art and Culture in Fin-de-Siècle Europe***Same as Art-Arch 4816.***A&S** TH **FA** AH**IAS 482. Reading Seminar in Gender and Chinese Literature***Same as Chinese 482.***A&S** TH **FA** Lit**IAS 484. Core Seminar in East Asian Studies:***Same as East Asia 484.***A&S** CD TH WI **FA** SSP**IAS 4842. The Japanese Empire in Asia, 1874–1945***Same as History 4842.***A&S** CD TH**IAS 4862. Exoticism and Orientalism in 19th-Century Art***Same as Art-Arch 4862.***A&S** TH **FA** AH**IAS 4864. Exoticism and Primitivism in Modern Art***Same as Art-Arch 4864.***A&S** TH **FA** AH**IAS 4872. Colonial Cities and the Making of Modernity***Same as History 4872.***A&S** CD TH **FA** SSP**IAS 4882. Anthropology and Public Health***Same as Anthro 4882.***A&S** SS **FA** SSP**IAS 489. Topics in Modern Chinese Literature***Same as Chinese 489.***A&S** TH **FA** Lit**IAS 4892. Advanced Seminar in History: Latin America and the United States in the 20th Century***Same as History 4890.***A&S** TH **FA** SSP**IAS 4894. Advanced Seminar in History: The United States in Vietnam: Origins, Developments, and Consequences***Same as History 4894.***A&S** TH **FA** SSP**IAS 4900. Advanced Seminar in History: Intellectual Revolution in 20th-Century China***Same as History 4900.***A&S** TH **FA** SSP**IAS 4910. Topics in Islam: Conceptualizing Islam***Same as Re St 490.***A&S** TH**IAS 4912. The Nativist Dimension in Modern Japanese Culture***Same as East Asia 4911.***A&S** TH**IAS 4916. Advanced Seminar in History: Democracy in Latin America***Same as History 4916.***A&S** TH **FA** SSP**IAS 4918. Postmodernism***Same as Ital 491.***A&S** TH WI**IAS 4920. The Italian Detective Novel***Same as Ital 492.***A&S** TH WI **FA** Lit**IAS 4921. Advanced Seminar in History: Modern Japanese History***Same as History 4921.***A&S** TH **FA** SSP**IAS 4925. Advanced Seminar in History: Communist China***Same as History 4923.***A&S** TH **FA** SSP**IAS 4927. Reading Seminar: Women in Chinese History***Same as East Asia 4924.***A&S** TH **FA** SSP**IAS 4930. Advanced Seminar in History: The Transformation of Western European Societies, 1960–1990***Same as History 4930.***A&S** TH**IAS 4932. Advanced Seminar in History: Japanese Foreign Relations***Same as History 4932.***A&S** TH W **FA** SSP**IAS 4934. Advanced Seminar in History: British Empire in Cross-Cultural Perspective, 1800–1970***Same as History 4934.***A&S** TH **FA** SSP**IAS 4967. Advanced Seminar in History: Migration and Travel in China***Same as History 4967.***A&S** TH**IAS 4968. Advanced Seminar in History: War, Society, and Identity: the European Novel of the 1920s***Same as History 4968.***A&S** TH**IAS 4973. Advanced Seminar in History: Criminals, Rebels, Lunatics, and Colonialism***Same as History 4973.***A&S** TH **FA** SSP**IAS 4982. Advanced Seminar in History: Women and Confucian Culture in Early Modern East Asia***Same as History 4982.***A&S** TH**IAS 4986. Advanced Seminar in History: European History***Same as History 4986.***A&S** TH**IAS 4988. Advanced Seminar in History: the French Revolution***Same as History 4988.***A&S** TH**IAS 4997. Advanced Seminar in History: Individual and Society in Revolutionary China***Same as History 4997.***IAS 4998. Advanced Seminar in History: Introduction to Comparative Civilizational Analysis: United States, China, and Japan***Same as History 4999.***A&S** TH**IAS 500. Independent Study**

Prerequisites: senior standing and permission of the chair of the International and Area Studies program. Credit variable, maximum 3 units.

# Jewish, Islamic, and Near Eastern Studies

**Director and Associate Professor of Hebrew Bible and Biblical Hebrew**  
**Pamela Barmash**(Asian and Near Eastern Languages and Literatures)  
Ph.D., Harvard University**Endowed Professors****John R. Bowen**Dunbar–Van Cleve Professor in Arts & Sciences  
(Anthropology)

Ph.D., University of Chicago

**Hillel J. Kieval**Gloria M. Goldstein Professor of Jewish History and Thought  
(History)

Ph.D., Harvard University

**Professors****Lois Beck**

(Anthropology)

Ph.D., University of Chicago

**Robert L. Canfield**

(Anthropology)

Ph.D., University of Michigan

**Gerald N. Izenberg**

(History)

Ph.D., Harvard University

**Joseph Schraibman**

(Romance Languages)

Ph.D., University of Illinois at Urbana–Champaign

**Associate Professors****Nancy E. Berg**

(Asian and Near Eastern Languages and Literatures)

Ph.D., University of Pennsylvania

**Ahmet T. Karamustafa**

(History and Religious Studies)

Ph.D., McGill University

**Fatemeh Keshavarz Karamustafa**

(Asian and Near Eastern Languages and Literatures)

Ph.D., University of London

**Timothy H. Parsons**

(History and African and African American Studies)

Ph.D., Johns Hopkins University

**Jack Shapiro**

(Mathematics)

Ph.D., City University of New York

**Assistant Professors****Cathleen Fleck**

Scholar in Residence

Ph.D. in Art History, Johns Hopkins University

**Martin Jacobs**

(Asian and Near Eastern Languages and Literatures; Jewish, Islamic, and Near Eastern Studies)  
Ph.D. and Habilitation, Free University of Berlin

**Erin McGlothlin**

(Germanic Languages and Literatures)  
Ph.D., University of Virginia

**Nancy Reynolds**

(History)  
Ph.D., Stanford University

**Nargis Virani**

(Asian and Near Eastern Languages and Literatures)  
Ph.D., Harvard University

**Lecturers****Housni Bennis**

Ph.D. candidate, Washington University  
Lecturer in Arabic Language

**Giore Etzion**

(Asian and Near Eastern Languages and Literatures)  
M.A., University of Michigan

**Hanaa Kilany**

Ph.D., University of Pennsylvania  
Lecturer in Arabic Language

**Rami J. Pinsberg**

(Asian and Near Eastern Languages and Literatures)  
M.Ed., University of Missouri–St. Louis

**Roschanack Shaery**

(Persian)  
Ph.D., University of Chicago

**Mohammad Warsi**

(Asian and Near Eastern Languages and Literatures)  
Ph.D. Aligarh Muslim University  
Southeast Asian Languages and Literatures

**Professors Emeriti****Henry W. Berger**

(History)  
Ph.D., University of Wisconsin

**Victor T. Le Vine**

(Political Science)  
Ph.D., University of California–Los Angeles

**Joseph R. Rosenbloom**

(Jewish, Islamic, and Near Eastern Studies)  
D.H.L., Hebrew Union College

**Patty Jo Watson**

Edward Mallinckrodt Distinguished  
University Professor  
(Anthropology)  
Ph.D., University of Chicago

Jewish, Islamic, and Near Eastern Studies is an interdisciplinary program whose purpose is to explore the historical experience, literary, religious, and cultural expression, and political and material life of the Jewish, Islamic, and Near Eastern civilizations. Whether you favor the study of language, literature, religion, history, or politics, you will find in our courses a way to deepen your appreciation of these complex and di-

verse societies and cultures. You will also be encouraged to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa, and other parts of the world.

Our majors and minors have gone on to do many things after graduation. Many have entered professional schools in such fields as law, education, the ministry or rabbinate, and communal or social work. Others have gone on to do graduate work in either Jewish or Islamic studies or in related disciplines. Still others have combined their interest in Jewish, Islamic, and Near Eastern Studies with careers in business, medicine, or scientific research. All have found the major to have been an intellectually and emotionally rewarding experience and an important component of their overall development.

**The Major:** Students will select one of two tracks: Jewish and Near Eastern Studies or Islamic and Near Eastern Studies. To complete a major in Jewish, Islamic, and Near Eastern Studies, a student must fulfill the following basic requirements:

- For Jewish and Near Eastern Studies: two years of Hebrew language.
- For Islamic and Near Eastern Studies: two years of Arabic language or Persian language.
- For all majors: JNE 208F (Introduction to Jewish Civilization) and JNE 210C (Introduction to Islamic Civilization).

In addition, you must complete 21 units in the major at the 300 level or above, which includes:

- For Jewish and Near Eastern Studies: a minimum of 3 units in the Islamic experience.
- For Islamic and Near Eastern Studies: a minimum of 3 units in the Jewish experience.
- For all majors: a combined capstone course/senior seminar (normally 3 units).
- For all majors: of the remaining 15 units, students are strongly encouraged to take at least one course in history, one in literature or cultural studies, and one in religious studies.

**The Minor:** Students wishing to minor in Jewish, Islamic, and Near Eastern Studies must complete 15 units in at least five courses, one of which must be JNE 208F, Introduction to Jewish Civilization, or JNE 210C(Q), Introduction to Islamic Civilization.

At least nine units must be earned in courses at the 300 level or above. A maximum of 6 credit hours from language courses (Arabic, Hebrew, Persian) can be applied toward the minor. Please note that because 9 of the 15 units need to be at the 300 level or beyond for the minor, and because we also require either Islamic civilization or Jewish civilization, this means that a student normally can apply 3 credits of first- or second-year language at most, and then possibly 3 more credits from higher language courses subject to the approval of his/her adviser.

A maximum of 3 units of lower-level course work and 3 units of advanced course

work (300 level and above) may be applied toward the JINES minor from study abroad or at another university. Credit will only be awarded to those courses that have been approved by Washington University. No more than *three* (3) units may be taken in Independent Study (JNE 500). Courses taken Pass-Fail may *not* count toward the minor.

**Study Abroad:** Students majoring in Jewish, Islamic, and Near Eastern Studies are encouraged to participate in the Washington University Overseas Studies program. The University currently sponsors a preapproved program of study at the Hebrew University in Jerusalem that can accommodate both tracks of the JINES major. Study abroad options (which may require approval on a case-by-case basis) also exist for London (University College), Dublin (Trinity College), Prague (CET Academic Programs), Cairo (American University in Cairo), and Beirut (American University of Beirut). A maximum of 9 units of advanced course work (300 level and above) may be applied toward the JINES major from study abroad or courses taken at another university. Credit will only be awarded those courses that have been approved by the JINES study abroad adviser.

**Senior Honors:** Jewish, Islamic, and Near Eastern Studies majors who have a cumulative GPA of 3.5 or higher after six semesters are eligible to apply for candidacy for departmental senior honors. Once they receive departmental approval, candidates must satisfactorily complete a senior honors thesis in order to be recommended to the College for honors.

The senior honors thesis is a research project that is significantly larger than the usual term paper. It is usually about 50-60 pages long. In writing this thesis, the candidate is expected to make use of both primary and secondary sources and to demonstrate critical and analytic skills. The candidate also is encouraged to make use of any foreign language skills she/he may possess for the research. Proper citation of sources and a clear and consistent stylistic format will be expected.

Candidates, in consultation with their advisers, should choose their area of interest and find an appropriate faculty member to serve as their thesis supervisor in the spring semester of their junior year. They then need to apply for the honors program in writing to the director of Jewish, Islamic, and Near Eastern Studies by Sept. 1. The written application should contain a tentative description of the project, the supervisor's endorsement of the candidacy, and the candidate's unofficial transcript with the latest GPA clearly indicated. This early planning allows candidates to use the summer months to conduct preliminary research. Candidates must enroll in JNE 499, Independent Work for Senior Honors, in both the fall and spring semesters of their senior year (normally for a total of six credit hours).

The responsibilities of the thesis supervisor include: setting up regular meetings with the candidate; helping the candidate design a research and writing plan; monitoring the

candidate's progress through meetings and periodic written drafts; and offering feedback in a timely fashion.

The responsibilities of the candidate include: setting up regular meetings with the thesis supervisor; adhering to the research and writing plan jointly developed by the candidate and the supervisor; seeking out the supervisor for help when needed; meeting agreed-upon deadlines and abiding by the guidelines outlined in the Statement of Student Academic Integrity.

The candidate needs to write a substantial progress report (a 20-30 page document with an outline of the thesis, a schedule of completion, and a bibliography) by the first day of the spring semester. No candidate will be allowed to continue the program unless this report is submitted on time and is accepted as satisfactory by the supervisor. The student will receive a grade of I for the fall semester.

By the first week of March, candidates should submit a final draft of their thesis to their supervisor. The thesis will be evaluated by a committee of two faculty members, including the supervisor. It is extremely important that this draft be submitted on time: late submission will be sufficient cause for candidates to lose their chance to receive honors.

Committee members may suggest revisions to the thesis. They will also decide whether or not to forward their recommendation to the director of Jewish, Islamic, and Near Eastern Studies that the candidate be awarded Honors.

By or before April 15th, the candidate should submit the completed thesis, with revisions if necessary, to the Program office.

The final draft should be typed (please use 12-point font), double-spaced, with 1-inch margins all around. It should be either bound or placed in a notebook, so that it may be shelved in the Program office along with other theses and dissertations. The supervisor will then submit the grade for both semesters of JNE 499.

Please note that awards of A.B. *cum laude*, *magna cum laude*, and *summa cum laude* currently require cumulative averages of 3.5, 3.65 and 3.8, respectively. Also, transfer students must have earned at least 40 graded units within the five residential undergraduate schools of the University prior to the final semester, and that grades earned at other institutions do not figure in the calculation of minimum averages required for eligibility for Honors.

## Undergraduate Courses

### JNE 1051. Introduction to Judaism, Christianity, and Islam

Same as Re St 105.

A&S TH

### JNE 105D. Beginning Modern Hebrew I

Same as MHBR 105D.

A&S LA

### JNE 106D. Beginning Modern Hebrew II

Same as MHBR 106D.

A&S LA

### JNE 107D. Beginning Arabic I

Same as Arab 107D.

A&S LA

### JNE 108D. Beginning Arabic II

Same as Arab 108D.

A&S LA

### JNE 111D. Beginning Hindi I

Same as Hindi 111D.

A&S LA

### JNE 112D. Beginning Hindi II

Same as Hindi 112D.

A&S LA

### JNE 116D. Beginning Persian I

Same as Pers 116D.

A&S LA

### JNE 117D. Beginning Persian II

Same as Pers 117D.

A&S LA

### JNE 151D. Advanced Beginning Modern Hebrew I

Same as MHBR 151D.

A&S LA

### JNE 200. Internship

For students with at least one course in Jewish, Islamic, and Near Eastern Studies who wish to do an internship. Prerequisite: permission of the director of the program. A "learning agreement" must be submitted and approved prior to beginning internship work. Credit 3 units.

### JNE 2001. Asian and Near Eastern Languages and Literatures

Same as ANELL 200.

A&S CD TH

### JNE 201. Women Writers of the Near and Far East

A team-taught comparative introduction to the literatures and cultures of Asia and the Near East. We focus on women writers of Iran, Israel, and Japan, while we explore their literary creations in the context of their respective cultures as well as in the larger context of women's culture. Each of the literary traditions considered this term is supported by long and rich histories—histories that have seen both fracture and continuity in the 20th century. We investigate how women of these cultures write within and against tradition. Of particular concern is an analysis of the ways women express themselves as artists; the ways they depict themselves against the fabric of society; and the ways they use writing as sustained rebellion. Prerequisite: None. Credit 3 units.

A&S LA FA Lit

### JNE 2011. Intermediate Hindi I

Same as Hindi 201.

A&S LA

### JNE 2021. Intermediate Hindi II

Same as Hindi 202.

A&S LA

### JNE 2051. Literature and Film from Asia and the Near East

Same as ANELL 205.

A&S CD TH

### JNE 207D. Intermediate Arabic I

Same as Arab 207D.

A&S LA

### JNE 208D. Intermediate Arabic II

Same as Arab 208D.

A&S LA

### JNE 208F. Introduction to Jewish Civilization

Same as History 2081, Re St 208F, JNE 209.

This course is a selective survey of the historical, religious, cultural, literary, and political development of Judaism from antiquity to the present. Topics include the development of the Bible and subsequent textual tradition of Judaism, the basic concepts of Jewish religious thought, Jewish law, custom and ritual, and art. The course highlights a

variety of Jewish communities in different cultural and geographical settings, such as the Jews in the Roman Empire, Jewish life under Medieval Islam and Christianity, and the Jewish experience in modern Europe, the United States, and Israel. Each week a different topic is studied through primary and secondary readings (in translation), to be supplemented by audiovisual materials. Credit 3 units.

A&S TH FA SSP

### JNE 2091. Scriptures and Scripturalism

Same as Hum 209.

A&S CD TH

### JNE 210C. Introduction to Islamic Civilization

Same as JNE 210, Med-Ren 213C, Re St 210C, History 214C.

This course explores the historical and social development of the complex and dynamic entity known as Islamic civilization. It requires no prior knowledge of Islam or Middle Eastern history. The geographic focus is on the Arab Middle East and Iran, and the chronological period covered is from the rise of Islam to the present. The readings consist of a selection of translated primary sources as well as complementary background essays. The emphasis of the course is on texts and their changing interpretations over time. Although they do not represent the experience of Islam for all social groups, these texts have had wide circulation and continue to inspire meaningful debate among Muslims. We do not deal with the question of what constitutes the "true" Islam. Credit 3 units.

A&S CD TH FA SSP

### JNE 213D. Intermediate Modern Hebrew I

Same as MHBR 213D.

A&S LA

### JNE 214D. Intermediate Modern Hebrew II

Same as MHBR 214D.

A&S LA

### JNE 216D. Intermediate Persian I

Same as Pers 216D.

A&S LA

### JNE 217D. Intermediate Persian II

Same as Pers 217D.

A&S LA

### JNE 225C. Introduction to Indic Culture and Civilization

Credit 3 units.

A&S TH FA SSP

### JNE 300. Introduction to the Hebrew Bible/Old Testament

Same as Re St 300.

A&S TH FA SSP

### JNE 3010. Topics in Art History: Islamic Art

### JNE 3011. Honors Course for Sophomores I: Tutorial in History

Same as History 301.

A&S TH FA SSP

### JNE 301C. The Jews in the Ancient World

Same as JNE 301, BHBR 301C, Re St 374C, History 310C.

Jewish history through the biblical and rabbinic periods; emphasis on political, cultural, and religious life and ideas. Credit 3 units.

A&S CD TH FA SSP

### JNE 302. Introduction to the History and Culture of Ancient Mesopotamia

Same as History 3021, Re St 3021, BHBR 302.

This course introduces students to the first great human civilization, Ancient Mesopotamia. Combining textual evidence and material remains we survey all major facets of Mesopotamian culture: the environment, political history, and "everyday life," including portraits of several material, social, and economic aspects of society: religion, myth, art, science, and medicine. The course fo-

cuses on helping the student to understand empathetically the Mesopotamian worldview, to interact with primary materials (in translation), and to evaluate the ideas of historians dedicated to investigating this culture. Since some of the practices of this ancient culture are quite different from our own (such as magic, divination, the gods), yet others have made important contributions to world civilization (including the West, such as writing and astronomy), the course also is an important experience in cross-cultural learning. Credit 3 units.

**A&S TH FA SSP**

**JNE 305. Wisdom Literature of the Bible**

*Same as Re St 305.*

**A&S TH**

**JNE 305B. Greater Central Asia in Crisis**

*Same as Anthro 305B.*

**A&S CD SS**

**JNE 306. Between Submission and Power: Women and Family in Islam**

*Same as WGS 306.*

**A&S CD SS FA SSP**

**JNE 3061. Modern Jewish Writers**

*Same as Comp Lit 306.*

**A&S TH FA Lit**

**JNE 307D. Advanced Arabic I**

*Same as Arab 307D.*

**A&S LA**

**JNE 3082. Introduction to Rabbinic Judaism**

*Same as Re St 3082.*

**A&S TH FA SSP**

**JNE 308D. Advanced Arabic II**

*Same as Arab 308D.*

**A&S LA**

**JNE 309. Classical Jewish Philosophy**

*Same as Re St 373.*

The history of Jewish philosophy, from the ancient world through medieval thinkers such as Maimonides and Halevi, is surveyed in the context of the development of Western philosophy. Credit 3 units.

**A&S TH FA SSP**

**JNE 310. Contemporary Jewish Thought**

*Same as Re St 310, Phil 310.*

A study of the representative figures and problems of modern Jewish thought from Spinoza to the present. Other topics include: the impact of the European Enlightenment; Zionism; Buber; Rosenzweig; Kaplan; and Soloveitchik. Prerequisite: JNE 208F or the equivalent. Credit 3 units.

**A&S TH FA Lit SSP**

**JNE 3101. The Problem of Evil**

*Same as Re St 3101.*

**A&S TH**

**JNE 313C. Islamic History: 622–1200**

*Same as History 313C.*

**A&S TH FA SSP**

**JNE 314C. Islamic History: 1200–1800**

*Same as History 314C.*

**A&S TH FA SSP**

**JNE 3150. The Middle East in the 20th Century**

*Same as History 3150.*

**A&S CD TH FA SSP**

**JNE 3151. The Palestinian-Israeli Conflict, 1881–Present**

*Same as History 3151.*

**A&S TH FA SSP**

**JNE 3152. The History of Iran from 1501 to the Present**

*Same as History 3152.*

**A&S TH FA SSP**

**JNE 315C. The Middle East in Modern Times (1800–Present)**

*Same as History 315C.*

**A&S TH FA SSP**

**JNE 320D. Advanced Modern Hebrew I**

*Same as MHBR 320D.*

**A&S LA**

**JNE 322C. African Civilization: 1800 to the Present**

*Same as AFAS 322C.*

**A&S CD TH FA SSP**

**JNE 322D. Modern Jewish Literature in Hebrew**

*Same as MHBR 322D.*

**A&S LA**

**JNE 323B. Politics of the Arab World**

*Same as Pol Sci 320B.*

**A&S SS FA SP**

**JNE 3241. Hebrew of the Media**

*Same as MHBR 324.*

**A&S LA**

**JNE 327. The Bible in the Jewish Tradition**

*Same as Med-Ren 3321, History 3321.*

An introduction to the classical exegesis of the Hebrew Bible. Judaism developed through emerging perception of what the Bible dictated and what the Bible is. This course examines Jewish perceptions of the Bible from antiquity to the great medieval commentators. The mystical interpretation of the Bible and the philosophical and literary approaches are reviewed. Prerequisite: sophomore standing or permission of instructor. Credit 3 units.

**A&S TH**

**JNE 3273. Introduction to Israel Studies**

*Same as JNE 5273, IAS 3273.*

An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention is paid to the modern state of Israel and current issues in its politics, economy, and society. JNE 5273 is intended for graduate students only. Credit 3 units.

**A&S TH**

**JNE 3313. Women and Islam**

*Same as Anthro 3313.*

**A&S CD SS FA SSP**

**JNE 3331. The Holocaust**

*Same as History 333.*

**A&S SD TH FA SSP**

**JNE 334C. History of the Jews in Christian Europe to 1789**

*Same as History 334C.*

**A&S C TH FA SSP**

**JNE 335C. The Jews in the Modern World**

*Same as History 335C.*

**A&S CD TH FA SSP**

**JNE 336C. History of the Jews in Islamic Lands**

*Same as History 336C.*

**A&S TH FA SSP**

**JNE 339C. Exile: Jews, Literature, and History**

*Same as IAS 3393, JNE 539C, MHBR 339C, History 392C, LH 339C.*

From Adam and Eve's banishment through the advent of modern Zionism, exile has been a major theme in Jewish literature and history. We explore exile not only as an issue of geography but also from the perspectives of politics, religion, and psychology. We examine different experiences and interpretations of exile throughout Jewish history to the present. Contemporary Israeli writers continue the literary tradition of exile by writing the conflict between nation and individual. All read-

ings in English. Prerequisite, one course in history or literature or permission of instructor. Credit 3 units.

**A&S CD TH**

**JNE 340. Israeli Women Writers**

*Same as MHBR 340.*

**A&S CD SD TH WI FA Lit**

**JNE 342C. Modern Near Eastern Literature**

**JNE 344. Imagining the Holocaust in Contemporary Jewish Literature**

*Same as Ger 331.*

Recent public discourse on the Holocaust has displayed an anxiety that, with the gradual dying out of the survivor generation, the Holocaust too will soon pass into oblivion and one day be forgotten. Accompanying this anxiety about the vanishing eyewitness and the crisis of forgetting is often a parallel skepticism about narratives of the Holocaust that are not rooted in the direct experience of the survivor. Despite an injunction against fictional and imaginative representations of the Holocaust by survivors such as Elie Wiesel, however, the past 20 years have seen a wave of imaginative literature about the Holocaust written by non-survivors. This course examines recent post-Holocaust literature, both fictional and autobiographical, by contemporary Jewish writers from Europe, Israel, and the United States, including works by Art Spiegelman, David Grossman, Aharon Appelfeld, Nathan Englander, Anne Michaels, Nava Semal, Patrick Modiano, Jurek Becker, and others. Central to our inquiry into this literature are the questions of language, narrative structure, referentiality, artistic representation, intergenerational trauma, vicarious memory, and post-Holocaust Jewish identity. Credit 3 units.

**A&S TH FA Lit SSP**

**JNE 345. Mesopotamian Mythology: Stories from Ancient Iraq**

*Same as JNE 545, Re St 333F.*

In this course we read, explore, and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 BCE. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts are among those we read. Cultural background information is examined to situate each myth in its ancient context. Various theories of interpreting myth also are explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions underlie all that we do throughout the semester: What is myth? How should we understand the conceptualization of the category "myth"—in other words, how does myth work? Does myth still play a role in our own modern cultures? Credit 3 units.

**A&S CD TH**

**JNE 348. Medieval Jewish Travelogues, Chronicles, and Biographies**

*Same as BHBR 348.*

**A&S TH**

**JNE 349. Yidishkayt: Yiddish Literature in English Translation**

*Same as Comp Lit 3492.*

This course traces the emergence, development, flourish, and decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish, continuing with 19th-century attempts to establish a modern Yiddish literature and the emergence of both a classical canon and a literary avant garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course examines the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between





lections covering a time span from late antiquity to the Islamic Middle Ages. These works were composed according to a complex set of exegetical and literary rules to be illustrated by the selected readings. Certain Midrashic genres reflect their origins in academic discourses, while others were delivered as public sermons, drawing on parables, legends, and folk lore. Among the topics studied are: How did the Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? Is Midrash a commentary or a literary discourse in its own right? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking proves to be smart, playful, at times even slippery, and yet substantial. All texts are read in translation. Credit 3 units.

**A&S TH**

**JNE 4872. Colonial Cities and the Making of Modernity**

*Same as History 4872.*

**A&S CD TH FA SSP**

**JNE 4901. Topics in Islamic Thought: Proseminar in Methods and Approaches in Islamic Studies**

*Same as Re St 4901.*

This seminar is an introduction to the methods, research tools, and theoretical assumptions that Islamicists have used to study diverse aspects of Islamic societies and civilizations, past and present. Critical reading and discussion of scholarly works are paired with bibliographical research assignments. Prerequisite: permission of the instructor. Credit 3 units.

**A&S TH**

**JNE 4917. Advanced Seminar in History: Islamic History**

*Same as History 4917.*

**A&S TH FA SSP**

**JNE 497. Guided Readings in Arabic**

*Same as Arab 497.*

**A&S LA**

**JNE 4972. Guided Readings in Persian**

*Same as Pers 4972.*

**A&S LA**

**JNE 4973. Guided Readings in Hebrew**

*Same as MHBR 4973.*

**A&S LA**

**JNE 498. Guided Readings in Arabic**

*Same as Arab 498.*

**A&S LA**

**JNE 4982. Guided Readings in Persian II**

*Same as Pers 4982.*

**A&S LA**

**JNE 4983. Guided Readings in Modern Hebrew**

*Same as MHBR 4983.*

**A&S LA**

**JNE 4984. Guided Readings in Aramaic**

*Same as BHBR 4984.*

**A&S TH**

**JNE 4985. Guided Readings in Biblical Hebrew**

*Same as BHBR 4985.*

**A&S LA**

**JNE 4986. Guided Readings in Talmudic Aramaic and Rabbinic Texts**

Prerequisite: instructor's permission. Credit variable, maximum 6 units.

**A&S LA**

**JNE 4987. Guided Readings in Akkadian**

*Same as BHBR 4983.*

**A&S LA**

**JNE 499. Study for Honors in Jewish, Islamic, and Near Eastern Studies**

Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Near Eastern Studies program. Credit 3 units.

**A&S TH**

**JNE 500. Independent Work in Jewish, Islamic, and Near Eastern Studies**

Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Near Eastern Studies program. Credit variable, maximum 6 units.

**JNE 5001. Introduction to the Hebrew Bible/Old Testament**

*Same as Re St 300.*

**A&S TH FA SSP**

**JNE 5011. Honors Course for Sophomores I: Tutorial in History**

*Same as History 301.*

**A&S TH FA SSP**

**JNE 502. Proseminar in European Jewish History**

*Same as History 5382.*

**JNE 505B. Greater Central Asia in Crisis**

*Same as Anthro 305B.*

**A&S CD SS**

**JNE 507D. Advanced Arabic I**

*Same as Arab 307D.*

**A&S LA**

**JNE 5081. The American-Jewish Community: Organization and Service**

**JNE 508D. Advanced Arabic II**

*Same as Arab 308D.*

**A&S LA**

**JNE 5101. The Problem of Evil**

*Same as Re St 3101.*

**A&S TH**

**JNE 5150. The Middle East in the 20th Century**

*Same as History 3150.*

**A&S CD TH FA SSP**

**JNE 517. Advanced Persian II**

*Same as Pers 317.*

**A&S LA FA Lit**

**JNE 520. Third-Level Modern Hebrew I**

*Same as MHBR 320D.*

**A&S LA**

**JNE 522D. Third-Level Modern Hebrew II**

*Same as MHBR 322D.*

**A&S LA**

**JNE 5273. Introduction to Israel Politics**

*Same as JNE 3273.*

**A&S TH**

**JNE 5313. Women and Islam**

*Same as Anthro 3313.*

**A&S CD SS FA SSP**

**JNE 5314. Islamic History: 1200–1800**

*Same as History 314C.*

**A&S TH FA SSP**

**JNE 5331. The Holocaust: History and Memory**

*Same as History 333.*

**A&S SD TH FA SSP**

**JNE 5334. History of the Jews in Christian Europe to 1789**

*Same as History 334C.*

**A&S CD TH FA SSP**

**JNE 535C. The Jews in the Modern World**

*Same as History 335C.*

**A&S CD TH FA SSP**

**JNE 536C. The History of the Jews in Islamic Lands**

*Same as History 336C.*

**A&S TH FA SSP**

**JNE 539C. Exile: Jews, Literature, and History**

*Same as JNE 339C.*

**A&S CD TH**

**JNE 540. Israeli Women Writers**

*Same as MHBR 340.*

**A&S CD SD TH WI FA Lit**

**JNE 545. Mesopotamian Mythology: Stories from Ancient Iraq**

*Same as JNE 345.*

**A&S CD TH**

**JNE 548. Medieval Jewish Travelogues, Chronicles, and Biographies**

*Same as BHBR 348.*

**A&S TH**

**JNE 555. The Flowering of Islamic Literature 500–1200**

*Same as Comp Lit 355C.*

**A&S CD TH FA Lit**

**JNE 558C. Modern Near Eastern Literatures**

*Same as Comp Lit 358C.*

**A&S TH FA Lit**

**JNE 562. Approaches to the Qu'ran**

*Same as Re St 366.*

**A&S CD TH**

**JNE 5781. Israeli Politics**

*Same as Pol Sci 3781.*

**A&S CD SS FA SSP**

# Latin American Studies

## Chair

### Mabel Morana

William H. Gass Professor in Arts & Sciences  
(Romance Languages and Literatures, IAS)  
Ph.D., University of Minnesota

## Endowed Professor

### Elzbieta Sklodowska

Randolph Family Professor  
in Arts & Sciences  
(Romance Languages and Literatures)  
Ph.D., Washington University

## Professors

### David L. Browman

(Anthropology)  
Ph.D., Harvard University

### John F. Garganigo

(Romance Languages)  
Ph.D., University of Illinois

### Richard J. Walter

(History)  
Ph.D., Stanford University

## Associate Professor

### Brian Crisp

(Political Science)  
Ph.D., University of Michigan

## Assistant Professors

### J. Andrew Brown

(Romance Languages and Literatures)  
Ph.D., University of Virginia

### Bret Gustafson

(Anthropology)  
Ph.D., Harvard University

### Stephanie Kirk

(Romance Languages and Literatures)  
Ph.D., New York University

### María Fernanda Lander

(Romance Languages and Literatures)  
Ph.D., Brown University

### Tabea Linhard

(Romance Languages and Literatures)  
Ph.D., Duke University

### Derek Pardue

(Anthropology, IAS)  
Ph.D., University of Illinois,  
Urbana-Champaign

### Ignacio Sanchez Prado

(Romance Languages and Literatures, IAS)  
Ph.D., University of Pittsburgh

### Guillermo Rosas

(Political Science)  
Ph.D., Duke University

## Professor Emeritus

### Pedro C. Cavalcanti

(Anthropology)  
Ph.D., University of Warsaw

If you have particular interest in the cultures and societies of Latin America, but would like to study them from a comparative, interdisciplinary perspective, you may major in International and Area Studies (IAS) with a concentration in Latin American Studies. This program offers a wide range of courses, covering different aspects of pre-Hispanic, colonial, and modern cultures, and connecting the study of ancient traditions with contemporary debates. Survey courses and seminars incorporate approaches from cultural theory, historical, political, and anthropological analysis, and cultural studies. Washington University, with its Latin American Studies program, was one of the 10 founding institutions funded by a Ford Foundation grant in 1964. Students in this track generally acquire a high level of competency in Spanish and/or Portuguese, depending on field of specialization. Our overseas programs in Chile, Ecuador, and Mexico would be especially appropriate for students of Spanish as well as for those interested in conducting field work in these regions. For requirements for a major in International and Area Studies with a Latin American Studies concentration, please refer to International and Area Studies.

## Undergraduate Courses

### LatAm 165C. Survey of Latin-American Culture

*Same as IAS 165C.*  
A&S CD TH FA SSP

### LatAm 3092. Indigenous Peoples and Movements in Latin America

*Same as Anthro 3092.*  
A&S CD SD SS

### LatAm 3093. Anthropology of Modern Latin America

*Same as Anthro 3093.*  
A&S SS

### LatAm 310C. Ancient Civilizations of the New World

*Same as Anthro 310C.*  
A&S CD TH FA AH

### LatAm 312. Hispanic Culture and Civilization II

*Same as Span 312.*  
A&S CD TH FA SSP

### LatAm 3140. Topics in Latin-American History and Politics

*Same as Pol Sci 3140.*  
A&S SS

### LatAm 321C. Latin America: From Colonialism to Neocolonialism, 1492–1890

*Same as History 321C.*  
A&S CD TH FA SSP

### LatAm 322C. Latin America in the 20th Century

*Same as History 322C.*  
A&S TH FA SSP

### LatAm 3260. Race, Class, and Gender: Cultural Readings of Brazil and Its Cities

*Same as IAS 3260.*  
A&S SS

### LatAm 326B. Latin American Politics

*Same as Pol Sci 326B.*  
A&S SS FA SSP

### LatAm 330. Introduction to the Study of Hispanic Literature

*Same as Span 330C.*  
A&S TH FA Lit

### LatAm 335C. Spanish-American Literature I

*Same as Span 335C.*  
A&S CD TH FA Lit

### LatAm 336C. Spanish-American Literature II

*Same as Span 336C.*  
A&S CD TH FA Lit

### LatAm 416. Latin American Theater

*Same as Span 426.*  
A&S SD TH FA AH

### LatAm 4231. Contemporary Issues in Latin America

*Same as Pol Sci 4231.*  
A&S SS FA SSP

### LatAm 428. Spanish-American “Traditional” Novel

*Same as Span 4281.*  
A&S SD TH FA Lit

### LatAm 430. Latin-American Essay

*Same as Span 430.*  
A&S TH FA Lit

### LatAm 431. Latin-American Poetry I

*Same as Span 431.*  
A&S TH FA Lit

### LatAm 432. Latin-American Poetry II

*Same as Span 432.*  
A&S TH FA Lit

### LatAm 4517. Anthropology and Development

*Same as Anthro 4517.*  
A&S SS WI

### LatAm 4533. Narratives of Fear: Violence in Latin American Literature

*Same as Span 4533.*  
A&S TH FA Lit

### LatAm 460. Postmodern Narratives in Latin America

*Same as IAS 460.*  
A&S TH

### LatAm 462. Latin America and the West

*Same as IAS 462.*  
A&S TH

### LatAm 4791. Topics in Politics: Political Economy of Development

*Same as Pol Sci 4791.*  
A&S SS FA SSP

### LatAm 4890. Advanced Seminar: Latin America and the United States in the 20th Century

*Same as History 4890.*  
A&S TH FA SSP

### LatAm 4916. Advanced Seminar in History: Democracy of Latin America

*Same as History 4916.*  
A&S TH FA SSP

## Legal Studies

### Chair

**David T. Konig**, Professor  
(History and Law)  
Ph.D., Harvard University

### Endowed Professors

**John R. Bowen**  
Dunbar–Van Cleve Professor  
in Arts & Sciences  
(Anthropology)  
Ph.D., University of Chicago

**Jack Knight**  
Sidney W. Souers Professor  
of Government  
(Political Science)  
Ph.D., University of Chicago

**Douglass C. North**  
Spencer T. Olin Professor in Arts & Sciences  
(Economics)  
Ph.D., University of California–Berkeley

### Professors

**William R. Lowry**  
(Political Science)  
Ph.D., Stanford University

**Larry M. May**  
(Philosophy)  
Ph.D., New School for Social Research

### Associate Professor

Elizabeth K. Borgwardt  
(History)  
J.D., Harvard University  
Ph.D., Stanford University

### Assistant Professor

Margaret C. Garb  
(History)  
Ph.D., Columbia University

### Professors Emeriti

Marvin J. Cummins  
(Political Science)  
Ph.D., University of Colorado

### Carl P. Wellman

Hortense and Tobias Lewin Distinguished  
University Professor Emeritus in the  
Humanities  
(Philosophy)  
Ph.D., Harvard University

The Legal Studies minor is an interdisciplinary program that allows you to study the role of law and legal institutions in society. It is an academic program about law rather than vocational training in law.

When you minor in Legal Studies, you study about law in courses from anthropology, economics, history, philosophy, political science, and other liberal arts disciplines. The curriculum emphasizes the forces that shape law and the ways that peoples of different cultures and from different historical periods have used and interpreted the law.

Because Legal Studies is interdisciplinary in nature and offers a variety of courses, you

can design a course of study that addresses your individual needs and interests. You may choose to take advantage of internships available in law and government.

Legal Studies is an excellent prelaw program. It also prepares you well for other graduate study, as well as for a career in academia, business, politics, or social services. **The Minor:** You are required to take a total of 18 units of credit, of which 12 must be outside the department of your major. Courses on legal studies topics, which are offered each semester by the various departments of the College of Arts & Sciences that participate in the program, are cross-listed below. Your minor must include at least three advanced courses (300 level and above).

### Undergraduate Courses

**Lw St 0001. Legal Studies Elective**  
Credit variable, maximum 3 units.

**Lw St 101B. American Politics**  
*Same as Pol Sci 101B.*  
A&S SS FA SSP

**Lw St 102B. Comparative Politics**  
*Same as Pol Sci 102B.*  
A&S SS FA SSP

**Lw St 103B. Introduction to Political Economics: Microeconomics**  
*Same as Econ 103B.*  
A&S QA SS FA SSP

**Lw St 104B. Introduction to Political Economics: Macroeconomics**  
*Same as Econ 104B.*  
A&S QA SS FA SSP

**Lw St 105G. Introduction to Logic and Critical Analysis**  
*Same as Phil 100G.*  
A&S LA QA FA SSP

**Lw St 107B. Introduction to Women's Studies**  
*Same as WGS 100B.*  
A&S SD TH FA SSP

**Lw St 108. Introduction to Political Theory II: Classics of Western Social and Political Thought**  
*Same as Pol Sci 107.*  
A&S SS

**Lw St 120B. Social Problems and Social Issues**  
*Same as STA 120B.*  
A&S SS FA SSP

**Lw St 131F. Present Moral Problems**  
*Same as Phil 131F.*  
A&S TH FA SSP

**Lw St 1ABR. Legal Studies Course Work Completed Abroad**  
Credit variable, maximum 12 units.

**Lw St 2051. History of American Radicalism: From the Abolitionists to the Battle of Seattle**  
*Same as History 2051.*  
A&S TH FA SP

**Lw St 208B. African-American Studies: An Introduction**  
*Same as AFAS 208B.*  
A&S SD TH FA SSP

**Lw St 2101. Freshman Seminar: Gender and Citizenship**  
*Same as WGS 210.*  
A&S SD TH FA SSP

**Lw St 210B. Gender Roles**  
*Same as STA 210B.*  
A&S SD SS FA SSP

**Lw St 2152. The Theory and Practice of Justice: The American Historical Experience**  
*Same as History 2152.*  
A&S SD TH FA SSP

**Lw St 219. Introduction to the Sociology of Law**  
*Same as STA 218.*  
A&S SS FA SSP

**Lw St 220. History of Modern Social Theory**  
*Same as STA 220.*  
A&S SS

**Lw St 221. Seminar in Law and Society**  
*Same as Focus 221.*  
A&S SS FA SSP

**Lw St 222. Seminar in Law and Society**  
*Same as Focus 222.*  
A&S SS FA SSP

**Lw St 233F. Biomedical Ethics**  
*Same as Phil 233F.*  
A&S TH FA SSP

**Lw St 235F. Introduction to Environmental Ethics**  
*Same as Phil 235F.*  
A&S TH FA SSP

**Lw St 299. Undergraduate Internship in Legal Studies**  
Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement that is obtained by the student from the Career Center and must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, for example 8 to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file. Credit variable, maximum 3 units.  
FA SSP

**Lw St 301B. Individual, Family, and Community**  
*Same as STA 301B.*  
A&S SD SS FA SSP

**Lw St 3032. Western Thought and Contemporary Social Problems**  
*Same as STA 3032.*  
A&S SS FA SSP

**Lw St 3061. Between Submission and Power: Women and the Family in Islam**  
*Same as WGS 306.*  
A&S CD SS FA SSP

**Lw St 3072. Cracks in the Republic: Discontent, Dissent, and Protest in America, 1950–1975**  
*Same as History 3072.*  
A&S D TH FA SSP

**Lw St 307C. History of Law in American Life I: English and Colonial Foundations to 1776**  
*Same as History 307C.*  
A&S TH FA SSP

**Lw St 3103. Topics in Politics: Constitutional Politics in the United States**

**Lw St 3111. Family, Kinship, and Marriage**  
*Same as Anthro 3111.*  
A&S SS FA SSP

- Lw St 312. Argumentation**  
Same as *E Comp 312*.  
A&S LA WI
- Lw St 314. Islamic History: 1200–1800**  
Same as *History 314C*.  
A&S TH FA SSP
- Lw St 315. Introduction to Social Psychology**  
Same as *Psych 315*.  
A&S SS FA SSP
- Lw St 320. Poverty and Social Problems**  
See department. Credit 3 units.
- Lw St 326. American Economic History**  
Same as *Econ 326*.  
A&S SS FA SSP
- Lw St 330. Poverty and Social Issues**  
See department. Credit 3 units.  
A&S SS FA SSP
- Lw St 331. Theories of Justice**  
Same as *Pol Sci 331*.  
A&S SS FA SSP
- Lw St 3310. Gender and American Politics**  
Same as *Pol Sci 331B*.  
A&S SD SS FA SSP
- Lw St 3311. Environmental and Energy Issues**  
See department. Credit 3 units.
- Lw St 331F. Classical Ethical Theories**  
Same as *Phil 331F*.  
A&S TH FA SSP
- Lw St 3321. Constitutionalism and Democracy**  
Same as *Pol Sci 3321*.  
A&S SS
- Lw St 3325. Constitutional Politics**  
Same as *Pol Sci 3325*.  
A&S SS FA SSP
- Lw St 332B. Environmental and Energy Issues**  
Same as *Pol Sci 332B*.  
A&S SS FA SSP
- Lw St 334B. Black Social Sciences**
- Lw St 335. Feminist Theory**  
Same as *WGS 335*.  
A&S SD TH FA SSP
- Lw St 3371. Topics in Legal Studies: Management and Politics in the Legal Sector**  
Same as *Pol Sci 3371*.  
A&S SS FA SSP
- Lw St 3381. National Security, Civil Liberties, and the Law**  
Same as *Pol Sci 3381*.  
A&S SS FA SSP
- Lw St 3382. Urban Politics and Administration**
- Lw St 3401. Money and Morals in the Age of Merchant Capital**  
Same as *History 3402*.  
A&S TH FA SSP
- Lw St 3402. Topics in Legal Studies: Democratic Theory**  
Same as *Pol Sci 3402*.  
A&S SS FA SSP
- Lw St 340F. Social and Political Philosophy**  
Same as *Phil 340F*.  
A&S TH FA SSP
- Lw St 344. Civil Liberties**
- Lw St 3440. Courts and Civil Liberties**
- Lw St 3441. Defendant's Rights**  
Same as *Pol Sci 3441*.  
A&S SS FA SSP
- Lw St 346. Philosophy of Law**  
Same as *Phil 346*.  
A&S TH FA SSP
- Lw St 350. Politics, Ethics, and Welfare**  
Same as *Econ 350*.  
A&S SS FA SSP
- Lw St 353. The Economics of Law**  
Same as *Econ 353*.  
A&S SS FA SSP
- Lw St 3531. Law and Economics**  
Same as *Econ 3531*.
- Lw St 354. Abnormal Psychology**  
Same as *Psych 354*.  
A&S SS FA SSP
- Lw St 358. Law, Politics, and Society**  
Same as *Pol Sci 358*.  
A&S SS FA SSP
- Lw St 363. The American Legal System**  
Same as *Pol Sci 363*.  
A&S SS FA SSP
- Lw St 365. The New Republic**  
Same as *History 365*.  
A&S TH FA SSP
- Lw St 367. Modern America, 1877–1929**  
Same as *History 367*.  
A&S TH FA SSP
- Lw St 372C. Law in American Life II: 1776 to the Present**  
Same as *History 372C*.  
A&S SD TH FA SSP
- Lw St 3752. Women in American History**  
Same as *History 3752*.  
A&S SD TH FA SSP
- Lw St 387C. Black America to the Civil War**  
Same as *History 387C*.  
A&S SD TH FA SSP
- Lw St 388C. For Freedom's Sake: African-American History**  
Same as *History 388C*.  
A&S SD TH FA SSP
- Lw St 390. Violence Against Women: Current Issues and Responses**  
Same as *WGS 393*.  
A&S SD SS FA SSP
- Lw St 3912. Social Construction of Female Sexuality**  
Same as *WGS 391*.  
A&S SS FA SSP
- Lw St 3ABR. Legal Studies Course Work Completed Abroad**  
Credit variable, maximum 12 units.
- Lw St 4002. Directed Fieldwork in Legal Research**  
A fieldwork project in empirical and/or archival legal research under the direction of a member of the Washington University faculty. The fieldwork may be planned and undertaken individually or as part of a formal project. Prerequisite: permission of supervising faculty member and director of the program is required. Credit variable, maximum 6 units.  
A&S TH
- Lw St 402. Drug Abuse in American Society: Social, Legal, and Political Consequences**  
Same as *STA 402*.  
A&S SS FA SSP
- Lw St 405. Political Anthropology**  
Same as *Anthro 405*.  
A&S CD SD SS FA SSP
- Lw St 410. Topics in Legal Studies: Law, Language, and Culture**  
Same as *STA 410*.  
A&S SS FA SSP
- Lw St 417. History and (Auto)Biography from Modern South Africa**  
Same as *History 3252*.  
A&S CD TH
- Lw St 418. Law and Individual Liberties**  
See department. Credit 3 units.  
A&S SS FA SSP
- Lw St 4211. Philosophy of Social Science**  
Same as *Phil 4211*.  
A&S TH FA SSP
- Lw St 4230. Religion and the Public Sphere in Early America**
- Lw St 4231. Topics in Comparative Politics: Equality and Public Policy**  
See department. Credit 3 units.
- Lw St 4232. Slavery and the American Imagination**  
See department. Credit 3 units.
- Lw St 425. Poverty in America**  
See department. Credit 3 units.
- Lw St 426. Economic Systems in Theory and Practice**  
Same as *Econ 426*.  
A&S SS FA SSP
- Lw St 430. The Age of Integration: African-American Life and Culture, 1950–1954**  
See department. Credit 3 units.  
A&S TH FA SSP
- Lw St 433. Topics in Comparative Politics: Equality and Public Policy**  
See department. Credit 3 units.  
A&S SS FA SSP
- Lw St 434. Law and Individual Liberties**  
See department. Credit 3 units.  
A&S SS FA SSP
- Lw St 4361. Culture, Power, and the State**  
Same as *Anthro 4361*.  
A&S SS FA SSP
- Lw St 4401. Drugs and Behavior**  
See department. Credit 3 units.  
A&S SS FA SSP
- Lw St 442. European Intellectual History, 1789–1890**  
Same as *History 442*.  
A&S TH FA SSP
- Lw St 4431. Egalitarianism and Political Institutions**  
See department. Credit 3 units.  
A&S SS FA SSP
- Lw St 4461. The Rule of Law**  
Same as *Phil 4461*.  
A&S TH
- Lw St 448. Law and Individual Liberties**  
See department. Credit 3 units.  
A&S SS FA SSP
- Lw St 4502. Topics in Legal History: Rationality, Law, and Legal Process**  
Same as *Pol Sci 4502*.  
A&S SS FA SSP
- Lw St 4503. Topics in Legal Studies: Order, Diversity, and the Rule of Law**  
Same as *Pol Sci 4503*.  
A&S SD SS W FA SSP

**Lw St 4513. Topics in Legal Studies: Criminal Law and Criminal Justice—Homicide***Same as Pol Sci 4513.***A&S SS WI FA SSP****Lw St 456. Business Government and the Public***Same as Econ 456.***A&S QA SS FA SSP****Lw St 458. The Theory of Property Rights***Same as Econ 458.***A&S SS FA SSP****Lw St 461. Introduction to Environmental Law and Policy***Same as CE 461.***Lw St 467. Game Theory***Same as Econ 467.***A&S SS FA SSP****Lw St 472. Social Theory and Anthropology***Same as Anthro 472.***A&S SS FA SSP****Lw St 483. Legal Internships***Same as Pol Sci 483.***A&S SS FA SSP****Lw St 485. Labor-Management Relations in Modern Economies***Same as Econ 485.***A&S SS FA SSP****Lw St 4907. Advanced Seminar: Women and Social Movements in the United States***Same as History 4907.***A&S SD TH FA SSP****Lw St 4946. The Federalist Papers: Politics and Philosophy in the Creation of the American Republic***Same as History 4946.***A&S TH FA SSP****Lw St 4951. The Civil Rights Movement***Same as History 4951.***A&S SD TH FA SSP****Lw St 4973. Advanced Seminar: Criminals, Lunatics, Rebels, and Colonialism***Same as History 4973.***A&S TH FA SSP****Lw St 4974. Advanced Seminar in History: Gender, Work, and Property Law***Same as History 4974.***A&S TH FA SSP****Lw St 4987. Advanced Seminar: Antislavery: The Legal Assault on Slavery in St. Louis***Same as History 4987.***A&S SD TH****Lw St 500. Independent Study**

Credit variable, maximum 6 units.

# Linguistics

**Director****David A. Balota**, Professor  
(Psychology)  
Ph.D., University of South Carolina**Assistant Professors****Brett D. Hyde**  
(Philosophy, PNP, Linguistics)  
Ph.D., Rutgers University**Brett Kessler**  
(Psychology, PNP, Linguistics)  
Ph.D., Stanford University**Lecturer****Joachim Faust**  
(International and Area Studies, Linguistics)  
Ph.D., University of Kansas**Participating Faculty****Joe Barcroft**, Assistant Professor  
(Romance Languages and Literatures)  
Ph.D., University of Illinois at Urbana-Champaign**John Baugh**  
Margaret Bush Wilson Professor  
in Arts & Sciences  
(Psychology, Director of African and African American Studies)  
Ph.D., University of Pennsylvania**John R. Bowen**  
Dunbar-Van Cleve Professor  
in Arts & Sciences  
(Anthropology)  
Ph.D., University of Chicago**Cindy A. Brantmeier**, Assistant Professor  
(Romance Languages and Literatures)  
Ph.D., Indiana University–Bloomington**Garrett A. Duncan**, Associate Professor  
(Education)  
Ph.D., The Claremont Graduate School**Patrick Eisenlohr**, Assistant Professor  
(Anthropology)  
Ph.D., University of Chicago**Johanna G. Nicholas**, Associate Professor  
(Speech and Hearing)  
Ph.D., Washington University**Steven E. Petersen**  
James S. McDonnell Professor of Cognitive Neuroscience  
(Neurology and Neurological Surgery)  
Ph.D., California Institute of Technology**Philip A. Robbins**, Assistant Professor  
(Philosophy)  
Ph.D., University of Chicago**Rebecca Rogers**, Assistant Professor  
(Education)  
Ph.D., State University of New York–Albany**R. Keith Sawyer**, Associate Professor  
(Education)  
Ph.D., University of Chicago**Mitchell S. Sommers**, Associate Professor  
(Psychology)  
Ph.D., University of Michigan**Rebecca A. Treiman**Burke and Elizabeth High Baker Professor of  
Child Developmental Psychology  
(Psychology)  
Ph.D., University of Pennsylvania

Linguistics is an interdisciplinary program that offers introductory and advanced courses in linguistics and also provides access to a variety of perspectives on language by cross-listing courses from other departments and programs. You may choose linguistic studies as a minor, propose a special major in linguistics, or enroll in the Language, Cognition, and Culture track of the major in Philosophy–Neuroscience–Psychology (see page 203).

The program focuses on the core areas of linguistics: how humans use sounds (phonetics and phonology) to convey meaning (semantics) by constructing words, phrases, and sentences (morphology and syntax). You will also have the opportunity to investigate several closely related areas: how languages function in context (pragmatics), how languages relate to culture and society (sociolinguistics), how languages change and form families (historical linguistics), how languages are acquired, and how language is processed in the brain and by computers (psycholinguistics and computational linguistics).

**The Minor:** You are required to complete 15 units in linguistics, 9 of which must be at the 300 level or above. Three units must be satisfied by Ling 170D or an approved equivalent, and 6 units must be satisfied by two of the following courses: Ling 309, Ling 311, Ling 312, Ling 313, and Ling 320. Units of courses counted toward the linguistics minor cannot also count toward a major.

You can learn more about the Linguistics Program by visiting our Web site at <http://artsci.wustl.edu/~ling/>. You can also contact Brett Kessler ([bkessler@wustl.edu](mailto:bkessler@wustl.edu)) for more information about a minor in linguistics, Brett Hyde ([bhyde@artsci.wustl.edu](mailto:bhyde@artsci.wustl.edu)) for more information about a special major in linguistics, or José Bermúdez ([bermudez@wustl.edu](mailto:bermudez@wustl.edu)) for more information about the Language, Cognition, and Culture track of the Philosophy–Neuroscience–Psychology major.

## Undergraduate Courses

**Ling 170D. Introduction to Linguistics***Same as Anthro 170D.*

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs). Credit 3 units.

**A&S LA**

**Ling 2101. The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective***Same as AFAS 210.***A&S** SD SS**Ling 215B. Language, Culture, and Society***Same as Anthro 215B.***A&S** SS **FA** SSP**Ling 225D. Latin and Greek in Current English***Same as Classics 225D.***A&S** LA**Ling 234. Introduction to Speech and Hearing Sciences and Disorders***Same as Educ 234.***A&S** SS**Ling 301G. Symbolic Logic***Same as Phil 301G.***A&S** LA **FA** SSP**Ling 3061. Literacy Education in the Context of Human Rights and Global Justice***Same as Educ 306.***A&S** SS**Ling 306G. Philosophy of Language***Same as Phil 306G.***A&S** LA **FA** SSP**Ling 309. Syntactic Analysis***Same as PNP 309.*

The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics to be discussed include phrase structure, transformations, case theory, thematic roles, and anaphora. Assignments will help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or 440 or permission of instructor. Credit 3 units.

**A&S** LA**Ling 311. Introduction to Semantics**

Examination of various approaches to semantics; the field's relationship to theories of grammar, transformational and other. Prerequisite: Ling 170D, or permission of instructor. Credit 3 units.

**A&S** LA**Ling 313. Phonological Analysis***Same as PNP 313.*

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course will explore phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics to be discussed include phonological features, lexical phonology, prosodic morphology, tone, and metrical stress. Assignments will help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or 440 or permission of instructor. Credit 3 units.

**A&S** LA**Ling 314. Sociolinguistics, Literacies, and Communities***Same as Educ 314.***A&S** LA**Ling 317. Introduction to Computational Linguistics**

Use of computers to analyze, understand, and generate human language. Emphasis on appreciating practical applications such as text analysis, search and creation of dictionaries and corpora, information retrieval, machine translation, and speech interfaces. Survey of rule-based and statistical techniques. Students will acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Perl. Students will have regular programming assignments and will complete a semester project. No previous knowledge of programming required. Prerequisites: Ling 170D or permission of instructor. Credit 3 units.

**A&S** LA**Ling 320. Historical and Comparative Linguistics***Same as PNP 320, Span 3201, E Lit 3581.*

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we will trace some of the differences and changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Navaho, Choctaw, and Lakhota) will be emphasized. Prerequisite: Ling 170D or Ling 440 or permission of instructor. Credit 3 units.

**A&S** LA **FA** Lit**Ling 3241. Contemporary Contexts of Language, Literature, and Culture in the African Diaspora***Same as AFAS 3241.***Ling 340. Linguistic Pragmatics**

Discourse analysis and pragmatics are the sub-fields of linguistics that investigate language as it is used in real-life contexts. The focus is on the question: what do people do with language and how do they do it? One goal is to demonstrate how the results of such investigations are relevant for a number of concrete problems in human communication. Some of the more specific topics we will explore are: what distinguishes discourse analysis and pragmatics from each other; what is their relation to the other branches of linguistics; how can the two fields contribute to the establishment of a paradigm for interdisciplinary and intercultural studies? Prerequisite: Ling 170D or permission of instructor. Credit 3 units.

**A&S** LA**Ling 358. Language Acquisition***Same as Psych 358.***A&S** SS **FA** SSP**Ling 396. Linguistics Seminar***Same as PNP 396.*

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic. Credit 3 units.

**A&S** TH**Ling 400. Anatomical and Physiological Bases of Speech and Articulation****Ling 401. Set Theory***Same as Phil 401.***A&S** TH **FA** SSP**Ling 4012. Anatomical and Physiological Bases of Speech and Hearing***Same as PACS 401.***Ling 403. Mathematical Logic I***Same as Phil 403.***A&S** TH **FA** SSP**Ling 404. Mathematical Logic II***Same as Phil 404.***A&S** TH **FA** SSP**Ling 4060. Semantics***Same as CSE 406A, Phil 4060, Anthro 4060, PNP 4060, CS 406.*

Semantics is the branch of linguistics that studies how speakers assign meaning to words, sentences, and larger units of discourse. We will combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition, and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor. Credit 3 units.

**A&S** LA**Ling 4065. Advanced Philosophy of Language***Same as Phil 4065.***A&S** LA **FA** SSP**Ling 407. Old English***Same as E Lit 407.***A&S** LA **FA** Lit**Ling 408. Psychology of Language***Same as Psych 433.***A&S** SS **FA** SSP**Ling 4101. Topics Seminar: Law, Language, and Culture***Same as STA 410.***A&S** SS **FA** SSP**Ling 4111. Advanced French Composition and Grammar***Same as French 411.***A&S** LA WI**Ling 412. Sociolinguistics: Ethnography of Communications***Same as Anthro 412.***A&S** SS **FA** SSP**Ling 4121. Language and Power***Same as Anthro 4121.***A&S** SS **FA** SSP**Ling 4122. Language and Gender***Same as Anthro 4122.***A&S** SD SS **FA** SSP**Ling 4161. Introduction to Hispanic Linguistics***Same as Span 416.***A&S** LA**Ling 4171. Phonology and Second Language Acquisition***Same as Span 417.***A&S** LA**Ling 4315. Culture, Language, and the Education of Black Students***Same as Educ 4315.***A&S** CD SS **FA** SSP**Ling 433. Acoustical Phonetics and Speech Perception****Ling 4341. Normal Language Development***Same as PACS 434.***Ling 435. Language, Its Development, and Impairment****Ling 4484. Language, Thought, and Culture***Same as Educ 4484.***A&S** SS **FA** SSP**Ling 453. History of the French Language***Same as French 453. Credit 3 units.***A&S** LA

**Ling 455. Romance Philology***Same as French 456.***A&S LA****Ling 4651. German Language Seminar***Same as Ger 414.***A&S LA****Ling 466. Second Language Acquisition***Same as French 466, Span 466, PNP 466, Educ 4661, Ling 466.*

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required. Credit 3 units.

**A&S LA****Ling 467. Grammar and Vocabulary Acquisition***Same as Span 467.***A&S LA****Ling 469. Reading and Writing in a Second Language***Same as Span 469.***A&S TH****Ling 470. Language Learning and Instruction***Same as Educ 470.***A&S LA FA SSP****Ling 472. History of the English Language***Same as E Lit 472.***A&S LA FA Lit****Ling 478. Topics in Linguistics**

Meets with Ling 170D or other designated linguistic courses, but with additional writing and research required for graduate credit and certification. Credit 3 units.

**A&S LA****Ling 500. Independent Study**

Prerequisites: senior standing and permission of the linguistics director. Credit variable, maximum 6 units.

# Literature and History

**Steering Committee**

**Gerald N. Izenberg**, Professor  
(History)

Ph.D., Harvard University

**Joseph Loewenstein**, Professor

(English and Interdisciplinary Project in the Humanities)

Ph.D., Yale University

**Steven Zwicker**

Stanley Elkin Professor in the Humanities  
(English)

Ph.D., Brown University

Literature and History offers the opportunity to explore an integrated program of literary, political, and historical studies under the auspices of the Interdisciplinary Project in the Humanities (IPH). Students interested in Literature and History can pursue it as a fully developed track within the IPH. (A full description of the requirements for completing the Literature and History program in the IPH may be found in the general listing for the IPH.) This Honors major emphasizes the interconnectedness of these disciplines and draws on the disciplinary methods of literary analysis and historical investigation.

Studying literature and history can bring a greater coherence, substantively and methodologically, to work in the humanities and social sciences. Because the program is small, it affords the opportunity to work closely with the faculty adviser. You also can take advantage of courses from other interdisciplinary programs, such as American Culture Studies and European Studies.

## Undergraduate Courses

**LH 330. Exile: Jews, Literature, and History***Same as JNE 339 Credit 3 units.***A&S TH FA Lit SSP****LH 339C. Exile: Jews, Literature, and History***Same as JNE 339C.***A&S CD TH****LH 385. The Middle Ages: Multiple Approaches to Culture**

Credit 3 units.

**A&S TH FA SSP****LH 398. The Devil's Party: Blasphemy and Inspiration***Same as E Lit 398.***A&S TH FA Lit****LH 402. Topics in Latin-American Literature and History**

Credit variable, maximum 3 units.

**FA Lit****LH 411. Japanese Literature and History: Japanese Drama in the Tokugawa Period**

Credit variable, maximum 3 units.

**FA Lit****LH 413. Topics in Literature and History: 17th-Century English Literature***Same as E Lit 413.***A&S TH FA Lit****LH 414. 17th-Century Literature**

Credit 3 units.

**A&S TH FA Lit****LH 415. Topics in Chinese Literature and History***Same as French 560.*

Credit variable, maximum 3 units.

**LH 416. Topics in Chinese Literature and History***Same as Chinese 490.***A&S TH FA Lit SSP****LH 418. Victorian Women of Letters****LH 419. The Politics of the Body in the Writings of Andrew Marvell***Same as History 4191.***A&S TH****LH 421. Topics in Jewish History: Spanish/Jewish Symbiosis**

Credit variable, maximum 3 units.

**FA SSP****LH 422. Topics in Literature and History: 18th-Century English Literature***Same as E Lit 415.***A&S TH FA Lit****LH 423. Topics in American Literature I****LH 4232. Topics in American Literature: Romanticism, Post-Romanticism, and the Problem of Belief***Same as E Lit 4231.***A&S TH FA Lit****LH 4244. Topics in World Literature and History**

Credit 3 units.

**LH 428. Topics in History of Developing Areas II***Same as History 428.***A&S TH FA SSP****LH 4281. The New Sicilian School***Same as Ital 428.***A&S TH FA Lit****LH 432. Topics in Literature and History***Same as E Lit 432.***A&S TH FA Lit****LH 441. Topics in French Literature and History**

Credit variable, maximum 3 units.

**FA Lit****LH 442. European Intellectual History: 1789–1890***Same as History 442.***A&S TH FA SSP****LH 444. European Intellectual History, 1930–1980***Same as History 444.***A&S TH FA SSP****LH 451. Topics in Literature and History**

Credit 3 units.

**LH 452. Topics in Literature and History***Same as E Lit 4601.***A&S TH FA Lit****LH 460. Topics in Literature and History***Same as E Lit 416.***A&S TH FA Lit****LH 463. American Culture: Traditions, Methods, Visions***Same as AMCS 475.***A&S TH**

**LH 464. Topics in English and American Literature***Same as E Lit 420.***A&S** TH **FA** Lit**LH 465. Topics in Literature and History***Same as History 4681.***LH 4653. Cultural Patriarchy***Same as E Lit 4491, History 4653.*

Credit 4 units.

**A&S** TH **FA** SSP**LH 466. Topics in English Literature and History***Same as E Lit 461.***A&S** TH **FA** Lit**LH 4661. Topics in English Literature and History: Writing, Politics, and Society in Revolutionary England***Same as E Lit 4631.***A&S** TH **FA** Lit**LH 467. Seminar: The Renaissance***Same as E Lit 514.***LH 468. Topics in Literature and History:****Milton***Same as E Lit 494.***A&S** TH **FA** Lit**LH 469. Advanced Seminar in Literature and History***Same as E Lit 4642.*

Seminar is an interdisciplinary examination of subject matter that varies by semester. Credit 4 units.

**A&S** TH **FA** Lit**LH 4693. Topics in European Literature and History**

Topics course that varies from semester to semester. Credit 3 units.

**LH 471. Topics in American Literature and History: Slavery and the American Imagination***Same as E Lit 4232.***A&S** TH **FA** Lit**LH 475. Intellectual History of Feminism: 18th- to mid-20th Centuries***Same as WGS 475.***A&S** TH **FA** Lit**LH 481. Seminar in Theory and Methods**

Required of all literature and history majors.

Credit 3 units.

**A&S** TH**LH 482. Seminar in Theory and Methods***Same as Hum 405.***A&S** TH**LH 483. Selected American Writers I**

Credit 3 units.

**A&S** TH **FA** Lit**LH 489. Topics in Modern Chinese Literature: History, Memory, and Identity***Same as Chinese 489.***FA** Lit**A&S** TH**LH 491. Topics in European Literature and History***Same as History 443.***A&S** TH **FA** SSP**LH 492. Topics in European Literature and History**

Credit 3 units.

**LH 4928. Advanced Seminar: Reading the Body Politic in Early-Modern England***Same as History 4928.***A&S** TH **FA** SSP**LH 493. Topics in European Literature and History***Same as History 4944.***A&S** TH **FA** SSP**LH 494. Topics in Literature and History: Russian Modernism**

Credit 3 units.

**FA** Lit**LH 4942. Miracles, Marvels, and Magic***Same as Re St 3393.***A&S** TH **FA** SSP**LH 495. Topics in World Literature and History***Same as E Lit 496.***A&S** TH **FA** Lit**LH 496. Topics in World Literature and History***Same as Med-Ren 495.*

Credit 3 units.

**LH 497. Topics in Classical Literature and History**

Credit 3 units.

**LH 498. Topics in Literature and History***Same as E Lit 491.***A&S** TH **FA** Lit

## Mathematics

### Chair

**David Wright**

Ph.D., Columbia University

### Endowed Professor

**Guido Weiss**

Elinor Anheuser Professor

Ph.D., University of Chicago

### Professors

**Albert Baernstein II**

Ph.D., University of Wisconsin

**Quo-Shin Chi**

Ph.D., Stanford University

**Renato Feres**

Ph.D., California Institute of Technology

**Ronald Freiwald**

Ph.D., University of Rochester

**Gary R. Jensen**

Ph.D., University of California–Berkeley

**Steven Krantz**

Ph.D., Princeton University

**John McCarthy**

Ph.D., University of California–Berkeley

**Mohan Kumar Neithalath**

Ph.D., Bombay University

**Rachel Roberts**

Ph.D., Cornell University

**Richard Rochberg**

Ph.D., Harvard University

**Stanley Sawyer**

Ph.D., California Institute of Technology

**Edward L. Spitznagel**

Ph.D., University of Chicago

**Nik Weaver**

Ph.D., University of California–Berkeley

**Victor Wickerhauser**

Ph.D., Yale University

**Edward Wilson**

Ph.D., Washington University

### Associate Professors

**Brian Blank**

Ph.D., Cornell University

**Jack Shapiro**

Ph.D., City University of New York

**John Shreshian**

Ph.D., Rutgers University

**Cleon R. Yohe**

Ph.D., University of Chicago

### Assistant Professor

**Nan Lin**

Ph.D., University of Illinois

### Professors Emeriti

**W. M. Boothby**

Ph.D., University of Michigan

**Lawrence Conlon**

Ph.D., Harvard University

**James A. Jenkins**

Ph.D., Harvard University



**Robert H. McDowell**  
Ph.D., Purdue University

**A. Edward Nussbaum**  
Ph.D., Columbia University

**Henry M. Schaerf**  
Ph.D., Eidgenoessische Technische  
Hochschule (Zürich)

In the study of mathematics, you are exploring the “language of science”—not just the traditional engineering and physical sciences, but all of the social, economic, biological, and behavioral sciences. Mathematics is also used in those parts of the humanities that employ analytical modeling techniques or rely heavily on data analysis.

The mathematics program is versatile and broad and provides opportunity to explore the major areas of the discipline. When you major in mathematics, you select a course of study that emphasizes a specific area of your choice. Areas include mathematical theory (preparation for graduate training in mathematics); probability and statistics (preparation for a career as an actuary or statistician); applications of mathematics; mathematics education (preparation for secondary school teaching); or mathematics (economics emphasis).

You may choose to major in mathematics as a primary major or to combine mathematics as a major or minor with a second major from another department.

As a mathematics student, you may apply for independent study under the direction of faculty members. The Undergraduate Math Club, along with the mathematics department, sponsors lectures, refreshments, and films for students. In addition, you are invited to join in weekly coaching sessions for the nationwide Putnam Examination.

Although it is not necessary to declare your major in mathematics until the end of the sophomore year, you are invited to consult with a department adviser early in your undergraduate career.

With a degree in mathematics, you can pursue graduate work in mathematics or other professional degree programs or pursue a career in business (actuarial and information systems/data analysis positions) or teaching. Additional information about the department and its programs is available at [www.math.wustl.edu](http://www.math.wustl.edu).

**Math Requirements:** Many departments require students to take part or all of the basic calculus–differential equations sequence, Math 131, 132, 233, and 217. A solid high school mathematics background through precalculus (including trigonometry) is sufficient preparation for Math 131. Previous study of calculus may prepare you to enter Math 132, 233, 217, or 318.

Some departments require Math 320 (or accept it in lieu of their own statistics courses), for which Math 131 is a prerequisite. Math 322 and 420 are available if you are interested in further study of basic statistics. Math 1201 provides an introduction to programming in the powerful C language, which may be useful to you throughout your studies.

**The Major:** In addition to the requirements of the College of Arts & Sciences, you must fulfill the requirements of one of the major plans listed below. Because different plans have overlapping requirements, you may choose a plan as late as the beginning of your junior year. An earlier decision allows you to develop the most coherent program possible.

*Plan A, Traditional:* Math 310, 4111, 4121, 429, 430, 320 or 493, and two additional advanced courses (Math 417 and 418 recommended).

*Plan B, Probability and Statistics:* Math 1201 or CSE 126G, Math 309, 310, 318 (or 308), 493, 494, and two additional advanced probability and statistics courses.

*Plan C, Applied:* Physics 117A, 118A or CSE 126G, followed by a second computer science course; Math 217, 309, 310, 318 (or 308), 499, 450; two additional advanced math courses (one emphasizing applications).

*Plan D, Secondary Education* (in conjunction with a major in secondary education): Math 1201 or CSE 126G; Math 302, 309, 310, 318, 320, 331, and one additional advanced math course.

*Plan E, Mathematics (Economics Emphasis)* Math 309, 310, 320 (or 493), 4111, 4121 and two other upper-level mathematics electives from a specified list, together with Economics 103, 104, 401 (or 402) and 413 (Econometrics).

With prior approval, you may make substitutions in one of the plans. Certain courses, chosen with the approval of your adviser, may satisfy requirements for advanced courses.

With prior approval of your adviser, you may enroll in supervised independent study if you have a coherent plan for work and a faculty member who will supervise your work. Introductory graduate-level courses (Math 5021-5022, 5031-5032, 5041-5042, 5051-5052) are also available to you as an undergraduate if you satisfy the prerequisites.

**Senior Honors:** You are encouraged to consider working toward Honors. Students seeking Honors must have a minimum overall average of 3.50. In addition, students must complete (with grades of B or better in each):

1. At least one of the three sequences 4111-4121, 429-430, or 493-494, and
2. At least three additional regular mathematics courses (not independent studies) numbered 400 or higher. In the case of probability/statistics track majors, at least two of these courses must be advanced probability/statistics courses, and the ability to use SAS is also strongly recommended. In the case of applied track majors, at least two of these courses must be application-oriented courses taught by the mathematics department or officially cross-listed with mathematics.

Honors candidates must also successfully complete an Honors Project under the guidance of a faculty member and make an oral presentation of the work to a faculty Honors Committee. Your application for Honors

work should be submitted to the department’s undergraduate committee chair no later than the beginning of your senior year.

If you have a plan for an independent study or project to unify the experience of your major (“a capstone project”), you can also arrange such work through the department (independent from work toward honors).

## Undergraduate Courses

### Math 100. Foundations for Calculus

A limited enrollment class designed specifically for students planning to take calculus but who need additional precalculus preparation. The course aims to build both the technical skills and the conceptual understanding needed to succeed in calculus. Course emphasizes links between the graphical, numeric, and algebraic viewpoints. A variety of approaches are used to present the material (e.g., technology, group work, writing assignments, in-class activities). Prerequisite: 2 years of high-school algebra and geometry (or the equivalent). Credit 3 units.

**A&S NS FA NSM**

### Math 101I. Introduction to Statistics

Basic concepts of statistics. Data collection (sampling and designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing). Prerequisite: high-school algebra. Credit 3 units.

**A&S NS QA FA NSM**

### Math 109. Mathematics and Music

*Same as Music 109M.*

An elementary introduction to the connections of mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: high-school algebra and trigonometry. Credit 3 units.

**A&S NS QA FA NSM**

### Math 1201. Programming in C

An introduction to computing with emphasis on applications in mathematics and the sciences. Introduces the ANSI standard version of the C language for personal computers. Includes some discussion of the C++ superset of C and the concepts of object-oriented programming. No previous knowledge of computing is assumed. Some knowledge of calculus is helpful. Prerequisite: high-school algebra and trigonometry. Credit 3 units.

**A&S NS QA FA NSM**

### Math 126. Introduction to Computer Programming

*Same as CSE 126.*

### Math 127. Calculus I for the Life, Managerial, and Social Sciences

An introduction to calculus of algebraic, logarithmic, and exponential functions. Functions and graphs, the derivative, techniques of differentiation, applications of the derivative to rates of change, max/min problems, and curve sketching. The definite integral, the Fundamental Theorem of Calculus, integration by substitution, applications

of the integral. Intended for students in business, economics, and the social sciences who wish a one- or two-semester introduction to the subject. Students planning to take Math 233 should enroll instead in Math 131 or 132. Prerequisite: high-school precalculus. Credit 3 units.

**A&S NS QA FA NSM**

### Math 128. Calculus II for the Life, Managerial, and Social Sciences

Continuation of Math 127. Additional techniques of integration, introduction to partial derivatives and multiple integrals; topics in differential equations, approximation by polynomials, probability, and calculus of trig functions. Intended for students in business, economics, and social sciences who wish a one- or two-semester introduction to the subject. Students planning to take Math 233 should enroll instead in Math 131 or 132. Prerequisite: Math 127 or the equivalent. Credit 3 units.

**A&S NS QA FA NSM**

### Math 130C. Introduction to Computing

*Same as CSE 131.*

### Math 130S. Calculus I

Special short summer course for incoming students. Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation and applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Graphing calculator required. Prerequisite: high-school algebra and precalculus (including trigonometry). Credit 3 units.

**A&S NS QA**

### Math 131. Calculus I

*Same as Math 131.*

Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation and applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high-school algebra and precalculus, including trigonometry. Credit 3 units.

**A&S NS QA FA NSM**

### Math 132. Calculus II

Continuation of Math 131. A brief review of the definite integral and Fundamental Theorem of Calculus. Techniques of integration, applications of the integral, sequences and series, and some material on differential equations. Prerequisite: Math 131 or a B or better in a one-year high school calculus course, or permission of the department. Credit 3 units.

**A&S NS QA FA NSM**

### Math 200. Independent Study

Credit 3 units.

**A&S NS**

### Math 201. Freshman Seminar: How

#### Mathematics Thinks: Multivariable Calculus

An introduction to multivariable calculus covering most of the material in Math 233 (Calculus III) at a greater level of rigor. For purposes of major requirements or prerequisites, this course can replace Math 233. Enrollment limited to 15. Open only to freshmen with a score of 5 on the AP Calculus Exam (BC version). Students cannot receive credit for both this course and Math 233 or 2331. Not offered in semesters when 2331 is offered. Credit 4 units.

**A&S NS QA**

### Math 217. Differential Equations

Introduction to ordinary differential equations: first-order equations, linear equations, systems of equations, series solutions, Laplace transform methods. Computer-aided study of numerical solutions and graphics phase planes. Prerequisite: Math 233 (or Math 233 concurrently). Credit 4 units.

**A&S NS QA FA NSM**

### Math 220. Finite Mathematics

Topics selected from number theory, combinatorics, and graph theory. Methods of proof and practical applications: for example, calendars, scheduling, communications, encryption. Prerequisite: high-school algebra. Credit 3 units.

**A&S NS QA FA NSM**

### Math 233. Calculus III

Differential and integral calculus of functions of two and three variables. Vectors, curves, and surfaces in space, partial derivatives, multiple integrals, line integrals, vector calculus through Green's Theorem. Prerequisite: Math 132 or score of 5 on Advanced Placement calculus BC exam, or permission of the department. Credit 4 units.

**A&S NS QA FA NSM**

### Math 2331. Calculus III Enhanced

An enriched treatment of the topics of Math 233, designed for students with a strong background in differential and integral calculus and serious interest in mathematics. Not offered concurrently with Math 201. Students with credit for 2331 cannot also receive credit for 233 or 201. Prerequisite: score of 5 on Advanced Placement calculus BC exam, or permission of instructor. Credit 4 units.

**A&S NS QA FA NSM**

### Math 266. Math for Elementary School Teachers

A review of the mathematics of grades K-8 at a level beyond its usual presentation in the schools. Applications of all concepts are given in abundance. Prerequisite, two years of high-school mathematics. Credit 3 units.

**A&S NS QA FA NSM**

### Math 302. Elementary Geometry from an Advanced Point of View

A modern, rigorous development of Euclidean geometry and an introduction to non-Euclidean geometry. Prerequisite: Math 310 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

### Math 308. Mathematics for the Physical Sciences

Continuation of Math 233 that emphasizes topics of interest in the physical sciences. Topics in multivariable and vector calculus including div, grad, curl; line and surface integrals and connections to electromagnetism; Fourier series and integrals; boundary value problems (diffusion and wave equations); if time permits, some topics from calculus of variations. Students may not receive credit for both Math 308 and Math 318. Prerequisite: Math 233 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

### Math 309. Matrix Algebra

*Same as ESE 309.*

Theory of matrices and vector spaces from a concrete, computational point of view. Topics: row reduction, rank and dimension, determinants, eigenvalues and eigenvectors, diagonalization of symmetric matrices. Prerequisite: Math 132. Credit 3 units.

**A&S NS QA FA NSM**

### Math 310. Foundations for Higher Mathematics

*Same as Math 3101.*

Introduction to the rigorous techniques used in more advanced mathematics. Topics include basic logic, set theory, methods of proof, counter-examples, foundations of mathematics. Use of these methods in areas such as construction of number systems, counting methods, combinatorial arguments, and elementary analysis. Prerequisite: Math 233. Credit 3 units.

**A&S NS FA NSM**

### Math 310W. Foundations for Higher Mathematics with Writing

Introduction to the rigorous techniques used in more advanced mathematics. Students attend the same lectures and do all the work associated with Math 310, but will also have an additional meeting each week to deal with writing issues. At least three papers (of length 4-5 pages) will be required, each with at least one revision. Prerequisite: Math 233 or permission of instructor. Credit 4 units.

**A&S NS WI**

### Math 312. Differential Equations and Dynamical Systems

Qualitative theory of ordinary differential equations. Picard's existence and uniqueness theorem, the phase plane, Poincare-Bendixon theory, stationary points, attractors and repellers, graphical methods. Physical applications, including chaos, are indicated. Prerequisite: Math 217. Credit 3 units.

**A&S NS FA NSM**

### Math 318. Introduction to Calculus of Several Variables

Differential and integral calculus of functions of n-variables making some use of matrix algebra, and at a level of rigor intermediate between that of Calculus III and upper-level analysis courses. Students may not receive credit for both Math 308 and 318. Prerequisites: Math 233 and 309. Credit 3 units.

**A&S NS FA NSM**

### Math 320. Elementary Probability and Statistics

*Same as ASTAT 513B, ASTAT 330B.*

An elementary introduction to probability and statistics. Discrete and continuous random variables, mean and variance, hypothesis testing and confidence limits, nonparametric methods, Student's analysis of variance, regression, and contingency tables. Graphing calculator with statistical distribution functions (such as the TI-83) is required. Prerequisite: Math 131. Credit 3 units.

**A&S NS QA FA NSM**

### Math 322. Biostatistics

*Same as Math 322.*

A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity, Bayes' rule, decision making, maximum likelihood, logistic regression, ROC curves and survival analysis. Prerequisite: Math 320. Credit 3 units.

**A&S NS FA NSM**

### Math 331. Algebraic Systems

*Same as Math 3311.*

Groups, rings, integral domains, fields, and elementary theory of numbers and their relevance to the high-school curriculum. Prerequisite: Math 310 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

### Math 3351. Elementary Theory of Numbers

Divisibility properties of integers, congruences, quadratic reciprocity, Diophantine equations. Introduction to continued fractions, and a brief discussion of public key cryptography. Prerequisite: Math 310 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

### Math 370. Introduction to Combinatorics

Basics of enumeration (combinations, permutations and enumeration of functions between finite sets), generating functions; the inclusion-exclusion principle, partition theory and introductory graph theory. As time permits, covers some of the following topics: Ramsey's Theorem, probabilistic methods in combinatorics and algebraic methods

in combinatorics. Prerequisites: Math 131-132, 309 and 310 (or equivalent), or permission of the instructor. Credit 3 units.

**A&S NS QA**

#### **Math 400. Undergraduate Independent Study**

Register for the section corresponding to the supervising instructor. Approval of instructor required. Credit variable, maximum 3 units.

#### **Math 407. An Introduction to Differential Geometry**

Properties of curves and surfaces in 3-dimensional Euclidean space will be studied. The course is essentially a modern recount of a seminal paper of Gauss. Prerequisites: Math 233 and Math 309. Credit 3 units.

**A&S NS**

#### **Math 408. Nonparametric Statistics**

*Same as Math 408.*

Statistical methods that make minimal assumptions about the underlying data distribution. Permutation and other randomization tests. Distribution free confidence intervals and correlation coefficients. Jackknife and bootstrap resampling. Prerequisite: Math 420 or 493. Credit 3 units.

**A&S NS FA NSM**

#### **Math 410. Introduction to Fourier Series and Integrals**

The basic theory of Fourier series and Fourier integrals including their different type of convergence. Applications to certain differential equations. Prerequisites, Math 233 and 309. Background including some of 4111, 4121 and 429 might be helpful but are not required. Credit 3 units.

**A&S NS**

#### **Math 411. Introduction to Analysis**

The real number system and the least upper-bound property; metric spaces (completeness, compactness, and connectedness); continuous functions (in  $\mathbb{R}^n$ ; on compact spaces; on connected spaces);  $C(X)$  (pointwise and uniform convergence; Weierstrass approximation theorem); differentiation (mean value theorem; Taylor's theorem); the contraction mapping theorem; the inverse and implicit function theorems. Prerequisite: Math 310 or permission of instructor. Credit 3 units.

**A&S NS QA**

#### **Math 412. Introduction to Lebesgue Integration**

Riemann integration; measurable functions; measures; the Lebesgue integral; integrable functions;  $L^p$  spaces; modes of convergence; decomposition of measures; product measures; Lebesgue measure. Prerequisite: Math 4111 or permission of the instructor. Credit 3 units.

**A&S NS**

#### **Math 415. Partial Differential Equations**

*Same as Math 415.*

Introduction to the theory of P.D.E.'s with applications to selected classical problems in physics and engineering. Linear and quasilinear first order equations, derivation of some of the classical PDE's of physics, and standard solution techniques for boundary and initial value problems. Preliminary topics such as orthogonal functions, Fourier series, and variational methods introduced as needed. Prerequisites: Math 217 and 309, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **Math 416. Complex Variables**

*Same as Math 416.*

Analytic functions; elementary functions and their properties. Line integrals; the Cauchy integral formula. Power series; residues; poles. Conformal mapping and applications. Prerequisite: Math 318, Math 308, or ESE 317 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **Math 417. Introduction to Topology and Modern Analysis I**

*Same as Math 4171.*

An introduction to set theory, metric spaces, and general topology. Connections to tools useful in analysis are made as appropriate. Prerequisite: Math 411. Credit 3 units.

**A&S NS FA NSM**

#### **Math 418. Introduction to Topology and Modern Analysis II**

Continuation of Math 417. May include some algebraic topology (depending on material covered in 417). Prerequisite: Math 417. Credit 3 units.

**A&S NS FA NSM**

#### **Math 420. Experimental Design**

*Same as Math 420.*

A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design. Prerequisite: Math 320 or equivalent. Credit 3 units.

**A&S NS FA NSM**

#### **Math 429. Linear Algebra**

Introduction to the linear algebra of finite-dimensional vector spaces. Includes systems of equations, matrices, determinants, inner product spaces, spectral theory. Prerequisite: Math 310 or permission of instructor. Credit 3 units.

**A&S NS QA FA NSM**

#### **Math 430. Modern Algebra**

Introduction to groups, rings, and fields. Includes permutation groups, group and ring homomorphisms, field extensions, connections with linear algebra. Prerequisite: Math 429 or equivalent. Credit 3 units.

**A&S NS FA NSM**

#### **Math 434. Survival Analysis**

*Same as Math 434.*

Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Used in medical research, industrial planning, and the insurance industry. Prerequisites: Math 320 and 309, or the equivalent. Credit 3 units.

**A&S NS FA NSM**

#### **Math 436. Algebraic Geometry**

Introduction to affine and projective algebraic varieties, the Zariski topology, regular and rational mappings, simple and singular points, divisors and differential forms, genus, Riemann-Roch theorem. Prerequisites: Math 318 and 429, 430, or permission of the instructor. Credit 3 units.

**A&S NS FA NSM**

#### **Math 436.1. Linear Programming and Extensions**

*Same as Math 4361, Math 436.*

Introduction to linear optimization theory from the point of view of linear algebra. Linear and quadratic programming, decision theory, dynamic programming, network analysis. The LINDO computer package introduced and used. Along with a course in numerical analysis, useful in preparing for the third examination of the Society of Actuaries. Prerequisites: Math 233 and 309, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### **Math 439. Linear Statistical Models**

*Same as Math 439.*

Introduction to statistical methods based in linear algebra. Topics: multivariate normal distribution; quadratic forms; linear models and their classification; general linear hypothesis; regression models, analysis of variance; factorial, block, and variance components models; canonical correlation; factor

analysis. Prerequisites: a course in linear algebra, such as Math 309 or 429, and a course in statistics that includes regression, such as Math 320. Credit 3 units.

**A&S NS FA NSM**

#### **Math 440C. Advanced Algorithms**

*Same as CSE 441T.*

#### **Math 449. Numerical Applied Mathematics**

Computer arithmetic, error propagation, condition number and stability; mathematical modeling, approximation and convergence; roots of functions; calculus of finite differences; implicit and explicit methods for initial and boundary value problems; numerical integration; numerical solution of linear systems, matrix equations, and eigensystems; Fourier transforms; optimization. Various software packages are introduced and used. Prerequisites: Math 1201 or equivalent; 217, and 309. Credit 3 units.

**A&S NS**

#### **Math 450. Topics in Applied Mathematics**

*Same as Math 450.*

Selected advanced topics in the applications of mathematics. Topic may vary with each offering of the course. Prerequisite: Math 449 or permission of the instructor. Credit 3 units.

**A&S NS FA NSM**

#### **Math 475. Statistical Computation**

*Same as Math 475.*

Applied statistics using SAS. An introduction to SAS and SAS programming; contingency tables and Mantel-Haenszel tests; general linear models and matrix operations; simple, multilinear, and stepwise regressions; ANOVAs with nested and crossed interactions; ANOVAs and regressions with vector-valued data (MANOVAs). Topics chosen from discriminant analysis, principal components analysis, logistic regression, survival analysis, and generalized linear models. Prerequisite: Math 320 and 493 (or 493 concurrently). Credit 3 units.

**A&S NS FA NSM**

#### **Math 481. Group Representations**

Ideas and techniques in representation theory of finite groups and Lie groups. Credit 3 units.

**A&S NS**

#### **Math 493. Probability**

*Same as Math 493, ESE 428.*

Mathematical theory and application of probability at the advanced undergraduate level; a calculus based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem. Prerequisite: Math 318 or 308. Credit 3 units.

**A&S NS FA NSM**

#### **Math 494. Mathematical Statistics**

*Same as Math 494.*

Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits. Prerequisite, Math 493. Credit 3 units.

**A&S NS FA NSM**

#### **Math 495. Stochastic Processes**

*Same as Math 495.*

Random walks, Markov chains, Gaussian processes, and empirical processes. Prerequisites: Math 318 and 493, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Math 496. Topics in Statistics**

Selected advanced topics in statistics. Credit 3 units.

**A&S** NS **FA** NSM

**Math 497. Topics in Mathematics**

Selected topics in undergraduate mathematics. Credit 1 unit.

**A&S** NS **FA** NSM

**Math 499. Study for Honors**

Prerequisites: senior standing, eligibility for honors in mathematics, including distinguished performance in courses numbered 300 or above in mathematics, and permission of the department. Credit 3 units.

**FA** NSM

**Math 500. Independent Work**

Prerequisites: senior standing and permission of the chair of the department. Credit variable, maximum 6 units.

**Math 501. Methods of Theoretical Physics I**

*Same as Physics 501.*

**Math 502. Methods of Theoretical Physics II**

*Same as Physics 502.*

## Medicine and Society

### Participating Faculty, 2006–08

#### Director

**Bradley P. Stoner**

Associate Professor  
(Anthropology)  
M.D., Ph.D., Indiana University

#### Assistant Director

**Rebecca J. Lester**

Assistant Professor  
(Anthropology)  
Ph.D., University of California–San Diego

#### Endowed Professors

**Pascal R. Boyer**

Henry Luce Professor of Collective and Individual Memory  
(Anthropology)  
Ph.D., University of Paris–Nanterre

**Richard J. Smith**

Ralph E. Morrow Distinguished University Professor  
(Anthropology)  
Ph.D., Yale University

#### Professors

**Kenneth H. Ludmerer**

(History)  
M.D., Johns Hopkins University

**Glenn D. Stone**

(Anthropology)  
Ph.D., University of Arizona

#### Associate Professor

**L. Lewis Wall**

(Anthropology)  
M.D., University of Kansas  
D.Phil., University of Oxford

#### Assistant Professors

**Geoff Childs**

(Anthropology)  
Ph.D., Indiana University

**Shanti A. Parikh**

(African and African American Studies and Anthropology)  
Ph.D., Yale University

**Walton O. Schalick III**

(History)  
M.D., Ph.D., Johns Hopkins University

#### Lecturer

**Barbara A Baumgartner**

(Women & Gender Studies)  
Ph.D. Northwestern University

The Medicine and Society Program is an exciting opportunity for undergraduate students in Arts & Sciences who are interested in exploring the interface between culture, behavior, and health from a social science perspective. The program addresses the important social and cultural foundations of health and illness in human societies, with a specific emphasis on service and research opportuni-

ties in health-related sites in St. Louis. The program is supported by a grant from the Danforth Foundation.

Medicine and Society has its intellectual and programmatic roots in the field of medical anthropology, which is broadly defined as the study of human health and illness across culture, time, and space. Medical anthropologists examine the role of culture and society in shaping illness experiences. The discipline also provides a focus for understanding societal responses to health threats. In this regard, individual health is seen within a broader framework of social networks and the larger public and private efforts to prevent disease and promote health, both domestically and internationally. Some examples of research areas of interest to medical anthropologists include the following:

- Immigrant health and social influences on health-care seeking
- Use of alternative and complementary medicine in modern society
- Organ transplantation and the ethics of directed donation
- The human genome project, privacy, and ethics of genetic testing
- Social and behavioral factors that affect infectious disease transmission, including AIDS
- Public health responses to bioterrorism

Additionally, medical anthropologists who work in cross-cultural settings may also focus on such issues as traditional health beliefs (witchcraft, sorcery, shamanism), cultural clashes between traditional medicine and biomedicine, and the political-economic foundations of health disparities in the developing world. These topics all share a focus on the community as the primary area of inquiry and examination.

Students in the Medicine and Society Program, while focused primarily on medical anthropology and community health, have the opportunity to draw widely from the many resources in Arts & Sciences at Washington University. Courses in other social science disciplines, such as history, economics, political science, and psychology, may be relevant and appropriate, depending on particular student interests and needs. Students also enjoy meaningful and active participation in programs at the local St. Louis health departments, community health organizations, and Washington University School of Medicine. The program will particularly appeal to students with a long-term commitment to careers in the health professions and related areas.

**The Program:** Upon acceptance to Washington University in the spring, students may apply for admission to the Medicine and Society Program. Students are evaluated on the basis of academic credentials, aptitude, and interest in a health-related career, and a personal statement. Students who are accepted into the Medicine and Society Program are enrolled in a year-long Freshman Seminar on culture, health, and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis. Beginning in the sophomore year, students identify and select

a community health site for internship placement. The internship provides students with a location for focusing their interest and involvement in community health, and allows students to participate in the work of the host organization. Appropriate internship sites include the St. Louis city and county health departments, various nongovernmental health aid agencies, sites for delivery of clinical care and research, and health philanthropic foundations. During the junior and senior years, academic and service activities intensify, and many students write a Senior Honors thesis based on original research.

This program provides an excellent foundation for future study in medicine and public health, as well as any of the allied health professions such as nursing or physical and occupational therapy. Students who complete the program will also be highly competitive for admission to other professional schools such as law, business, or social work.

## Medieval and Renaissance Studies

### Steering Committee

#### Derek M. Hirst

William Eliot Smith Professor  
(History)  
Ph.D., Cambridge University

**Joseph Loewenstein**, Professor  
(English)

Ph.D., Yale University

#### William E. Wallace

Barbara Murphy Bryant Distinguished  
Professor of Art History  
(Art History and Archaeology)  
Ph.D., Columbia University

#### Gerhild Scholz Williams

Barbara Schaps Thomas and  
David M. Thomas Professor  
in the Humanities  
(German)

Ph.D., University of Washington

#### Steven Zwicker

Stanley Elkin Professor in the Humanities  
(English)

Ph.D., Brown University

### Professors

#### David Lawton

(English)  
Ph.D., University of York

#### Craig Monson

(Music)  
Ph.D., University of California–Berkeley

#### Dolores Pesce

(Music)  
Ph.D., University of Maryland

#### Mark S. Weil

E. Desmond Lee Professor for Collaboration  
in the Arts  
(Art History and Archaeology)  
Ph.D., Columbia University

#### Colette H. Winn

(Romance Languages)  
Ph.D., University of Missouri–Columbia

### Associate Professors

#### Nina Cox Davis

(Romance Languages)  
Ph.D., Johns Hopkins University

#### Robert K. Henke

(Performing Arts)  
Ph.D., University of California–Berkeley

#### Ahmet T. Karamustafa

(History)  
Ph.D., McGill University

#### Fatemeh Keshavarz Karamustafa

(Asian and Near Eastern Languages)  
Ph.D., University of London

#### Eloísa Palafox

(Romance Languages and Literatures)  
Ph.D., Michigan State University  
Doctorado, El Colegio de Mexico

#### Mark Pegg

(History)  
Ph.D., Princeton University

#### Michael Sherberg

(Romance Languages and Literatures)  
Ph.D., University of California–Los Angeles

### Assistant Professors

#### Lara Bovilsky

(English)  
Ph.D., Duke University

#### Paul Crenshaw

(Art History and Archaeology)  
Ph.D., New York University

#### Christine Johnson

(History)  
Ph.D., Johns Hopkins University

#### William Layher

Ph.D., Harvard University

#### Walton O. Schalick III

(History)  
M.D., Ph.D., Johns Hopkins University

The faculty engaged in work in Medieval and Renaissance Studies supervises a number of interdisciplinary clusters within the Arts & Sciences curriculum. Interested students may pursue a major in Renaissance Studies under the auspices of the Interdisciplinary Project in the Humanities. The major offers you the opportunity to gain a broad understanding of the early modern world, the seedbed of modern Western civilization, through the integrated study of Renaissance literature, history, philosophy, art history, and music. (A full description of the requirements for completing the Renaissance Studies track in the Interdisciplinary Project in the Humanities may be found in the general listing for the IPH.)

Courses in the major are drawn from a wide range of departments. This allows you to develop your own course of study, to select areas of concentration that are of particular interest to you, and to work closely with faculty from different areas. You study the themes and social issues of the period through art, history, literature, and popular culture. Topics examined include the rise of urban life; the flowering of vernacular languages and new literary genres; the growing emphasis on education; the reconceiving of pictorial representation and architectural space; the expression and subversion of power in politics and culture; and the transformation of religious doctrines and institutions.

**The Minor in Renaissance Studies:** You must complete Med-Ren 110C or Humanities 203C, together with Med-Ren 318C, plus an additional 12 units in the minor, of which at least 3 units must be at the 400 level.

You may initiate your work in Medieval and Renaissance Studies by enrolling in an interdisciplinary FOCUS program linking the history department's course in Western Civilization with a special seminar that examines a special topic and theme. Some Medieval and Renaissance Studies FOCUS programs include a trip to the European sites under investigation in the core seminar.

## Undergraduate Courses

### Med-Ren 101C. Western Civilization

Credit 3 units.  
**A&S** TH **(FA)** SSP

### Med-Ren 110C. Western Civilization

Same as History 101C.  
**A&S** TH **(FA)** SSP

### Med-Ren 111. FOCUS Seminar: History of Western Civilization

Credit 3 units.  
**A&S** TH **(FA)** SSP

### Med-Ren 2091. Freshman Seminar: The City in Early Modern Europe

Same as History 2091.  
**A&S** SD TH **(FA)** SSP

### Med-Ren 211C. Chief English Writers I

Same as *E Lit 211C*.  
**A&S** TH **(FA)** Lit

### Med-Ren 213C. Introduction to Islamic Civilization

Same as *JNE 210C*.  
**A&S** CD TH **(FA)** SSP

### Med-Ren 3011. Music History I

Same as *Music 3011*.  
**A&S** TH **(FA)** AH

### Med-Ren 3043. Renaissance Europe

Same as *History 3043*.  
**A&S** SD TH **(FA)** SSP

### Med-Ren 310C. The Middle Ages: Multiple Views of Culture

Same as *E Lit 281C*, *German 281C*, *Music 210C*. This interdisciplinary course examines various aspects of medieval culture, particularly its educational and political systems, its literary and artistic traditions, and its religious and philosophical views. Credit 3 units.  
**A&S** TH **(FA)** Lit

### Med-Ren 311. Topics in English or American Literature

Credit 3 units.  
**A&S** TH **(FA)** Lit

### Med-Ren 312. The Medieval Romance

Same as *E Lit 3121*.  
**A&S** TH **(FA)** Lit

### Med-Ren 3122. Topics in Literature

Same as *E Lit 3122*.  
**A&S** TH **(FA)** Lit

### Med-Ren 313. Two Renaissance Cities: Approaches to Early Modern Culture

Same as *History 3042*.  
**A&S** TH **(FA)** SSP

### Med-Ren 313C. Islamic History 622–1200

Same as *History 313C*.  
**A&S** TH **(FA)** SSP

### Med-Ren 315C. Islamic History, 1200–1800

Same as *History 314C*.  
**A&S** TH **(FA)** SSP

### Med-Ren 318C. The Renaissance: Crisis and New Beginnings

Same as *Art-Arch 218C*, *E Lit 330C*, *Drama 318C*, *History 218C*, *Music 318C*, *French 218C*. An introduction to Renaissance culture. We focus on a handful of key events as a way of probing the reorganization of European public culture during the Early Modern period. Works by Petrarch, Valla, Erasmus, Pico della Mirandola, Durer, Michelangelo, Rabelais, Shakespeare, Wyatt, Milton, and others. Themes: the rise of modern historical consciousness, the invention of etiquette, magic and witchcraft, the mechanics of celebrity, new monarchy and new rebelliousness, and grave-robbing. Credit 3 units.  
**A&S** TH

### Med-Ren 320C. Masterpieces of Medieval Literature

Same as *E Lit 462*.  
**A&S** SD TH **(FA)** Lit

### Med-Ren 321. Early Irish Literature and Mythology

A survey of medieval Irish literature and mythology, with special emphasis on the classical background, epic, poetry, law, pre-Christian mythological tales, and early Christian writings. A study tour to Ireland during spring break is a required part of the course. Open to first-year students. Preference given to current residents of Brookings Residential College. Permission of instructor required. Credit 3 units.  
**A&S** TH **(FA)** Lit

### Med-Ren 322. The Middle Ages: Multiple Approaches to Culture

Credit 3 units.  
**A&S** TH **(FA)** SSP

### Med-Ren 323C. Italian Literature

Same as *Ital 323C*.  
**A&S** TH **(FA)** Lit

### Med-Ren 325. French Literature I

Credit 3 units.  
**A&S** TH **(FA)** Lit

### Med-Ren 326. French Literature II

Credit 3 units.  
**A&S** TH **(FA)** Lit

### Med-Ren 3263. The High Middle Ages: 1000–1500

Same as *History 3263*.  
**A&S** CD TH **(FA)** SSP

### Med-Ren 326F. Christian Mystical Texts

Credit 3 units.  
**A&S** TH **(FA)** Lit

### Med-Ren 327. Medieval Germanic Cultures: The Vikings

“They are the filthiest of God’s creatures.” Thus wrote an Arabic traveler after his encounter with a group of Vikings along the Volga river in 921 AD. Personal hygiene aside, Viking culture—rich in poetry and myth, art and ornamentation—was by no means primitive. Using the Icelandic sagas as a springboard, this course examines the history and legacy of the Vikings and their era (roughly 800–1100 ad). Additional information drawn from eyewitness accounts, historical and legal sources, and Viking artifacts helps us investigate topics such as: Norse exploration to North America, outlawry and the culture of violence, the role of Norse women as guardians of honor, and the use of poetry as a pathway to fame. All readings in English. No medieval experience required. Credit 3 units.

### Med-Ren 3321. The Bible in the Jewish Tradition

Same as *JNE 327*.  
**A&S** TH

### Med-Ren 333C. Spanish Literature

Same as *Span 333C*.  
**A&S** CD TH **(FA)** Lit

### Med-Ren 334C. History of Jews in Christian Europe to 1789

Same as *History 334C*.  
**A&S** CD TH **(FA)** SSP

### Med-Ren 338. Narratives of Discovery

Same as *History 359*.  
**A&S** CD TH **(FA)** SSP

### Med-Ren 3402. Money and Morals in the Age of Merchant Capital

Same as *History 3402*.  
**A&S** TH **(FA)** SSP

### Med-Ren 340C. The Flowering of Islamic Literature, 500–1200

Same as *Comp Lit 355C*.  
**A&S** CD TH **(FA)** Lit

### Med-Ren 3413. Women in Early Modern Europe

Same as *History 3413*.  
**A&S** SD TH **(FA)** SSP

### Med-Ren 341C. Islamic Literature in Translation, 1200–1800

Credit 3 units.  
**A&S** CD TH **(FA)** Lit

### Med-Ren 343C. Europe in the Age of Reformation

Same as *History 343C*.  
**A&S** CD SD TH **(FA)** SSP

### Med-Ren 3508. The Crusades: Cross-Cultural Perspectives

Same as *History 3508*.  
**A&S** TH **(FA)** SSP

### Med-Ren 3522. In Sykknesse and in Helthe: History of Medicine in the Middle Ages

Same as *History 3522*.  
**A&S** TH **(FA)** SSP

### Med-Ren 359. 17th Century

Credit 3 units.  
**A&S** TH **(FA)** AH

### Med-Ren 3591. Dutch 17th Century

Same as *Art-Arch 359*.  
**A&S** TH **(FA)** AH

### Med-Ren 360. History of Renaissance Architecture

Same as *Art-Arch 360*.  
**A&S** TH **(FA)** AH

### Med-Ren 362. High Renaissance Art

Same as *Art-Arch 362*.  
**A&S** TH WI **(FA)** AH

### Med-Ren 3621. Mannerism in Italy

Same as *Art-Arch 3620*.  
**A&S** TH **(FA)** AH

### Med-Ren 365. Baroque Art

Same as *Art-Arch 365*.  
**A&S** TH **(FA)** AH

### Med-Ren 3652. The Early Medieval World: 300–1000

Same as *History 3262*.  
**A&S** CD TH **(FA)** SSP

### Med-Ren 365F. The Bible as Literature

Same as *E Lit 365F*.  
**A&S** TH **(FA)** Lit

### Med-Ren 3671. Michelangelo: Painter, Sculptor, Architect

Same as *Art-Arch 3671*.  
**A&S** TH **(FA)** AH

### Med-Ren 371. The Age of Chaucer

Same as *E Lit 371*.  
**A&S** TH **(FA)** Lit

### Med-Ren 372. Introduction to Renaissance Literature

Same as *E Lit 372*.  
**A&S** TH **(FA)** Lit

### Med-Ren 376F. Sufism: God, Friend in Islam

Same as *Re St 376F*.  
**A&S** TH **(FA)** SSP

### Med-Ren 3872. The History of Modern Britain

Same as *History 3872*.  
**A&S** TH **(FA)** SSP

### Med-Ren 390. Lyrics of Mystical Love, East and West

Same as *Comp Lit 390*.  
**A&S** CD TH WI **(FA)** Lit

**Med-Ren 3910. Mapping the Early Modern World: Writing Intensive Seminar***Same as History 39J8.***A&S** TH WI**Med-Ren 395C. Shakespeare***Same as E Lit 395C.***A&S** TH **FA** Lit**Med-Ren 401. Medieval Latin***Same as Latin 401.***A&S** TH **FA** Lit**Med-Ren 403. The Printed Book in Europe**

Studies in effects of printing on literary, social, political, religious, and economic history in the period leading from Gutenberg through Aldus, Froben, and Estienne, to Ponsonby, Moseley, and Tonson. Credit 3 units.

**A&S** TH **FA** SSP**Med-Ren 406. The Spanish Symbiosis: Christians, Moors, and Jews***Same as Span 406.***A&S** CD TH **FA** Lit SSP**Med-Ren 407. Old English***Same as E Lit 407.***A&S** LA **FA** Lit**Med-Ren 408. Old English Literature***Same as E Lit 408.***A&S** LA **FA** Lit**Med-Ren 409. Music of the Medieval Period***Same as Music 411.***A&S** TH **FA** AH**Med-Ren 410. Medieval English Literature***Same as E Lit 410.***A&S** TH **FA** Lit**Med-Ren 4100. The Ottoman Empire**

Credit 3 units.

**A&S** TH**Med-Ren 411. Middle English Literature***Same as E Lit 411.***A&S** TH **FA** Lit**Med-Ren 412. Music of the Renaissance Period***Same as Music 412.***A&S** TH **FA** AH**Med-Ren 413. 17th-Century English Literature***Same as E Lit 413.***A&S** TH **FA** Lit**Med-Ren 416. German Language Seminar***Same as Ger 411.***A&S** LA**Med-Ren 417. Poetry of the French Resistance***Same as French 417.***A&S** TH **FA** Lit**Med-Ren 4191. The Politics of the Body in the Writings of Andrew Marvell***Same as History 4191.***A&S** TH**Med-Ren 425. Seminar in Theater History****Med-Ren 4255. Seminar in Theater History***Same as Comp Lit 425.***A&S** TH **FA** Lit**Med-Ren 426. Counterpoint I***Same as Music 425.***Med-Ren 431. English Drama, Exclusive of Shakespeare, to 1642***Same as E Lit 431.***A&S** TH **FA** Lit**Med-Ren 432. Collegium Musicum**

Credit 3 units.

**A&S** TH **FA** SSP**Med-Ren 434. The City: From Rome to the Renaissance**

Credit 3 units.

**A&S** TH**Med-Ren 448. From Arthur to the Grail***Same as French 448.***A&S** TH **FA** AH Lit**Med-Ren 449. Introduction to Old French***Same as French 449.***A&S** TH**Med-Ren 451. French Literature of the Middle Ages I***Same as French 451.***A&S** TH **FA** Lit**Med-Ren 4511. Medieval Spanish Literature**

Credit 3 units.

**A&S** CD TH**Med-Ren 452. French Literature of the Middle Ages II***Same as French 452.***A&S** TH **FA** Lit**Med-Ren 454. Medieval Spanish Literature***Same as Span 451.***A&S** TH **FA** Lit**Med-Ren 455. History of the Spanish Language***Same as Span 455.***A&S** LA**Med-Ren 459. Topics in European History***Same as Span 459.***A&S** TH **FA** Lit**Med-Ren 461. Cervantes: *Don Quixote****Same as Span 461.***A&S** TH **FA** Lit**Med-Ren 4612. Topics in English Literature***Same as E Lit 461.***FA** Lit **A&S** TH**Med-Ren 4613. Topics in English Literature I: Studies in Time***Same as E Lit 461.***A&S** TH **FA** Lit**Med-Ren 462. Comedy in England***Same as E Lit 462.***A&S** SD TH **FA** Lit**Med-Ren 4621. 16th- and 17th-Century Prose***Same as Span 462.***A&S** TH **FA** Lit**Med-Ren 463. Spanish Poetry in the Golden Age***Same as Span 463.***A&S** TH **FA** Lit**Med-Ren 4661. Mannerism***Same as Art-Arch 4661.***A&S** TH **FA** AH**Med-Ren 4662. Michelangelo the Architect***Same as Art-Arch 4662.***A&S** TH **FA** AH**Med-Ren 467. Ancient Myths in Renaissance and Baroque Art***Same as Art-Arch 4671.***A&S** TH **FA** AH**Med-Ren 4691. Topics in Shakespearean Production***Same as Drama 469.***A&S** LA**Med-Ren 472. History of the English Language***Same as E Lit 472.***A&S** LA **FA** Lit**Med-Ren 473. Machiavelli and Guicciardini***Same as Ital 473.***A&S** TH WI **FA** SSP**Med-Ren 483. Gender and Genre***Same as French 483.***A&S** SD TH **FA** Lit**Med-Ren 4831. Boccaccio and the Novella***Same as Ital 483.***A&S** TH WI **FA** Lit**Med-Ren 485. Ariosto: *Orlando Fierioso****Same as Ital 485.***A&S** TH **FA** Lit**Med-Ren 4892. Advanced Seminar**

Credit 4 units.

**Med-Ren 491. Chaucer***Same as E Lit 491.***A&S** TH **FA** Lit**Med-Ren 4912. Chaucer**

Credit 3 units.

**A&S** TH **FA** Lit**Med-Ren 493. Spenser***Same as E Lit 493.***A&S** TH **FA** Lit**Med-Ren 494. Milton***Same as E Lit 494.***A&S** TH **FA** Lit**Med-Ren 4941. The Inquisition in Europe, Asia, and Latin America: 1200–1700. Advanced Seminar in History***Same as History 4941.***A&S** TH **FA** SSP**Med-Ren 495. Topics in World Literature and History***Same as LH 496.***Med-Ren 496. Shakespeare***Same as E Lit 496.***A&S** TH **FA** Lit**Med-Ren 499. Senior Honors Thesis**

Investigation of a topic in the culture of the Middle Ages or the Renaissance and preparation of a major essay suitable for the award of Honors upon graduation. Prerequisites: senior standing, 3.5 grade-point average in the major, and permission of the committee. Credit variable, maximum 6 units.

**A&S** TH**Med-Ren 4998. Heresy and Holiness in the Middle Ages***Same as History 4998.***A&S** TH

## Memory in Mind and Culture

### Participating Faculty, 2006-2008

#### Pascal Boyer

Henry Luce Professor of Individual and Collective Memory  
(Psychology, Anthropology)  
Ph.D., University of Paris

**Carl Craver**, Assistant Professor  
(Philosophy)

Ph.D., University of Pittsburgh

**Bret Gustafson**, Assistant Professor  
(Anthropology)

Ph.D., Harvard University

**Larry Jacoby**, Professor  
(Psychology)

Ph.D., Southern Illinois University–Carbondale

**Jennifer Kapscynski**, Assistant Professor  
(German)

Ph.D., University of California–Berkeley

#### Hillel Kieval

Gloria M. Goldstein Professor of Jewish History and Thought  
(History)

Ph.D., Harvard University

**Tabea Linhard**, Assistant Professor  
(Romance Languages)

Ph.D., Duke University

**Erin McGlothlin**, Assistant Professor  
(German)

Ph.D., University of Virginia

#### Henry Roediger, III

James S. McDonnell Distinguished University Professor  
(Psychology)

Ph.D., Yale University

**Lori Watt**, Assistant Professor  
(History)

Ph.D., Columbia University

#### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences

(Anthropology, International and Area Studies, Education)

Ph.D., University of Chicago

This two-year program introduces students to the domain of memory broadly construed, from its roots in brain function to its effects on culture and its role in history. The aim of this series of courses and individual projects is to give students the opportunity to explore the answers to such questions as: Is memory accurate? What makes some memories vivid? Are we aware of all our memories? Why are people in most nations so emotionally attached to their history? How can people survive trauma and atrocities? Is it possible to create false memories? Is eye-witness testimony reliable? What brain processes support memory? How is memory impaired by aging? Are our memory systems the same as other animals'? These issues are approached in different ways and for different reasons by disciplines such as history, psy-

chology, anthropology, and neuroscience. We designed special courses to give the students fundamental notions of memory that span these different disciplines. The freshman year comprises two courses, and the sophomore year includes one course and one individual research project in collaboration with faculty. Participating faculty include psychologists, historians, neuroscientists, philosophers, anthropologists, and literary critics.

The freshman year comprises three courses, Introduction to the Study of Memory (3 units, fall semester), Introduction to Psychology, and Seminar, Introduction to Psychology (3 and 1 units respectively, spring semester). The sophomore year comprises one course, Methods in the Study of Memory (3 units, fall), and Independent Study (spring, 3 units), a project undertaken under supervision of one of the associated faculty.

## Undergraduate Courses

### Psych 221. Introduction to Memory Studies

This course focuses on memory not only as an individual phenomenon but also as the basis for the transmission of culture and the construction of collective identity. We survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory and witness reports; repressed memories; transmission of cultural norms and identity through narratives; shared historical memories; individual trauma and historical upheaval; revision of the past and political usage of collective memory. Credit 3 units.

**A&S SS**

### Psych 100B. Introduction to Psychology

*Same as CFH 100B, Psych 100B.*

A survey and analysis of concepts, theory, and research covering the areas of learning, memory, social, abnormal, clinical, physiological, and sensory psychology. This is a general survey course designed to introduce students to the diversity of areas, approaches, and theories that compose the study of mind and behavior. Psych 100B is required of all majors and is prerequisite to all upper-level courses in Psychology. Credit 3 units.

**A&S SS FA SSP**

### Psych 102. Seminar: Introduction to Psychology

This seminar enables students enrolled in Introduction to Psychology (Psych 100B) to explore in greater depth several of the ideas and concepts in contemporary psychology. Concurrent enrollment in Psych 100B required. Credit 1 unit.

**A&S SS FA SSP**

### Psych 222. Methods in the Study of Memory

This course is organized around a series of guest lectures (mostly from local faculty) introducing the practical aspects of memory seen from the perspectives of different disciplines. The students are exposed to one or two lectures from various specialists, e.g. a historian describing how a particular event is reconstructed from sources, a neuroscientist explaining the details of one experimental finding, an anthropologist commenting on the connections between historical past and individual identity in a particular place, a cognitive psychologist showing how a laboratory result tells us about memory function, etc. Prerequisite: Psych 221.

### Psych 500. Independent Work

Prerequisites: Psych 100B and written permission of a supervising faculty member and the chair of the department. Credit variable, maximum 3 units.

## Mind, Brain, and Behavior

### Participating Faculty, 2006–08

**David A. Balota**, Professor  
(Psychology)

Ph.D., University of South Carolina

**José L. Bermúdez**, Professor  
(Philosophy and Philosophy-Neuroscience-Psychology)

Ph.D., University of Cambridge

#### Pascal Boyer

Henry Luce Professor of Collective and Individual Memory  
(Anthropology and Psychology)

Ph.D., University of Paris–Nanterre

**Carl Craver**, Assistant Professor  
(Philosophy and Philosophy-Neuroscience-Psychology)

Ph.D., University of Pittsburgh

**John Doris**, Associate Professor

(Philosophy and Philosophy-Neuroscience-Psychology)

Ph.D., The University of Michigan, Ann Arbor

**Janet M. Duchek**, Associate Professor  
(Psychology)

Ph.D., University of South Carolina

#### Steven E. Petersen

James S. McDonnell Professor of Cognitive Neuroscience  
(Neurology and Neurological Surgery)  
Ph.D., California Institute of Technology

**Philip Robbins**, Assistant Professor  
(Philosophy and Philosophy-Neuroscience-Psychology)

Ph.D., University of Chicago

**Mark Rollins**, Associate Professor  
(Philosophy and Philosophy-Neuroscience-Psychology)

Ph.D., Columbia University

How do we think? What is human consciousness? What is the relationship between the mind and the brain? During the past few decades, an explosive growth of knowledge in the cognitive sciences has begun to yield answers to fundamental mysteries about the nature of human thought. Students in this two-year program investigate new theories and problems emerging from this interdisciplinary area of study.

The Mind, Brain, and Behavior (MBB) program, which is open to students entering any of the University's undergraduate schools, is a two-year program that engages students with the research culture of the University. The program builds upon areas of research strength and increasing faculty collaboration within the University. It brings together faculty from several departments and students who share an interest in an area of study to create a lively intellectual and social community, to foster a culture of inquiry, and to enable students, early in their undergraduate career, to participate in research.



During the first year, freshmen take two core courses that provide an introduction to the interdisciplinary study of the mind-brain (MBB 120 and MBB 122—see below). These courses are taught collaboratively by faculty members from different disciplines. In the sophomore year students are able to undertake research under the supervision of one or more of the participating faculty members (MBB 300). Sophomores may choose among several research options, each combining independent work with opportunities to work collaboratively.

Participation in Mind, Brain, and Behavior is fully compatible with all majors and preprofessional programs. Entering students from all schools are welcome to apply for admission. Enrollment in Mind, Brain, and Behavior is limited to 45 students each year.

## Undergraduate Courses

### MBB 120A. Introduction to Study of the Mind-Brain: Psychological, Biological, and Philosophical Perspectives

A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there will be an emphasis on applying these findings to important problems, such as Alzheimer's disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: admission to the Mind, Brain, and Behavior program. Credit 3 units.

**A&S NS**

### MBB 122. Introduction to the Study of the Mind Brain II

*Same as PNP 122.*

In this course, participants in the Mind, Brain and Behavior Program (formerly known as Hewlett Mind-Brain program) will continue their exploration of cognitive science. We will explore different frameworks for thinking about how the different branches of cognitive science relate to each other. The course will contain an introduction to relevant topics in the philosophy of science and the philosophy of mind. Prerequisite: MBB/PNP 120. Credit 3 units.

**A&S SS**

### MBB 300. Research in Mind, Brain, and Behavior

*Same as PNP 3001.*

An introduction to research for students in the Mind, Brain, and Behavior program (formerly known as Hewlett Program). Students work under the supervision of a mentor. Prerequisite: admission to the Mind, Brain, and Behavior program, completion of MBB/PNP 122, and permission of the mentor. Credit variable, maximum 3 units.

**A&S NS**

## Music

### Chair

**Dolores Pesce**

Ph.D., University of Maryland

### Endowed Professor

**Hugh Macdonald**

Avis Blewett Professor of Music  
Ph.D., Cambridge University

### Professors

**Seth Carlin**

M.S., Juilliard School of Music

**Jeffrey Kurtzman**

Ph.D., University of Illinois

**Craig Monson**

Ph.D., University of California–Berkeley

### Associate Professor

**Robert Snarrenberg**

Ph.D., University of Michigan

### Visiting Associate Professor

**Darrell Berg**

Ph.D., State University of New York–Buffalo

### Assistant Professors

**Patrick Burke**

Ph.D., University of Wisconsin

**Martin Kennedy**

D.M.A., Juilliard School of Music

### Visiting Distinguished Artist

**Ustad Imrat Khan**

### Senior Lecturers

**Christine Armistead**

M.M., Washington University

**Kathleen Bolduan**

Ph.D., Washington University

### Lecturers

**William Lenihan**

B.Mus., University of Missouri–St. Louis

**Dan Presgrave**

M.M., Washington University

### Opera Director

**Julia Stewart**

M.A., Mozarteum, Salzburg

### Director of Vocal Activities

**John Stewart**

M.A., Brown University

### Professors Emeriti

**Harold Blumenfeld**

M.M., Yale University

**Roland Jordan**

Ph.D., Washington University

**John Perkins**

M.F.A., Brandeis University

**William Schatzkamer**

Diploma, Juilliard School of Music

### Robert Wykes

D.M.A., University of Illinois

The Department of Music offers a music program of exceptional quality and diversity. In this varied course of study, where music is approached as a liberal and fine art, rather than as an isolated, separate subject, you may pursue practical and creative music making or study musical traditions and individual works. Music courses are open to all students in the University.

We offer you the opportunity to develop performance skills in voice or instruments through private instruction or through participation in small or large ensembles. Private music lessons with our prominent faculty, including members of the Saint Louis Symphony Orchestra, are available in voice, piano, organ, harpsichord, guitar, sitar, and all orchestral and jazz instruments.

You may study contemporary composition with faculty composers individually or in small groups. You explore the critical issues of tradition, individual composers, compositional craft, and aesthetic interpretation through a wide range of courses from introductory classes to highly specialized seminars. Instruction is available in jazz and ragtime, popular music, world musics, the history and literature of Western music, ethnomusicology, music theory and analysis, musical composition, and electronic music. All performance, creative, and academic endeavors in music are supported by a thorough grounding in musicianship (ear training and keyboard skills).

Music majors may take advantage of study abroad programs in music in England, France, Israel, and Spain. Summer research projects under faculty direction are also available.

Several options are available for students interested in music: the Bachelor of Arts degree with a major in music, the Bachelor of Music degree, a minor in music, and a minor in jazz studies. You may take the A.B. degree in combination with a major in another field or as your primary major in a broad liberal arts education. If you are considering graduate study in music history, music theory, composition, or performance, the Bachelor of Music degree is an excellent option. Majoring in music can prepare you well for graduate work and for a variety of musical careers and other professions. Details of major course requirements are available through the Department of Music.

**Becoming a Music Major:** If you plan to declare a major in music, you should consult with the department as early as possible. You should apply to the department in the spring of your sophomore year. Acceptance depends on music courses completed up to the time of application, grades earned in music courses, and your potential for advanced study. As a first-year student considering music, begin the appropriate course sequences in music theory, applied music, music history and literature, and basic musicianship.

**The Bachelor of Arts in Music Major:** You are required to complete a minimum of 18

units in advanced courses: Music 3011, 3012, and 3013; an additional 3 units of music history; 3 units of electives; and a senior project. Other requirements include 12 units of music theory (Music 103E-104E, 221-222), 2 units each of musicianship (Music 1231-1241) and keyboard skills (Music 1232-1242), and 11 units of electives (courses, applied music, or ensembles), for a total of 45 units.

**The Bachelor of Music Major:** Declaring this major must be approved by the department before the end of your sophomore year. You are required to complete a minimum of 37 to 46 units in advanced courses, depending on your area of concentration. You may earn the B.Mus. degree with concentration in performance, composition, music theory, or music history and literature, or you may pursue a general program combining two or more areas.

Each concentration requires a major senior project, such as a thesis, recital, lecture-demonstration, or composition portfolio. You must also pass a keyboard proficiency examination.

Core courses for the B.Mus. consist of 29 units of courses: 12 units of music theory (Music 103E-104E, 221-222), 9 units of music history (Music 3011-3012-3013), 4 units each of musicianship (Music 1231-1241, 2231-2241) and keyboard skills (Music 1232-1242, 2232-2242). In addition, students must register for applied music lessons and at least one ensemble every semester once the major has been declared. The additional requirements for each concentration are specified in the department handbook.

**The Minor in Music:** You must complete a minimum of 18 units, which include 6 units of music theory (Music 103E-104E) and 3 of music history (selected from Music 3011, 3012, and 3013). Of the remaining 9 units, 6 must be at the 300 or 400 level. Students whose interests are not served by these requirements may apply to the department chair with an alternative proposal.

**The Minor in Jazz Studies:** You must complete a minimum of 20 units, which include 3 units of jazz history (Music 105), 6 units of music theory (Music 1091-1092), 3 units of jazz improvisation (Music 3091), 3 units of Jazz in American Culture (Music 3023P), and two semesters of participation in a jazz ensemble or combo (2 units). The remaining 3 units are to be selected from a list of advanced music courses.

**Ensembles:** The department sponsors numerous performing ensembles, which draw members from the University and the surrounding community. You must audition for admission to the ensembles. All ensembles are available for graded credit, for credit/no credit, or off roster. Ensembles give one or more public performances each semester. If you are enrolled for credit in one of the department's ensembles, you may be entitled to a scholarship that covers a portion of the fee for lessons.

*Vocal Ensembles:* Chamber Choir, Opera Production.

*Instrumental Ensembles:* Flute Choir, Jazz Band, small chamber ensembles, Sym-

phony Orchestra, Chamber Winds, jazz combos.

**Applied Music:** You may take voice, piano, organ, harpsichord, guitar, lute, sitar, and all orchestral instruments in the appropriate sequences. You must take at least two terms of applied music for the units to count toward graduation. A separate fee is charged for private instruction. As a music major or minor, you will receive an applied music scholarship to cover all or a portion of the fee, respectively. If you enroll for credit in one of the department's ensembles, you are entitled to a scholarship for a portion of the fee for lessons each semester you are enrolled. In addition, the department has a limited number of partial scholarships based on need and merit.

**Senior Honors:** You are encouraged to work toward Honors. To qualify, you must have an outstanding academic record and satisfactorily complete a Senior Honors project (in Music 499) and an oral examination with a faculty committee. Your project proposal is due at the end of your junior year.

## Ensemble Performance

### Music 133-134, 333-334, 4533-4534. Symphony Orchestra

A select ensemble of about 75 players that performs a repertoire from the Baroque to the modern periods in four public concerts a year. May be repeated for credit. Prerequisite: admission by audition. Three rehearsal hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 137-138, 337-338, 4537-4538. Small Chamber Ensembles

Students interested in performance of chamber music are organized into various ensembles for weekly coaching sessions. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. One class hour a week. Credit 1 unit a semester.

**A&S LA**

### Music 1371-1381; 3371-3381. Woodwind and Brass Choir

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions. Credit 1 unit.

**A&S LA**

### Music 1372-1382, 3372-3382. Flute Choir

Weekly rehearsals of flute ensemble literature of many styles, Bach to bop. Developing skills of tone production, technique, intonation, sight reading, and musicianship. One performance per semester required. Prerequisite: admission by audition. Special fee applicable. Two class hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 1376-1386, 3376-3386. Jazz Combo

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. Credit 1 unit a semester.

**A&S LA**

### Music 233-234, 3331-3341. Jazz Band

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 237-238, 435-436. Concert Choir

A study of the repertory of the vocal ensemble from the Renaissance to the 20th century, with performance in public concerts. May be repeated for credit. Prerequisite: audition and consent of instructor. Four class hours per week. Credit 2 units a semester.

**A&S LA**

## Applied Music

Weekly private lessons are available for either 1.5 units of credit (half-hour lesson) or 3 units of credit (hour lesson). Students in voice, piano, and guitar are required to attend a regularly scheduled master class in addition to private lessons. Interested students should inquire at the department for further details prior to registration. Non-music majors may register credit/no credit. Credit toward graduation is contingent upon the completion of at least two semesters of study. Students must pass a jury to advance from one level to the next. See Course Listings for details.

### Music 1511. Introductory Guitar

### Music 159, 160. Introductory Piano Class

### Music 1711. Introductory Voice

### Music 161, 162; 261, 262; 361, 362; 461, 462. Piano

### Music 1612, 1622; 2612, 2622; 3612, 3622; 4612, 4622. Jazz Piano

### Music 163, 164; 263,264; 363, 364; 463, 464. Harpsichord

### Music 165, 166; 265, 266; 365, 366; 465, 466. Organ

### Music 167, 168; 267, 268; 367, 368; 467, 468. Woodwinds

### Music 167J, 168J; 367J, 368J. Jazz Woodwinds

### Music 169, 170; 269, 270; 369, 370; 469, 470. Brass

### Music 169J, 170J; 369J, 370J. Jazz Brass

### Music 171, 172; 271, 272; 371, 372; 471, 472. Percussion

### Music 171J, 172J; 371J, 372J. Jazz Percussion

### Music 173, 174; 273, 274; 373, 374; 473, 474. Strings

### Music 173J, 174J; 373J, 374J. Jazz Strings

### Music 1731, 1741; 2731, 2741; 3731, 3741; 4731, 4741. Lute

### Music 175, 176; 275, 276; 375, 376; 475, 476. Guitar

### Music 1751, 1761. Sitar

### Music 1753, 1763. Indian Music for Western Musical Instruments

### Music 1754, 1764; 2754, 2764; 3754, 3764; 4754, 4764. Jazz Guitar

### Music 1755, 1765. Banjo and Mandolin

### Music 177, 178; 277, 278; 377, 378; 477, 478. Voice

### Music 3613, 3623; 4613, 4623. Fortepiano

## Undergraduate Courses

**Music 101E, 102E. Introduction to Music I, II** Surveys of "art" music in Western culture from the Middle Ages to the mid-18th century and from the middle of the 18th century to the present. Emphasis in the first term is on sacred and secular music of the church, court, and middle-class society in its historical and cultural context, and in the

second semester emphasis is on music by composers from Haydn and Mozart to George Crumb and John Cage. Regular listening and writing assignments are designed to develop the capacity to hear perceptively and write critically about the music studied. No prior knowledge of musical notation required. This course is not recommended for music minors or majors. For a one-semester course covering Western classical and popular music and music from other cultures, see 114E, Exploring Music. Credit 3 units.

**A&S LA**

### Music 1021. Musics of the World

*Same as IS 1021, AFAS 1277.*

This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics, and social structure. The course uses case studies from regions around the world (such as Indonesia, India, the Middle East, Sub-Saharan Africa, and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as acquaint you with the rich variety of music around the globe. Credit 3 units.

**A&S CD TH**

### Music 1022. Popular Music in American Culture

*Same as AFAS 127, AFAS 127, AMCS 127.*

Developments in American and African-American popular music since WWII, with special emphasis on the role of popular music in social and political contexts. Among the genres studied are rhythm-and-blues, rock-and-roll, country, rock, fusion, soul, funk, heavy metal, alternative, and rap. Credit 3 units.

**A&S LA SD**

### Music 103E. Music Theory I: Introduction to Music Theory

Vocabularies and skills basic to music theory introduced through concentrated work in notation, the development of specific compositional skills, and musical analysis. Concepts of musical structure and the relationship between music and other creative fields explored through the study of music from three periods of the Western tradition: medieval liturgical chant, music of the Classical period, and music of the early 20th century. Ability to read musical notation required. Keyboard skills desirable. Music 103E is the entry-level course for all music majors and minors. Credit 3 units.

**A&S LA**

### Music 104E. Music Theory II

A systematic introduction to the basic principles of tonality as manifested in western European music of the 18th and early 19th centuries. Topics include, pitch, time, line and linear elaboration, counterpoint, harmony, phrase, form, and chromaticism. The principles are explored through both musical composition and interpretation of musical artworks. Prerequisite: Music 103E. Credit 3 units.

**A&S LA**

### Music 105. History of Jazz

*Same as AFAS 1055, AMCS 105.*

History of jazz to the present, including its African elements. Credit 3 units.

**A&S LA**

### Music 109. Ragtime

*Same as AFAS 1096, AMCS 109.*

A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. Credit 2 units.

**A&S LA**

### Music 1091. Jazz Theory I

Jazz Theory I introduces the jazz music language as a preparation for the study of improvisation. The course study consists of basic music theory including music-reading skills and notation, scales, intervals, and triads. An introduction to extended tertian chords as derived from the 21 modes of the major, melodic, and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form, and the blues prepares the student for a detailed study of the modern jazz language. Credit 3 units.

### Music 1092. Jazz Theory II

Jazz Theory II outlines the harmonic, rhythmic, and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales, and polyrhythmic drumming, concentrating on the work the major improvisers of the 1950s through 1970s. Prerequisite: Music 1091. Credit 3 units.

### Music 109M. Mathematics and Music

*Same as Math 109.*

### Music 113. Fundamentals of Music

This course provides a broad overview of music fundamentals designed to enhance the student's experience of music as well as provide a foundation for further study in music theory. Students become acquainted with the basic vocabulary and building blocks of music: intervals, rhythms, scales, triads, chords and harmony. Credit 2 units.

### Music 114E. Exploring Music

A wide-ranging introduction to music in its many forms. Western classical and popular music studied along with music from other cultures to highlight the varied conceptions, functions, and practices of music in different times and places. Discussion of specific pieces facilitates growth in basic musical skills and provides insights into music's multifaceted historical/cultural resonances. No previous musical background required. Includes regular reading and listening assignments. Credit 3 units.

**A&S LA**

### Music 115. Reading Music

Elements of music notation for those with little or no music reading skill. Designed to develop a basic acquaintance with the principles of notation for students enrolled in introductory courses, applied music, and ensembles as well as those with a general interest in learning to read music. Credit 1 unit.

**A&S LA**

### Music 1161. Freshman Seminar: Writing About Music

This course explores the various ways in which writers from the 18th century to the present discuss music. Issues include respect for a tried and true musical "canon," music as an imitative versus absolute art form, and a focus on performing virtuosity/spectacle versus musical content. In addition to reading what previous authors have written, students write on a regular basis about examples from classical, popular, and non-Western music and critique each others' work. Ability to read music is not required. Credit 3 units.

### Music 1231, 1241. Musicianship I, II

Basic ear training, sight singing, and dictation skills. Prerequisite: permission of instructor for nonmajors. Three and one-half hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 1232, 1242. Keyboard Skills I, II

An introduction to basic techniques of keyboard harmony using intervals, scales, and root position

chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 1271. Introduction to Indian Music

The origins, structure, history, and music of the sitar. Practical aspects of sitar playing, such as maintenance of the instrument, scales and tuning, techniques of performance, theory of ragas, raginalas, thals and the structure of melody are covered, as well as comparisons of prominent musicians and northern and southern Indian classical music. Credit 3 units.

**A&S LA**

### Music 128. Selected Area for Special Study

In-depth study in areas of special interest. Credits 3 units.

**A&S LA**

### Music 129, 130. Composition Workshop

Introduction to certain compositional techniques of the 20th century in a workshop combining writing and performance. Prerequisite: permission of instructor. Two and one-half class hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 221. Music Theory III

Concentrated study of the principles of tonal counterpoint and their application to the interpretation of Bach keyboard suites. Class work includes both writing and analysis. Prerequisite: Music 104E. Three class hours a week. Credit 3 units.

**A&S LA**

### Music 2210. Topics in Musical Theater

*Same as Drama 221.*

**A&S LA**

### Music 2211, 2212. Opera Projects

*Same as Art 2212.*

Students may contract with a faculty supervisor for credit for work on opera productions or research. Contracts must be signed by the student and the faculty supervisor before the work commences. Prerequisite: permission of the instructor. Credit variable, maximum 2 units a semester.

**A&S LA**

### Music 222. Music Theory IV

Continuation of Music 221 with study of 18th- and 19th-century harmonic, textural, and structural procedures (Bach through Brahms). Prerequisite: Music 221. Credit 3 units.

**A&S LA**

### Music 2231, 2241. Musicianship III, IV

Intermediate-level ear training, sight singing, and dictation skills. Prerequisites: Music 1241 and permission of instructor for nonmajors. Three and one-half class hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 2232, 2242. Keyboard Skills III, IV

Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. Prerequisites: Music 1242 and permission of instructor for nonmajors. One and one-half class hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 227, 228. Selected Area for Special Study

In-depth study in areas of special interest. Prerequisite: permission of instructor. Credit 3 units a semester.

**A&S LA**

### Music 229, 230. Composition I, II

Beginning work in free composition for undergraduates. Conducted as independent study. May

be repeated for credit. Prerequisite: permission of instructor. Credit variable, maximum 3 units a semester.

**A&S LA**

### Music 295, 296. Independent Study

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Credit variable, maximum 3 units.

### Music 298. Directed Internship

Students receive credit for a faculty-directed and approved internship, usually with a music professional or musical organization. The primary objective of the internship is to obtain professional experience outside the classroom. Students obtain a Learning Agreement from the Career Center and have it signed by the Career Center, the faculty sponsor, and the site supervisor, if appropriate. A final written project is to be agreed upon before work begins and is evaluated by the faculty sponsor at the end of the internship. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations of such work for the student's academic adviser and career placement file. Credit should correspond to actual time spent in work activities; e.g., 8-10 hours per week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Credit variable, maximum 3 units.

### Music 299. Performance Project

Students may contract with a faculty supervisor for credit for work on musical performance projects or research on musical performance. Contracts must be signed by the student, the faculty supervisor, and the department chair before the student's work on the project commences. Credit variable, maximum 3 units.

**A&S LA**

### Music 3011. Music History I

*Same as Med-Ren 3011.*

A study of music history and literature from the Middle Ages to 1650. Composers treated include Machaut, Dufay, Josquin, Palestrina, Byrd, and Monteverdi. Prerequisite: Music 103E. Credit 3 units.

**A&S TH**

### Music 3012. Music History II

A study of music history and literature from 1650 to 1850. Composers treated include Corelli, Handel, Vivaldi, J.S. Bach and his sons, Mozart, Haydn, Beethoven and Schumann, and his contemporaries. Prerequisite: Music 3011 or 104E. Credit 3 units.

**A&S TH WI**

### Music 3013. Music History III

A study of music history and literature from 1850 to the present. Composers treated include Brahms, Liszt, Wagner, Verdi, Mahler, Debussy, Stravinsky, Schoenberg, Babbitt, Boulez, Stockhausen, Cage, Glass, and Reich. Prerequisite: Music 3012 or 104E. Credit 3 units.

**A&S TH WI**

### Music 3021. Music of the African Diaspora

*Same as IS 305, AFAS 3031.*

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences. Credit 3 units.

**A&S CD TH**

### Music 3022. Native American Musical Traditions of the Western United States

*Same as AMCS 3022.*

Exploration of music and its historical and contemporary contexts among Native American cultures of the southwest and the northern plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone, and other nations. Examinations of inter-tribal pow-wow movements, crossover musics, European appropriation and re-fashioning of Native American culture in Hollywood and elsewhere. Credit 3 units.

**A&S CD TH**

### Music 3023. Jazz in American Culture

*Same as AMCS 3023, AFAS 3152*

With emphasis on the major innovators in jazz from the 1940s to the present, jazz history is placed within the context of African-American and American cultural history, with particular emphasis on the effects of the Civil Rights Movement and African independence on the development of the post-WWII jazz canon. This course is not a survey. You are expected to be already familiar with basic jazz history and ready to undertake more in-depth study of major figures such as Charlie Parker, Thelonius Monk, Miles Davis, Charles Mingus, Ornette Coleman, and Wynton Marsalis. The course also considers the effects of rock-and-roll, gospel, and funk on jazz. Prerequisites: Music 105, ability to read music, or permission of instructor. Credit 3 units.

**A&S SD TH WI**

### Music 3024. From Cage to Glass and Beyond

Explores the various directions composers took in the second half of the 20th century, including "chance" music of John Cage, minimalism of Philip Glass, and post-modernism. Includes concert attendance. Prerequisite: ability to read music is advisable but not required. Credit 3 units.

**A&S TH**

### Music 3025. Women of Music

*Same as WS 3205*

Popular music and art music around the world, from the perspective of women. The roles of women as creators, performers, sponsors, and consumers. The representation of women in music, and how it relates to cultures of the past and present. Credit 3 units.

### Music 3026. Aspects of Native-American and Hispanic Music and Culture in New Mexico

The course juxtaposes Pueblo, Navajo, Hispanic, and Anglo cultures focusing chiefly upon Native-American prehistory and history; contrasting views of creation and cosmology; comparisons of Navajo and Pueblo society, ceremony, music, and art; Pueblo-Spanish relations: confrontation and compromise with Catholicism; Navajo-U.S. relations: the Long Walk and its aftermath. It includes demonstrations of sandpainting, song, and dance by a Navajo traditional healer/singer and of Pueblo music by a Cochiti drum maker; a trip to the buffalo and Comanche dances at San Juan Pueblo; visits to sites such as Banderlier National Monument, Puye Cliffs, Chaco Canyon, Taos Pueblo; Rancho de Las Golondrinas, the Museum of Indian Arts and Culture, the Wheelwright Museum, the Santa Fe Palace of Governors, and the collection of the Spanish Colonial Arts Society. Credit variable, maximum 3 units.

**A&S CD TH**

### Music 3051. Text and Music

How do composers respond to the structure and meaning of text? Can spoken language become musical sound? Can musical sounds become textual signifiers? The course explores these questions by examining a broad range of texted music: Gregorian chant, Japanese Noh drama, English madrigals, Bach cantatas, 19th-century German lieder, opera by Mozart and Wagner, American

musical theater, high modernist works by Schoenberg, Stockhausen, Berio, and Lansky, as well as, popular music. Some knowledge of music theory is required, and familiarity with German is helpful, though all texts are provided with English translations. A lot of listening and reading, several short and analytical assignments, three essays. Prerequisite: one year of music theory or permission of instructor. Credit 3 units.

**A&S TH**

### Music 3091. Jazz Improvisation I

An introduction to improvising music in the jazz tradition, including diatonic and chromatic harmony, extended chords, modes, and jazz scales. Exercises in basic aspects of the blues and in the styles of bebop and modern jazz. Prerequisite: Music 1091. Credit 3 units.

**A&S LA**

### Music 315, 317. Selected Area for Special Study

In-depth study in areas of special interest. Credit 3 units.

### Music 321. Music Theory V

Problems in writing and analysis defined through the study of 19th-century works. Prerequisite: Music 222. Credit 3 units.

**A&S TH**

### Music 3231, 3241. Musicianship V, VI

Advanced ear training, sight singing, and dictation skills. Prerequisite: Music 2241. Three and one-half class hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 3232, 3242. Keyboard Skills V, VI

Advanced skills in score reading, figured bass, and improvisation, as well as drills, including seventh chords and modulation. Prerequisite: Music 2242. One and one-half class hours a week. Credit 1 unit a semester.

**A&S LA**

### Music 325. Instrumentation and Orchestration

A study of the science of instrumentation and the art of orchestration. In-class performances of student compositions aid in the understanding of instrumental capabilities and limitations. Analysis of orchestral scores by Ravel, Stravinsky, *et al* provides insight into efficient and creative use of the orchestra. In addition, scoring for both vocal and chamber ensembles is covered. Prerequisite: Music 103E or permission of instructor. Credit 3 units a semester.

**A&S LA**

### Music 328. History of the Film Score

*Same as Film 360.*

### Music 329, 330. Advanced Composition Workshop I, II

Continuation of Music 129-130. Prerequisite: Music 130. Credit 1 unit a semester.

**A&S LA**

### Music 339, 340. Introduction to Conducting I, II

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor. Credit 2 units a semester.

**A&S LA**

### Music 3951, 3961. Independent Study

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Credit variable, maximum 3 units.

**Music 401, 402. Techniques of Electronic Music**  
Individual and small group instruction in "classical" procedures and relevant electronic technol-

ogy. Practical composition studies to build technique in electronic music. Prerequisite: open to music majors and to others by permission of instructor. Credit 3 units a semester.

**A&S LA**

#### **Music 411. Music of the Medieval Period**

*Same as Med-Ren 409*

An intensive survey of Western monophonic and polyphonic music from the beginnings of Christian chant to circa 1450. Prerequisite: Music 3011 or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 412. Music of the Renaissance Period**

*Same as Med-Ren 412*

A survey of music literature from circa 1450 to circa 1600. Prerequisite: Music 3011 or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 413. Music of the Baroque Period**

An intensive survey of the primary musical forms and styles in 17th-century Italy, France, Germany, and England. Prerequisite: Music 3012 or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 414. Music of the Classic Period**

An intensive survey of music literature from circa 1750 to circa 1830 with attention to the music of Haydn, Mozart, Beethoven, and some of their predecessors. Prerequisite: Music 3012 or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 416. Contemporary Music**

Survey of musical styles from the end of the 19th century through the present postmodernism. Developments in music considered in context of intellectual history of the century with specific attention to parallels with literature and visual arts. Readings from a variety of sources and extensive listening assignments. Prerequisite: Music 3013 or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 4221. Introduction to the Analysis of 20th-Century Music**

An introduction to theory and analysis of music from the 20th-century repertoire. In-class analysis and individual assignments emphasize aural understanding and tools for modeling pitch structures in post-tonal and 12-tone works. In the latter portion of the course, our focus turns toward works in which pitch structures play a smaller role. Prerequisite: Music 222 (undergraduates) or Music 423 (graduates). Credit 3 credits.

**A&S TH**

#### **Music 423. Analysis I**

A study of structural principles underlying music of all periods: motivic usage, melodic shape, varieties of texture and structure with an emphasis on fugue, variation forms, and proportional forms such as rondo and sonata-allegro. Prerequisite: graduate standing or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 424. Analysis II**

Continuation of Music 423, concentrating on approaches to larger and more complex works of classically tonal music, including 18th-century symphonies and string quartets, late works by Beethoven, chamber music and symphonies of Brahms, and symphonies of Mahler. Prerequisite: Music 423 or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 425. Counterpoint I**

*Same as Med-Ren 426*

Concentrated independent study in 16th-century contrapuntal composition. Prerequisite: Music 222. Credit 3 units.

**A&S LA**

#### **Music 426. Counterpoint II**

Concentrated independent study in 18th-century contrapuntal composition. Prerequisite: Music 222. Credit 3 units.

**A&S LA**

#### **Music 427, 428. Selected Areas for Special Study I, II**

In-depth study in areas of special interest. Prerequisite: senior or graduate standing, or permission of instructor. Credit 3 units a semester.

**A&S LA**

#### **Music 429, 430. Composition III, IV**

Concentrated independent work in composition for experienced undergraduate composers. May be repeated for credit. Prerequisite: permission of instructor. Credit variable, maximum 3 units a semester.

**A&S LA**

#### **Music 437, 438. Piano Pedagogy I, II**

The study of the fundamentals of teaching from beginning to advanced levels. A syllabus is developed through discussion of lesson plans for each level. The class participates actively in demonstrations. Credit 3 units a semester.

**A&S LA**

#### **Music 4371. Opera Production**

Intensive training in the principles and techniques of the opera stage. Prerequisites: two years of vocal training and audition or Drama 343. Credit variable, maximum 3 units.

**A&S LA**

#### **Music 4372. Voice Pedagogy**

Preparation of participants to train the singing voice through examinations of physical, phonological, neurological, and psychological aspects of vocal function, followed by observation and practice teaching. Prerequisite: permission of instructor. Credit 3 units.

**A&S LA**

#### **Music 4375. Vocal Literature**

A survey of song literature through listening and performing. Prerequisite: permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 4376. Opera Literature: Various Composers each Semester**

A study of a composer's principal stage masterpieces, with an emphasis on the different genres and theatrical conventions to which they belong, and on the writings for voices. Credit 3 units.

**A&S TH**

#### **Music 4381. Literature of the Piano**

Concentrated study of a major piano composer and/or genre (e.g., the piano concertos of Mozart, Chopin's piano works, etc.). Although the approach is primarily analytical, historical and performance practice issues are considered as well. Prerequisite: senior standing, graduate standing, or permission of instructor. Credit 3 units.

**A&S TH**

#### **Music 439, 440. Diction I, II**

Principles of Italian, French, and German pronunciation covered in an interrelated approach; application of these principles to songs. Prerequisite: permission of instructor. Credit 3 units a semester.

**A&S LA**

#### **Music 4539, 4540. Advanced Conducting I, II**

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor. Credit 2 units for Music 4539; 3 units for 4540.

**A&S LA**

#### **Music 4991. Senior Project: Musicology or Analysis**

Supervised research in music history or theory culminating in a major paper. Required of Bachelor of Music majors with history or theory emphasis. Prerequisite: senior standing. Credit 3 units.

**A&S TH**

#### **Music 4992. Senior Project: Performance, Composition, or Theory**

Independent work culminating in a paper, composition, and/or performance. Projects by Bachelor of Music majors with general emphasis must combine work in two or more areas. Prerequisite: senior standing. Credit 3 units.

**A&S LA**

#### **Music 4993. Honors Project: Musicology or Analysis**

Prerequisites: senior standing, a grade point average of 3.0 or higher, and permission of the faculty supervisor, director of undergraduate studies, and the chair of the department. Credit 3 units.

**A&S TH**

#### **Music 4994. Honors Project: Performance, Composition, or Theory**

Prerequisites: senior standing, a grade point average of 3.0 or higher, and permission of the faculty supervisor, the director of undergraduate studies, and the chair of the department. Credit 3 units.

**A&S LA**

#### **Music 500. Independent Study**

Supervised independent study in areas in which there are no course offerings. Students must submit to the department chair an outline of work to be covered, the number of hours of credit requested, and the name of the instructor to supervise the research. Prerequisites: permission of instructor and department chair. Credit variable, maximum 6 units.

# Pathfinder Program in Environmental Sustainability

## Participating Faculty, 2006–2008

**Raymond E. Arvidson**  
James S. McDonnell Distinguished  
University Professor  
(Earth and Planetary Sciences)  
Ph.D., Brown University

The Pathfinder Program in Environmental Sustainability gives participating students a chance to engage in interactive study of the environment with a small group of motivated undergraduates, a senior faculty member, and a graduate fellow while fulfilling some of the breadth requirements required of undergraduates at Washington University. Through case studies and field trips, students examine the issues surrounding environmental sustainability and the preservation of the environment for future generations. While participating in the Pathfinder program, you may pursue a major in biology, chemistry, earth and planetary sciences, environmental studies, mathematics, or physics in the College of Arts & Sciences, or pursue a major within the School of Engineering & Applied Science. In addition to taking the Pathfinder core courses, you may take courses that are tailored to student interests and majors. The Pathfinder program supports the concept that taking interrelated courses and learning both analytical and technical skills helps complete a senior year capstone research experience and prepares one for graduate studies or the work force.

## Undergraduate Courses

### Path 104A. The Southwestern United States: Case Studies

Students examine the interrelation of scientific, cultural, and policy issues associated with selected areas in the southwestern United States. The Natural Sciences group studies the Mojave Desert in California, investigating evidence for climatic change, degradation of the environment from anthropogenic causes, and the formation of the new Mojave National Preserve. The Cultural Anthropology and Political Science groups focus their investigations on the Four Corners area and analyze ecological and political aspects of ancient and modern agriculture, as well as challenges facing protected areas in the National Parks system. In an end-of-semester workshop, students in different groups share their experiences through oral presentations, posters, and student-led panel discussions. Coursework draws heavily upon the concepts and methodologies developed during the fall course. Prerequisite: Admission in the Pathfinder Program in Environmental Sustainability. Credit 1 unit.

**A&S NS FA NSM**

### Path 104B. The Southwestern United States: Case Studies

Continuing their studies in Land Dynamics, students examine the interrelation of scientific, cultural, and policy issues associated with selected areas in the southwestern United States. The Natural Sciences group studies the Mojave Desert in California, investigating evidence for climatic change, degradation of the environment from anthropogenic causes, and the formation of the new Mojave National Preserve. The Cultural Anthropology and Political Science groups focus their investigations on the Four Corners area and analyze ecological and political aspects of ancient and modern agriculture, as well as challenges facing protected area in the National Parks system. Each faculty member leads a group of students on a field trip to the group's study area during spring break. In an end-of-semester workshop, students in different groups share their experiences through presentations, poster, and student-led panel discussions. Coursework draws heavily upon the concepts and methodologies developed during the fall course. Prerequisite: Admission to the Pathfinder Program in Environmental Sustainability. Credit 1 unit.

**A&S NS FA NSM**

### Path 105F. Philosophy of the Environment

Study of issues concerning sustainability, the concept and experience of wilderness, and the role of technology in environmental crisis, with readings from philosophical works and literature of the desert Southwest. Strong focus on individual research projects and intensive small group work. This course builds on the first semester Pathfinder courses and encourages students to identify and critically examine some of the basic historical and philosophical assumptions and values that inform our relationship with the environment. Can we reframe and resolve environmental problems through a balanced evaluation of aesthetic, scientific, cultural, political and ethical perspectives? Prerequisite: Admission to the Pathfinder Program in Environmental Sustainability. Credit 3 units.

**A&S TH FA SSP**

### Path 201. Land Dynamics and the Environment

Use of case studies such as anthropogenic changes to the Lower Missouri River, effects of mining in the Ozarks, and excessive uses of water in arid terrains in the Southwestern United States to explore key issues associated with environmental sustainability. Scientific concepts related to the dynamics of the environment and development of policies needed to maintain land and resource sustainability. Lectures, discussion sessions, interactive computer exercises using simulation models, appropriate field trips, and student presentations. Prerequisite: Admission to the Pathfinder Program in Environmental Sustainability. Credit 3 units.

**A&S NS FA NSM**

### Path 202. Case Study: Southwestern United States

Issues associated with the Mojave Desert's environmental sustainability. Investigation of the fragile desert environment and its degradation from anthropogenic uses. Politics associated with the Mojave National Preserve. Field work conducted during spring break. Prerequisite: Admission to Pathfinder Program in Environmental Sustainability. Credit 2 units.

**A&S SS FA NSM**

### Path 301B. Case Study: Hawaii

Issues in environmental sustainability and hazards of the Hawaiian Islands. Volcanism, earthquakes, tsunamis, issues related to agricultural encroachment on the subtropical rainforests. Exploration of both scientific and societal contexts. Field work conducted during winter break. Prerequisite: Path 201, Path 202. (The Path 201/202/301 sequence qualifies for a "B" distribution requirement.) Credit 1 unit.

**A&S SS FA NSM**

### Path 390. Independent Study

Credit variable, maximum 4 units.

### Path 401. Directed Research

Research for third-year Pathfinder Program students that is focused on initial definition of a Senior Honors thesis. Prerequisite: Admission to Pathfinder Program in Environmental Sustainability. Credit variable, maximum 3 units.

## Performing Arts

### Chair

**Henry I. Schvey**, Professor  
Ph.D., Indiana University

### Professor

**William J. Paul**  
Ph.D., Columbia University

### Associate Professors

**Mary-Jean Cowell**  
Ph.D., Columbia University

**Robert K. Henke**  
Ph.D., University of California–Berkeley

**Jeff Smith**  
Ph.D., University of Wisconsin–Madison

### Visiting Distinguished Artist in Residence

**Jane Lapotaire**  
Royal Shakespeare Company Honorary Associate Artist  
D.Litt., Bristol University  
D.Litt., University of East Anglia

### Senior Artists in Residence

**Christine Knoblauch-O’Neal**  
M.A.L.S., Wesleyan University

**Bonnie J. Kruger**  
M.F.A., University of Illinois

**David W. Marchant**  
M.F.A., University of Iowa

**Jeffery S. Matthews**  
M.F.A., Virginia Commonwealth University

**Annamaria Pileggi**  
M.F.A., Brandeis University

**Andrea Urice**  
M.F.A., University of Virginia

**William Whitaker**  
M.F.A., Florida Atlantic University

### Artists in Residence

**Christopher J. Pickart**  
M.F.A., Pennsylvania State University

**Cecil Slaughter**  
M.F.A., University of Iowa

**David Vogel**  
M.F.A., Pennsylvania State University

### Senior Lecturer

**Pier Marton**  
M.F.A., University of California–Los Angeles

### Lecturer

**Sally Brayley Bliss**  
Executive Director Dance St. Louis and  
Director of the Tudor Trust

### Playwright in Residence

**Carter W. Lewis**  
M.A., University of Oklahoma

### Professor Emerita

**Annelise Mertz**  
M.F.A. equivalent, Folkswangschule,  
Essen, Germany

The Performing Arts Department (PAD) offers the opportunity to study drama and dance within the context of a liberal arts education. Our courses provide a creative balance between rigorous practical training for actors, dancers, or designers and historical and theoretical backgrounds.

When studying performing arts at Washington University, you can take advantage of opportunities in acting, directing, dance techniques, playwriting, theater studies, design (costume, scenic, lighting), and dance history, theory, and ethnology. In small, individualized classes, you learn from both faculty scholars and working professionals. Performance courses, which are taught by our full-time faculty, are limited to a maximum of 16 students, which ensures close faculty supervision.

As an undergraduate, you have numerous opportunities to act, dance, direct, design, choreograph, and perform in both faculty-directed and student-run shows. You may choose to participate in these projects as extracurricular activities or to earn course credit through independent study. A Senior Honors thesis is a 6-credit project available to seniors who are eligible for Latin Honors. At the end of the sixth semester the student must have at least a 3.5 cumulative grade point average and a 3.5 grade point average in the major. The thesis is designed to be an extensive, integrative, culminating endeavor for the senior student.

Washington University’s Edison Theatre is a vital part of the performing arts on campus. Each year the OVATIONS! series hosts many professional guest artists and companies who perform, offer demonstrations, and teach master classes.

Performing arts opportunities outside the classroom are the annual A. E. Hotchner Playwriting Competition, with the winning play written by a student being produced in our A. E. Hotchner Drama Studio; Thyrsus, a student-run drama and dance club that produces shows, concerts, and open-mic nights for students; All Student Theatre, which produces an annual outdoor musical on campus; and Mama’s Pot Roast, a student-run comedy/improvisation group.

Shakespeare’s Globe is an intensive, four-week summer program in acting and theater history held at the Globe Theatre in London, featuring master classes with actors, directors, designers, and scholars.

For additional information regarding majors and minors in the Performing Arts department, please see the Performing Arts Department Handbook.

### Dance

You may select dance as a major through the Performing Arts Department. This course of study combines intensive studio work in technique and theory of modern dance, ballet, and composition with seminars examining dance as a global phenomenon with culturally specific historical, aesthetic, and anthropological

aspects. The program also includes courses in stagecraft, anatomy for dancers, pedagogy, musical theater dance, tap, jazz, and world dance forms.

When you study dance at Washington University, you learn from faculty members who have professional experience in addition to their academic degrees. You also have the opportunity to study with guest artists in residence who teach master classes and set choreography.

You may audition for the Washington University Dance Theatre, which holds annual auditions for students. If selected, you will appear in faculty- and guest-artist choreographed concerts in Edison Theatre. You also may participate in student choreography productions and drama productions. Each year, students attend the regional American College Dance Festival to perform and take master classes.

Dance majors take acting, stagecraft, and dance composition as well as courses in technique and theory of modern dance and ballet. Other required courses include dance history and ethnology seminars such as “From Romantic to Postmodern Dance” and “Ballet as Ethnic Dance and Classical Art” and electives chosen from dance accompaniment and music resources, arts management, pedagogy, applied anatomy, musical theater, jazz, and world dance (West African and Bharata Natyam) courses.

The dance major requires 40 units for completion. Among these, required courses are Dance 203, Dance 212E, Drama 240E, Drama 300, and Dance 303. An additional 5 units must come from dance courses or advance placement in dance, 6 units from Dance 301, 302, 321, 322, 401, 402, 415, 416, 4281, or 429 (2 units each), and 6 units must come from either Dance 315E, 316E, or 340. A minimum of 10 electives must also be taken.

You may also minor in either modern dance or ballet. For both minors, you take studio dance courses, one composition course, one seminar, and one or two dance electives.

### Undergraduate Courses

#### Dance 104. Body Conditioning

A complete body conditioning program designed to increase strength and flexibility. Uses some floor barre and Pilates-related floor exercises. Credit variable, maximum 2 units.

#### Dance 106E. Introduction to Dance as a Contemporary Art Form

Introduction to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis, and creative work. Not open to majors. May be repeated once for credit. Credit 2 units.

**A&S LA FA AH**

#### Dance 111. Contemporary Dance for the Male Dancer

For men who may have athletic or other physical kinesthetic skills, but little to no formal dance training. This course is designed to meet the specific needs of the male body in its capacity for dynamic, aesthetic, expressive movement. Introduction to dance as a creative art form using the body as the instrument of expression and motion as the

medium of dance. Technique, analysis, and creative work. Credit 2 units.

**A&S LA**

### **Dance 120. Yoga and Relaxation Techniques**

Systematic introduction to the methods and theory of yoga as a means of stretching, strengthening, energizing, and relaxing the body. Incorporates meditation, massage, and other release techniques to help sharpen both body and mind. Students should wear comfortable clothing permitting freedom of movement and bring a mat or towel. Related readings assigned. For beginning students of all ages. Credit 2 units.

### **Dance 200. Tutorial**

Supplementary work at the low intermediate level in ballet and modern dance and intermediate-advanced work in ballet and modern dance at times to be announced. Prerequisites: sophomore standing and permission of the coordinator of the Dance Division. Credit to be determined in each case. Credit variable, maximum 6 units.

**A&S LA**

### **Dance 201E. Theory and Technique of Modern Dance I**

Fundamental theory and techniques of American modern dance. Studio work investigating the expressive potential of human movement and developing individual rhythmic and kinesthetic awareness, coordination, and breadth of movement vocabulary. Related reading and videotapes expand on theory embodied in the class work and give a historical overview of modern dance in the United States. Attendance of two to three performances required. Prerequisite: some previous dance training or permission of instructor. Credit 3 units.

**A&S LA**

### **Dance 202. Theory and Technique of Modern Dance II**

A course for students familiar with the basic concepts and technique of modern dance. Emphasis on expanding individual movement versatility with increasing difficulty of choreographic phrase materials. Related readings and videos, some focused on American postmodern dance. Attendance at two to three performances required. Prerequisites: Dance 201 or permission of the instructor. Credit 3 units.

**A&S LA**

### **Dance 203. Composition I**

Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prerequisites: Dance 201 or permission of the instructor. Concurrent registration in a technique class required. Credit variable, maximum 3 units.

**A&S LA**

### **Dance 208. Composition and Technique**

Introduction to dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class is expected. Prerequisite: Dance 201E or permission of instructor. Credit 4 units.

**A&S LA**

### **Dance 211. Yoga and Relaxation Techniques II**

A more vigorous yoga discipline incorporating flow series and held postures. This class concentrates on the movement and distribution of energy throughout the body. Prior yoga experience recommended. Credit variable, maximum 2 units.

**A&S LA**

### **Dance 212E. Introduction to Theater Production**

*Same as Drama 212E.*

**A&S LA**

### **Dance 213. Improvisation I**

This course explores the process and art form of

creative, expressive, spontaneous dancemaking. Students learn to simultaneously move and respond in the moment, developing skills of communication, observation, performance, and composition in the language of movement. Open to dancers of all levels. Light reading; in-class and out-of-class projects. Credit 1 unit.

**A&S LA**

### **Dance 221. Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology and introductory readings on American Ballet Theater as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prerequisite: none. Credit 2 units.

**A&S LA**

### **Dance 222. Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology and introductory readings on New York City Ballet as a repository for the choreography of George Balanchine and Jerome Robbins. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Credit 2 units.

**A&S LA**

### **Dance 223. Topics in Theater: Introduction to the American Musical Theater**

*Same as Drama 221.*

**A&S LA FA AH**

### **Dance 257. Dance Theater Production**

*Same as Drama 257.*

Experience in technical production. Required stage work includes two studio dance productions. Prerequisite: Dance 212E. Credit 1 unit.

**A&S LA**

### **Dance 280. Hip Hop-Jazz**

Hip Hop-Jazz and music video dance combine in this exciting, high-energy course. Students learn elements from each of these dance styles and focus on how they have been adapted into pop culture choreography. This course is designed for students with at least one year of dance training. It is expected that by the end of the course, students will have a greater knowledge of dance and dance terminology, and an increased ability to perform set choreography. Primarily a studio course; some related reading assigned. Credit 2 units.

### **Dance 296. Internship**

Students may receive up to 3 units of credit for an approved internship with an organization in which the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with The Career Center, a faculty sponsor, and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship. Credit variable, maximum 3 units.

**A&S LA**

### **Dance 297. Fundamentals of Jazz Dance**

*Same as Dance 297.*

This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African-American and European-American culture. Prerequisite: one year of training in ballet technique

or modern dance. Credit 2 units.

**A&S LA**

### **Dance 300. Jazz Dance II**

Intermediate-advanced work in jazz dance technique, including choreographic phrases emphasizing stylistic clarity and more complex rhythmic structure. Prerequisite: Dance 297 or permission of instructor. Credit 1 unit.

**A&S LA**

### **Dance 301. Theory and Technique of Modern Dance III**

Technique and related concepts for the intermediate-level student. Greater emphasis on the ability to accurately replicate or individually interpret choreographic material. Related reading and video assignments on contemporary dance developments and attendance at two to three performances required. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 202 and permission of the instructor. Credit 3 units.

**A&S LA**

### **Dance 3021. Theory and Technique of Modern Dance IV**

*Same as Dance 3021.*

Continuation of Dance 301. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 301 and permission of instructor. Credit 3 units.

**A&S LA**

### **Dance 303. Composition II**

A workshop for students with experience in choreography. Study of approaches to dance composition with related improvisation problems. Work outside of studio hours expected. Prerequisite: Dance 203 or 208 and permission of the instructor. Concurrent registration in a technique course required. Credit 3 units.

**A&S LA**

### **Dance 305Z. Music Resources for Dance**

*Same as Dance 305Z.*

Analysis of Western (Europe, America), World (Africa, India, Indonesia), and global popular musics. Emphasis on rhythm/form, style/genre, instrumentation, and function/context. Basic music theory: notation, time signatures, subdivisions and polyrhythms. Major composers for dance (Lully, Tchaikovsky, Debussy, Ravel, Stravinsky, Cage, etc.). Introduction to percussion techniques for dance accompaniment using hand drums, drumset, and hand-held instruments. Introduction to basic studio techniques including microphones, recording, and editing equipment, and the use of synthesizer and drum machines. Prerequisites: for dance students at the intermediate or advanced level. Credit 2 units.

**A&S LA**

### **Dance 307. Costume Design and History**

*Same as Drama 307.*

**A&S LA FA AH**

### **Dance 308. Dance Composition Projects**

Supervised choreography, primarily for small groups, on themes assigned by the instructor or formulated by the student and approved by the instructor. Minimum of one class hour weekly for discussion and showing of work prepared outside class. Prerequisites: minimum of one semester course work in composition and permission of the instructor. Credit variable, maximum 3 units.

**A&S LA**

### **Dance 309. Composition and Technique II**

Continuing work in dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class is expected. Prerequisite: Dance 201, Dance 203, or permission of instructor. Credit 4 units.

**A&S LA**



**Dance 310. Dance Improvisation II**

Continuation of Dance 213. Prerequisite: Dance 213 or permission of instructor. Concurrent registration in a dance technique course at the 300 level or higher is required. May be repeated once for credit. Credit 1 unit.

**A&S** LA

**Dance 311. Modern Dance and the African-American Legacy**

*Same as Dance 311.*

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works, considered modern-day classics, depict important historical events and reveal cultural influences that people of African descent have impressed upon our society. Through the medium of dance aided by discussions, video, and class reading assignments, the choreographers' works are analyzed for form, content, and social relevance. Studio work include technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz, or ballet. Credit 2 units.

**A&S** LA **FA** AH

**Dance 312. Accompaniment Techniques for Dance**

*Same as Dance 312.*

A wide variety of percussion instruments and techniques are studied to determine what makes effective dance accompaniment. The course includes: examples and discussion of dance musics from Western and non-Western cultures; basic notation of rhythm and form; demonstrations of musical styles and discussion of social contexts. Students have opportunities to assist in accompanying modern dance classes. Minimum of two to three hours a week of individual practice and/or listening to recordings expected. Credit 2 units.

**A&S** LA

**Dance 315E. Dance Spectrum**

Introductory consideration of dance as a human activity with culturally specific forms and functions. The course material is multicultural and organized both thematically and chronologically. Topics include: dance as ritual and art; dance and politics; dance as reflection and subversion of gender norms; classical Asian dance forms; and a brief overview of the development of Euro-American theatrical dancing, especially ballet and modern dance. Seminar format, with less emphasis on lectures than on discussion based on reading and extensive video materials. Credit 3 units.

**A&S** CD TH **FA** AH

**Dance 316E. From Romantic to Postmodern Dance**

*Same as Dance 316.*

An overview of European and American theater dance from the late 19th century to the present. Topics include: Isadora Duncan's work as transition and revolution, Orientalism in early modern dance and the Diaghilev Ballet Russes, the "reconstruction" of the dancer's body, gender issues in movement vocabulary, choreographic content and professional working conditions, the emergence of modernism and postmodernism in dance. Seminar format emphasizing discussion as well as lectures, extensive reading and dance videos. Credit 3 units.

**A&S** TH **FA** AH

**Dance 319. Stage Lighting**

*Same as Drama 310.*

**A&S** LA

**Dance 321. Classical Ballet: Intermediate I**

*Same as Dance 321.*

A course designed for those with a solid foundation in the fundamentals of ballet technique. Related reading and video assignments; attendance at two to three ballet performances. Variable content; may be repeated in a subsequent semester. Prereq-

uisites: completion of Dance 221 and 222, and permission of instructor. Credit 2 units.

**A&S** LA

**Dance 3221. Classical Ballet: Intermediate II**

Special emphasis on the development of adagio, allegro, and turn sequences. Variable content; may be repeated in a subsequent semester. Prerequisites: Dance 221 and 222 or instructor permission. Credit 2 units.

**A&S** LA

**Dance 323. Topics in Theater**

*Same as Drama 321.*

**A&S** LA

**Dance 327. Ivory Coast Dance**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete, Dan, Lobi, Malinke, and Senufo peoples. Students learn the drum rhythms and cultural background of the dances. A studio course with related reading material. Previous training in West African dance recommended. Credit 2 units.

**A&S** LA

**Dance 332. Mind-Body: Integral Practices**

The mind and the body are not only connected, they are a fundamental unity, always functioning in a coordinated state. Whether or not we coordinate them well or badly is a choice we make, whether we are conscious of choosing or not. Many so-called "physical" exercises, activities, and arts suffer from a lack of adequate skills of sensation, attention, perception, and conscious control. Conversely, many so-called "mental" activities lack adequate awareness of the physiological, bodily underpinnings of thought. Like a person learning to play a musical instrument, one's ability to coordinate the mental and physical aspects of self toward one's best personal potential is a skill requiring study of strategies and techniques for good practice in "being well." Such ideas and methods are not "new age," but can be traced back through more than a century in the work of investigators such as F.M. Alexander, progressive educator John Dewey, anthropologist Raymond Dart, and many others. Through direct experience and related readings, this class introduces students to "somatic," or "integral" practices—activities that are inherently more effective at developing the aspects of self in a coordinated and authentically holistic manner. We then learn to apply our understanding to all kinds of activities, both mental and physical, from chores to exercise, from arts to sports, from hobbies to vocations. Some kind of prior movement training (such as athletics, martial arts, dance, etc.) is preferable, but not required. Credit 2 units.

**A&S** LA

**Dance 340. Ballet as Ethnic Dance and Classical Art**

This course examines major developments in 19th- and 20th-century ballet, emphasizing their relationship to concepts of ethnicity and classicism. Issues considered include: analysis of ethnic content not only in thematic material but in ballet movement vocabulary and training process; the conscious reformulation in the United States of European ballet as an equally American art form; the expansion of Euro-American "classical ballet" in the work of Balanchine and Tudor; the appropriation of ballet by non-Western countries (such as China and Japan) and its impact on native dance genres; typical construction of the ballet dancer's body and movement, including gender definition, in relationship to a specific ethnic community context. Seminar format with lectures, discussion, and video materials. Midterm paper or project, and final. No prerequisites. Credit 3 units.

**A&S** SD TH WI

**Dance 400. Dance Production Projects**

Students may receive credit for work on special

dance-related production projects conceived by students and supervised by faculty. Contracts must be signed by the student, faculty supervisor, and the coordinator of Dance 400 before work on the project commences. Students should register for this course after work is completed. Prerequisite: permission of the dance faculty. Credit to be determined in each case. Credit variable, maximum 3 units.

**A&S** LA

**Dance 401. Theory and Technique of Modern Dance V**

Emphasis on versatility in movement vocabulary and on more complex and intensive technical work with discussion of theory inherent in the studio work. Related reading and projects. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 302 or permission of the instructor. Credit 3 units.

**A&S** LA

**Dance 4021. Theory and Technique of Modern Dance VI**

*Same as Dance 4021.*

Continuation of Dance 401 with emphasis on more complex and intensive technical work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 401 and permission of the instructor. Credit 3 units.

**A&S** LA

**Dance 4041. Composition III**

The exploration of choreographic problems for small and large groups. Prerequisite: senior standing or permission of instructor. Previous or concurrent registration in Dance 4021 recommended. Credit variable, maximum 3 units.

**A&S** LA

**Dance 414. Advanced Stage Lighting**

*Same as Drama 410.*

**A&S** LA

**Dance 415. High Intermediate Ballet I**

A course designed as preparation for the advanced level. Emphasis on vocabulary review and individual technique assessment, including placement, movement quality, and musicality. Related readings and video assignments; attendance at and critical analysis of one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisite: permission of instructor. Credit 2 units.

**A&S** LA

**Dance 416. High Intermediate Ballet II**

A course designed for the high intermediate dancer in preparation for Dance 4281/429. Emphasis on placement, movement quality, and musicality. Related readings and projects supplement the classical vocabulary. Prerequisites: B+ or better in Dance 221, 222, 321, 322 and/or permission of instructor. Credit 2 units.

**A&S** LA

**Dance 418. Variations in the Ballet**

Introduces classical choreography within various ballets. Prerequisites: Dance 321 or 4281 with some point training, and permission of instructor. Credit 1 unit.

**A&S** LA

**Dance 423. Pointe Technique**

Designed for dancers with a basic foundation in pointe work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: concurrent registration in Dance 321 or 4281 and permission of instructor. Credit 1 unit.

**A&S** LA

**Dance 424. Pointe Technique**

Designed for dancers with a basic foundation in pointe work. Prerequisites: concurrent registration in Dance 321, 322, 4281, or 4291 and permission of instructor. Credit 1 unit.

**A&S** LA

**Dance 4281. Classical Ballet III**

Designed for dancers with a solid foundation in beginning and intermediate ballet technique. Related reading, research paper/discussion, video assignments; attendance at one to two ballet performances. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor and B+ or better in Dance 3221 and 415 or 416. Credit 2 units.

**A&S LA**

**Dance 4291. Classical Ballet IV**

*Same as Dance 4291.*

A course designed for dancers with a solid foundation in beginning and intermediate ballet technique. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor, and B+ or better in Dance 3221 and 416. Credit 2 units.

**A&S LA**

**Dance 430. Dance Pedagogy**

Introduction to the theory and methods of dance instruction. Primarily focused on teaching modern dance but may also be useful for those interested in teaching ballet or jazz dance. Course work includes readings and discussion of the objectives, components, and organization of a dance class; an introduction to musical terminology and rhythmic analysis; assignments to formulate components and plan classes; ultimately, supervised teaching of entire classes to others in the course. Prerequisite: minimum of two semesters of upper-level coursework in dance technique. Credit 2 units.

**A&S TH**

**Dance 435. Creative Movement for the Elementary Grades**

This class offers methods for group and individual exploration in movement, and discover its creative possibilities in and out of the classroom. Teachers in the arts, sciences, language, and physical education as well as parents, gather tools to expand the horizons of kinesthetic experience, experiment with concepts of time, space, weight, and energy, and integrate a physical component into classroom projects for the elementary grades in an effort to teach the whole student. This is an experiential class; please wear clothes allowing freedom of movement. Credit 2 units.

**Dance 457. Dance Repertory**

*Same as Dance 457.*

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. All students perform or understudy the choreographies. May be repeated for credit. Enrollment by audition. Prerequisite: concurrent registration in a technique class required. Credit 1 unit.

**A&S LA**

**Dance 458. Dance Repertory**

*Same as Dance 458.*

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. May be repeated once for credit. Prerequisite: permission of the coordinator of the Dance Division. Enrollment by audition. Concurrent registration in a technique class is required. Credit 1 unit.

**A&S LA**

**Dance 479. Fundamentals of Sound Design**

*Same as Drama 479.*

**A&S LA**

**Dance 493. Senior Project**

Specialized project in a selected area in dance. The student works individually under the supervision of a faculty member. Prerequisite: permission of the coordinator of the Dance Division. Credit variable, maximum 3 units.

**Dance 499. Study for Honors**

An honors thesis or performance and thesis project designed by the student, and supervised and assessed by a faculty committee. Prerequisites: senior standing, grade point of 3.5, and 3.5 in dance classes, and permission of the coordinator of the dance division. Credit variable, maximum 6 units.

**Dance 500. Independent Work**

Prerequisite: senior standing and permission of the coordinator of the dance division. Credit variable, maximum 10 units.

**Drama**

The Drama Division of the Performing Arts Department offers the student an extraordinary array of courses and stage opportunities in small, intimate settings with our faculty. Our courses are available to both the dedicated major or minor in Drama as well as the student simply interested in furthering his/her theater appreciation or taking a beginning acting or stagecraft class.

Courses in every conceivable aspect of theater practice and history, from acting, directing, movement, voice, and playwriting, to costume and scenic design and technical theater are available for you. The PAD offers a multitude of classes on the history of the stage and performance, from ancient Greek drama through the Elizabethan to the most contemporary avant-garde performance art.

In Drama, you may choose an emphasis from three areas: acting; design and technical theater; and theater studies (academic emphasis). You may select a generalist major if you do not wish to specialize in one of these areas. For the generalist major, 38 units are required for completion. Required courses are Dance 106E, Drama 212E, Drama 213 or 227, Drama 228C, Drama 229C, Drama 240E, Drama 314, Drama 341, Drama 343, Drama 365C, and Drama 487. An additional 6 units of electives must also be taken. Students interested in emphasizing in either acting, design and technical theater, or theater studies should see the detailed descriptions that are available in the Performing Arts Department Handbook, which is updated annually. The minor requires 18 units, including 9 units from the Theater Culture Studies sequence and Introduction to Stagecraft.

**Undergraduate Courses****Drama 200. Theater Projects**

Independent study. Students may contract with a faculty supervisor for credit for their work on the theatrical productions or research. Contracts must be signed by the student, the faculty supervisor, and the coordinator of Drama 200 before the student's work on the project commences. Credit and grade option to be determined in each case. Credit variable, maximum 3 units.

**Drama 2001. Acting**

Independent study. Credit variable, maximum 3 units.

**Drama 2002. Directing**

Independent study. Credit variable, maximum 3 units.

**Drama 2003. Technical Theater**

Independent study. Credit variable, maximum 3 units.

**Drama 2004. Voice, Speech**

Independent study. Credit variable, maximum 3 units.

**Drama 2005. Literature, Theory, Criticism**

Independent study. Credit variable, maximum 3 units.

**Drama 212E. Introduction to Theater Production**

*Same as Dance 212E.*

An introductory study of the major elements involved with mounting a theatrical production. Topics range from scenic, costume, and lighting design to production organization, management, and procedures. Students are required to serve as a crew member on one departmental production and attend various events offered by both Edison Theatre and the Performing Arts Department. Same as Dance 212E. Credit 3 units.

**A&S LA**

**Drama 2151. Introduction to Comparative Practice I**

Credit 3 units.

**Drama 216C. Introduction to Comparative Practice II: Politics in 20th-Century Theater**

Credit 3 units.

**A&S TH FA Lit**

**Drama 221. Topics in Theater: Introduction to American Musical Theater**

*Same as AMCS 221, Dance 223, Music 2210.*

Students are taught basic interpretation of musical theater repertoire. The student learns to analyze and perform songs in regard to melody and musical form. Acting techniques are developed through lyric interpretation. Students also are introduced to basic audition practice and etiquette. Prerequisite: permission of instructor. \$25 lab fee. Credit 2 units.

**A&S LA FA AH**

**Drama 222E. Introduction to Theater: The Magic of the Stage**

Interdisciplinary course that introduces students to the art of the stage from a multitude of perspectives. Regardless of previous experience either on-stage or backstage, students are exposed to new elements of the theater's magic, including script analysis; theater history and architecture; acting; directing; playwriting; scenic, lighting, sound and costume design; and reviewing. Students explore different periods, attend a variety of theatrical events in and around St. Louis as well as in Performing Arts, and meet with prominent directors, designers, reviewers, and playwrights to gain a unique, hands-on perspective into the world of the stage. This course must be taken in conjunction with Focus 215. Credit 3 units.

**A&S LA**

**Drama 227. Playwriting**

*Same as E Comp 224.*

**A&S LA**

**Drama 228C. Theater Culture Studies I: Antiquity to Medieval**

*Same as Comp Lit 226C, E Lit 228C, Classics 228.*

The first course in an interdisciplinary, four-semester sequence that examines Western and non-Western dramatic literature and theater history from its known origins to the present day. With attention to both primary historical documents and dramatic texts, this course examines ancient Near Eastern theater, Greek tragedy, classical comedy, classical Sanskrit theater, and medieval European theater. Credit 3 units.

**A&S TH FA AH**

**Drama 229C. Theater Culture Studies II: From Renaissance to Romanticism**

*Same as E Lit 229C, Comp Lit 227C, Music 228.* The second course in an interdisciplinary, four-semester

mester sequence that examines Western and non-Western dramatic literature and theater history from its known origins to the present day. Course covers the theaters of the English Renaissance, the Spanish Golden Age, the French neoclassical period, the English restoration, the 18th century, and the German Romantic period and examines one non-Western theater, usually that of 16th-century China. Credit 3 units.

**A&S TH FA AH**

#### **Drama 230. Topics in Theater**

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the Course Listings. Credit 3 units.

**A&S LA**

#### **Drama 233. Improvisation for the Actor**

Work on improvisational games and techniques with the goal of using these techniques to enhance scripted and non-scripted performance on stage. Work based on sports, *commedia dell'arte*, and movement exercises. Prerequisite: Drama 240E. Credit 3 units.

**A&S LA**

#### **Drama 235. Feminist Theater Survey**

The course is a literature survey, designed to complement the current four-semester Theater Culture Studies series. During the course of the semester, students read a variety of Western plays written by women beginning in the Renaissance and continuing through to contemporary plays and performance art not treated in other courses. In addition to introducing these "new" works, students are encouraged to keep in mind canonical theatrical literature and the traditions from which it springs, in order to integrate the two (one aim of this course being the reclamation of women's works).

Through readings, viewings, and discussion, students are encouraged to find their own position vis-à-vis "feminist" theatrical practice. As the class treats plays and performance texts, consideration is taken to ensure that the performative aspect of drama is not overlooked, as that would result in a mistreatment of the art form, but would also ignore the vast notion of "performance" itself in women's lives. Credit 3 units.

**A&S TH FA Lit**

#### **Drama 237. The American Dream: History or Myth?**

*Same as E Lit 237.*

This course examines the origins and history of "The American Dream" from its origins to the present day. What do we mean when we use this term? How does this phrase resonate and affect our politics, advertising, and especially the arts? Included in our discussion is the experience of immigration and assimilation into American society from other countries and cultures. Beginning with the implications of the image of America as a "brave new world" in European thought and philosophy (including Shakespeare's *The Tempest*), and the prescient ideas on our culture by de Tocqueville and others, we examine how the dream of success and wealth have been depicted and employed in the theater, fiction, cinema, and the visual arts. Among the texts we examine together in this course are: Fitzgerald's *The Great Gatsby*, Williams' *The Glass Menagerie*, Miller's *Death of a Salesman*, West's *Day of the Locust*, Lorraine Hansberry's *A Raisin in the Sun*, Albee's *The Zoo Story* and *The American Dream*, and John Guare's *The House of Blue Leaves*. We also consider modern painters whose work seems to have been intended as a commentary on the "dream," such as Edward Hopper and Andy Warhol, and cinematic innovators from Charlie Chaplin to Orson Welles and Francis Ford Coppola who have used "The American Dream" as significant elements in their work. Credit 3 units.

**A&S TH**

#### **Drama 240E. Acting I**

Improvisation, exercises, and beginning scene work designed to acquaint the student with the fundamentals of acting. No previous training or experience necessary. Six hours a week. Preference given to majors. Credit 3 units.

**A&S LA**

#### **Drama 2503. Introduction to Performance Art** *Same as F20 ART 2503.*

This course examines the history and rise of performance art as a genre in the United States and studies the style and content in the work of several solo performers. A large component of the class is devoted to writing exercises to develop a performance art script. Introduction to Performance Art II focuses on developing scripts more fully and the staging of completed scripts. Students are encouraged, but not required, to take both courses. Credit 3 units.

**A&S LA**

#### **Drama 257. Dance Theater Production**

*Same as Dance 257.*

**A&S LA**

#### **Drama 296. Internship**

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor, and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is to be agreed upon between the student and faculty sponsor before work begins and will be evaluated by the faculty sponsor at the end of the internship. Credit variable, maximum 3 units.

#### **Drama 300. Production Practicum**

Practicum experience in technical theater. Positions such as stage manager, publicist, assistant designer for costumes, scenery, or lighting, or crew head of props, sound, and makeup design are available. Credit variable, maximum 2 units.

#### **Drama 3011. History of African-American Theater**

*Same as AFAS 301.*

**A&S SD TH FA AH**

#### **Drama 304. Makeup for the Stage**

Introduction to techniques for the alteration of the face through makeup to create convincing illusions of character. Individualized selection and personal application of makeup appropriate to the actor's face. Students are required to purchase a makeup kit. Credit 2 units.

**A&S LA**

#### **Drama 307. Stage Costumes: Prehistoric to 1800**

*Same as Dance 307.*

Basic presentation of costume design from conception through final renderings, development of drawing and painting techniques for the costume plate, and the history of stage costume in the principal periods and styles of drama from prehistoric periods through 1800. Credit 3 units.

**A&S LA FA AH**

#### **Drama 3071. 19th- and 20th-Century Costume Design and History II**

*Same as F20 ART 3507.*

Basic presentation of costume design from initial conception through final renderings. Development of drawing and painting techniques on design projects taken from plays set in the 19th and 20th centuries. History of costume and fashion silhouette is illuminated through slide and video presentation of primary and secondary source materials. Credit 3 units.

**A&S TH FA AH**

#### **Drama 309. Stage Technology**

Practical study of technical theater procedures and scene shop; production techniques. Course outline includes lectures, demonstrations of equipment, production assignments, and research-oriented project work. Prerequisite: Drama 212E, or permission of instructor. Credit 3 units.

**A&S LA**

#### **Drama 310. Stage Lighting**

*Same as Dance 319.*

Study of the aesthetics and technology of lighting design from the basic principles of designing with light through the execution of finished design projects. Prerequisite: Drama 212E, or permission of instructor. Credit 3 units.

**A&S LA**

#### **Drama 311M. Scene Design**

An introduction to the process of scene design, as it relates to aesthetics, dramatic literature, collaboration, and production. Projects involve design conceptualization, documentation, graphics, and realization. Prerequisite: Drama 212E or permission of instructor. Credit 3 units.

**A&S LA**

#### **Drama 3131. Topics in English and American Literature**

##### **Drama 314. Voice-Speech Laboratory**

Fundamentals of speech for the stage, approached through Kristin Linklater's technique of freeing the natural voice. Concentration on breath support, resonance, articulation, and speech as an expression of an individual's needs. Preference given to majors. Credit 3 units.

**A&S LA**

#### **Drama 318C. The Renaissance: Crisis and New Beginnings**

*Same as Med-Ren 318C.*

**A&S TH**

#### **Drama 321. Topics in Theater**

*Same as Dance 323.*

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the Course Listings. Credit 3 units.

**A&S LA**

#### **Drama 3212. Topics in Theater**

*Same as French 3231.*

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the Course Listings. Credit 3 units.

**A&S TH**

#### **Drama 323. Topics in American Drama**

*Same as AMCS 3231, AMCS 3233.*

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama. Credit 3 units.

**A&S TH**

#### **Drama 329. Tragicomedy from Euripides to Beckett**

Examples and theories of relatively "pure" tragedy and comedy; violations of genre purity from ancient Greece to 20th-century France to ancient Sanskrit drama. Among forms, authors, and phenomena treated: the ancient satyr play, Euripides, Kalidasa, the medieval cycles, Italian Renaissance tragicomedy, Shakespeare, Jacobean tragicomedy, Restoration tragicomedy, Chekhov, Ionesco, Beckett. Credit 3 units.

**A&S TH FA Lit**

#### **Drama 331C. Tragedy**

*Same as Comp Lit 331C.*

**A&S TH FA Lit**

#### **Drama 332. Comedy**

*Same as Classics 386.*

**A&S TH FA SSP**

**Drama 338. Physical Theater: An Exploration of Viewpoints and Suzuki Training**

In this course students study two very different but complementary styles of movement training. Developed by the Saratoga International Theater Institute, this method of actor training combines the improvisational exploration of time and space through “Viewpoints” with the rigid structure and physical demands of the Suzuki method. This combined approach is designed to develop heightened awareness and acute focus in the performer. In addition, it fosters greater impulsiveness and freedom in the moment while maintaining discipline and control. Students gain flexibility and strength and enhance their creative potential by balancing these seemingly opposing methods. Prerequisites: Drama 341 or Dance 106E. Credit 3 units.

A&amp;S LA

**Drama 340. Topics in Stage Movement**

Exploration of a variety of theatrical and movement concepts with emphasis on process rather than product. Concentrates on developing the expressive flexibility of the body and linking the imaginative impulse with physical movement. Preliminary work in relaxation and efficient self-use. Prerequisite: Drama 240E or permission of instructor. Credit 3 units.

A&amp;S LA

**Drama 341. Acting II**

Fundamental scene study using texts with emphasis on integration of voice and body and the playing of actions. Students are encouraged to precede this course with Drama 207C. Prerequisite: Drama 240E. Preference given to majors. Credit 3 units.

A&amp;S LA

**Drama 342. Acting III**

Emphasis on characterization while working with a diversity of playwriting styles. Prerequisites: Drama 341, either Drama 207C or 208C, and permission of instructor. Credit 3 units.

A&amp;S LA

**Drama 343. Fundamentals of Directing**

The process of play directing from the selection of a script through production. Prerequisites: Drama 212E and 240E and permission of instructor. Preference given to Drama majors. Credit 3 units.

A&amp;S LA

**Drama 347. Shakespeare Globe Program: Acting**

This is a four-week summer intensive program in London where a select “company” of student actors from universities all over the country (including Washington University) study Shakespeare with a distinguished faculty member from Washington University and theater professionals and educators from the English theater—the Globe Theater and The Royal Shakespeare Company (RSC), to name just two. Actors study voice, movement, and Shakespeare’s verse and prose with leading professional actors and voice teachers. Textual analysis, historical context, and performance strategies for the Globe stage and other stages is considered. The student acting company applies learned scene study techniques in performance opportunities with student directors on a parallel program (see Drama 3471). Course culminates with performances on the Globe and Globe Centre Stages. Application process must initiate through the Performing Arts Department office. Credit 6 units.

A&amp;S LA

**Drama 3472. Shakespeare’s Birthplace and Workplace: the Bard and Contemporaries**

With London and Stratford-upon-Avon as our classroom, students consider the life and work of Shakespeare and his contemporaries in compelling and authentic ways. Living and working in the shadow of the reconstructed Globe stage, students

study and witness performances of plays by Shakespeare, Marlowe, Webster, and Johnson, to name a few. Fully utilizing Globe Education’s resources, students gain a unique historical perspective on a life in the theater in Shakespeare’s day. Music, costumes, staging, and acting techniques of the time are explored. *Note:* The plays and playwrights we consider may vary from year to year depending in part on what is playing at the Globe and on the London and Stratford stages. *Note:* This course must be taken concurrently with Drama 347. Also, this course serves as a substitute for Drama 229C Theater Culture Studies II. Credit 3 units.

**Drama 351. Intermediate Playwriting**

*Same as E Comp 351.*

This is a workshop for the exploration and development of theatrical text. Prerequisites: Drama 227, or students must submit a writing sample (not necessarily a dramatic text) and interview with the instructor. Credit 3 units.

A&amp;S LA FA Lit

**Drama 3523. Topics in Literature**

*Same as E Lit 3522.*

A&amp;S TH FA Lit

**Drama 355. Masks and Clowning: Roots of Comedy**

Practice in developing the physical art of comedy; movement with masks, clownwork, character mask building. No performance experience necessary. Prerequisite: Drama 240E. Credit 3 units.

A&amp;S LA

**Drama 365C. Theater Culture Studies III: Melodrama to Modernism**

*Same as IAS 365, Comp Lit 360C, E Lit 363C.*

The third course in an interdisciplinary, four-semester sequence that examines Western and non-Western dramatic literature and theater history from its known origins to the present day. This class traces the origins of modern theater, moving from Romanticism at the beginning of the 19th century, through melodrama and other popular mid-century theatricals to the rise of modernist drama in Western Europe and the United States from about 1880–1930. We consider the rise of realism in playwrights such as Ibsen, Chekhov, Crothers, and Shaw; we also examine theatrical experimentation in the works of Bonner, Pirandello, Treadwell, O’Neill, and Brecht. Emphasis is placed on key developments in history, art, and literature, as well as on expanding the traditional canon with plays by women and minority playwrights. Credit 3 units.

A&amp;S TH FA Lit SSP

**Drama 367. Introduction to Drafting for the Theater**

This course provides the student with a basic understanding of all of the various types of technical drawings needed to successfully execute a scenic design. Throughout the course the student masters all the technical and aesthetic skills needed to produce clean and effective draftings for the theater. In order to successfully complete this class, the student is required to purchase a drafting board and related drafting materials. Credit variable, maximum 3 units.

A&amp;S LA

**Drama 368. Black Theater Workshop III**

*Same as AFAS 302, Drama 368, AFAS 302.*

A performance-oriented course that explores the black experience through acting, directing, and playwriting. Students do short performances during the semester. They also are required to attend three to five plays. Each student must participate in a final performance in lieu of a written final examination. Credit 3 units.

A&amp;S LA SD

**Drama 371. Introduction to Play Analysis**

An introduction to the fundamental techniques of analyzing dramatic texts. Focus is on the student’s ability to describe textual elements and their relationships to each other as well as on strategies for writing critically about drama. There are no prerequisites for this course that is intended to provide students with portable tools to examine and analyze theatrical works, in both written forms and as they are performed. In the course of the semester, students learn about and use a variety of dramaturgical methods and are encouraged to create their own methods tailored to the work they are analyzing. This course is especially useful to students interested in pursuing acting, directing, playwriting, screenwriting, theatrical design, and dramatic criticism. Credit 3 units.

A&amp;S TH

**Drama 393. The Tragic Muse**

*Same as Classics 393.*

A&amp;S TH

**Drama 395C. Shakespeare**

*Same as E Lit 395C.*

A&amp;S TH FA Lit

**Drama 400. Theatrical Rendering for Scenery**

An exploration of media and rendering techniques used for presentation of design ideas in scenery. A variety of stage sets, still lifes, and figure drawing are rendered during a two-hour studio format with some additional studio time required. Materials to be provided by students. Credit 3 units.

A&amp;S LA

**Drama 403. Dramaturgical Workshop**

*Same as E Comp 403.*

Laboratory course that investigates the increasingly nontraditional structure of theater in contemporary American drama. Plays read, analyzed, and explored in class from the point of view of the future writer, actor, director, designer, critic, and enlightened audience, while adhering to the playwright’s vision. Prerequisite: Drama 343. Credit 3 units.

A&amp;S LA

**Drama 4031. Black and White in American Drama**

*Same as E Lit 403.*

A&amp;S TH FA Lit

**Drama 404. Topics for Writers: Beckett**

*Same as E Lit 404.*

A&amp;S LA FA Lit

**Drama 409. The Modernist Revolution in the Arts**

This course examines the remarkably influential period between 1890–1920 in European and American literature and the arts known as Modernism. Our investigation focuses on major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Dada, Surrealism, Futurism, and Expressionism. We examine in detail those literary manifestoes that help to illuminate the periods under discussion, as well as the individual works themselves. In addition, we investigate key figures who resisted being identified with any literary or artistic movement or manifesto. Central to our approach in the course is an interdisciplinary perspective. This is particularly important in cases such as Surrealism and Expressionism, which feature many artists who were themselves “doppelbegabungen” (doubly gifted) and for whom the specific medium of artistic expression was less important than what was being expressed. Among the key figures whose work is discussed are: Ibsen, Strindberg, Zola, Chekhov, Stein, Hemingway, Artaud, Kafka, Brecht, Joyce, Kokoschka, Schiele, Kandinsky, and Picasso. Credit 3 units.

A&amp;S LA

**Drama 410. Advanced Stage Lighting***Same as Dance 414.*

An advanced-level continuation of Drama 310. Emphasis is placed on design aesthetics and their application in a laboratory setting. Students explore color theory, lightboard programming, and design analyses as well as execute a variety of finished projects. These projects cover a wide range of production styles and performance venues. Prerequisite: permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 411. Topics in Technical Theater**

Introductory drawing, watercolor, and illustration techniques for the theatrical designer. Projects include presentation styling, model-making, and portfolio preparation. Prerequisite: permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 412. Advanced Practicum in Technical Theater**

Independent Study. Intensive practical experience in scenic design building and painting; lighting design and installation; costume design, coordination, and construction; makeup; and audio production. Prerequisites: Drama 212E, credits on at least two productions, and permission of staff. Credit variable, maximum 3 units.  
**A&S LA**

**Drama 412I. Advanced Practicum in Technical Theater: Scene Painting**

Exploration of the skills and traditions of theatrical scene painting in a laboratory setting. Projects involve color theory, basic surface treatment techniques, representational depiction, and advanced problems. Realized paint work on Performing Arts production is part of the course. Prerequisite: permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 413. Costume Rendering and Design**

An exploration of media and rendering techniques used in producing an effective costume design. Basic figure drawing, proportion, color, concepts, exaggeration, and period style. Drawing and painting materials to be provided by student. Credit 3 units.  
**A&S LA**

**Drama 416. Period Style and Design History**

*Same as F20 ART 4507.*  
 Examination of period styles as they relate to the theatrical design and history. Study of architecture, furniture, props, and costumes from Greek to contemporary periods. Prerequisite: Drama 212E. Credit 3 units.  
**A&S TH FA AH**

**Drama 419. Technical Direction: Stage Rigging**

Practicum experience in the skills of technical direction: budgeting, reading blueprints, stage rigging, time management, problem solving. Prerequisite: Drama 212E, or permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 421. Costume Construction and Design**

Practical techniques in theatrical costume construction, including patternmaking, cutting and draping, and execution of design concepts. Research and design projects culminate in finished period garments and related accessories. Topics to be explored include corsetry and foundation garments, millinery, maskmaking, and dyeing and painting. Prerequisite: Drama 307 or permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 431. English Drama Exclusive of Shakespeare to 1642***Same as E Lit 431.***A&S TH FA Lit****Drama 432. Topics in Renaissance Drama***Same as E Lit 432.***A&S TH FA Lit****Drama 435. Expressionism in the Arts**

A close study of expressionism as an international phenomenon in the arts, from the anti-Naturalist movements of the 1890s to Hitler's condemnation of Expressionism as decadent. The evolution of Expressionist theater from Wedekind to Toller and Kaiser; such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brücke, such independents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg, Lang. Prerequisite: Drama 208E, Drama 336 or permission of instructor. Credit 3 units.  
**A&S TH FA AH**

**Drama 436. Seminar in Comparative Drama***Same as Comp Lit 436.***A&S TH FA Lit****Drama 438. American Feminism and the Theater 1960 to the Present***Same as AMCS 438, WGS 438.*

This course offers an introductory study of the relationship between feminism and theater over the past 30 years in the United States. We look at writers, performers, directors, scholars, and especially at playwrights who embody women as the subject of their experiences or who use the performance of gender to intervene, subvert, or challenge assumptions concerning race, class, ethnicity, and sexual preference. Assignments include oral reports, active class discussions, journals, brief dramatic writing exercises, and field trips to see performances. Prerequisite: sophomore standing and permission of instructor. Credit 3 units.  
**A&S TH FA AH**

**Drama 438I. American Feminism and the Theater, 1900-1960**

While the study of contemporary American feminism and theater is alive and well, the study of feminist playwrighting in the United States before 1960 has been slow to develop. At first hampered by the assumption that feminist playwrights, like feminist activists, had lost their "edge" during the quietism between the first and second waves of the women's movement, studies are now advancing these dramatists as significant contributors to a tradition of American feminist theater. In a time of upheaval marked by two world wars, suffrage, and a global depression, women sought to grasp the full implications of their changing place in society. This feminist drama reflects the excitement and fear accompanying such change, and answers those media stereotypes designed to keep women in their place. We spend the bulk of the course focusing on the women who wrote at a time usually only identified with playwrights such as O'Neill, Williams, and Miller. Although these women enjoyed varying degrees of success as authors, actresses, and directors, they all made it their mission to provide early feminist challenges to pre-conceived notions of gender, class, race, and sexuality. They laid the groundwork for the feminist interventions in subject matter and form that would explode onto the theater scene after 1960, and include the playwrights of our study: Rachel Crothers, Alice Gerstenberg, Susan Glaspell, Sophie Treadwell, Zoe Akins, Lillian Hellman, Mae West, Dorothy Parker, Georgia Douglas Johnson, Marita Bonner, Rose Franken, Zona Gale, Gertrude Stein, Clare Boothe Luce, Zora Neal Hurston, May Miller, and others. Credit 3 units.  
**A&S SD TH**

**Drama 440. Acting IV**

Emphasis on scene study from classical plays. Preparation for professional and graduate school auditions also stressed. Prerequisites: either Drama 335 or 336, Drama 342, and Dance 101E.

Admission by audition; see chair of department for details. Credit 3 units.

**A&S LA****Drama 441. Seminar: Styles in Theatrical Performance**

Application of historical, literary, and critical scholarship to the mounting of a production. Prerequisite: one semester of acting, directing, or theatrical design at the 300 level, or permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 444. Directing II: Coaching the Actor**

Further study in the fundamentals of directing. Emphasis on the director's work with actors, designers, and a realized metaphorical concept. Prerequisites: Drama 343 and permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 445. Seminar***Same as AMCS 444, MLA 445.*

Rotating upper-level seminar. Credit 3 units.  
**A&S LA**

**Drama 446. Meta-Theater: Theater That Reflects Itself**

The notion that works may be self-reflection is a familiar one to the student of the postmodern in the arts. Nevertheless, the concept is not a new one and may be found frequently in the history of the theater from the Elizabethan to the present day. In this course we identify and examine the history and significance of the term "Meta theater" in a number of important dramatic works from Shakespeare to Tom Stoppard. Along the way we consider examples of the "play-within-the-play" such as *Hamlet* and *A Midsummer Night's Dream*, works that use the theater itself and the art of the stage as a focal point (Pirandello's *Six Characters*, Stoppard's *Rosencrantz and Guildenstern Are Dead*, Michael Frayn's *Noises Off*, Ronald Harwood's *The Dresser*, David Mamet's *A Life in the Theater*), and plays that focus their energies on the act of scripting one's life such as Sam Shepard's *True West* or Peter Shaffer's *Gift of the Gorgon*. In addition to the above, our investigation also considers examples from other literary genres and especially the visual arts, which are explicitly self-referential in nature. Prerequisite: one 300-level drama literature course or permission of the instructor. Credit 3 units.  
**A&S TH FA Lit**

**Drama 447. Seminar in Theater History***Same as Comp Lit 425.***A&S TH FA Lit****Drama 448. The History of Theater Design**

Survey course covering the history of the performance space and the scenic design elements contained within that space. The visual elements and theater architecture of each period are examined in relationship to the art and technology of the time. Prerequisites: Drama 207C or 208C, and Drama 212E. Credit 3 units.  
**A&S TH FA AH**

**Drama 450. Advanced Scene Design**

Advanced projects in scene design including drafting, rendering, model building, and conception. Prerequisite: Drama 311M or permission of instructor. Credit 3 units.  
**A&S LA**

**Drama 451. Topics in Period Style: Baroque Opera and Neoclassical Style**

An exploration of the dynamic interplay between high Baroque culture and the perceived style of the ancient Greeks and Romans. Primary sources used are paintings, sculpture and renderings for Baroque operas, as well as rare artifacts that exist from that time as these sources relate to classical evidence extant in that period. Secondary sources

are journal articles and records of fully staged productions of intervening years. Primary interest is retracing the thought processes of the designers of Baroque opera. Focus is on Purcell's *Dido and Aeneas*, looking at the libretto and its relationship to source texts both ancient and contemporary and also its place within the cultural history of the theater. Projects include: in-class presentations and a research paper or fully realized design project. Credit 3 units.

**A&S LA FA AH**

#### **Drama 453. American Drama**

*Same as E Lit 4331, AMCS 4501, AMCS 4501, E Lit 4533.*

Topics in American Drama. Credit 3 units.

**A&S TH FA Lit**

#### **Drama 455. Practicum in Arts Management**

Assigned work and projects under faculty supervision in Washington University's Edison Theatre or off-campus cooperating institutions. Prerequisite: permission of instructor. Credit variable, maximum 3 units.

#### **Drama 456. A Madman in the Theater: The History of Insanity on Stage from Sophocles to Shaffer**

*Same as E Lit 390.*

The image of the madman and the theme of insanity have been extraordinarily captivating to theater artists from the Greeks to the present. In this course we consider some of the most remarkable examples from the classical period, including Sophocles' *Ajax* and Euripides' *Medea* and *The Bacchae*, and the Renaissance (*Hamlet*, *Othello*, *The Spanish Tragedy*, *The Duchess of Malfi*, *Life is a Dream*). We investigate these works both for what they tell us about the image of the madman in the historical period and culture in which they were written as well as in order to closely examine the texts themselves. We also examine plays from the 19th and 20th centuries, including Georg Büchner's *Woyzeck*, Eugene O'Neill's *Emperor Jones*, Jean Anouilh's *The Madwoman of Chaillot*, Arthur Miller's *Death of a Salesman*, and Peter Shaffer's *Equus*. Finally, the course makes extensive use of the Performing Arts Department's production of Peter Weiss' extraordinary work *Marat/Sade* and incorporates theoretical writings such as Michael Foucault's *Madness and Civilization* into discussions. Credit 3 units.

**A&S TH FA Lit**

#### **Drama 459. The Filmed Stage Play**

Close textual analyses of stage plays and their film adaptations, examining structural parameters such as space, time, point of view, spectator position, and performance in the two art forms. Prerequisite: permission of the instructor. Credit 3 units.

**A&S TH**

#### **Drama 464. Drama and Ritual**

A study of the many relationships between drama and ritual from classical antiquity to the 20th century, concentrating on the Western tradition but treating some non-Western paradigms as well. Examines theories of ritual such as those of Arnold van Gennep and Victor Turner and performance theory that emphasizes the element of ritual, such as that of Richard Schechner. Of concern are dramatic elements in rituals (for example, Turner's study of Ndembu rituals); the function of drama as civic and/or religious ritual (such as in ancient Greece and Medieval Europe); the incorporation of successful and "maimed" rituals into drama (such as Aeschylus, Shakespeare); and 20th-century attempts to reinfuse drama with elements of ritual (Artaud, Grotowski, Schechner, Soyinka). Credit 3 units.

**A&S TH FA AH Lit**

#### **Drama 465. The Chinese Theater**

*Same as Chinese 467.*

**A&S CD SD TH FA AH**

#### **Drama 466. From Shakespeare to Shepard: Autobiography and the Theater**

From Shakespeare's *The Tempest* to contemporary performance art, some plays are autobiographical or confessional in nature. Controversial examples of dramatizing the self on stage: Ibsen (*The Master Builder*), Strindberg (*The Dance of Death*), Chekhov (*Uncle Vanya*), O'Neill (*Long Day's Journey Into Night*), Williams (*The Glass Menagerie*), Miller (*After the Fall*); contemporary works by Amiri Baraka, Brian Friel, Sam Shepard, and Wendy Wasserstein; performance artists/monologists such as Karen Finley or Spalding Gray. Prerequisite: Drama 207E or 208E. Credit 3 units.

**A&S TH FA Lit**

#### **Drama 469. Topics in Shakespearean Production**

*Same as Med-Ren 4691, E Lit 4969.*

This course examines Shakespeare's comedies in performance. Combining scene work and production history, students gain access to the world of the comedies from both a hands-on, theoretical, and historical perspective. Prerequisites: Drama 395C or permission of instructor. Credit 3 units.

**A&S LA**

#### **Drama 471. Millinery Design and Construction**

*Same as F20 Art 424F.*

A practical course exploring the basic techniques and different methods of constructing hats and accessories. Students work with a variety of materials including buckram, straw, felt, and wire that they purchase. Research and design projects culminate in the construction of several projects in class. Prerequisite: Drama 307 or 421 or permission of instructor. Credit 3 units.

**A&S LA**

#### **Drama 473. Advanced Playwriting**

*Same as E Comp 4731.*

This course is for writers with writing experience, but not necessarily experience in playwriting. The course explores the relationship between the writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. Craft enters the course through writing exercises and games. A large percentage of the class is spent writing, the remainder of the time sharing. The informal moments between look at the process beyond the first draft—i.e., the maintaining of "the work" through rewrites, developmental readings, workshops, productions, agents, and critics. Credit 3 units.

**A&S LA**

#### **Drama 474. Acting Theories**

This course explores in depth the major theoretical texts on acting and performance theory. Pertinent philosophical texts, dramatic theories, acting systems, and methodologies are studied. The survey operates chronologically from early documents on acting (Greek, Roman, Italian Renaissance) through to modern and contemporary documents that inform acting and acting training today (Stanislavsky, Brecht, Grotowski, Meisner, Spolin, Suzuki). Methodologies and practices of select major stage actors are explored as well. In some cases, directing theories that have had major influence on acting theory are examined. Credit 3 units.

**A&S TH**

#### **Drama 478. The Eye of the Mask: A Multicultural History of the Theater through Mask-Making and Design**

An exploration of the history of masks used in the theater. Topics include drama of ancient Greece, the ancient No theater of Japan, the Italian theater of *commedia dell'arte*, the dance drama of Bali,

the Venetian and Mardi Gras Carnival celebrations, and ritual and ceremonial masks of other cultures: Africa, Latin America, and Asia, using the instructor's extensive collection of masks as primary research subjects. Projects include an in-class presentation and research paper with three to five fully realized mask designs to be constructed within class and at an additional lab time to be discussed on the first day. Credit 3 units.

**A&S TH**

#### **Drama 479. Fundamentals of Sound Design**

*Same as Dance 479.*

Encompassing both creative and technical aspects of sound in the performing arts, the course gives theoretical knowledge of, and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear, and basic techniques of sound montage. Students are expected to participate in a variety of conceptual and research-oriented exercises as well as complete several lab projects. Sound-related work on Performing Arts Department productions may be required. Prerequisite: Drama 212 and permission of instructor. Credit 3 units.

**A&S LA**

#### **Drama 480. Screenwriting**

*Same as E Lit 4801, E Comp 4801.*

Examination of essentials for the development of a good screenplay. Story construction, developing a workable premise, creating dimensional characters, dramatic conflict, exposition, backstory, subplots, "high concept" formulas, and genres are studied in order to create the "blueprint" for telling a story with pictures. Prerequisite: Drama 351 or permission of instructor. Credit 3 units.

**A&S LA**

#### **Drama 486. The Theater and Politics: The Politics of War**

This course examines political perspectives on war as seen on the stage from the Greeks to the present day. Beginning with masterpieces such as Aeschylus' tragedy *Agamemnon* and Aristophanes' satirical comedy *Lysistrata*, we consider the political strategies of classical Greek drama. Turning to modern approaches to the subject, we move from Shakespeare (*Troilus and Cressida*, *Coriolanus*) through Brecht (*Mother Courage*) to consider the dramatists' political perspective and its relation to theatrical form. Asking questions about the relationship between art and politics, we consider whether we are entitled to use the same standards in evaluating political theater as we would in discussing other, less engaged works of art. We discuss contemporary political theater in the United States and abroad, including playwright David Rabe's trilogy on the Vietnam war. Finally, the course examines the Arab-Israeli conflict. Credit 3 units.

**A&S TH**

#### **Drama 487. Theater Culture Studies Seminar**

*Same as AMCS 486.*

Rotating upper-level topics course. Topics come from Theater Culture Studies sequence. Credit 3 units.

**A&S TH WI FA AH**

#### **Drama 489. The Battle of the Sexes: Sexual Conflict on Stage from Aeschylus to Albee**

*Same as WGS 489.*

Recently, the issue of sexual equality has come back into the news with a vengeance when former Harvard University president, Lawrence H. Summers suggested that there are innate, measurable differences between the sexes. However, the firestorm that followed Summers' "transgression" is not new. Playwrights from ancient Greece to the present day have explored the question of sexual difference in plays from *Agamemnon* to *Who's*

*Afraid of Virginia Woolf?* When Euripides' *Medea* argues that she would go to battle three times rather than give birth to a single child, or Aristophanes' *Lysistrata* advocates putting a stop to war by having women of Athens deny their husbands sex, they are commenting on questions that have preoccupied us for thousands of years. In this course, we trace the origins and history of sexual conflict through the ages, in works as controversial and revolutionary as Shakespeare's *The Taming of the Shrew* and Ibsen's *A Doll's House*. To what extent have artists in the past endorsed or taken issue with the sexual and societal norms of their ages? To what extent have these and other artists tried to alter our preconceptions in their plays? By examining a series of dramatic texts from different historical periods, we ask ourselves how perceptions have evolved over time, and how artists have historically responded to this age-old question. Credit 3 units.

**A&S TH**

#### **Drama 493. Senior Project**

Specialized study in a selected area in drama. Required of all drama majors not taking Drama 499. Prerequisite: 15 units of advanced work in drama at the 300- or 400-level. Credit 3 units.

#### **Drama 496. Shakespeare Advanced Course**

*Same as E Lit 496.*

**A&S TH FA Lit**

#### **Drama 499. Study for Honors**

Prerequisites: Senior standing, a cumulative and a major GPA of 3.5 and permission of the chair of the Performing Arts Department. Credit variable, maximum 6 units.

#### **Drama 500. Independent Work**

Prerequisite: permission of the department. Credit to be determined in each case. Credit variable, maximum 6 units.

## Philosophy

### Chair

#### **Mark Rollins**

Ph.D., Columbia University

### Professors

#### **José Luis Bermúdez**

Ph.D., Cambridge University

#### **Dennis DesChene**

Ph.D., Stanford University

#### **Marilyn Friedman**

Ph.D., University of Western Ontario

#### **Roger Gibson**

Ph.D., University of Missouri

#### **John Heil**

Ph.D., Vanderbilt University

#### **Larry M. May**

Ph.D., New School for Social Research

J.D., Washington University

#### **Stanley L. Paulson**

J.D., Harvard University

Ph.D., University of Wisconsin

#### **Joseph S. Ullian**

Ph.D., Harvard University

### Associate Professors

#### **Eric Brown**

Ph.D., University of Chicago

#### **John Doris**

Ph.D., University of Michigan

#### **J. Claude Evans**

Ph.D., State University of New York–Stony Brook

#### **Clare Palmer**

Ph.D., Oxford University

#### **Christopher Wellman**

Ph.D., University of Arizona

### Assistant Professors

#### **Anne Margaret Baxley**

Ph.D., University of California – San Diego

#### **Carl Craver**

Ph.D., University of Pittsburgh

#### **Brett Hyde**

Ph.D., Rutgers University

#### **Philip Robbins**

Ph.D., University of Chicago

#### **Gillian Russell**

Ph.D., Princeton University

### Adjunct Professors

#### **John Bruer**

Ph.D., Rockefeller University

#### **Linda J. Nicholson**

Susan E. and William P. Stiritz Distinguished Professor

of Women's Studies

Ph.D., Brandeis University

### Professors Emeriti

#### **Robert B. Barrett, Jr.**

Ph.D., Johns Hopkins University

#### **William H. Gass**

David May Distinguished University

Professor Emeritus in the Humanities

Ph.D., Cornell University

#### **Lucian W. Krukowski**

Ph.D., Washington University

#### **Jerome P. Schiller**

Ph.D., Harvard University

#### **Alfred J. Stenner**

Ph.D., Michigan State University

#### **Joyce Trebilcot**

Ph.D., University of California–Santa

Barbara

#### **Richard A. Watson**

Ph.D., University of Iowa

#### **Carl P. Wellman**

Hortense and Tobias Lewin Distinguished

University Professor Emeritus in the

Humanities

Ph.D., Harvard University

The word “philosophy” derives from root words that mean “love of wisdom.” Philosophy deals with central questions of human life: *What is truth? How should I live? How should I treat others? What counts as human knowledge? How is the mind related to the body? What is a just society?* Issues such as these are basic to the ways in which we think about ourselves and our world. The search for answers to these sorts of questions is the search for wisdom. Courses in philosophy focus on the writings of great thinkers, past and present, who have devoted their attention to these and related problems. Because philosophers have shaped many of the central ideas on which Western civilization is based, the study of philosophy is essential to a well-rounded liberal arts education.

The range of philosophy is extraordinarily broad. Many modern fields of study originated in philosophy, and philosophy courses are often concerned with fundamental aspects of other fields. For example, philosophy of mind addresses issues in psychology; philosophy of science addresses issues in such fields as biology, physics, and economics; and ethics and political philosophy address issues in political science, in women and gender studies, and in legal studies.

A philosophy major is an excellent preparation for a wide variety of careers. The methods of philosophy emphasize the analysis of concepts and problems, careful reading, clear writing, cogent argumentation, and appreciation of a wide range of perspectives—skills that are crucial in many professions and organizations.

For more information about majoring or minoring in philosophy, consult the departmental Web site:

**arts.wustl.edu/~philos/undergrad.**

**The Major:** Majors must complete 27 units of course work in philosophy, of which at least 6 units must be at the 400 level and an additional 15 units must be at the 300 level or above. Majors are encouraged to take more than this minimum number of courses, especially if they are considering graduate work in philosophy. Majors and minors are encouraged to fulfill the Writing-Intensive

requirement by taking Phil 390 (Philosophical Writing). All majors are required to complete a capstone experience in philosophy, either an Honors thesis (Phil 499) or the Philosophy Capstone Course (Phil 3991). Majors who are planning to do graduate work in philosophy should attain at least reading proficiency in German, Greek, Latin, or French.

Majors must complete at least one Core Course in each of the three areas below. Students who do not take Phil 390 will be required to take one additional Core Course. The Core Courses, by area, are:

1. *Contemporary/analytic philosophy*: Phil 301G, 306G, 307, 315, 321G.
2. *History of Philosophy*: Phil 347C, 349C, 357C.
3. *Value theory*: Phil 331F, 339F, 340F, 345F, 346.

On occasion it may be appropriate to substitute a 400-level course in one of these areas for a 300-level core course; individual petitions for substitutions will be considered by the undergraduate director. Generally, for a course to count either as "core" or as partly satisfying the requirement for 6 units at the 400 level, it must be home-based in philosophy. At most 3 units of credit in Phil 499 or 500 can be counted toward the required 6 units of 400-level course work.

**The Minor:** To earn a minor in philosophy, students are required to complete 18 units in philosophy, including at least 12 units at the 300 level or above. These 12 units must include at least one Core Course in each of the three designated areas listed above. Many philosophy courses can also be taken as part of a History and Philosophy of Science minor or a Legal Studies minor.

**Senior Honors:** Eligible majors are encouraged to work toward Senior Honors. To qualify, students must have the agreement of a faculty member to serve as thesis adviser. In addition, they must have, at the end of the junior year, at least a 3.4 GPA in the major, a 3.5 GPA in advanced philosophy courses (300-level and above), and a 3.4 overall GPA. For important additional information regarding Senior Honors, consult the Web page.

**Study Abroad:** Students can pursue the philosophy major while studying abroad. The department particularly recommends Utrecht University, University College London, and the University of Sussex. Information about study abroad and about specific overseas programs is available from the departmental Web page and the study abroad adviser.

## Undergraduate Courses

### Phil 100G. Logic and Critical Analysis

*Same as Lw St 105G.*

Introduction to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students are encouraged to develop critical reasoning skills that can be widely applied. Credit 3 units.

**A&S LA QA FA SSP**

### Phil 108. Introduction to Political Theory II

*Same as Pol Sci 107.*

**A&S SS**

### Phil 120F. Problems in Philosophy

Introduction to philosophical methods and concepts through an investigation of major issues in Western philosophy such as: what counts as knowledge; truth and belief; the existence of God; the mind-body problem; materialism and idealism; moral theory and concepts of justice. A range of historical and contemporary views on these issues are considered. The aim of the course is to prepare students to think and write about philosophical problems on their own. Credit 3 units.

**A&S TH FA SSP**

### Phil 125C. Great Philosophers

*Same as Phil 125.*

In this course we focus on some of the most important texts in the history of Western philosophy in order to discuss a wide range of central philosophical problems. We typically consider, for example, the existence of God, the justification of claims to knowledge, and the requirements of a good human life, including the demands of morality. Among the philosophers most likely to be studied are Plato, Aristotle, Descartes, Hume, Kant, Marx, Nietzsche, and Wittgenstein. Our goal is not just to appreciate the genius of some great philosophers but also to grapple with the current philosophical problems they have bequeathed to us. Credit 3 units.

**A&S TH FA SSP**

### Phil 127F. Introduction to Philosophy of Religion

There is a fundamental tension between Western philosophical thought, which emphasizes the import and efficacy of reasoned argument, and religious traditions, which stress the primacy of faith over reason. This conflict is the focus of this course. Topics to be considered include: the existence of God; atheism and agnosticism; the immortality of the soul; freedom of the will; the possibility of miracles; and, more generally, the nature of religious knowledge and the significance of religious diversity. Credit 3 units.

**A&S TH FA SSP**

### Phil 131F. Present Moral Problems

*Same as Lw St 131F.*

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues. Credit 3 units.

**A&S TH FA SSP**

### Phil 208F. Introduction to Philosophy of Cognitive Science

This course introduces key philosophical issues raised by the advent of cognitive scientific studies of mind. Topics may include: mental imagery concepts, rationality, consciousness and emotion, language and thought, machine intelligence, robotics, free will. Credit 3 units.

**A&S TH FA SSP**

### Phil 224. East Asian Philosophies

Credit 3 units.

**A&S TH FA AH**

### Phil 233F. Biomedical Ethics

*Same as AMCS 233, Lw St 233F.*

A critical examination, in the light of contemporary moral disagreements and traditional ethical

theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient. Credit 3 units.

**A&S TH FA SSP**

### Phil 234F. Business Ethics

Study of the nature and justification of economic systems, business organizations, and business practices. Focus on contemporary business and the ideology it embodies. Discussion of moral problems arising in business includes both the analysis of structural factors that cause them and the evaluation of courses of action that might resolve them. Credit 3 units.

**A&S TH FA SSP**

### Phil 235F. Introduction to Environmental Ethics

*Same as Phil 2350, AMCS 235, Lw St 235F, EnSt 335F.*

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students also learn some ethical and political theory. Credit 3 units.

**A&S TH FA SSP**

### Phil 237F. Introduction to Aesthetics

Study of characteristic problems in aesthetics and the philosophy of art, e.g., the nature of aesthetic entities, of aesthetic experience, and of individual differences in the various arts. Primary emphasis on solutions various theories offer to these problems. Credit 3 units.

**A&S TH FA AH SSP**

### Phil 299. Internship in Philosophy

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which is obtained from the Career Center and must be filled out and signed by the Career Center, the site supervisor, and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8 to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Credit variable, maximum 3 units.

**FA SSP**

### Phil 300. Models of Social Science

*Same as STA 300.*

**A&S SS FA SSP**

### Phil 301G. Symbolic Logic

*Same as Ling 301G, PNP 301.*

In this course students learn notation that reflects the building blocks of deductive reasoning and facilitates its study. Sentential calculus and quantification theory are developed, emphasizing both their formal properties and their application to arguments. The central concept is validity. Some theoretical questions are considered; the completeness of quantification theory is established. Credit 3 units.

**A&S LA FA SSP**

### Phil 306G. Philosophy of Language

*Same as PNP 306, Ling 306G.*

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues are selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core



topics. Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S LA FA SSP**

### Phil 307. Metaphysics and Epistemology

*Same as PNP 307.*

An introduction to the philosophical study of the nature of reality (metaphysics) and of human knowledge (epistemology) that relies on techniques of contemporary analytic philosophy. Metaphysical issues may include: the problem of universals, the nature of necessity, and the mind-body problem. Epistemological issues may include: correspondence and coherence theories of truth, the quest for certainty, and the nature of skepticism. Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 310. Contemporary Jewish Thought

*Same as JNE 310.*

**A&S TH FA Lit SSP**

### Phil 310I. Topics in Philosophy of Religion

*Same as Re St 310I.*

**A&S TH**

### Phil 315. Philosophy of Mind

*Same as Phil 315, PNP 315.*

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers. The focus is on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can non-linguistic species think? What is it to have a mental image or to experience pain? Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 316. Mind and Morals

*Same as PNP 316.*

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are non-human animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 321G. Philosophy of Science

*Same as Phil 321, PNP 321, ASTAT 521A, ASTAT 361A.*

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological, and physical sciences. Students with a background in science are particularly encouraged to consider this course. Prerequisite: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 331F. Classical Ethical Theories

*Same as STA 373F, Lw St 331F, Phil 331.*

Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant, and Mill. Topics may include: the sources of moral knowledge, the nature of practical moral judgment, the moral role of emotion and desire, weakness of will, moral autonomy, and the universality of moral norms. Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 332I. Feminist Philosophy

This course focuses on vital normative issues of government, community, culture, and interpersonal relationships that bear on women's lives in distinctive ways. We consider diverse topics from varied feminist perspectives. Probable topics include: race/ethnicity and gender, care and justice, varieties of oppression, lesbianism, sexuality, radical democracy, violence against women, and whether philosophical modes of investigation are biased against women. Credit 3 units.

**A&S SD TH**

### Phil 335. Topics in Feminist Thought

Credit 3 units.

**A&S SD TH FA SSP**

### Phil 339F. Philosophy of the Arts

An examination both of general issues that apply to all types of art and of issues specific to particular art forms. For example, what is art? What are the central artistic values: beauty, truth, emotional expressiveness, representational power, or something else? Does art have a moral or political function? How can we account for the history of art and for different artistic styles? In regard to selected forms, there are important questions concerning how pictures represent, whether music and dance are forms of "language," and the nature of literary interpretation. Some consideration is given to the relation of psychology and theories of the mind to art. Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA AH SSP**

### Phil 340F. Social and Political Philosophy

*Same as STA 370F, Lw St 340F, AMCS 3403, Phil 340.*

Study of certain fundamental issues concerning government, society, and culture. For example: what are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family, and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 341. Problems of Moral, Legal, and Social Ethics

*Same as IAS 341I.*

Credit 3 units.

**A&S TH**

### Phil 345F. Issues in Applied Ethics

Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include: reproductive health care and policy, the just distribution of medical resources, the social responsibilities of corporations, accounta-

bility in the media and public office, and the ethics of research on or affecting human subjects. Prerequisite: one course at the 100- or 200-level in applied ethics; or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 346. Philosophy of Law

*Same as Phil 346, Lw St 346.*

This course first focuses on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course focuses on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law, and constitutional law, as well in specialized areas such as family and employment law. The course ends with a brief discussion of several problems in legal ethics. Prerequisite: one previous Philosophy course, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 347C. Ancient Philosophy

*Same as Classics 347C, Re St 356C.*

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems is discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention is paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisite: one course in Philosophy at the 100- or 200-level, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 349C. Descartes to Hume

*Same as PNP 349.*

An examination of major philosophical systems and problems in modern philosophy as presented in the original writings of the 17th and 18th centuries. Topics may include rationalism and empiricism, idealism, materialism, and skepticism, with readings selected from the continental rationalists, Descartes, Spinoza, and Leibniz, and from the British empiricists, Locke, Berkeley, and Hume. Central problems include the mind-body problem, representationalism, and transcendentalism. Prerequisite: one course in Philosophy at the 100- or 200-level or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 357C. Kant and 19th-Century Philosophy

We discuss Kant's "Copernican Turn" in metaphysics and epistemology, as well as his moral philosophy, and we study works of selected 19th-century philosophers such as those of Hegel, Marx, Mill, and Nietzsche. Prerequisite: one course in Philosophy at the 100- or 200-level or the permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

### Phil 366. Art and the Mind-Brain

*Same as PNP 366.*

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Credit 3 units.

**A&S TH FA AH SSP**

**Phil 371F. Contemporary Continental Philosophy**

An examination of central texts of 20th-century philosophical thought in France and Germany. The work of Hegel and Heidegger is considered, as well as that of thinkers they have influenced such as Adorno, Gadamer, and Habermas (in Germany), and Sartre, Foucault, Derrida, and Irigaray (in France). These philosophers reject any idea of "pure" knowledge and experience, and have reconceptualized human existence and understanding as fundamentally historicized, embodied, and linguistic. A focal question that this raises is, what does this reconceptualization mean for ideals of humanism? Prerequisite: one course in Philosophy at the 100- or 200-level or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 375. Existentialism**

*Same as Phil 375.*

The philosophical systems of selected philosophers such as Kierkegaard, Nietzsche, and Sartre are examined to determine their historical origins, their ontological and epistemological ramifications, and their relationships to contemporary philosophy. Prerequisite: one course in Philosophy at the 100- or 200-level or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 378F. Philosophy of Literature**

What is a literary work? Do certain interpretations of literary works (e.g., the author's) have more authority than others? What makes a literary work good? Is the answer to this question culturally relative? Why do we react emotionally to fiction even when we know that it isn't true? What do metaphors teach us about the nature of meaning and thinking? In this course we examine these and other questions. Most of the readings are drawn from philosophy, but we also have occasion to read some fiction, poetry, and literary criticism. Prerequisite: one course in Philosophy at the 100- or 200-level or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 381. Pragmatism**

The focus of this course is the classical pragmatist movement, a cluster of then-highly controversial ideas developed from the 1870s through the 1940s by Peirce, James, Dewey, Meade, and C. I. Lewis. Widely regarded as the distinctively American contribution to the history of philosophy, it has been profoundly influential in shaping much subsequent American philosophical theory, especially the work of recent and contemporary analytically oriented philosophers. We concentrate on classical pragmatism in the writings of its early proponents but pay some attention also to the prominence of pragmatic elements in the thought of Carnap, Quine, Davidson, Rorty, Putnam, and Goodman. Credit 3 units.

**A&S SS**

**Phil 382. Early 20th-Century Philosophy**

The philosophy of the early 20th century represents a watershed in the history of Western philosophy, as the point when analytic and "Continental" approaches went their separate ways (despite common roots in Kantian philosophy) and also as the point when philosophy of language and philosophy of science emerged as central fields of philosophy. Against the background of the work of Frege, Husserl, and the neo-Kantians, this course examines the exchanges among the philosophers of this period (including Russell, Wittgenstein, Moore, and the Vienna Circle), which set much of the analytic agenda for the rest of the century on such topics as meaning, reference, the unity of science, and the fact-value distinction. Prerequisite: one course in philosophy at

the 100- and 200-level or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 390. Philosophical Writing**

This seminar has a different topic of central philosophical importance each semester. Significant attention is also devoted to conceiving, researching, writing, revising, critiquing, and presenting philosophical essays. To see topics scheduled for coming semesters, go to <http://artsci.wustl.edu/~philos/undergrad/text/390.html>. Limited to 15 students. Priority is given to philosophy majors and minors who have not yet completed their writing-intensive requirement. Credit 3 units.

**A&S TH WI**

**Phil 395. PNP Seminar**

*Same as PNP 395.*

**A&S SS WI**

**Phil 399I. Philosophy Capstone Course**

This course focuses either on classic writings from the past century or on contemporary writings that address a major philosophical concern, such as "The Meaning of Life" or "The Concept of Self." In either case, the course draws together a variety of philosophical specializations. Must be taken by all philosophy majors who are not writing an Honors project. Work for the course typically consists of one written project, one oral presentation, and one commentary on another student's oral presentation. Prerequisites: Senior standing, major in philosophy, preference given to those majors not pursuing Honors. Credit 3 units.

**A&S TH**

**Phil 401. Set Theory**

*Same as Ling 401.*

An introduction to Zermelo-Fraenkel set theory and the foundations of mathematics. A framework is constructed in which standard mathematics can be embedded. Topics include relations, functions, the systems of natural numbers, rationals, and reals, finite and infinite sets, ordinals and cardinals, and the axiom of choice and its equivalents. Prerequisite: Phil 301G or equivalent or background in pure mathematics. Credit 3 units.

**A&S TH FA SSP**

**Phil 403. Math Logic I**

*Same as Ling 403.*

A first course in mathematical logic, an introduction to both proof theory and model theory. The structure and properties of first-order logic are studied in detail, with attention to such notions as axiomatic theory, proof, model, completeness, compactness, and decidability. Prerequisite: Phil 301G or equivalent or a background in mathematics. Credit 3 units.

**A&S TH FA SSP**

**Phil 404. Mathematical Logic II**

*Same as Ling 404.*

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Philosophy 403 or a strong background in mathematics. Credit 3 units.

**A&S TH FA SSP**

**Phil 405. Philosophical Logic**

*Same as PNP 405.*

What the philosophy student needs to know of logic, its techniques, and its use as a tool in philosophical analysis. Some attention to the history of the subject and to its metatheory. Prerequisite: previous exposure to formal logic, or permission of instructor. Credit 3 units.

**A&S LA FA SSP**

**Phil 4060. Semantics**

*Same as Ling 4060.*

**A&S LA**

**Phil 4061. Topics in the Philosophy of Language**

Focus on the work of a single philosopher of language such as Carnap, Chomsky, Foucault, or Kripke, or on a central topic such as the theory of reference, the theory of meaning, or the problem of cross-cultural translation. Prerequisite: one course in epistemology, philosophy of language, or analytic philosophy, or permission of instructor. Credit 3 units.

**A&S TH**

**Phil 4065. Advanced Philosophy of Language**

*Same as Ling 4065.*

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose are surveyed; focal themes include meaning, reference, and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S LA FA SSP**

**Phil 410. Theories of Perception**

*Same as PNP 410I.*

A consideration of recent work in philosophy and cognitive science on the nature of perception and its contribution to thought, knowledge, and behavior. Special attention is paid to two questions: To what extent can perceptual experience be changed through learning? In what sense do perceptual states have content? The relation of these issues to more general theories of mental content, to the possibility of objective and theory-neutral observation in science, and to the directness or indirectness of perception will be discussed. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 4141. Advanced Epistemology**

Competing theories of knowledge and belief justification are considered. Careful attention is given to selected problems such as skepticism, certainty, foundations, coherence, perception, induction. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 4142. Advanced Metaphysics**

*Same as PNP 4142.*

Through readings from both classical and contemporary sources, a single traditional metaphysical concern will be made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality, and possibility, and such positions as metaphysical realism, idealism, materialism, relativism, and irrealism. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 418. Current Controversies in Cognitive Science**

*Same as PNP 418.*

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition; moral reason; emergence and artificial life; concepts and content; animal cognition. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 419. Philosophy of Psychology***Same as PNP 419.*

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt, and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data, and explanation central to each of these traditions are examined, and typical topics include the debates between propositional and imagistic models of representation, different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisite: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 4202. Contemporary Feminisms***Same as WGS 420.***A&S SD TH FA SSP****Phil 4210. Advanced Philosophy of Science**

An advanced survey of debates central to contemporary philosophy of science. These include the controversies generated by critiques of 20th-century logical positivism and logical empiricism and by a range of contextualist alternatives to this "received view"; the ongoing debate between scientific realists and anti-realists, irrealists, and constructive empiricists; competing proposals for naturalizing philosophical studies of science; and recent reassessments of concepts of objectivity, theories of evidence, models of explanation, and unity of science theses. Examples are drawn from a range of sciences, contemporary and historical. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 4211. Philosophy of Social Science***Same as Lw St 4211, STA 4211.*

In what respects is inquiry in the social sciences like that of the natural or physical sciences, and in what respects is it different? Are the differences appropriate to the different subject matters or are they mere coincidences of the history of science? This course is an advanced survey of dominant "naturalist," "anti-naturalist," and "critical" responses to these questions. Topics include: concepts of explanation and interpretation; the role of idealizations; and standards of evidence and testing strategies in the social sciences. Graduate students and undergraduate majors in the social sciences may find this course particularly relevant. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 4212. Philosophy of Neuroscience***Same as PNP 4212.*

This course focuses on the historical roots of neuroscience as well as its contemporary developments. Topics include: (1) the nature of explanatory strategies in neuroscience; (2) the relation between neuroscience research and higher-level disciplines such as psychology; and (3) the epistemology of the investigatory tools of neuroscience. Prerequisite: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 426. Theories of Concepts***Same as PNP 426.*

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts?

How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we explore competing theories of concepts that have been proposed by philosophers, psychologists, and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisite: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 4310. 20th-Century Metaethics**

An examination of metaphysical and epistemological issues in ethics. Topics include: the nature of the good and the right, the meaning of ethical terms, the logic of moral argument, and the status of moral knowledge. We consider philosophical works written since 1900 by such authors as Moore, Ross, Stevenson, Ayer, Foot, Hare, Brink, Harmon, Blackburn, and McDowell. Prerequisite: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 4315. Normative Ethical Theory**

An exploration of the three major normative ethical theories debated by philosophers in the past 100 years: Kantian ethics, utilitarianism, and virtue theory. Authors covered in the course may include: Henry Sidgwick, R. M. Hare, R. B. Brandt, John Rawls, Bernard Williams, Philippa Foot, Thomas Nagel, Christine Korsgaard, Michael Slote, and Barbara Herman. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 4320. British Moralists**

An investigation of the work of the great British moral philosophers of the 17th to 19th centuries, especially Hobbes, Hume, and Mill. Other figures may include Reid, Butler, Hutcheson, Bentham, and Sidgwick. In considering these philosophers, we explore the relations between normative ethics, moral psychology, and political philosophy, and may include a discussion of legal, social, and economic philosophies as well. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 438. Aesthetics**

A careful consideration of selected issues regarding the experience of visual art, architecture, music, or literature, as well as of the power or beauty of nature, people, and artifacts. For example, is there a special form of aesthetic experience or aesthetic attitude? In what do aesthetic power and beauty consist? Are they different in art and nature? Do the artists' intentions matter? Some central concerns are: how do visual art and literary texts have "meaning," what role do the viewer's or reader's interpretations play, and how might recent work in cognitive science and social theory shed light on these issues. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA AH SSP****Phil 4400. Advanced Social and Political Philosophy**

A selective investigation of one or two advanced topics in the philosophical understanding of society, government, and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisite:

one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units.

**AS TH F SSP****Phil 442. Social and Political Philosophy**

Credit 3 units.

**A&S TH****Phil 445. Topics in the Philosophy of Law***Same as Pol Sci 4450, AMCS 443.*

Selected concepts and problems in the philosophy of law. Special attention to their explication and resolution in terms of classical and contemporary theories of the nature of law. Prerequisite: senior standing, or permission of instructor. Credit 3 units.

**A&S LA****Phil 446. Philosophy of Law**

This course considers such topics as: the nature of law and its relationship to systems of norms; the legal enforcement of morals; and the nature of harm and its role in punishment. We consider such theorists as: John Stuart Mill, Patrick Devlin, H.L.A. Hart, Joel Feinberg, Michael Moore, and Ronald Dworkin. Prerequisite: senior standing, or permission of instructor. Credit 3 units.

**Phil 4461. The Rule of Law***Same as Pol Sci 4461, Lw St 4461.*

Credit 3 units.

**A&S TH****Phil 447. Topics in Metaphysics**

Persons, Time & Consciousness. The course surveys a number of related issues about personal identity. What are persons? Do persons really exist? Are persons metaphysically different from tables and chairs? How do persons persist over time, if at all? Does consciousness have a special role to play in determining personal identity? Does consciousness have a certain unity? Credit 3 units.

**A&S TH****Phil 451. Plato***Same as Classics 451, Re St 455.*

An examination of some of Plato's most important dialogues, typically including the Gorgias, Phaedo, and Republic, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention is paid to the context and structure of the dialogues and to the best of recent secondary literature. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 452. Aristotle***Same as Classics 452.*

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics, and political philosophy are discussed, and stress is laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP****Phil 4530. Hellenistic Philosophy***Same as Classics 4350.*

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism, and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics

about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility, and determinism, and to their ethical theories. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 4550. Continental Rationalism**

A rationalist is a philosopher for whom at least one certain truth is inborn or comes from reason rather than from empirical or sensory experience. The major systemic writings of Descartes, Spinoza, and Leibniz are examined with a focus on the question: does the epistemology determine the ontology of these philosophical systems, or vice versa? The lines of development connecting these philosophers are traced, and such enduring problems as the relation of mind to body are examined. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 456. Empiricist Philosophies**

Major writings of Locke, Berkeley, Hume, and others are read and discussed for the purpose of discerning interrelations between ontological and epistemological principles. The stress is on problems that are crucial in the history of Western philosophy. Prerequisite: 6 units in philosophy or permission of instructor. Credit 3 units.

**Phil 4570. Kant's Critique of Pure Reason**

An in-depth investigation of Kant's *Critique of Pure Reason*, one of the most important books in the history of Western philosophy. Some supplementary readings from other philosophers are used to situate Kant's work in a systematic and historical context, to present some "Kantian" positions in current philosophy, and to bring in some important contrasting views and criticisms. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 4575. Kant and Kantian Practical Philosophy**

An in-depth examination of Kant's practical philosophy: his moral and political theory. Readings include the *Critique of Practical Reason*, parts of the *Metaphysics of Morals*, *Perpetual Peace*, and other writings. Supplementary readings are used to situate Kant's work in its systematic and historical context, to provide orientation in the world of Kant scholarship, and to introduce important contrasting views and criticisms. We also discuss recent reformulations of Kantian themes in the works of contemporary philosophers. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 4602. Hegel and Hegelianism**

Same as *Re St 4703*.

**A&S TH FA SSP**

**Phil 464. Advanced Continental Philosophy**

A study of selected texts by such major figures of 20th-century continental philosophy as Husserl, Heidegger, Merleau-Ponty, Sartre, de Beauvoir, Levinas, Habermas, Foucault, Derrida, and Irigaray. Such topics as phenomenology, hermeneutics, existentialism, critical theory, structuralism and post-structuralism are investigated. Prerequisite: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Phil 465. Topics in the History of Philosophy**

Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy or permission of instructor. Credit 3 units.

**A&S LA**

**Phil 4751. Intellectual History of Feminism**

Same as *WGS 475*.

**A&S TH FA Lit**

**Phil 484. Topics in Analytic Philosophy**

Focus on the work of a single contemporary analytic philosopher such as Davidson, Putnam, or Strawson, or a central problem area such as epistemological relativism or the problem of the identity of physical objects. Prerequisite: one course in epistemology, philosophy of language, or analytic philosophy, or permission of instructor. Credit 3 units.

**A&S TH**

**Phil 492. Honors Seminar in Jewish Studies**

Same as *JNE 415*.

**A&S TH**

**Phil 499. Study for Honors**

Prerequisites: senior standing, a 3.4 minimum grade point average overall, a 3.4 minimum grade point average in philosophy courses, a 3.5 grade point average in advanced philosophy courses, level 300 and above, and the permission of the department. Applications and further information are available in the Department of Philosophy. See further: [artsci.wustl.edu/~philos/undergrad/honors.html](http://artsci.wustl.edu/~philos/undergrad/honors.html). Credit 3 units.

**A&S TH FA SSP**

**Phil 500. Independent Work**

Prerequisites: junior standing and permission of the department. Credit variable, maximum 6 units.

## Philosophy-Neuroscience-Psychology

### Director

**José Luis Bermúdez**, Professor (Philosophy and Philosophy-Neuroscience-Psychology)  
Ph.D., Cambridge

### Endowed Professors

#### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences (African and African American Studies)  
Ph.D., University of Pennsylvania

#### Pascal R. Boyer

Henry Luce Professor of Collective and Individual Memory (Anthropology)

Ph.D., University of Paris-Nanterre

#### Steven E. Petersen

James S. McDonnell Professor of Cognitive Neuroscience (Neurology, Neurological Surgery, and Psychology)  
Ph.D., California Institute of Technology

#### Henry L. Roediger, III

James S. McDonnell Distinguished University Professor (Psychology)  
Ph.D., Yale University

#### Rebecca Treiman

Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
Ph.D., University of Pennsylvania

#### David C. van Essen

Edison Professor of Neurobiology (Anatomy and Neurobiology)  
Ph.D., Harvard Medical School

#### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences (Anthropology, International and Area Studies, Education)  
Ph.D., University of Chicago

### Participating Faculty

#### Richard A. Abrams, Professor

(Psychology)  
Ph.D., University of Michigan

#### Charles Anderson, Research Professor

(Anatomy & Neurobiology, Biomedical Computing, Physics Department)  
Ph.D., Harvard

#### David A. Balota, Professor

(Psychology)  
Ph.D., University of South Carolina

#### Deanna M. Barch, Associate Professor

(Psychology)  
Ph.D., University of Illinois

#### Joe Barcroft, Assistant Professor

(Romance Languages and Literatures)  
Ph.D., University of Illinois at Urbana-Champaign

**Cindy Brantmeier**, Assistant Professor  
(Applied Linguistics and Spanish)  
Ph.D., Indiana University at Bloomington

**Todd S. Braver**, Associate Professor  
(Psychology)  
Ph.D., Carnegie Mellon University

**John Bruer**, Professor  
(Philosophy)  
Ph.D., Rockefeller University

**Carl F. Craver**, Assistant Professor  
(Philosophy and Philosophy-Neuroscience-  
Psychology)  
Ph.D., University of Pittsburgh

**Dennis DesChene**, Professor  
(Philosophy)  
Ph.D., Stanford

**John Doris**, Associate Professor  
(Philosophy)  
Ph.D., The University of Michigan, Ann  
Arbor

**Janet M. Duchek**, Associate Professor  
(Psychology)  
Ph.D., Washington University

**Stanley Finger**, Professor  
(Psychology)  
Ph.D., Indiana University

**Leonard S. Green**, Professor  
(Psychology)  
Ph.D., State University of New York–Stony  
Brook

**John Heil**, Professor  
(Philosophy)  
Ph.D., Vanderbilt

**Brett D. Hyde**, Assistant Professor  
(Philosophy, Linguistics and Philosophy-  
Neuroscience-Psychology)  
Ph.D., Rutgers University

**Larry L. Jacoby**, Professor  
(Psychology)  
Ph.D., Southern Illinois University–  
Carbondale

**Brett Kessler**, Assistant Professor  
(Psychology)  
Ph.D., Stanford University

**Joseph L. Price**, Professor  
(Anatomy and Neurobiology)  
D. Phil., Oxford University

**Marcus E. Raichle**, Professor  
(Radiology)  
M.D., University of Washington

**Philip A. Robbins**, Assistant Professor  
(Philosophy and Philosophy-Neuroscience-  
Psychology)  
Ph.D., University of Chicago

**Mark Rollins**, Associated Professor  
(Philosophy and Philosophy-Neuroscience-  
Psychology)  
Ph.D., Columbia University

**R. Keith Sawyer**, Associate Professor  
(Education)  
Ph.D., University of Chicago

**Mitchell S. Sommers**, Associate Professor  
(Psychology)  
Ph.D., University of Michigan

**Paul S. G. Stein**, Professor  
(Biology)  
Ph.D., Stanford University

**Desirée A. White**, Associate Professor  
(Psychology)  
Ph.D., Washington University

**Jeffrey M. Zacks**, Assistant Professor  
(Psychology)  
Ph.D., Stanford University

Philosophy-Neuroscience-Psychology (PNP) is an interdisciplinary program that provides an opportunity to examine the mind from multiple perspectives. If you choose to major in PNP, you will learn to bring some of the newest findings in science to bear on some of the oldest questions in philosophy; equally important, you will see new questions emerge and learn to pursue those as well. Examples include: Is the mind–brain a single entity, or does having a mind involve something over and above the activity of a brain? What assumptions are made by cognitive psychologists when they divide mental activity into separate processes and use response times or other measures of task performance to describe those processes? What assumptions are made by neuroscientists when they use imaging techniques to determine where in the brain a cognitive process is carried out? What are we to make of Chomsky’s claim that language is an innate “mental organ” designed to generate an infinite number of sentences? As a PNP major you will seek answers to questions such as these in courses offered by PNP’s affiliated departments.

The PNP major may be taken on its own, or in combination with one or more other majors. The major begins with an introductory sequence of courses designed to lay the foundations for interdisciplinary inquiry. Students then gain a basic grounding in relevant areas of Philosophy and Psychology. These core requirements provide students with a foundation for more specialized interdisciplinary study. Students can choose between two tracks in the PNP major. Students interested in the biological underpinnings of the mind can choose the Cognitive Neuroscience (CN) track, which integrates the study of higher brain functioning with behavioral research directed at understanding activities such as perceiving, attending, remembering, and acting. The Language, Cognition, and Culture (LCC) track addresses the importance of language in human cognition, and the integration of cognition with one’s cultural environment. The choice between LCC and CN is usually made in the junior year. The final stage in the PNP major is the depth requirement, which consolidates the knowledge and skills gained in your chosen track. It is highly recommended that students undertake a capstone experience as part of the depth requirement. This will allow students to engage in an independent project or study that will draw together different strands of the major, or allow for a deeper study of a particular area.

## The PNP major at a glance

- Core requirements:**  
Introductory sequence (6 units at level 100/200 from an approved list)  
*and*  
Core courses in Philosophy (3 prerequisite units at level 100/200 plus 6 units at level 300/400 from an approved list)  
*and*  
Core courses in Psychology (3 prerequisite units at level 100 plus 6 units at levels 300/400 from an approved list).
- Track-specific requirements:**  
Cognitive Neuroscience (3 prerequisite units at level 200/300 plus 6 units at level 300/400 from an approved list).  
*or*  
Language, Culture, Cognition (6 prerequisite units at level 100/200 plus 6 units at level 300/400 from an approved list).
- Depth requirement:**  
9 units at level 300/400 from groupings appropriate to your chosen track. These units are in addition to the 18 units at level 300/400 required to satisfy the core and track-specific requirements.
- Capstone experience:**  
This is required for primary majors and highly recommended for second majors. It consists of either:
  - A PNP Honors project (PNP 499, 6 units; see below);
  - The 1-unit PNP Book Club plus the PNP Seminar (PNP 395); or
  - The PNP Book Club plus 3–6 advanced units of independent study in an affiliated discipline (Psychology 500, Anthropology 500, etc.).
 Units from a capstone experience can count toward satisfying the depth requirement.

## Beginning the major

There are two entry sequences for the major. The PNP Sequence (NS/SS) includes:

**PNP 200. Introduction to the Cognitive Sciences (SS)**

**PNP 201. Inquiry in the Cognitive Sciences (NS) or Psych 301 (NS)**

The Mind, Brain and Behavior Sequence (NS/SS) includes:

**MBB/PNP 120 (formerly HewP 120). Introduction to the Mind–Brain (NS)**

**MBB/PNP 122 (formerly HewP 122). Introduction to the Mind–Brain II (SS) or PNP 200 (SS)**

The Philosophy prerequisite consists of 3 units at the 100 or 200 level. The best choices for PNP students are Phil 100: Logic and Critical Analysis (LA, QA), Phil 120: Problems in Philosophy (TH) Phil 125: Great Philosophers (TH). The core Philosophy requirements consist of 6 units at the 300 or 400 level from an approved list.

The Psychology prerequisite is Psych 100B: Introduction to Psychology (SS). The core Psychology requirements consist of 6 units at the 300 or 400 level from an approved list. These must include either

PNP/Psych 360: Cognitive Psychology *or* PNP/Ling 408/Psych 433: Psychology of Language *unless* MBB 120/PNP 120 (formerly HewP 120) was completed with a grade of B– or higher.

The prerequisite for the Cognitive Neuroscience track is Biol 3050: Principles of Biology III *or* Psych 3401: Biological Psychology. The track-specific requirements on this track are PNP/Biol/Psych 3411: Principles of the Nervous System *and* PNP/Psych 3604: Cognitive Neuroscience.

The prerequisites for the Language, Culture, and Cognition track are Ling/Anthro 170: Introduction to Linguistics *and* Anthro/Ling 215: Language, Culture, and Society. The track-specific requirements on this track are 6 units at the 300 or 400 level to be chosen from an approved list.

For further details of the structure of the PNP major, including a full survey of prerequisites and distribution requirements, please obtain a copy of the *PNP Handbook* from the PNP Office, 225 Busch Hall, or consult the PNP Web page at <http://artsci.wustl.edu/~pnp/undergrad.html>.

### Total units

The total number of units required for the PNP major will vary, depending upon track and individual trajectory, but students on the Cognitive Neuroscience track will typically take 27–30 units of advanced credit (42 units overall), while students on the Language, Cognition, and Culture track will typically take 27 advanced units (45 units overall).

### Senior Honors in PNP

Students are encouraged to work toward Senior Honors in PNP. PNP Honors students must have an overall GPA of 3.5 and take PNP 499 (Study for Honors). In the Study for Honors, students carry out an interdisciplinary research project under the direction of one or more members of the PNP faculty as listed above. The results of the project are presented in a written Honors Thesis.

### Taking more than one major

The College of Arts & Sciences requires that you have at least 18 units of stand-alone advanced credit (300-level and above) for each major. You should bear in mind that there is an important difference between

1. The overall number of units required for a major (the 18-unit requirement)
2. The distribution requirements of a major.

You may satisfy the PNP distribution requirements by taking appropriately cross-listed courses, even if those courses count toward the 18 units of advanced credit required for another major. However, no course may count toward satisfying the 18-unit rule for more than one major.

*Example 1.* Suppose that you are double-majoring in PNP and in Philosophy and in your junior year you take Philosophy of Mind (PNP/Phil 315). You may count this *either* toward the 18 units required for the Philosophy major *or* toward the 18 units required for the PNP major—but not toward both. However, you may count this course

*both* toward the core contemporary/analytic requirement in Philosophy *and* toward the depth requirement in PNP.

*Example 2.* Suppose that you are double-majoring in PNP on the Cognitive Neuroscience track and in Biology. Because you are on the Cognitive Neuroscience track in PNP, you are required to take Principles of the Nervous System (PNP/Biol 3411). You may count this course *both* toward the Cognitive Neuroscience track requirement *and* toward the Area 2 distribution requirement for the Biology major. However, you may only count this course *either* toward the 18 units required for the Biology major *or* toward the 18 units required for the PNP major—but not toward both.

### The minor in PNP

You are required to complete 15 units, of which 9 must be at the 300 level. The minor is composed of a 6-unit introductory sequence (PNP 200 and 201 *or* Mind 120 and 122), followed by

- 3 units in Philosophy (PNP/Phil 315: Philosophy of Mind *or* PNP/Phil 306G: Philosophy of Language)
- 3 units in Neuroscience (PNP/Biol 3411: Principles of the Nervous System *or* PNP/Psych 3604: Cognitive Neuroscience)
- 3 units in Psychology (PNP/Psych 360: Cognitive Psychology *or* PNP 408/Psych 433: Psychology of Language)

## Undergraduate Courses

### PNP 122. Introduction to the Study of the Mind–Brain II

*Same as* MBB 122.

**A&S SS**

### PNP 200. Introduction to the Cognitive Sciences

We will seek to understand the mind-brain by integrating findings from several of the cognitive sciences, including philosophy, psychology, neuroscience, linguistics, anthropology, and artificial intelligence. This course will consider multiple perspectives on such topics as mental imagery, concepts, rationality, consciousness, emotion, language, thought, memory, attention, and machine intelligence. It is required for PNP majors entering Washington University in Fall 2001 or later, and is best taken in fall of the sophomore year. Alternatively, the requirement can be satisfied by taking the first two courses in the Mind, Brain, and Behavior program (formerly known as Hewlett Program in Study of the Mind–Brain). Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, or Ling 170D. Credit 3 units.

**A&S SS**

### PNP 201. Inquiry in the Cognitive Sciences

Understanding the mind-brain involves orchestrating a variety of conceptual tools and modes of inquiry from the cognitive sciences. This course offers a hands-on introduction to a variety of research tactics used in the behavioral and biological sciences and emphasizes the advantages of combining them. For example, neuroimaging can enhance the interpretation of experiments by cognitive psychologists, and modeling can be used to simulate and understand the effects of brain lesions. This course is required for PNP majors entering Washington University in Fall 2001 or later,

and is best taken in spring of the sophomore year. Alternatively, the requirement can be satisfied by Psych 301. Prerequisite: PNP 200. Credit 3 units.

**A&S NS QA**

### PNP 300. Models of Social Science

*Same as* STA 300.

**A&S SS FA SSP**

### PNP 3001. Research in the Mind–Brain

*Same as* MBB 300.

**A&S NS**

### PNP 301. Symbolic Logic

*Same as* Phil 301G.

**A&S LA FA SSP**

### PNP 3011. Experimental Psychology

### PNP 3051. Topics Seminar: Collective and Individual Memory

*Same as* STA 3051.

**A&S SS FA SSP**

### PNP 306. Philosophy of Language

*Same as* Phil 306G.

**A&S LA FA SSP**

### PNP 307. Metaphysics and Epistemology

*Same as* Phil 307.

**A&S TH FA SSP**

### PNP 309. Syntactic Analysis

*Same as* Ling 309.

**A&S LA**

### PNP 313. Phonological Analysis

*Same as* Ling 313.

**A&S LA**

### PNP 314. Sociolinguistics, Literacies, and Communities

*Same as* Educ 314.

**A&S LA**

### PNP 315. Philosophy of Mind

*Same as* Phil 315.

**A&S TH FA SSP**

### PNP 3151. Introduction to Social Psychology

*Same as* Psych 315.

**A&S SS FA SSP**

### PNP 316. Mind and Morals

*Same as* Phil 316.

**A&S TH FA SSP**

### PNP 320. Historical and Comparative Linguistics

*Same as* Ling 320.

**A&S LA FA Lit**

### PNP 321. Philosophy of Science

*Same as* Phil 321G.

**A&S TH FA SSP**

### PNP 3211. Developmental Psychology

*Same as* Psych 321.

**A&S SS FA SSP**

### PNP 323. Play and Development

*Same as* Psych 323.

**A&S SS FA SSP**

### PNP 330. Sensation and Perception

*Same as* Psych 330.

**A&S NS FA NSM**

### PNP 3383. Cognition and Culture

*Same as* Anthro 3383.

**A&S SS FA SSP**

### PNP 340. Linguistic Pragmatics

### PNP 3401. Biological Psychology

*Same as* Psych 3401.

**A&S NS FA NSM**

### PNP 3411. Principles of the Nervous System

*Same as* Biol 3411.

**A&S NS FA NSM**

**PNP 349. Descartes to Hume***Same as Phil 349C.***A&S TH FA** SSP**PNP 350. Physics of the Brain***Same as Physics 350.***A&S NS FA** NSM**PNP 355. Physics of Vision***Same as Physics 355.***A&S NS FA** NSM**PNP 358. Language Acquisition***Same as Psych 358.***A&S SS FA** SSP**PNP 360. Cognitive Psychology***Same as Psych 360.***A&S NS FA** NSM**PNP 3604. Cognitive Neuroscience***Same as Psych 3604.***A&S NS FA** NSM**PNP 361. Psychology of Learning***Same as Psych 361.***A&S NS FA** NSM**PNP 362. The Biological Basis of Human Behavior***Same as Anthro 362.***A&S CD NS SD FA** NSM**PNP 366. Art and the Mind-Brain***Same as Phil 366.***A&S TH FA** AH SSP**PNP 380. Human Learning and Memory***Same as Psych 380.***A&S NS FA** NSM SSP**PNP 390. PNP Book Club**

Each time this course is offered, a book is selected that does an exemplary job of bringing together insights and results from multiple disciplines in targeting an important topic. We read and discuss the book and possibly a small amount of supplementary reading. A short presentation and paper is required. Credit 1 unit.

**A&S SS****PNP 395. PNP Seminar***Same as Phil 395.*

Readings on a selected topic with an emphasis on presentation, discussion, and writing. Prerequisite: varies with topic. Credit 3 units.

**A&S SS, WI****PNP 396. Linguistics Seminar: Metrical Stress Theory***Same as Ling 396.***A&S TH****PNP 3ABR. PNP Coursework Completed Abroad**

Credit variable, maximum 12 units.

**PNP 4001. Introduction to Neuropsychology***Same as Psych 4001.***A&S NS FA** NSM**PNP 4031. Biological Clocks***Same as Biol 4031.***A&S NS WI FA** NSM**PNP 404. Laboratory of Neurophysiology***Same as Biol 404.***A&S NS WI FA** NSM**PNP 4046. Developmental Neuropsychology***Same as Psych 4046.***A&S NS WI FA** NSM**PNP 4047. History of Neuroscience***Same as Psych 4047.***A&S SS FA** SSP**PNP 405. Philosophical Logic***Same as Phil 405.***A&S LA FA** SSP**PNP 406. Primate Ecology and Social Structure***Same as Anthro 406.***A&S NS FA** NSM**PNP 4060. Semantics***Same as Ling 4060.***A&S LA****PNP 408. Psychology of Language***Same as Psych 433.***A&S SS FA** SSP**PNP 410. Topics Seminar: Law, Language, and Culture***Same as STA 410.***A&S SS FA** SSP**PNP 4101. Theories of Perception***Same as Phil 410.***A&S TH FA** SSP**PNP 4121. Language and Power***Same as Anthro 4121.***A&S SS FA** SSP**PNP 4122. Language and Gender***Same as Anthro 4122.***A&S SD SS FA** SSP**PNP 4142. Advanced Metaphysics***Same as Phil 4142.***A&S TH FA** SSP**PNP 418. Current Controversies in Cognitive Science***Same as Phil 418.***A&S TH FA** SSP**PNP 419. Philosophy of Psychology***Same as Phil 419.***A&S TH FA** SSP**PNP 4212. Philosophy of Neuroscience***Same as Phil 4212.***A&S TH FA** SSP**PNP 426. Theories of Concepts***Same as Phil 426.***A&S TH FA** SSP**PNP 4301. Contemporary Topics in Cognitive Development***Same as Psych 4301.***A&S SS WI FA** SSP**PNP 4315. Culture, Language, and the Education of Black Students***Same as Educ 4315.***A&S CD SS FA** SSP**PNP 4418. Computational Modeling in Cognitive Neuroscience***Same as Psych 4418.***A&S NS FA** NSM**PNP 448. Topics Seminar: Trauma and Memory***Same as STA 448.***A&S SS FA** SSP**PNP 4488. The Cognitive Neuroscience of Film***Same as Psych 488.***A&S NS****PNP 4651. History of Psychology***Same as Psych 4651.***A&S TH FA** SSP**PNP 466. Second Language Acquisition***Same as Ling 466.***A&S LA****PNP 467. Grammar and Vocabulary Acquisition***Same as Span 467.***A&S LA****PNP 469. Reading and Writing in a Second Language***Same as Span 469.***A&S TH****PNP 472. History of the English Language***Same as E Lit 472.***A&S LA FA** Lit**PNP 4765. Biological Basis of the Major Mental Disorders***Same as Psych 4765.***A&S NS FA** NSM**PNP 499. Study for Honors**

Prerequisite: Senior standing, a grade point average of 3.50 overall, and permission of the department. Credit 3 units.

**A&S SS****PNP 500. Independent Work**

Prerequisites: minimum of junior standing and written permission of a PNP-affiliated faculty member and of the PNP undergraduate coordinator, and either PNP 200 or MBB 120A. Credit variable; maximum 6 units. A maximum of 3 units may be applied toward upper division credits required for the major. Contact the department for further details. Credit variable, maximum 6 units.

# Physical Education

## Director of Athletics and Coordinator of Physical Education

**John Schael**, Associate Professor  
M.Ed., Miami University

As an undergraduate student, you may take both lecture-laboratory and performance courses through the Department of Athletics. A total of 12 performance units may be included in the 120 units required for graduation. Grades received for physical education courses do not count toward the grade point average.

## Undergraduate Courses

### PE 108. Pep Band

Pep Band is a performance group that plays at Bears' football and basketball home games as well as an occasional away game. Grading is based on attendance at practice and games. Open to all musicians who are dedicated to team spirit. A limited number of instruments are available for those who don't have theirs on campus. For more information (instruments, schedules, etc.) see our Web site at [www.rescomp.wustl.edu/~pepband](http://www.rescomp.wustl.edu/~pepband). Please e-mail [pepband@rescomp.wustl.edu](mailto:pepband@rescomp.wustl.edu) if you are interested in taking the class. Credit 1 unit.

### PE 115. Topics in Physical Education:

#### Beginning Weight Training

Major emphasis is on strength development. Credit 1 unit.

### PE 116. Topics in Physical Education:

#### Beginning Racquetball

Credit 1 unit.

### PE 117. Advanced Racquetball

Credit 1 unit.

### PE 119. Intermediate and Advanced

#### Racquetball

Credit 1 unit.

### PE 120. Topics in Physical Education: Varsity Sports.

Prerequisite: permission of instructor. Credit 1 unit.

### PE 1201. Fundamentals of Rowing for Fitness

This course focuses on the effective use of Concept II rowing machines as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis is placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; using these new skills in developing lifetime fitness. Instruction includes the use of videotape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There is a minimum amount of running or light low-impact aerobic activity required as a warm-up. Credit 1 unit.

### PE 121. Topics in Physical Education: Varsity Sports

Prerequisite: permission of instructor. Credit 1 unit.

### PE 124A. Fundamentals of Rowing for Fitness

This course focuses on the effective use of Concept II rowing machines as tools to learn the rowing stroke as well as to maintain aerobic fitness and development strength. Emphasis is placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machines to develop different energy systems; using these new skills in developing lifetime fitness. Instruction included the use of videotape and

video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There is a minimum amount of running or light low-impact aerobic required as a warm-up. Credit 1 unit.

### PE 132. Topics in Physical Education:

#### Beginning swimming

Credit 1 unit.

### PE 134. Topics in Physical Education:

#### Lifeguard Training

This course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in American Red Cross Lifeguard Training for swimming pools, CPR, and First Aid. Prerequisite: swimming test given during the first week of class. Credit 1 unit.

### PE 135. Topics in Physical Education: Step

#### Aerobics

A low-impact aerobic class in which choreography and equipment are combined to meet the needs of participants at all levels of fitness. There is a fee of \$45.00 for this course. Credit 1 unit.

### PE 136. Topics in Physical Education:

#### Independent Fitness and Conditioning.

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Credit 1 unit.

### PE 137. Spinnin'

Music, stationary bicycles, and an instructor who cues you to ride through hills, valleys, and other terrain, changing resistance and pace to simulate different types of riding. All levels welcome—you can tailor the ride to fit your personal fitness goals and needs. A water bottle and towel are required for this class. There is a \$45.00 fee. Credit 1 unit.

### PE 139. Topics in Physical Education:

#### Advanced Tennis

Credit 1 unit.

### PE 140. Topics in Physical Education:

#### Beginning Tennis

Credit 1 unit.

### PE 143. Topics in Physical Education:

#### Intermediate and Advanced Tennis

Credit 1 unit.

### PE 148. Topics in Physical Education:

#### Individual Physical Education

Prerequisite: medical referral. Credit 1 unit.

### PE 155. Topics in Physical Education:

#### Practicum in Sports Leadership

Participation in formal leadership tasks under the direction of the Washington University Athletic Department personnel. Selection of task and scope of work to be determined before enrollment by conference with instructor. Prerequisite: permission of the department. Credit 1 unit.

### PE 208. Topics in Physical Education:

#### Introduction to Lifetime Fitness

Knowledge of healthy eating, body composition, and fitness conditioning are shared through lectures and activities such as running, walking, swimming, and weight lifting. Prerequisite: student must be able to participate in course-required physical activities. Credit 1 unit.

### PE 209. Independent Fitness and Conditioning

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Class meets for lectures/discussion one day every other week on topics/issues of fitness and wellness. Prerequisite: PE 108, Introduction to Lifetime Fitness. Credit 1 unit.

### PE 210. Topics in Physical Education:

#### Beginning Racquetball

Credit 1 unit.

### PE 211. Topics in Physical Education:

#### Intermediate Racquetball

Credit 1 unit.

### PE 212. Topics in Physical Education:

#### Intermediate and Advanced Basketball.

Designed to develop an appreciation for basketball through team competition and activity. Individual instruction and skill development are also available. Credit 1 unit.

### PE 214. Topics in Physical Education:

#### Advanced Weight Training

Major emphasis on muscular strength and flexibility through free weight resistance exercise. Pre- and post-assessment of physical fitness levels may be established. Prerequisite: PE 215, Beginning Weight Training. Credit 1 unit.

### PE 215. Weight Training: Beginning Weight Training.

Major emphasis on strength development. Credit 1 unit.

### PE 216. Soccer

Designed to develop an appreciation for soccer through the development of soccer skills, concepts of group play and team competition.

Note: Eight- or nine-week course. All students who register must check in with the departmental office during the first two weeks of the semester. Credit 1 unit.

### PE 220. Topics in Physical Education: Varsity Sports

Prerequisite: permission of the department. Credit 1 unit.

### PE 2201. Fundamentals of Rowing for Fitness

This course focuses on the effective use of Concept II rowing machines as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis is placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; using these new skills in developing lifetime fitness. Instruction includes the use of videotape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There is a minimum amount of running or light low-impact aerobic activity required as a warm-up. Credit 1 unit.

### PE 221. Topics in Physical Education: Varsity Sports

Prerequisite: permission of the department. Credit 1 unit.

### PE 232. Topics in Physical Education: High Intensity Conditioning

Varied program of high-intensity conditioning techniques designed for individual needs. Supervised areas covered are: cardiovascular and strength testing; weight training; plyometric training; flexibility and stretching, and aerobic and anaerobic training. Credit 1 unit.

### PE 234. Topics in Physical Education:

#### Lifeguard Training

The course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in American Red Cross Lifeguard Training for swimming pools, CPR, and First Aid. Prerequisite: swimming test given during the first week of class. Credit 1 unit.

### PE 235. Topics in Physical Education: Step Aerobics

Section 01: Step Plus. Primarily designed around step aerobics with occasional workouts using



other fitness techniques, i.e., box aerobics, interval training.

Section 02: Combo Training. Combination of many fitness techniques, i.e., step aerobics, box aerobics, low-impact.

There is a fee of \$45.00 for this course. Credit 1 unit.

**PE 236. Topics in Physical Education: Fitness And Conditioning**

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time.

Section 01. Step Plus. Primarily designed around step aerobics with occasional workouts using other fitness techniques; such as box aerobics, interval training.

Section 02. Combo Training. Combination of many fitness techniques, such as step aerobics, box aerobics, low-impact.

Prerequisite: PE 208. Credit 1 unit.

**PE 237. Spinnin'**

Credit 1 unit.

**PE 238. Topics in Physical Education: Intermediate Volleyball**

Credit 1 unit.

**PE 239. Topics in Physical Education**

Credit 1 unit.

**PE 240. Topics in Physical Education: Beginning and Intermediate Tennis**

Eight- or nine-week course. All students who register must check in with the departmental office during the first two weeks of the semester. Credit 1 unit.

**PE 241. Topics in Physical Education: Beginning Tennis**

Eight- or nine-week course. All students who register must check in with the departmental office during the first two weeks of the semester. Credit 1 unit.

**PE 248. Topics in Physical Education: Individual Physical Education**

Prerequisite: medical referral needed. Credit 1 unit.

**PE 255. Topics in Physical Education: Practicum in Sports Leadership**

Participation in formal leadership tasks under the direction of the Washington University Athletic department personnel. Selection of task and scope of work to be determined before enrollment by conference with instructor. Prerequisite: permission of the department. Credit 1 unit.

**PE 258. Spinnin'**

Music, stationary bicycles, and an instructor who cues you to ride through hills, valleys, and other terrain, changing resistance and pace to simulate different types of riding. All levels welcome—you can tailor the ride to fit your personal fitness goals and needs. A water bottle and towel are required for this class. There will be a \$45.00 fee. Credit 1 unit.

**PE 291. Fundamentals of Athletic Training**

*Same as Educ 291.*

Study of the duties of the athletic trainer, in relation to physical education classes, competitive sports, and recreation, including study and practice of First-Aid care and prevention of injuries. Credit variable, maximum 3 units.

**PE 310. Water Safety Instructor**

This course is designed to prepare aquatic professionals to teach progressive levels of swim lessons. Students learn to analyze human movement in the water and develop competency in class management, teaching, evaluation, safety, supervision, leadership, communication, and administrative of aquatic education programs. Successful

completion of all class requirements results in certification in American Red Cross Water Safety Instructor. Fee of \$175.00 covers all class books, supplies, and certificate processing. Prerequisite: advanced swimming skills and knowledge of water safety will be tested on the first day of class. The class is taught at the Center of Clayton facility. Credit 2 units.

**PE 311. Emergency Medical Technician—Ambulance**

Topics covered are those required by the State of Missouri for licensing. In addition to TTh sessions, attendance at two Saturday classes of eight hours each is mandatory (TBA). Also required are 24 hours of emergency room observation (TBA) and 10 hours internship (TBA). There is a fee of \$550.00 plus an additional \$114 for books and supplies payable to the IHM Health Center. Offered spring semester. Students provide their own transportation. Credit 3 units.

**PE 312. Health and Wellness**

The course provides current information related to health, wellness, and lifestyles. Students have the opportunity to explore their own attitudes, values, and beliefs associated with these topics. Credit 3 units.

**A&S** SS

**PE 500. Independent Study in Physical Education or Health Education**

Credit variable, maximum 3 units.

## Physics

### Chair

**John W. Clark**

Wayman Crow Professor of Physics in Arts & Sciences

Ph.D., Washington University

### Endowed Professors

**Kenneth F. Kelton**

Arthur Holly Compton Professor of Physics

Ph.D., Harvard University

**James G. Miller**

Albert Gordon Hill Professor of Physics

Ph.D., Washington University

**Stuart A. Solin**

Charles M. Hohenberg Professor of Experimental Physics

Ph.D., Purdue University

**Clifford M. Will**

James S. McDonnell Professor of Physics

Ph.D., California Institute of Technology

### Professors

**Carl M. Bender**

Ph.D., Harvard University

**Claude W. Bernard**

Ph.D., Harvard University

**Thomas Bernatowicz**

Ph.D., Washington University

**James H. Buckley**

Ph.D., University of Chicago

**Anders E. Carlsson**

Ph.D., Harvard University

**Mark S. Conradi**

Ph.D., Washington University

**Ramanath Cowsik**

Ph.D., University of Bombay

**Willem H. Dickhoff**

Ph.D., Free University, Amsterdam

**Michael W. Friedlander**

Ph.D., University of Bristol

**Patrick C. Gibbons**

Ph.D., Harvard University

**Charles M. Hohenberg**

Ph.D., University of California—Berkeley

**Martin H. Israel**

Ph.D., California Institute of Technology

**Jonathan I. Katz**

Ph.D., Cornell University

**Kazimierz Luszczyński**

Ph.D., University of London

**Richard E. Norberg**

Ph.D., University of Illinois

**Michael C. Ogilvie**

Ph.D., Brown University

**James S. Schilling**

Ph.D., University of Wisconsin—Madison

**Wai-Mo Suen**

Ph.D., California Institute of Technology

### Joint Professors

**Shankar M. L. Sastry**

(Mechanical Engineering)

Ph.D., University of Toronto

**Lee G. Sobotka**

(Chemistry)

Ph.D., University of California–Berkeley

**Associate Professor****Ralf Wessel**

Ph.D., University of Cambridge

**Assistant Professors****Mark Alford**

Ph.D., Harvard University

**Ramki Kalyanaraman**

Ph.D., North Carolina State University

**Henrik Krawczynski**

Ph.D., University of Hamburg

**Yan-Mei Wang**

Ph.D., University of California –Berkeley

**Lecturer****Rebecca L. Trousil**

Ph.D., Washington University

**Professors Emeriti****Dan I. Bolef**

Ph.D., Columbia University

**James H. Burgess**

Ph.D., Washington University

**Peter A. Fedders**

Ph.D., Harvard University

**Peter R. Phillips**

Ph.D., Stanford University

**John H. Scandrett**

Ph.D., University of Wisconsin–Madison

**J. Ely Shrauner**

Ph.D., University of Chicago

**Ronald K. Sundfors**

Ph.D., Cornell University

**Jonathan Townsend**

Ph.D., Washington University

Physics is the discipline that deals with the most fundamental aspects of our universe, such as the properties of atoms, nuclei, and elementary particles, the nature of the forces between them, and the collective behavior of atoms in solids, liquids, and gases. It deals with the entire universe, from its birth to its ultimate fate. At the same time, physics provides the tools that help us to understand extremely complex everyday things, such as the behavior of sand piles, the strength of materials, or processes in the brain. Physics developed when people realized that nature operates according to simple mathematical rules; it seeks to discover and understand those rules. Its early successes in comprehending motion, thermodynamics, electricity, and magnetism provided a foundation on which other physical sciences have grown.

If you are planning a career in science and technology or to pursue graduate studies in physics, astronomy, earth sciences, environmental sciences, medical physics, meteorology, or oceanography, a major in physics provides a solid foundation. The program is sufficiently flexible to allow you to combine this major with a second major in chemistry, mathematics, or engineering, or with pre-medical studies and other disciplines in the

humanities and social sciences.

Our programs are designed to give you, in addition to the fundamentals of physics, a broad range of skills in laboratory techniques, critical thinking, computer use, and teamwork, which will serve you well in your chosen career. You may design a program of study, in consultation with your adviser, to meet your personal goals and interests. As a physics major, you are strongly encouraged to participate in physics research projects directed by faculty members.

**The Physics 197-198** sequence is an advanced calculus-based introduction to physics intended for adequately prepared students interested in majoring in physics. An alternative sequence, Physics 117–118, may also be used to enter the major program but is primarily intended for students who want an introduction to the physical sciences and for those who are preparing for professional study of various kinds, including medicine. The latter sequence also fulfills the requirements of the College of Architecture.

The department offers several other courses of general interest to the nonscience student. In most cases these have no prerequisite. Most form part of natural science clusters.

**The Major:** As prerequisites for the major, you should complete Physics 197-198 or Physics 117-118 your first year. You should consider taking Physics 217, 316, 318, and 411 in your second year.

For the major, you are required to complete a minimum program of 21 units of advanced courses in physics. These 21 units must include Physics 322, 411, 421, and one other laboratory course, chosen from Physics 316, 321, 360, 451, and 452. The remaining three courses must be at the 300 and 400 levels, excluding Physics 303, 304, 341, and 342. You are also required to take Chemistry 111, 112, 151, and 152, preferably in your first year. Mathematics through Math 217 is required for the major. A 1-unit research seminar, Physics 482, is also required for the major.

If you are preparing for graduate study in physics or astronomy, you should consider taking, in addition to the above requirements, Physics 422, 463, and 471, as well as Physics 427, 464, 472, 474, 476, and additional laboratory courses. You also should consider additional mathematics and physics courses, including Physics/Math 501 and 502.

If you are preparing for employment after the A.B. degree, you should take additional laboratory courses from Physics 316, 320, 321, 451, and 452. Other courses that are particularly relevant are Physics 314, 350, 351, 355, 422, 427, 463, 471, and 472. You should also consider Chem 421, 435, and 436.

If you are preparing for medical school, you should give special consideration to Physics 314, 316, 321, 350, 351, and 355.

**The Minor:** You are required to complete Physics 197-198 or 117-118, together with 217, 318, and one additional 3-unit course at the 300 or 400 level for a total of 17 units.

**The Biomedical Physics Minor:** You are required to complete Physics 117-118 or 197-198; two courses from 314, 350, 351, and 355; and one course from 316, 321, and 322 and 360. New courses are being developed that will also satisfy these requirements.

**Senior Honors:** You are encouraged to work toward Honors in physics. To qualify, you must meet the academic requirements of the College and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate your capacity for independent work. You must apply to the Undergraduate Studies Committee no later than the beginning of the senior year. Your application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a deadline in March. By enrolling in Physics 499, you may earn up to 6 units of credit for the Honors project.

**Undergraduate Courses****Physics 101A. Basic Physical Science***Same as Physics 101.***Physics 102A. Physical Science***Same as Physics 102A.***Physics 107A. How Things Work**

Why is the sky blue? How can a baseball curve? Natural and man-made phenomena can be understood by simple and basic ideas of physics. This course illustrates these underlying principles by using examples from everyday life as well as from physics and other fields. Because the phenomena are many and the principles are few, we find that apparently very different events sometimes have similar explanations; we come to understand how the stretching of a rubber band is related to ice skating, and how the blue of the sky is related to the red of the sunset and the white color of milk. No prerequisites. Credit 3 units.

**A&S NS QA FA NSM****Physics 110A. Awesome Ideas in Physics***Same as Physics 110.*

The ideas of physics that have revolutionized our perception of the world and reality. Emphasis is on understanding a selected set of crucial concepts without losing track of the numbers. Using the writings of Hawking, Feynman, and Lightman, a study is made of such topics as energy and conservation laws, the relativity of time, the wave-particle duality, the modern microscopic picture of matter at the smallest and the largest distance scales, and the history of the universe. Must be taken for a letter grade. No prerequisites. Credit 3 units.

**A&S NS QA FA NSM****Physics 111. Variational Calculus—A Mathematical Blade for Cutting-Edge Science**

Variational calculus, a fancy generalization of ordinary calculus, is the study of functionals, which are functions of functions. In ordinary calculus, which is the study of functions of numbers, one tries to find the number that extremizes (maximizes or minimizes) a function. In variational calculus, one tries to find the special function that extremizes a functional. Variational calculus dates back to the late 17th and 18th centuries when it was invented to solve the famous brachistochrone problem. The brachistochrone is the name given to the special path that a particle must follow to minimize its time of flight if it is falling from one point to another point not directly beneath it. Galileo incorrectly stated in 1638 that this path

was an arc of a circle. The correct path was discovered independently by Newton, Leibniz, l'Hopital, and the brothers Johann and Jakob Bernoulli. (Newton and Leibniz argued for years about whose solution was the earliest!) The applications of variational calculus are ubiquitous in modern science. Variational calculus is the mathematical setting for describing the physical world. In all areas of classical and quantum physics, the physical world is expressed in terms of functions that extremize specific functionals. In this seminar, variational calculus is explained at an elementary level and many of its applications in science are examined. A good understanding of elementary first-year calculus is required to take this seminar. Credit 3 units.

**A&S NS QA**

### Physics 117A. General Physics I

*Same as Physics 2110.*

Introduction to the concepts, laws, and structure of physics. Mechanics, including Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion, interference of waves, sound, the second law of thermodynamics, relativity. Prerequisite: previous or concurrent enrollment in Math 131 or permission of instructor. Three class hours and a two and one-half hour laboratory session a week. Credit 4 units.

**A&S NS QA FA NSM**

### Physics 118A. General Physics II

Continuation of Physics 117A. Introduction to concepts, laws, and structure of physics: electricity and magnetism, electromagnetic forces, direct current circuits, capacitance and inductance, electromagnetic radiation, light, geometrical and physical optics, interference and diffraction, structure of matter. Prerequisite: Physics 117A or permission of instructor. Three class hours and a two and one-half hour laboratory session a week. Credit 4 units.

**A&S NS QA FA NSM**

### Physics 125A. Solar System Astronomy

*Same as Physics 125.*

Designed for the nonscience major, this course deals with the planets, their moons and rings, comets, meteorites and interplanetary dust particles. In order to understand both classical astronomy and the results obtained from modern telescopes and the space program, basic scientific ideas (including optics and the laws of motion) are reviewed first. There will also be some discussion of astronomical history to show how we have arrived at our present ideas of the structure and evolution of the solar system. Prerequisite: High school algebra and trigonometry or concurrent enrollment in Math 131. Credit 3 units.

**A&S NS QA FA NSM**

### Physics 126A. Stars, Galaxies, and Cosmology

Intended as a general survey for the nonscience major. Topics include the structure and evolution of stars, such as red giants, white dwarfs, neutron stars, pulsars, and black holes; galaxies, and quasars; and cosmology and the big bang theory. Prerequisite: high school algebra and trigonometry, or concurrent enrollment in Math 131. Credit 3 units.

**A&S NS QA FA NSM**

### Physics 141. Selected Topics in Physics I

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit variable, maximum 3 units.

**A&S NS FA NSM**

### Physics 142. Selected Topics in Physics I

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit variable, maximum 3 units.

**A&S NS FA NSM**

### Physics 171A. Physics and Society

*Same as EnSt 272A.*

Introduction to physics: its goals, methods, and relevance for society. Topics include energy as a unifying principle of physics and society's use of energy: resources and costs. Nuclear energy: history, technology, radiation, waste, weapons. Global climate change: the greenhouse effect, the hole in the ozone layer. Science and government. Bad science, pseudoscience, antiscience. Intended for science and nonscience majors. Must be taken for a letter grade. Credit 3 units.

**A&S NS QA FA NSM**

### Physics 197. Physics I

An advanced introduction to central concepts in physics for students who desire to major in physics or another physical science, or who have a special interest in physics. The course is structured around three themes that are treated in depth: conservation laws, Newtonian physics, and special relativity. The course structure emphasizes active learning and problem solving by the student. Co-requisite: Math 132 (Calculus II) or permission of the instructor. Concurrent registration in a Physics 117 lab section is required. Students who are enrolled in or have already taken Physics 117 are ineligible for enrollment in this course. Credit 4 units.

**A&S NS**

### Physics 198. Physics II

Continuation of Physics 197. An advanced introduction to central concepts in physics for students who desire to major in physics or another physical science, or who have a special interest in physics. The course is structured around three themes that are treated in depth: electricity and magnetism, quantum physics, and statistical and thermal physics. The course structure emphasizes active learning and problem solving by the student. Prerequisites: Physics 197 and Calculus II, or permission of the instructor. Concurrent registration in a Physics 118 lab section is required. Students who

**A&S** Requirements for College of Arts & Sciences students (for more information, see page 27).

CD = Cultural Diversity

LA = Languages and the Arts

NS = Natural Sciences and Mathematics

QA = Quantitative Analysis

SD = Social Differentiation

SS = Social Sciences

TH = Textual and Historical Studies

WI = Writing-Intensive Course

**FA** Requirements for College of Art students (for more information, see page 305).

AH = Art History

Comp = English Composition

Lit = Literature

NSM = Natural Sciences or Mathematics

SSP = Social Sciences or Philosophy

are enrolled in or have already taken Physics 118 are ineligible for enrollment in this course. Credit 4 units.

**A&S NS**

### Physics 210A. Epic of Evolution: Life, Earth, and the Cosmos

*Same as EPSc 210A.*

**A&S NS FA NSM**

### Physics 216. Introduction to Relativity: The Special Theory

*Same as Physics 216.*

Introduction to the special and general theories of relativity. Einstein's postulates of the principle of relativity and the constancy of the speed of light. Simple kinematics and dynamics: simultaneity, time dilation, space-time diagrams, twin and other "paradoxes,"  $E = mc^2$ , laws of motion. Elements of general relativity; curved space-time, experimental tests, black holes, gravitational waves. Prerequisite: Physics 117A or permission of the instructor. Credit 1 unit.

**A&S NS FA NSM**

### Physics 217. Introduction to Quantum Physics

Theoretical and experimental basis for quantum mechanics, following the historical development of 20th-century physics. Failure of classical physics; the Bohr theory of the atom; the Heisenberg uncertainty principle; the Schrodinger equation; atomic and molecular structure. Prerequisites: Physics 117A and 118A. Credit 3 units.

**A&S NS FA NSM**

### Physics 241. Select Topics in Physics II

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit variable, maximum 3 units.

**A&S NS FA NSM**

### Physics 242. Selected Topics in Physics II

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit variable, maximum 3 units.

**A&S NS FA NSM**

### Physics 303A. Introduction to Modern Physics

Designed specifically for students who are not physics majors. This is a course emphasizing a variety of topics in modern physics such as the special and general theories of relativity, the Big Bang theory, quantum physics, the wave-particle duality for light and matter, lasers and superconductivity, and elementary particle physics. This course does not count toward a major in physics. Prerequisites: high-school algebra and trigonometry and sophomore standing. Credit 3 units.

**A&S NS FA NSM**

### Physics 304A. Physics and Controversy: Galileo, Newton, and O

A focus on the controversies surrounding these scientists, as their effects on society became apparent. For each, there is an introduction to the basic science so that the social implications of the work can be understood in context. No prior knowledge of physics is assumed. Prerequisites: high school algebra and sophomore standing. Must be taken for grade. Credit 3 units.

**A&S NS FA NSM**

**Physics 312. Introduction to Astrophysics**

Introduction to modern astronomy and astrophysics: stellar structure and evolution, nucleosynthesis, galactic structure, cosmology. Prerequisites: Physics 117A and 118A or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 314. Physics of the Heart**

*Same as BME 314.*

A lecture and demonstration course that may be of particular interest to premedical and life-science students. Basic physics of the human cardiovascular system. Elasticity of vessels: properties of elastin and collagen. Energetics of the circulation: arterial and venous blood pressure, total fluid energy, gravitational potential energy, kinetic energy. Streamline flow and turbulence; effects of stenosis. Static and dynamic energy consumption of the heart: cardiac efficiency, the tension-time integral, Laplace's law, Starling's law. Metabolism of cardiac muscle. Electrophysiology: the heartbeat and cardiac arrhythmias. The physics of phonocardiograms, echocardiograms, and other noninvasive techniques for physical assessment of cardiac abnormalities, including ischemia and myocardial infarction. Models of mechanical properties: contractile element, series elastic and parallel elastic elements. Prerequisite: prior completion (or concurrent registration in) Physics 118A or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 316. Optics and Wave Physics Laboratory**

Introduction to optics and to treatment of experimental data. Experiments and lectures on refraction, interference, diffraction, polarization, and coherence properties of waves with emphasis on light. Data analysis using statistical methods. Prerequisite: Physics 117A, 118A. Credit 3 units.

**A&S NS FA NSM**

**Physics 318. Introduction to Quantum****Physics II**

Application of elementary quantum principles to atomic and molecular physics, solid-state physics, and nuclear and particle physics. Prerequisite: Physics 217. Credit 3 units.

**A&S NS FA NSM**

**Physics 321. Electronics Laboratory**

Elements of linear and nonlinear circuits, amplifiers, feedback, with applications in experimental physics. Prerequisite: Physics 118A, or permission of instructor. Two three-hour laboratories and two one-hour lectures a week. Credit 3 units.

**A&S NS FA NSM**

**Physics 322. Physical Measurement Laboratory**

A variety of classical and modern experiments in physics including three experiments in nuclear radiation and four experiments with biophysical content. Use of computers in experiment control, data acquisition, and data analysis. Development of skills in writing lab notebooks and formal reports and giving short oral reports on experiments. Prerequisites: Physics 318 and Physics 321 or permission of the instructor. Two lab periods and one discussion period per week. Credit 3 units.

**A&S NS WI FA NSM**

**Physics 341. Selected Topics in Physics III**

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit variable, maximum 3 units.

**A&S NS FA NSM**

**Physics 342. Selected Topics in Physics III**

Topics of special interest (e.g., holography, relativity, nuclear power, computer application in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit variable, maximum 3 units.

**A&S NS FA NSM**

**Physics 350. Physics of the Brain**

*Same as PNP 350.*

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (i) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted and (ii) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisite: Physics 117A, 118A or permission of the instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 351. Introduction to Biomedical Physics**

Principles and application of key physical methods used in the diagnosis and treatment of diseases, and in biomedical research. Topics include interaction of radiation with living systems; fundamentals of optical and electron microscopy; imaging via X-rays, magnetic resonance, and ultrasound; and electrical properties of organs and cells. Prerequisite: Physics 117-118. Credit 3 units.

**A&S NS FA NSM**

**Physics 355. Physics of Vision**

*Same as PNP 355.*

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course covers the physics of how we see. The course is addressed to physics, premedical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-dimensional world into optic nerve signals, inferring the 3-dimensional world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience will be illustrated with psychophysical demonstrations. Prerequisite: prior completion of (or concurrent registration in) Physics 117A or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 360. Biophysics Laboratory**

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods, and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements. Prerequisite: Prior completion of Physics 117A, 118A, or permission of instructor. Credit 3 units.

**A&S NS**

**Physics 411. Mechanics**

Motion of a point particle, rotational motion, oscillation, gravitation and central forces, Lagrangian and Hamiltonian formulation. Prerequisites: Physics 117A, 118A and Math 217 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 421. Electricity and Magnetism**

Starting from Coulomb's law, the Biot-Savart law, and Faraday's law, the electrical and magnetic fields are defined and applied. Maxwell's equations are derived and their consequences, such as electromagnetic waves and relativity, are explored. Prerequisites: Physics 117A, 118A and Math 217 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 422. Electricity and Magnetism II**

Applications of Maxwell's equations: dielectric and magnetic materials, potential theory, generation and propagation of electromagnetic waves, reflection, refraction, waveguides, antennas. Prerequisite: permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 427. Introduction to Computational Physics**

Lectures and hands-on experience in computational physics combining topics in numerical analysis, algorithms, statistics, visualization, and computer algebra with projects in contemporary areas of physics. Prerequisites: Physics 217 or equivalent and familiarity with a programming language. Credit 3 units.

**A&S NS FA NSM**

**Physics 441. Selected Topics in Physics IV**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit 3 units.

**A&S NS FA NSM**

**Physics 442. Selected Topics in Physics IV**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and finally secure approval of the department chair. Credit variable, maximum 3 units.

**A&S NS FA NSM**

**Physics 450. Physics of the Brain**

Contents are the same as Physics 350. Also intended for graduate students. Includes a more sophisticated term project than Physics 350. Prerequisite: Physics 117A, 118A, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Physics 451. Advanced Laboratory I**

Applications of analog and digital electronics and microprocessor techniques, followed by projects in modern physics with concurrent lectures on methods of experimental physics. Prerequisite: Physics 322 or permission of instructor. Two laboratories a week. Credit 3 units.

**A&S NS FA NSM**

**Physics 452. Advanced Laboratory II**

Applications of analog and digital electronics and microprocessor techniques, followed by projects in modern physics with concurrent lectures on

methods of experimental physics. Prerequisite: Physics 322 or permission of instructor. Two laboratories a week. Credit 3 units.

**A&S NS WI FA NSM**

#### Physics 455. Physics of Vision

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course covers the physics of how we see. The course is addressed to physics, premedical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-dimensional world into optic nerve signals, inferring the 3-dimensional world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience will be illustrated with psychophysical demonstrations. Prerequisite: prior completion of (or concurrent registration in) Physics 117A or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### Physics 463. Statistical Mechanics and Thermodynamics

Basic methods of classical and quantum statistical mechanics, thermodynamics, and transport theory. Prerequisite: Physics 217 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### Physics 464. Mechanics of Continuous Media

Fundamentals of fluid dynamics. Generation propagation and detection of acoustic waves in fluids and solids. Elastic, thermal, and piezoelectric properties of isotropic and anisotropic solids. Prerequisites: vector calculus and intermediate thermodynamics or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### Physics 471. Quantum Mechanics

*Same as ESE 431.*

Origins of quantum theory, wave packets and uncertainty relations, Schrodinger's equation in one dimension, step potentials and harmonic oscillators, eigenfunctions and eigenvalues, Schrodinger's equation in three dimensions, the hydrogen atom, symmetry, spin and the periodic table, approximation methods for time independent problems, quantum statistics. Prerequisites: Math 217, Physics 217, and Physics 421 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### Physics 472. Solid State Physics

Crystal structures, binding energies, thermal properties, dielectrics, magnetism, free electron theory of metals, band theory, semiconductors, defects in solids. Prerequisite: Physics 471. Credit 3 units.

**A&S NS FA NSM**

#### Physics 474. Introduction to Nuclear and Particle Physics

Basic properties of nuclei, particle scattering, radioactivity, systematics of nuclear stability, nuclear reactions, nuclear models, nuclear forces, elementary particles. Prerequisite: Physics 471. Credit 3 units.

**A&S NS FA NSM**

#### Physics 476. Astrophysics

Physical processes in stars; stellar populations; birth, evolution, and death of stars; energy generation; nucleosynthesis; variable stars; supernovae; collapsed objects; selected topics in galactic astrophysics, cosmology, and exobiology. Prerequisites: Physics 411, 421, and 463, or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### Physics 478. From Black Holes to the Big Bang

An introduction to general relativity. The goal is to illustrate important features of general relativity without the full-blown mathematics of Einstein's equations, by restricting attention to spherically symmetric space-times. Topics include: principle of equivalence; curved space-time; spherical stars and black holes; the Big Bang model, observational cosmology. Prerequisite: Physics 411 or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

#### Physics 482. Research Seminar

Designed to introduce students to current developments in physics and to research carried out by faculty. Topics vary each year. Each member of the department addresses issues in his/her particular specialty. Required of all majors and first-year graduate students. Undergraduates are advised to take this seminar in their junior year. Credit 1 unit.

**A&S NS FA NSM**

#### Physics 499. Honors Program

Prerequisites: junior standing, an average grade of B or better, and permission of the department. chair. Program and credit to be determined. Credit variable, maximum 6 units.

**A&S NS FA NSM**

#### Physics 500. Independent Work

Prerequisites: senior standing and permission of the department chair. Program and credit to be determined. Credit variable, maximum 6 units.

#### Physics 501. Theoretical Physics

*Same as Math 501.*

The first part of a two-semester course reviewing the mathematical methods essential for the study of physics. Theory of functions of a complex variable, residue theory; review of ordinary differential equations; introduction to partial differential equations; integral transforms. Prerequisite: undergraduate differential equations (Math 217) or permission of instructor. Credit 3 units.

#### Physics 502. Methods of Theoretical Physics II

*Same as Math 502.*

Continuation of Physics 501. Introduction to function spaces; self-adjoint and unitary operators; eigenvalue problems, partial differential equations, special functions; integral equations; introduction to group theory. Prerequisite: Physics 501 or permission of instructor. Credit 3 units.

## Political Economy

### Director

#### Norman J. Schofield

William Taussig Professor of Political Economy (Economics)  
Ph.D.s, Government and Economics, Essex University, Litt.D., Liverpool University, Doctorate in Economic Sciences, Université de Caen

### Endowed Professors

#### Jack Knight

Sidney W. Souers Professor of Government (Political Science)  
Ph.D., University of Chicago

#### Douglas C. North

Spencer T. Olin Professor in Arts & Sciences (Economics)  
Ph.D., University of California–Berkeley

#### Robert A. Pollak

Hernreich Distinguished Professor of Economics (Economics)  
Ph.D., Massachusetts Institute of Technology

### Professors

#### Gaetano Antinolfi

(Economics)  
Ph.D., Cornell University

#### Marcus Berliant

(Economics)  
Ph.D., University of California–Berkeley

#### Randall Calvert

(Political Science)  
Ph.D., California Institute of Technology

#### John Drobak

(Law)  
J.D., Stanford University

#### William R. Lowry

(Political Science)  
Ph.D., Stanford University

#### Gary J. Miller

(Political Science)  
Ph.D., University of Texas–Austin

#### John H. Nachbar

(Economics)  
Ph.D., Harvard University

#### Robert P. Parks

(Economics)  
Ph.D., Purdue University

#### Paul Rothstein

(Economics)  
Ph.D., University of California–Berkeley

#### Itai Sened

(Political Science)  
Ph.D., University of Rochester

### Associate Professors

#### Andrew D. Martin

(Political Science)  
Ph.D. Washington University

#### John V. Nye

(Economics)  
Ph.D., Northwestern University

**Sunita Parikh**

(Political Science)

Ph.D., University of Chicago

**Guillermo Rosas**

(Political Science)

Ph.D., Duke University

**Andrew Sobel**

(Political Science)

Ph.D., University of Michigan

**Assistant Professors****Ethan Bueno De Mesquita**

(Political Science)

Ph.D., Harvard

**Nathan Jensen**

(Political Science)

Ph.D., Yale

**Andrew Mertha**

(Political Science)

Ph.D., University of Michigan

**Andrew Rehfeld**

(Political Science)

Ph.D., University of Chicago

The program in Political Economy offers students majoring in economics or political science an interdisciplinary second major that provides the opportunity to gain an understanding of the theoretical bases of both fields and to undertake research on current policy issues in political economy.

Students majoring in political science gain an appreciation of the deductive methods of economics and the role of economic forces in politics. Economics majors see the wider applicability of economic theory and learn how politics interact with economic behavior in the real world.

This approach to political economy emphasizes (1) theories of individual and group decision making and (2) the effect of institutional structure on the performance of economic and political systems. Perspectives gained in these core areas can enrich students' further study of such diverse fields as public policy making, economic history, American political institutions, and industrial organization.

Central to the program is the senior seminar, taught by one of the faculty members of the Center in Political Economy. Enrollment in the senior seminar is restricted to seniors who are second majors in political economy and to senior economics and political science students with strong backgrounds in both fields. New theoretical developments and recent empirical studies in political economy form the foundation of the seminar. Students prepare term papers that demonstrate their ability both to understand theory and to apply it to substantive issues.

Students choosing political economy as a second major will be especially well prepared for graduate study in economics, political science, or business, and for both academic and nonacademic careers in policy analysis, business administration, law, governmental relations, and other fields.

**Second Major:** A student majoring in economics or political science who selects a second major in political economy is assigned an adviser from the program who as-

sists in organizing the student's course of study.

Requirements are as follows:

1. At least 18 units of approved courses at the 300 level or above. None of the 18 units may be counted toward the first major, and no more than 3 of the 18 units may be earned in the department of the first major.

Economics majors must include among the 18 units of required credit at least 9 units of political science; political science majors must include at least 9 units of economics.

Published prerequisites for courses numbered 300 and above must be fulfilled to satisfy the requirements for enrollment (including Econ 103B, 104B, 401, or 402). Econ 103B, 104B may not be counted toward the 18-unit requirement.

2. At least 3 units of credit in each of the core areas of the program; namely

- (1) theory of decision making and
- (2) institutions.

3. Senior Seminar in Political Economy (Pol Econ 498) in addition to the 18 required units (see above).

**Honors Program:** Students with a strong record of academic achievement may apply for the Honors program at the end of the junior year. First majors in economics with the second major in political economy are asked to complete 12 units of political science, completing 21 rather than 18 hours in the second major. Three of the four political science courses required are to be completed at the 400 or 500 level. First majors in political science with the second major in political economy are asked to complete 12 units of economics, choosing either Price Theory (Econ 401) or Income and Employment Theory (Econ 402), also completing 21 rather than 18 hours in the second major. Two of the four economics courses must be taken at the 400 level.

Honors students are also required to enroll in Honors Research (Pol Econ 488) and to complete a thesis (approximately 40 pages or 10,000 words) based on research undertaken under the supervision of one of the fellows of the Center in Political Economy. Interested students should see the director of the program to discuss research projects.

**Undergraduate Courses****Pol Econ 3103. Topics in Politics***Same as Pol Sci 3103.***A&S SS FA SSP****Pol Econ 3131. Russian Politics***Same as Pol Sci 3131.***A&S SS FA SSP****Pol Econ 353. The Economics of the Law***Same as Econ 353.***A&S SS FA SSP****Pol Econ 3781. Topics in Politics: Israeli Politics***Same as Pol Sci 3781.***A&S CD SS FA SSP****Pol Econ 401. Price Theory***Same as Econ 401.***A&S SS FA SSP****Pol Econ 402. Income and Employment Theory***Same as Econ 402.***A&S SS FA SSP****Pol Econ 413. Introduction to Econometrics***Same as Econ 413.***A&S SS FA SSP****Pol Econ 435. Open Economy Macroeconomics***Same as Econ 435.***A&S SS FA SSP****Pol Econ 451. Environmental Policy***Same as Econ 451.***A&S SS FA SSP****Pol Econ 458. The Theory of Property Rights***Same as Econ 458.***A&S SS FA SSP****Pol Econ 467. Game Theory***Same as Econ 467.***A&S SS FA SSP****Pol Econ 488. Honors Thesis Research**

Adviser's approval required. Credit 3 units.

**A&S SS****Pol Econ 490. Independent Study**

Prerequisite: permission of department. Credit variable, maximum 6 units.

**Pol Econ 495. Readings in Political Economy**

By arrangement with Political Economy Faculty. Credit variable, maximum 3 units.

**Pol Econ 498. Senior Seminar in Political Economy***Same as Pol Sci 498.*

Special topics in the theory and applications of political economy. Property rights theory and topics from the theory of games, with applications to economic history, development politics, American political institutions, and other fields. Each student is responsible for class presentation of research in one of these theoretical or applied areas. Required for the second major in Political Economy. Credit 3 units.

**A&S SS****Pol Econ 499. Senior Honors Thesis**

Independent research for Honors thesis. Students individually investigate a topic under the supervision of a Political Economy faculty sponsor. Credit 3 units.

## Political Science

### Chair

**Itai Sened**, Professor  
Ph.D., University of Rochester

### Endowed Professors

#### Randall Calvert

Thomas F. Eagleton University Professor of  
Public Affairs and Political Science  
Ph.D., California Institute of Technology

#### James L. Gibson

Sidney W. Souers Professor of Government  
Ph.D., University of Iowa

#### Jack Knight

Sidney W. Souers Professor of Government  
Ph.D., University of Chicago

#### Norman J. Schofield

William Taussig Professor of Political  
Economy  
Ph.D., Essex University

#### Steven S. Smith

Kate M. Gregg Professor of Social Sciences  
and Director of the Weidenbaum Center on  
the Economy, Government, and Public Policy  
Ph.D., University of Minnesota

### Professors

#### William R. Lowry

Ph.D., Stanford University

#### Gary J. Miller

Ph.D., University of Texas–Austin

### Associate Professors

#### Brian F. Crisp

Ph.D., University of Michigan

#### Matthew Gabel

Ph.D., University of Rochester

#### Andrew Martin

Ph.D., Washington University

#### Sunita Parikh

Ph.D., University of Chicago

#### Andrew Sobel

Ph.D., University of Michigan

### Assistant Professors

#### Ethan Bueno de Mesquita

Ph.D., Harvard University  
Ph.D., Yale University

#### Mona L. Krook

Ph.D., Columbia University

#### Francis Lovett

Ph.D., Columbia University

#### Andrew Mertha

Ph.D., University of Michigan

#### Michael Minta

Ph.D., University of Michigan

#### David Park

Ph.D., Columbia University

#### Andrew Rehfeld

Ph.D., University of Chicago

#### Guillermo Rosas

Ph.D., Duke University

### Professors Emeriti

#### Marvin J. Cummins

Ph.D., University of Colorado

#### James W. Davis

Ph.D., University of Michigan

#### John H. Kautsky

Ph.D., Harvard University

#### Victor T. Le Vine

Ph.D., University of California–Los Angeles

#### Robert H. Salisbury

Sidney W. Souers Professor Emeritus of  
Government

Ph.D., University of Illinois–Urbana

#### John Sprague

Ph.D., Stanford University

Political science offers you the opportunity to explore the study of political life within the context of a broad liberal arts education. This diverse program of study provides you with a strong foundation in social science research methods and with experience in assessing political events from both a theoretical and empirical perspective.

When you major in political science, you take courses in the areas of American politics, comparative politics, international politics, political and social theory, and formal and mathematical approaches to politics. You also may choose to design an independent study course that addresses your individual interests and concerns.

Because political science is a broad discipline, you may choose to combine the major with such related fields as African and African American studies; anthropology; economics; environmental studies; history; international studies; Jewish, Islamic, and Near Eastern studies; Latin American studies; philosophy; psychology; and women and gender studies.

You may pursue individual study in political science with faculty members through directed readings, research, and fieldwork. As a political science major, you may take advantage of internships available within the St. Louis community, at the Washington Center in Washington, D.C., and at the New York State Assembly. The department features intensive Honors seminars on particular topics. The Undergraduate Political Science Association is an active organization that meets regularly.

Majoring in political science can prepare you well for professional training and advanced study in law, business, education, journalism, policy analysis, political science, public administration, social work, and urban planning. Political science graduates enter careers in business; federal, state, and local government agencies; media; and public and private organizations.

**The Major:** You are required to complete a minimum of 30 graded units in political science, including at least 18 units at the 300 and 400 levels. Of these 18 units, you must complete one 3-unit course from three of the following five fields (for a total of 9 units): American politics and government; comparative politics; international politics; political

and social theory; and methods of political research and analysis. All majors are required to take at least 6 units of introductory course work (Pol Sci 101B, 102B, or 103B); as well as a 200- or 300-level course on research methods within the department. No more than 6 of the 30 units may be from directed readings, research, or fieldwork or internships.

For more detailed information about the political science major, you should contact the department or consult the handbook for political science majors, *Guide to Undergraduate Study*, the departmental bulletin board, or the departmental newsletter.

**The Minor:** You are required to complete a minimum of 15 graded units in political science, including at least 9 units from the 300 and 400 levels. No more than 3 units may be from directed readings, research, or fieldwork or internships.

**Senior Honors:** You are encouraged to work toward Senior Honors. You must apply during your junior year for admission, which must be approved by a departmental Honors committee. To qualify for Honors, you must meet specific requirements, including enrolling in an Honors seminar and completing a thesis under the supervision of a faculty member. You may receive up to 6 units of credit for Honors Thesis (Pol Sci 415).

## Undergraduate Courses

### Pol Sci 101B. American Politics

*Same as Lw St 101B, AMCS 101B.*

This course provides an overview of the politics of the American system of government. Among the topics to be covered are the historical developments of American politics, federalism, political participation (voting, interest groups, parties), institutions (congress, the courts, the president), and public opinion. A theme underlying our examination of these and other topics is the fact that political actors are purposive in their strategic pursuit of various objectives. We explore the many impacts this aspect of political behavior has on institutions and the interactions between political actors throughout the American political system. Credit 3 units.

**A&S SS FA SSP**

### Pol Sci 102B. Comparative Politics

*Same as Lw St 102B.*

One of the primary goals of a course in comparative politics is to familiarize students with a broad array of political systems. The approach taken in this course can best be characterized as the active acquisition and use of a set of tools for looking at the political world. In other words, instead of putting emphasis on what textbook writers think political scientists know, in this course the emphasis is on “how we know what we know” and on building knowledge. This approach equips students with a set of tools to use long after the course is over. These comparative tools are focused on historical, recent, and current events, and students are provided the opportunity to delve more deeply into a study of the parts of the world most they find most interesting. Credit 3 units.

**A&S SS FA SSP**

### Pol Sci 103B. International Politics

*Same as Pol Sci 103B.*

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction.

Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces the study of global political-economic relations. We focus upon building a toolkit that will help us understand the micro-foundations of the globalization of material and social relations. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 1041. Freshman Seminar: Introduction to Political Theory I**

Why is democracy a good form of government? What if a benevolent dictator arose who wrote and enforced laws that were just and equitable? What if she honored the sanctity of human life and its flourishing, guaranteed a full range of liberties to her citizens—including political ones, such as the right of free speech and organization (but not including the right to rule)? Given the problems of most living democracies, why wouldn't this be a better regime than a democratic one? And are people really capable of governing themselves anyway; why should we trust them so? In short, what's so special about "democracy" and its corresponding idol, "public opinion," that people bow to them as hallowed virtues of a good society? In this class we provide a framework in which these and other central questions of political theory have been and can be addressed. This course is designed to introduce students to the main theoretical issues of Western political theory, including but not limited to the following concepts: justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. In short, the questions are meant to explore the underlying assumptions and themes of contemporary politics and political science research today. The course is designed around the careful reading of primary text materials and engagement with contemporary problems of politics available on the front pages of any daily newspaper. Although designed as a two-semester class, students may enroll in either one or both. In this first semester we lay out the fundamental themes of political theory in Plato's *Republic* and Aristotle's *Politics* asking, among other things, what justice is and what place democracy has among other forms of government. Passing briefly on Augustine and Aquinas' struggle with religion and civil society, we emerge in modernity with Machiavelli's *Prince* and question whether the "good" and the "political" are or ought to be different aims. We conclude the semester with the social contract theory of Hobbes and Locke in which political legitimacy is based on the terms familiar to citizens of modernity: the right to rule is somehow related to a citizen's consent to be governed. In the spring semester we turn to the struggle that modernity and the Enlightenment raised for issues of politics including that of history, nature, institution building, and economics, guided by the texts of Rousseau, Hamilton and Madison, Tocqueville, Mill, Marx, Nietzsche, and Weber. Prerequisites: Preference given to freshmen and sophomores. Juniors and seniors by permission of instructor. Credit 3 units.

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**A&S SS**

**Pol Sci 107. Introduction to Political Theory II**  
*Same as Lw St 108, STA 127, Phil 108.*

If a majority of citizens wanted to elect a tyrant, should we allow it? If not, are we really committed to democracy and political equality? What role do institutions play in limiting and protecting the rights of individuals against the democratic state without giving up a commitment to majority rule? And why should we share modernity's commitment to democracy and political equality? What was lost in the move from pre-modern conceptions of a natural or divine order (represented in the rule by aristocracies and monarchies) to more "reasoned" and "enlightened" sensibilities? Has this move toward democracy and equality been inevitable? Is the dominance of democracy—and capitalism more generally—a mere step toward some other end state, or does it indeed represent the "end of history"? In this class we provide a framework in which these and other central questions of political theory have been and can be addressed. This course is designed to introduce students to the main theoretical issues of Western political theory, including but not limited to the following concepts: justice, legitimacy, equality, democracy, liberty, sovereignty and the role of history in the political and social world. In short, the questions are meant to explore the underlying assumptions and themes of contemporary politics and political science research today. The course is designed around the careful reading of primary text materials and engagement with contemporary problems of politics available on the front pages of any daily newspaper. Although designed as a two-semester class students may enroll in either one or both. In this second semester we begin with Rousseau's critique of modernity and his corre-

sponding construction of the "General Will." We continue with the new institutionalism represented by Madison and Hamilton in *The Federalist* where, among other things we see the institutional struggle to contain the tyranny of democratic government, that of majority rule. We continue with Tocqueville's *Democracy in America* asking what citizens must do to maintain democratic institutions to avoid such a tyranny, followed by Mill's arguments in *On Liberty* in which he sets forth the particular value of free speech and social nonconformity to the life blood of a democratic society. We confront further critiques of modernity in Marx and Nietzsche. We conclude with Weber's assessment of politics in the modern world. Credit 3 units.

**A&S SS**

**Pol Sci 160. Freshman Seminar: World Politics and Global Economy**

*Same as IAS 160.*

**A&S SS**

**Pol Sci 170. Freshman Seminar: Introduction to Political Theory II**

If a majority of citizens wanted to elect a tyrant, should we allow it? If not, are we really committed to democracy and political equality? What role do institutions play in limiting and protecting the rights of individuals against the democratic state without giving up a commitment to majority rule? And why should we share modernity's commitment to democracy and political equality? What was lost in the move from pre-modern conceptions of a natural or divine order (represented in the rule by aristocracies and monarchies) to more "reasoned" and "enlightened" sensibilities? Has this move toward democracy and equality been inevitable? Is the dominance of democracy—and capitalism more generally—a mere step toward some other end state, or does it indeed represent the "end of history"? In this class we provide a framework in which these and other central questions of political theory have been and can be addressed. This course is designed to introduce students to the main theoretical issues of Western political theory, including but not limited to the following concepts: justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. In short, the questions are meant to explore the underlying assumptions and themes of contemporary politics and political science research today. The course is designed around the careful reading of primary text materials and engagement with contemporary problems of politics available on the front pages of any daily newspaper. Although designed as a two-semester class, students may enroll in either one or both. In this second semester we begin with Rousseau's critique of modernity and his corresponding construction of the "General Will." We continue with the new institutionalism represented by Madison and Hamilton in *The Federalist* where, among other things we see the institutional struggle to contain the tyranny of democratic government, that of majority rule. We continue with Tocqueville's *Democracy in America* asking what citizens must do to maintain democratic institutions to avoid such a tyranny, followed by Mill's arguments in *On Liberty* in which he sets forth the particular value of free speech and social nonconformity to the life blood of a democratic society. We confront further critiques of modernity in Marx and Nietzsche. We conclude with Weber's assessment of politics in the modern world. Credit 3 units.

**A&S SS**

**Pol Sci 202. Crossing Borders I**

*Same as IAS 202.*

**A&S CD SS**



**Pol Sci 208B. African-American Studies: an Introduction***Same as AFAS 208B.***A&S SD TH FA SSP****Pol Sci 2121. Topics in Politics: Liberalism and Its Critics**

This course is intended primarily for first-year and sophomore students. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP****Pol Sci 2131. International Conflicts and Conflict Resolution***Same as IAS 213.***A&S SS FA SSP****Pol Sci 2182. Introduction to the Sociology of Law**

General introduction to perspectives of the sociology of law, emphasizing the analyses of legal phenomena as a set of established social activities. As a fundamental social science course, the essential focus is on the general patterns of legal institutions and processes and on the influences of social forces on those legal patterns—most especially on the various links between the American legal system and American society. Credit 3 units.

**A&S SS FA SSP****Pol Sci 2222. Seminar in Law and Society***Same as Focus 222.***A&S SS FA SSP****Pol Sci 226. The Immigrant Experience***Same as AMCS 202.***A&S CD SS FA SSP****Pol Sci 300. Models of Social Science***Same as STA 300.***A&S SS FA SSP****Pol Sci 3010. Gender and Politics***Same as WGS 3012.*

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It draws on examples from various world regions and time periods to analyze similarities and differences across cases around the globe. Credit 3 units.

**A&S SS****Pol Sci 3020. "The New World Order" and American Foreign Policy****Pol Sci 3023. Introduction to Quantitative Methods**

This is an introduction to research methodology and quantitative analysis for social scientists. This class introduces students to social scientific inquiry and basic statistical tools used to study politics. Students learn to study politics with the help of measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance, and regression analysis. The course includes classroom lectures and computer lab time to enable students to work hands-on with datasets. Basic math skills (algebra) are recommended. Recommended for the Liberal Arts and Business (LAB) Certificate. Credit 3 units.

**A&S SS****Pol Sci 3040. Politics and Film**

Film can be both a powerful way to convey political messages and a revealing portrait of the political culture of the times. This course uses weekly films as a starting point to explore questions about political behavior, beliefs, and culture. We see and compare how Hollywood films, independent productions, documentaries, and foreign films approach political issues. Credit 3 units.

**A&S SS****Pol Sci 3060. Literacy Education in the Context of Human Rights and Global Justice***Same as Educ 306.***A&S SS****Pol Sci 3066. The City in the 19th and 20th Centuries***Same as History 3066.***A&S SD TH FA SSP****Pol Sci 3071. History of Law in American Life I: English and Colonial Foundations to 1776**

Credit 3 units.

**A&S SS FA SSP****Pol Sci 3072. Cracks in the Republic: Discontent, Dissent, and Protest in America During the 1960s and 1970s***Same as History 3072.***A&S SD TH FA SSP****Pol Sci 307C. History of Law in American Life I: English and Colonial Foundations to 1776***Same as History 307C.***A&S TH FA SSP****Pol Sci 3093. Politics of the European Union***Same as IAS 3094, EuSt 3093.*

This class is designed to introduce undergraduates at the junior and senior level to the history and politics of the European Union (EU) and European integration. In the first part of the class, students learn about the interplay of theory and practice in the history of European integration. In the second part, we study the institutions and decision-making processes with reference to the theoretical concepts developed earlier in the course. From there we examine some of the key EU policies and their implementation in the third part of the course. In the final two sections of the course, we look at constitutional politics, and some of the more recent policies and developments. Credit 3 units.

**A&S SS****Pol Sci 3103. Topics in Politics:***Same as Pol Econ 3103, ISA 3103.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP****Pol Sci 3131. Russian Politics***Same as IAS 3131, Russ St 3131, EuSt 3131, Pol Econ 3131.*

This course focuses on political and economic transformations in the Russian Federation. It explores several topics in detail, with an emphasis on what social science can add to our understanding of events, and how these events offer opportunities to enrich social science. There are three primary areas of focus: the Soviet collapse; parties and elections; and the political economy of economic reform. Students are responsible for the material in required readings and lectures. Instructor attempts to devote at least half of the second weekly meeting to a discussion of readings assigned for that week. Students should come to class prepared to discuss the readings. Finally, given the highly unstable nature of the subject matter, there is no substitute for regularly keeping up with the news. This requires tracking the developments consistently in either a major daily newspaper or one of the major online news digests on the region. Classroom participation counts in the final grade. Credit 3 units.

**A&S SS FA SSP****Pol Sci 3140. Topics in Latin-American History and Politics***Same as LatAm 3140, IAS 3140.*

A course devoted to the exploration of "marginalized" groups in Latin-American history and poli-

tics, with a focus on group decisions to organize politically in the contemporary setting. Credit 3 units.

**A&S SS****Pol Sci 316B. African-American Politics***Same as AMCS 316B, AFAS 3161.*

This course examines the historical and contemporary efforts by African Americans to gain full inclusion as citizens in the U.S. political system. The course focuses on topics such as the politics of the civil rights movement; African-American political participation; and the tension between racial group politics and class politics. Credit 3 units.

**A&S SS****Pol Sci 3171. Topics in Politics***Same as STA 3171.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS WI FA SSP****Pol Sci 3192. Modern South Asia***Same as History 3192.***A&S CD TH FA SSP****Pol Sci 320B. Politics of the Arab World***Same as IDEV 320B, IAS 320B, JNE 323B.*

Survey of the politics in North Africa and the near East, including those of both "Arab" (members of the Arab League) and non-Arab (Iran, Turkey, Israel) states. The course focuses on such topics as Islamic fundamentalism, Arab nationalism and pan-Arabism, political and socio-economic development strategies, intra- and interstate conflict, political associational dynamics, street and grassroots politics, and leadership problems. The Arab-Israeli conflict is examined as a catalyst for both internal and external politics in the region. Credit 3 units.

**A&S SS FA SSP****Pol Sci 3211. Public Opinion and American Democracy***Same as AMCS 327, Pol Sci 321.*

This course is about the salience of public opinion and its influence on American politics. Topics to be covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course describes and analyzes many of the factors that influence the formation, structure, and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media, and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. Credit 3 units.

**A&S SS FA SSP****Pol Sci 3212. Latin America: From Colonialism to Neo-Colonialism***Same as History 321C.***A&S CD TH FA SSP****Pol Sci 3253. Democratic Politics in Eastern and Central Europe***Same as IAS 3263, Russ St 3253, EuSt 3253.*

This course covers major issues of post-communist political development in Eastern and Central Europe and the post-Soviet states. The primary focus is on systems of political institutions, their origin, and their influence on the choice of political strategies in general and on the development of party systems in particular. Course requirements, in addition to attendance, participation, and familiarity with the readings, include three country-spe-

cific case studies and two classroom presentations during the semester. We rely heavily on Internet sources and periodicals in addition to the basic readings. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 326B. Latin-American Politics**

*Same as LatAm 326B, IAS 326B.*

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting Latin-American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug traffickers, debt and economic restructuring, and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 327B. African Politics**

*Same as IDEV 327B, IAS 327B, AFAS 327B.*

A survey of politics in the states of sub-Saharan Africa. The major topics include colonial politics, nationalism, independence and its consequences, ideology, leadership and governance, military intervention and rule, ethnic and other conflicts, current political and economic crises, as well as the recent wave of "re-democratization" and the emergence of South Africa as a majority-ruled political system and regional power. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3280. Political Intolerance in World Politics**

*Same as IAS 3280.*

This course is an investigation into the meaning, causes, and consequences of political intolerance. Instructor's goal is to expose students to contemporary research on a) how political intolerance is conceptualized and understood, especially within the context of theories of democracy; b) how political intolerance can be measured, both at the level of the individual and the institution/society; c) where intolerance originates, both in terms of individual psychology and system-level politics; and d) what consequences flow from intolerance, especially in terms of legal and extra-legal political repression, as well cultural consequences (e.g., a "culture of conformity"). The course makes little distinction between American politics and politics in other parts of the world (although no knowledge of specific non-U.S. systems is required as a prerequisite). Prerequisite: Political Science methods course (or equivalent). Credit 3 units.

**A&S SS**

**Pol Sci 3292. Topics in Politics: Modern South Asian Politics**

*Same as IAS 3292.*

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course Web site: <http://artsci.wustl.edu/~polisci/parikh/asian/>. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3293. Modern South Asian Politics**

*Same as AMCS 3292.*

**A&S SS FA SSP**

**Pol Sci 330. Topics in Politics**

This course is intended primarily for sophomores

and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 331. Topics in Politics: Theories of Justice**

*Same as Lw St 331.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 331B. Gender and American Politics**

*Same as WGS 3313, Lw St 3310, AMCS 3312.*

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity, and power. Second, we study gender-based social movements, including the suffrage and women's rights movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement, and the women's peace movement. Third, we examine the role of gender in the electoral arena, in terms of how it affects voting, running for office, and being in office. Finally, we examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography, and equal rights. Credit 3 units.

**A&S SD SS FA SSP**

**Pol Sci 332. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3321. Topics in Politics: Constitutionalism and Democracy**

*Same as Lw St 3321, IAS 332, AMCS 3321.*

An introductory analysis of a range of issues related to constitutions and democratic government. The main focus is on such theoretical questions as: Why do societies produce constitutions? Why do subsequent generations abide by them? What is the relationship between constitutional principles and democratic decision-making? Who benefits from constitutional constraints? Credit 3 units.

**A&S SS**

**Pol Sci 3322. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3325. Topics in Politics: Constitutional Politics in the United States**

*Same as Lw St 3325, AMCS 3325.*

This course is a study of several aspects of U.S. constitutional politics apart from Supreme Court decisions, including the convention and ratification, amendment, major changes without amendment, and problems in maintaining and applying the constitution. Prerequisite: Pol Sci 101B American Politics. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 332B. Environmental and Energy Issues**

*Same as Pol Sci 3311, AMCS 332B, IAS 332B, Lw St 332B, EnSt 332.*

This course considers the major issues in these increasingly important areas of public policy. We discuss the importance of political processes and actors on such phenomena as pollution, global warming, and wilderness protection. This course

emphasizes the American experience but also considers international implications. Two lectures and one section meeting each week. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 333. Topics in Politics**

*Same as WGS 336, AMCS 333.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3331. Economics of the European Union**

*Same as Econ 333.*

**A&S SS**

**Pol Sci 333B. Individual and Community**

*Same as STA 301B.*

**A&S SD SS FA SSP**

**Pol Sci 334. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 335. Topics in Politics**

*Same as IDEV 335.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 336. Topics in Politics**

*Same as STA 3361, East Asia 3364, AMCS 3332.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3361. China Under Revolution and Reform**

*Same as IAS 336.*

**A&S CD SS**

**Pol Sci 337. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3371. Topics in Politics**

*Same as Lw St 3371.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 338. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3381. Topics in Politics: National Security, Civil Liberties, and the Law**

*Same as AMCS 3381, Lw St 3381.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3384. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 339. Topics in Politics**

*Same as IDEV 338.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 340. Topics in Politics**

*Same as French 340.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 340I. Topics in Political Thought**

*Same as STA 340I, STA 3410.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3402. Topics in Political Thought**

*Same as Lw St 3402.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3411. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 342. The American Presidency**

*Same as AMCS 342.*

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy, and other participants in American politics; presidential elections. Recommended: Pol Sci 101B. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 342B. Elections and Reform**

*Same as AMCS 342B, IAS 342B, ISA 342B.*

This course examines the problem of how politicians and policies are selected by citizens. How elections are conducted has enormous impact on what sorts of choices are offered to voters, what sorts of coalitions politicians form, and whose interests get represented in the policymaking process. For this reason, politicians fight tenaciously to shape the rules under which they compete. This course examines electoral systems and current proposals for electoral reform in a broad array of cases, both in the United States and abroad. Topics covered include proportional representation, redistricting, direct democracy, term limits, campaign finance, and presidential elections. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 344. Courts and Civil Liberties**

*Same as AMCS 344.*

This course focuses on constitutional law principles in the Bill of Rights and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly, and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender,

sexual orientation; immigrants' rights, and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 344I. Defendant's Rights**

*Same as AMCS 344I, Lw St 344I.*

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 349I. Europe in the 20th Century (1914–1945)**

*Same as History 349.*

**A&S TH FA SSP**

**Pol Sci 3502. Politics, Economics, and Welfare**

*Same as Econ 350.*

**A&S SS FA SSP**

**Pol Sci 3510. Topics in American Politics: The Supreme Court**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 352. Media and Politics**

Consideration of the mass media role in shaping American social and political life. Topics: historical development of both electronic and print media, internal decision-making criteria and structures, interaction between the media and governmental and economic institutions, and effects of a mediated environment in shaping the consciousness of modern people. Particular attention paid to the ways a mass communication system could and actually does knit the policy together. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 353. The American Legal System**

*Same as Lw St 363, AMCS 346.*

Survey of the legal system in the United States, including state and federal court systems, major areas of substantive law, the roles of lawyers and judges, the nature and limitations of legal analysis, and the role of law in U.S. society. Requirements include writing assignments and class participation and presentations. Prerequisite: sophomore standing or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 356. Women and the Law**

*Same as WGS 356I.*

**Pol Sci 356I. Topics in Politics**

*Same as IAS 3560, East Asia 356I.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS**

**Pol Sci 357B. Gender Politics in Global Perspective**

*Same as WGS 357B, IAS 357B.*

The 1990s have been the decade of globalization. Changes such as the fall of the Berlin Wall, the end of the Cold War, North American Free Trade Agreement (NAFTA), the European Union and the advent of the Internet and CNN have fundamentally altered the lives of people all over the world. What have these changes meant for women? This course examines the impact of global change on women and contemporary issues facing women in the Americas, Europe, Africa, and Asia. In particular, we study the emergence of

women's movements; women's participation as soldiers, guerrillas, and civilians in international conflict; the status of women in elective office; women's participation in the global economy; conflicts between first-world and third-world women; and the role of the United Nations in promoting advances in the status of women. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 358. Law, Politics, and Society**

*Same as Pol Sci 358, AMCS 358, Lw St 358.*

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3610. Legislative Politics**

This course is an introduction to the politics of the U.S. Congress and the federal lawmaking process. We focus on the behavior of individual legislators and the role that they play in crafting federal legislation in policy areas such as health care, civil rights, and the environment. In general we examine questions such as: Why do legislators behave as they do? Whose interests are being represented? Credit 3 units.

**A&S SS**

**Pol Sci 362. Politics and the Theory of Games**

This course is intended to cover through analytical discussion and illustrations the basic concepts and major achievements of game theory in different sub-fields of research in the social sciences today. We discuss examples of the usefulness of cooperative and non-cooperative game theory to the study of human behavior in general and political science and political economy in particular. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 362I. Learning by Playing Games in Economics and Politics**

*Same as Econ 326I.*

In this course we cover the basic primitives and more sophisticated tools of game theory as they are used in contemporary political science. The course covers advanced introductory level contemporary research in game theory as the central analytical tool in studying the sciences of politics, economics, and business. We look into real case studies, run several basic game experiments in class, and—in general—have a lot of fun. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 363. Quantitative Political Methodology**

*Same as ASTAT 513A, ASTAT 330A.*

This is an introduction to research methodology and quantitative analysis for social scientists. Students are introduced to the logic of social scientific inquiry and to the basic statistical tools used to study politics. Students learn and apply the following to answer substantive questions: measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance, and regression analysis. Major components of the course include learning how to collect, manage, and analyze data using computer software, and how to effectively communicate to others results from statistical analyses. Students work collaboratively on research projects in which they pose their own questions, design a study, collect and analyze the data, and present

their findings in a research paper. Credit 3 units.

**A&S QA SS FA SSP**

**Pol Sci 3680. The Cold War, 1945–1991**

*Same as History 3680.*

**A&S TH FA SSP**

**Pol Sci 369. Topics in Public Policy**

*Same as IAS 369, East Asia 369, ISA 369.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS WI FA SSP**

**Pol Sci 372. Topics in International Politics**

*Same as IAS 372.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3721. Topics in International Political Economy**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 372C. Law in American Life II**

*Same as History 372C.*

**A&S SD TH FA SSP**

**Pol Sci 373. International Political Economy**

*Same as IDEV 373, IAS 373, STA 393, ISA 373.*

Analysis of the interplay of economics and politics in the world arena, focusing primarily on the political basis of economic policies in both advanced and less developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations. Prerequisite: junior standing, or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3741. History of U.S. Foreign Relations Since 1945**

*Same as History 3741.*

**A&S TH FA SSP**

**Pol Sci 378. Topics in International Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3781. Topics in Politics: Israeli Politics**

*Same as Pol Econ 3781, IAS 3781, JNE 5781, JNE 3781.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S CD SS FA SSP**

**Pol Sci 3782. Topics in Comparative Politics**

*Same as IAS 3782.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS**

**Pol Sci 388. African-American History Since Emancipation**

*Same as History 388C.*

**A&S SD TH FA SSP**

**Pol Sci 398. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit variable, maximum 3 units.

**A&S SS FA SSP**

**Pol Sci 399. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 3991. American Culture and Politics Since 1945**

*Same as History 383.*

**A&S TH FA SSP**

**Pol Sci 400. Research Experience in Institutional Analysis**

*Same as IAS 400.*

**Pol Sci 4010. Pluralism, Liberalism, and Education**

*Same as AMCS 4010, STA 4010.*

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify using their coercive power against a background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Pol Sci 106, Pol Sci 107, Phil 340, or permission of instructor. Credit 3 units.

**A&S SS**

**Pol Sci 4020. The Legal Landscape in a Changing American Society**

*Same as AMCS 4020.*

This course is designed to examine the qualitative relationship between transformations in law in America and the structure of American behavioral patterns and values. The course scrutinizes some intersections between the changes in contemporary legal practices and the values that Americans place on their legal system. The materials cover the structural aspects of the legal system and its place in American society and not the law's doctrinal features (i.e., specific substantive areas of the law). Rather the course examines how the organization and functioning of the law seems to be reflective of the values and changes in American society. Potentially, this review includes appraisals of such topics as: (a) Americans' perceptions of their legal agents; (b) law and the mass media; (c) concerns about the jury system; (d) the use (and abuse?) of litigation and its alternatives; (e) inequalities in access to the legal system; and (f) the transformations in the legal profession. Credit 3 units.

**A&S SS**

**Pol Sci 4024. The Meaning of National Security in the 21st Century**

*Same as IAS 402.*

**A&S SS**

**Pol Sci 4031. Speak Out! Contending Perspectives on Global Issues**

*Same as IAS 4030.*

This course examines the most pressing global issues, looking at them from many different perspectives. Topics to be included in the course include global security, population growth and its problems, migration and the plight of refugees, environmental degradation and its potential solutions, and the growth of information technology and its limits (or not) on individual rights. In addition to looking at these issues in a global context, we also examine particular cases to see what individual governments are trying to do to solve some of these problems. The course is based heavily on

discussion and debate, so students are expected to complete each week's readings prior to section.

Prerequisite: Pol Sci 101B, 102B, or 103B. Credit 3 units.

**A&S SS WI**

**Pol Sci 405. Topics in Political Thought**

*Same as Anthro 4051, IAS 4051, AMCS 4050.*

Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 406. Topics in Political Thought**

Questions regarding the relationship between the state and civil society are among the most enduring in political science—and the most pressing in contemporary political practice. This course examines an array of texts in political theory and recent empirical studies of the relationship between state and civil society. Among the questions we address are: What kinds of groups “count” as being part of civil society? What is the relationship between the state and civil society in a democracy? Can we meaningfully distinguish between political associations and economic associations? What is the relationship between voluntary associations and the market? What is the purpose of civil society? This course focuses on close readings of the assigned texts and consideration of contemporary understandings of the topic. It is aimed at students interested in comparative politics, political philosophy, and political economy. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4064. Advanced Seminar in Chinese Politics**

*Same as IAS 4064.*

This course explores changes currently unfolding in China. It analyzes such topics as the dramatic organizational changes facing the Chinese government bureaucracy and the evolving role of the Chinese Communist Party through in-depth class discussions and paper presentations on various domestic and foreign policy issue areas. These include the economic and political transformation of the Chinese state as it enters the World Trade Organization, the elite politics of succession, the role of China's military in shaping foreign policy, Sino-U.S. relations, and Cross-Straits relations, among others. Prerequisites: Pol Sci 3361 (China Under Revolution and Reform) or permission by professor. Credit 3 units.

**A&S SS**

**Pol Sci 407. Topics in Political Thought**

*Same as Ital 473.*

**A&S TH WI FA SSP**

**Pol Sci 412. Directed Readings**

This is a course of readings in political science taken under the direction of an instructor in the department. Credit variable, maximum 3 units.

**A&S SS FA SSP**

**Pol Sci 413. Directed Research**

Research activities or project in political science done under the direction of an instructor in the department. Credit variable, maximum 3 units.

**A&S SS FA SSP**

**Pol Sci 4131. Intolerance and Prejudice**

*Same as Psych 413.*

**A&S SS FA SSP**

**Pol Sci 414. Directed Field Work**

This course is a field work project carried out under the direction of an instructor in the department. Credit variable, maximum 9 units.

**A&S SS FA SSP**

**Pol Sci 415. Honors Thesis**

Intensive research leading to Honors thesis. To be conducted under the supervision and guidance of a faculty sponsor of the thesis. Credit variable, maximum 3 units.

**A&S SS FA SSP**

**Pol Sci 419. Teaching Practicum in Political Science**

This course is an opportunity for undergraduates to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials with permission and under supervision of instructor. This course counts toward up to 6 hours of credit in an advanced field for the Political Science major. Credit variable, maximum 3 units.

**A&S SS FA SSP**

**Pol Sci 4212. Elections**

This course examines how politicians and policies are selected by citizens in democracies. The literature exploring the rules and procedures that govern elections is perhaps the most theoretically and empirically sophisticated body of knowledge in the study of politics. We explore how differences in these institutional rules across a variety of democracies shape the types of strategic choices voters make, the coalitions that legislators form, whose interests are represented, the structure of parties, the career paths of politicians, and the policies that governments pursue. We further investigate how, when, and why electoral rules are changed with reference to several recent cases of electoral reform. Credit 3 units.

**A&S SS**

**Pol Sci 4231. Democratic Institutions in Latin America**

*Same as IAS 4232, LatAm 4231.*

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we explore how incentives established by electoral laws influence the priorities of members of Congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns? Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 424. Topics in Comparative Politics**

*Same as IAS 424.*

Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4241. Topics in American Politics: Race and Politics**

*Same as AFAS 4483.*

From the moment enslaved Africans were brought to American shores, race and racism has been central to the American political project. In this class we examine how notions of race and racism inform conceptions of citizenship, the allocation of state resources, the development of political parties, and political participation. We also examine the ways that race and racism influence public opinion. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 426. Topics in American Politics: Politics of the Civil Rights Movement**

*Same as AFAS 4262, AMCS 4261.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SD SS FA SSP**

**Pol Sci 4260. Writing about Civil Rights**

*Same as AMCS 4260.*

The substantive goal of this course is to study the civil rights movement in order to learn more about the role of social movements, federalism, the legislative process, the presidency, political parties, and the courts in American politics. This is a writ-

ing-intensive seminar, limited to 18 students, each of whom writes three essays. Each student submits an early draft of each essay, which is edited and returned to the student for polishing. There are review sessions on grammar, punctuation, word usage, and paragraph construction. The readings for the course include some of the best essays on the subject of civil rights by W.E.B. DuBois, Malcolm X, Martin Luther King, and others. Prerequisite: Pol Sci 101B Credit 3 units.

**A&S SS WI**

**Pol Sci 4263. Systems of Inequality**

*Same as Anthro 4261.*

**A&S SD SS WI FA SSP**

**Pol Sci 4264. Inequality Across States and Markets**

*Same as STA 4262.*

**A&S SS FA SSP**

**Pol Sci 4271. Topics in Comparative Politics**

*Same as EuSt 4271, Russ St 4271, IAS 4272.*

Credit 3 units.

**A&S SS WI FA SSP**

**Pol Sci 427A. Topics in American Politics: Organizational Micro Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS**

**Pol Sci 428. Topics in Comparative Politics: Separatist Politics**

*Same as Anthro 4283, EuSt 428, IAS 428.*

Examination of factors that lead to—or prevent—the disintegration of countries into two or more separate entities. Explores why some countries remain unified, despite the presence of factors that would seemingly break the country apart, while other countries fall apart even though strong religious, ethnic, or regional differences are not present. Some of the cases include the separation of Czechoslovakia into two distinct countries, Canada's attempt to keep Quebec in the federation, attempts by the Basque region in Spain to splinter from the state, the separationist tendencies in Ireland and Scotland vis-à-vis England, and the separation of Pakistan from India in 1947. Credit 3 units.

**A&S SS WI**

**Pol Sci 4281. Comparative Political Parties**

*Same as IAS 4281.*

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin-American party systems. The course illuminates the complex aims, consequences, and characteristics of modern party politics. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4301. Multilevel Modeling**

*Same as ASTAT 430.*

**A&S NS**

**Pol Sci 432. Topics in Comparative Politics**

*Same as East Asia 4321, STA 432, IAS 4322.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4335. Topics in Comparative Politics**

*Same as IAS 4335.*

Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4342. Political Safeguards of Federalism**

*Same as IAS 4342*

Federalism is an important topic in such diverse

settings as North America, Latin America, South Africa, the former Soviet Union, and Europe. One of the most difficult questions of a federal theory is how to preserve institutional stability and, in particular, how to protect constitutional separation of powers between the state and federal governments. In the American context, since 1954 when Herbert Wechsler introduced an influential legal theory of "political safeguards of federalism," it has been argued that the protection of state interests is provided within the structure of the American political process. The political process creates incentives for both state and federal politicians to sustain federal institutions and, thus, makes those institutions self-enforceable. This course critically explores the theory of political safeguards of institutional stability referring to the experiences of the U.S. and other federations. With this focus, we review major theories of federalism, with the readings drawn equally from political science, legal studies, and economics. All students are responsible for the material in the required readings. Participation in classroom discussions counts heavily in the final grade. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4353. The Political Economy of the European Union**

*Same as IAS 4353, EuSt 4353.*

This course addresses economic and political aspects of the development of the European Union. We complement the survey of major theories of European integration in political science with a look at how political scientists and economists evaluate the recent institutional innovations.

Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 437. Topics in Comparative Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 439. Topics in Comparative Politics**

*Same as IAS 439.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4402. Topics in Political and Social Theory: Constitutionalism**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS**

**Pol Sci 4432. Politics of Post-Soviet Countries (Commonwealth of Independent States)**

*Same as IAS 4432, Russ St 4432, EuSt 4432.*

The Commonwealth of Independent States is a proud name for an unruly group of new countries that emerged on the ruins of the formerly powerful U.S.S.R. While sharing the common Soviet legacy in politics as well as in economics, the 12 countries of the Commonwealth are very different in almost any other regard. This lecture and discussion course explores similarities and differences in their current economic and political development, with a goal of addressing through such a comparison important theoretical issues of transitions to democracy and market. Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4450. Rights, Institutions, and the Law**

*Same as Phil 445.*

**A&S LA**

**Pol Sci 4461. The Rule of Law**

*Same as Phil 4461.*

**A&S TH**

**Pol Sci 4483. Topics in American Politics: Black Politics***Same as AFAS 448.***A&S SS FA SSP****Pol Sci 4501. Topics in Political Theory: Intellectual History of Feminism***Same as WGS 475.***A&S TH FA Lit****Pol Sci 4502. Topics in Political Thought: Rights, Institutions, and the Law***Same as Lw St 4502.*

Credit 3 units.

**A&S SS FA SSP****Pol Sci 4503. Topics in Political Thought: Order, Diversity, and the Rule of Law***Same as Lw St 4503, STA 4503, ISA 4503.*

This seminar is a seminar in which we explore questions of social order and cooperation in culturally diverse societies. This involves both a general consideration of processes by which social cooperation is achieved and maintained and a specific analysis of the implications of social diversity for these processes. Major topics to be considered include: social capital, trust, community, civil society, social norms, and the rule of law. Special emphasis is given to the relationship between formal (legal) and informal means of fostering cooperation. Credit 3 units.

**A&S SD SS WI FA SSP****Pol Sci 4504. Contemporary Democratic Theory**

Contemporary debates in democratic theory have produced a number of challenging and provocative accounts of how democratic institutions can and should work. In this course we analyze a number of competing theories of democracy and assess the similarities and differences among them. Although the course focuses primarily on theoretical issues, special attention is given to how empirical research in the social sciences on democratic institutions and procedures informs and clarifies these debates. Credit 3 units.

**A&S SS WI FA SSP****Pol Sci 451. Topics in American Politics: Supreme Court***Same as AMCS 456.*

This seminar has two purposes: to introduce students to the state of the art in studies of the Supreme Court and to cover a series of particular topics with emphasis on the major controversies within the field of law and the courts. Credit 3 units.

**A&S SS FA SSP****Pol Sci 4513. Topics in Politics: Criminal Law and Criminal Justice: Homicide***Same as STA 4513, Lw St 4513, AMCS 4513.*

Seminar investigates current controversies surrounding the homicide laws. Topics include the definitions of homicide and claims of self-defense, the controversies about admissions of evidence at various stages of prosecution, and the debates about the use of capital punishment (including the capital punishment of youths). Includes general academic readings, readings of recent court opinions, and guest discussants from the legal community. Credit 3 units.

**A&S SS WI FA SSP****Pol Sci 4522. Topics in American Politics***Same as AMCS 4522.*

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units.

**A&S SS FA SSP****Pol Sci 4532. Seminar in Constitutional Politics**

This course is intended for students who have already completed significant upper-division courses in U.S. constitutional law or constitutional politics. After general discussion concerning the creation, interpretation, implementation, enforcement, and change of U.S. constitutional provisions, students, in consultation with the instructor, pursue outside research on a specific topic. That individual research guides class discussion during the latter two-thirds of the semester; the class as a whole is assigned readings on each individual research topic. Written assignments are designed to satisfy College of Arts & Sciences guidelines for writing-intensive courses. Credit 3 units.

**A&S SS FA SSP****Pol Sci 4551. Seminar in Political Economy***Same as Econ 4551.*

Collective decision-making in organizations, organization design, links between markets and government, collective preferences, institutions, democracy and deliberation, constitution design. Credit 3 units.

**A&S SS****Pol Sci 456. Topics in American Politics**

Credit 3 units.

**A&S SS FA SSP****Pol Sci 4561. Urban Politics***Same as AMCS 4560, AFAS 4561, URST 4561.*

Cities are “where the action is” in American society. Whether the problem is racism, poverty, law and order, pollution, or whatever, the city is the setting. This course is designed to provide an overview of urban problems and policies from a political point of view. An underlying concern is the effect of urban governmental structures and federal policies upon these problems and policies. Also addressed are the secret histories of cities, as this history is deeply intertwined with the history of social inequality. Some argue that as the central purpose of 20th-century cities (to provide a hub for cheap labor and manufacturing) no longer exists ... perhaps the city is an obsolete entity. Others argue that cities like Detroit and St. Louis, if re-visualized, represent the future. Who is right? Credit 3 units.

**A&S SS****Pol Sci 458. Topics in American Politics: Marriage of Government and Business***Same as Econ 456.***A&S QA SS FA SSP****Pol Sci 4621. Politics and the Theory of Games***Same as ISA 4621.*

This course covers basic primitives and more sophisticated tools of game theory as they are used in contemporary political science. It covers some issues in the forefront of contemporary research in game theory as the central analytical tool in studying the science of politics. The main substantive issues are the emergence of law and order in society, markets versus political mechanisms and the distinctive characteristics of parliamentary versus presidential democratic systems. The course also includes some real case studies, basic experiments, and—in general—a lot of fun. Credit 3 units.

**A&S SS FA SSP****Pol Sci 464. Topics in American Politics: The United States in Vietnam: Origins, Developments, and Consequences***Same as History 4894.***A&S TH FA SSP****Pol Sci 467. Topics in American Politics***Same as AMCS 463.*

Credit 3 units.

**A&S SS FA SSP****Pol Sci 4689. American Intellectual History to 1865***Same as History 4689.***A&S TH****Pol Sci 4730. Political Economy of Multinational Enterprises***Same as IAS 4730.*

In this class we explore the literature in political science and economics on the relationship between multinational enterprises and domestic governments. The four main themes of the course are: 1) defining and understanding multinational enterprises, 2) governments attracting and competing for multinationals, 3) the impact of multinationals on economic development and groups within society, and 4) attempts to regulate multinationals both domestically and internationally. Credit 3 units.

**A&S SS****Pol Sci 4731. Global Political Economy***Same as IAS 4731.*

This course borrows on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: 1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism, and Marxism) help us understand international economic relations between nation-states? 2) What are the effects of these international economic forces (trade, finance, and multinational production) on domestic governments and societies? Credit 3 units.

**A&S SS FA SSP****Pol Sci 475. Topics in International Politics: Terrorism and Guerrilla War in International Perspective***Same as IAS 4752, IDEV 432, IDEV 475.*

The role of terrorism and guerrilla warfare in national and international politics. Focus on post-World War II events and phenomena: such cases as Northern Ireland, pre-1949 China, pre-1962 Algeria, Vietnam, Iran, Italy, Quebec, Colombia, Nicaragua, the Palestinians, the Bader-Meinhoff group, the Japanese “Red Army.” Prerequisite: junior standing or permission of instructor. Credit 3 units.

**A&S SS FA SSP****Pol Sci 4761. Politics of International Finance***Same as IAS 4761, ISA 4761.*

In this course we examine the complex relationship between international finance, economic development, and domestic politics by drawing on the recent scholarly literature in economics, political science, and finance. The focus is on the theoretical literature on both the determinants of international financial flows and its effects on domestic societies. Specially, we focus on five forms of international finance: 1) international equity markets (stocks), 2) flows of foreign direct investment (multinational corporations), 3) currency markets (with a special focus on currency crisis), 4) international debt, 5) and international aid. Credit 3 units.

**A&S SS FA SSP****Pol Sci 4791. Topics in Politics***Same as LatAm 4791, IAS 4791.*

Credit 3 units.

**A&S SS FA SSP**

**Pol Sci 4792. Globalization and National Politics***Same as AMCS 4792, IAS 4792, ISA 4792.*

This seminar examines globalization and its interaction with national politics. The movement of ideas, capital, goods, services, production, and people across national borders and provide a skeletal framework for the global political economy. Politicians, policy makers, and societies discover new opportunities, but also dilemmas as expanding interdependence challenges traditional notions of sovereignty and national policy autonomy. Prerequisites: 102 or 103. Credit 3 units.

**A&S SS FA SSP****Pol Sci 480. Topics in International Politics: Growth and Development***Same as ISA 480, IAS 480.*

Credit 3 units.

**A&S SS FA SSP****Pol Sci 482. Public Policy Internships**

The public policy internship program offers internships to advanced undergraduates. Internship positions are jointly decided upon by the student and instructor and might include placement in legislators' offices, public interest groups, regional or community organizations, or private businesses with active public policy research interests. Credit variable, maximum 3 units.

**A&S SS FA SSP****Pol Sci 483. Legal Internships***Same as Lw St 483.*

The legal internship program is designed to allow advanced undergraduates the opportunity to undertake an internship in one of a variety of law offices, public and private. Credit variable, maximum 3 units.

**A&S SS FA SSP****Pol Sci 484. Washington Center Seminar**

The Washington Semester program is offered by the Washington Center to enlarge upon the students' internship experience in Washington, D.C. Students can choose the seminar from current course offerings that most closely meet their interests and internship placement. Seminars are taught by Center adjunct faculty. Students meet in a weekly seminar in Washington, D.C. Credit 3 units.

**A&S SS FA SSP****Pol Sci 4946. The "Federalist" Papers—Ideas and Politics in the Creation of American Republic***Same as History 4946.***A&S TH FA SSP****Pol Sci 498. Honors Seminar***Same as Pol Econ 498.***A&S SS****Pol Sci 4987. Anti-slavery: The Legal Assault on Slavery in St. Louis***Same as History 4987.***A&S SD TH****Pol Sci 4999. Introduction to Comparative Civilizational Analysis: United States, China, Japan***Same as History 4999.***A&S TH****Pol Sci 500. Independent Work**

This course is an independent study taken under the supervision of an instructor in the department. Credit variable, maximum 3 units.

# Praxis

**Director**

**Henry Biggs**, Associate Dean  
(College of Arts & Sciences)  
Ph.D., UCLA  
M.B.A., Washington University

**Participating Faculty, 2006-08**

**Carolyn Brown**, Lecturer (English)  
M.A., University of Missouri at St. Louis

**Kathleen Cook**, Adjunct Professor  
(Anthropology)

Ph.D., Washington University

**James W. Davis**, Professor  
(Political Science)

Ph.D., University of Michigan

**Fawn Diaz-Granados**, Adjunct Professor  
M.Ed., J.D., University of Illinois at  
Urbana-Champaign

**Joy Kiefer**, Adjunct Professor  
(Anthropology)

Ph.D., Washington University

**Gary Miller**, Professor  
(Political Science)

Ph.D., University of Texas at Austin

**Mary Jo Thierry**, CAIT Instructor  
(Center for the Application of Information  
Technology)

**William Whitaker**

(Performing Arts)

M.F.A., Florida Atlantic University

The Praxis Program provides an exciting opportunity to combine the analytical reading, writing, and thinking skills of a liberal arts education with the marketable skills required in the 21st century to take the students into a career path of their own design.

**Eligibility Requirements:** The program is designed for students entering their sophomore year. Students must fill out an application for the program (available online at [artsci.wustl.edu/~college/College/praxis](http://artsci.wustl.edu/~college/College/praxis)) by the middle of the second semester of their freshman year. Students must have maintained at least a 3.0 grade point average in their first semester to be considered eligible.

**Faculty:** The Arts & Sciences faculty, from a wide variety of backgrounds, have helped to develop the program and are eager to teach, monitor, and mentor the Praxis students. In addition, leaders in business, non-profit organizations, government, and the like, many of whom discovered the foundation for their success in liberal arts studies, will be lecturers in the signature Praxis courses.

**Focused "Workforce" Curriculum:** Not only does the Praxis Program provide you with the foundation of a liberal arts education, the curriculum is designed specifically to provide you with many additional tools essential for your future in the world of work. Besides the specialized content of your particular field, you will be acquiring the expertise essential for your first job as well as for careers that may not yet exist:

- Analysis of multiple perspectives essential in the increasing globalization of

our world

- Critical thinking
- Familiarity with quantitative analysis and methods
- Outstanding writing and speaking skills
- Foreign language literacy and culture
- Team and group work expertise and psychology
- Essential skills in traditional and emerging technology.

**Internships:** Your Praxis experience culminates in an internship taken normally at the end of your junior year that allows you to synthesize the tools and theories you have learned and to use them in the workplace. Locations for internships may include national and international sites.

**Community:** The success of our students is central to our program. Your academic advisers as well as each Praxis faculty member assists you in tailoring your education to your own interests and goals. In particular, your own faculty mentor closely monitors your progress. The faculty and staff, you and your fellow Praxis students form a supportive community that stimulates and encourages the highest standards of excellence in your studies and in your chosen careers.

**The Program:**

1. Leadership and group experience (3 units)  
(Fall of sophomore year)

*Required:***Praxis 100. Leaders in Context***Recommended:***MGT 402. Ethical Issues in Managerial Decision Making****Psych 214. Industrial and Organizational Psychology**

2. Information technology skills (1 unit)  
(Fall of sophomore year)

*Required:***Praxis 107. Fluency in Information Technology***Recommended:*

One additional course in computer programming or data management, such as:

**CSE 100G. Introduction to Computing Skills: General Skills**

3. Communication skills, both written and oral (3 units) (Spring of sophomore year)

*Required:***Praxis 310. Communication that Works***Recommended:***Drama 311. Exposition****Drama 312. Argumentation****Speech 211. Introductory Public Speaking**

4. Analytic and problem-solving ability (6 units)

*Required:***Econ 103B. Microeconomics**

A second course in analytic skills:

Choose one:

**Econ 104B. Macroeconomics**

**Acct 2610. Principles of Financial Accounting**

**Phil 100G. Logic and Critical Analysis**

5. Quantitative Skills (3 units)

*Required:* A course in statistics (select one from below):

**Math 101. Quantitative Applications in Arts & Sciences**

**Math 1011. Introduction to Statistics**

**Math 320. Elementary Probability and Statistics**

**STA 326. Methods and Reasoning in the Social Sciences I**

**Psych 300. Introductory Psychological Statistics**

*Recommended:*

**Math 131. Calculus I**

**Math 132. Calculus II**

6. International perspective or experience (3 units)

*Required—Either:*

**The study of any language through the 300 level**

*Or:*

One course in international economics or economic development, namely:

**Anthro 306B. Africa: Peoples and Cultures**

**Anthro 3322. Brave New Crops**

**Anthro 4517. Anthropology and Development**

**Econ 333. Economics of the European Union**

**Pol Sci 369. Topics in Public Policy**

*Recommended:*

**Pol Sci 103B. International Politics**

**Pol Sci 102B. Comparative Politics**

**Other courses with an international perspective**

7. Internship (3 units)

As the capstone experience of the Praxis program, the internship allows students to put into practice the skills and knowledge learned in the Praxis curriculum. The Praxis internship is conducted with the mentorship of a sponsoring Praxis faculty member, and usually occurs by the end of the junior year. Students should contact the Praxis internship coordinator, Dr. Joy Kiefer, and have a faculty mentor in place before beginning the internship. It is **not possible** to fulfill the internship portion of the Praxis Program with an internship that occurred before completing the majority of Praxis requirements, and the internship should consist of 135 hours.

Upon completion of the internship, there are two options available for students in order to fulfill the Praxis internship requirement. In conjunction with the approval of

the faculty sponsor, the student submits a 10-page paper exploring the relevant issues and questions set by the sponsoring faculty. Depending on the topic, nature of the internship, and discretion of the sponsoring faculty, a daily journal may be submitted in lieu of the 10-page paper. As another option, with the approval of the faculty sponsor, students may enroll in the Political Science course, Organizational Micro-politics, with Professor Gary Miller. In this 400-level writing-intensive course, students have the opportunity to analyze their internship experience through the lens of organizational politics. For full details as to the requirements for this internship, contact the Internship Coordinator, Dr. Joy Kiefer, at [jkiefer@wustl.edu](mailto:jkiefer@wustl.edu).

## Undergraduate Courses

### Praxis 100. Leaders in Context

This multidisciplinary course offers students in Arts & Sciences a broad introduction to the dynamics of leadership. The readings are drawn from anthropology, political economy, history, and literature, and provide a foundation for understanding how leaders both shape and are constrained by their social, historical, and institutional settings. Students conduct fieldwork and group projects and have a chance to talk with leaders from a variety of organizations. Credit 3 units.

**A&S SS**

### Praxis 107. Fluency in Information Technology

This course provides students with the knowledge to more fully understand information technology. Credit 1 unit.

**A&S SS**

### Praxis 111. Communication That Works

This course focuses on the communication forms and skills essential to contemporary living and working. Various forms of writing for different audiences and purposes: business letters, memoranda, proposals, reports, press releases, speeches, as well as public speaking are practiced and critiqued. The use of technology common in public speaking is practiced and critiqued. The use of technology common in public presentations is expected. Course reading is supplemented with viewing and listening. Final grade is based on combination of quizzes, writing assignments, and demonstration of speaking skills. This course is limited only to students in the Praxis Program. Credit 3 units.

**A&S LA**

### Praxis 129. So You Want to be an Entrepreneur? Building the Innovative Mind through Liberal Arts

It is a little-known truth that more entrepreneurs come out of the Arts & Sciences than any other college. This course begins by exploring why this is so, examining in particular the creative and innovative qualities developed in liberal arts that are crucial to the success of the entrepreneur. We then move on to examine in action, hearing from those in the field and reading of others, learning how the liberal arts proved instrumental in various ways to their development and ultimate success as entrepreneurs. Credit 3 units.

**A&S TH**

### Praxis 285. Communication That Works

This course focuses on the communication forms and skills essential to contemporary living and working. Various forms of writing for different audiences and purposes: business letters, memoranda, proposals, reports, press releases, speeches, as well as public speaking are practiced and critiqued. The use of technology common in public speaking is practiced and critiqued. The use of technology common in public presentations is expected. Course reading are supplemented with viewing and listening. Final grade is based on combination of quizzes, writing assignments, and demonstration of speaking skills. This course is limited only to students in the Praxis Program. Credit 3 units.



# Psychology

## Chair

### Randy L. Larsen

William R. Stuckenberg Professor of Human Values and Moral Development  
Ph.D., University of Illinois

## Associate Chair

**Michael Strube**, Professor  
Ph.D., University of Utah

## Endowed Professors

### John Baugh

Margaret Bush Wilson Professor  
in Arts & Sciences  
Ph.D., University of Pennsylvania

### Pascal R. Boyer

Henry Luce Professor of Individual and Collective Memory  
(Anthropology)  
Ph.D., University of Paris–Nanterre

### Steven E. Petersen

James S. McDonnell Professor  
of Cognitive Neuroscience  
(Neurology and Neurological Surgery)  
Ph.D., California Institute of Technology

### Thomas Oltmanns

Edgar James Swift Professor  
of Arts & Sciences  
Ph.D., State University of New York–Stony Brook

### Henry L. Roediger, III

James S. McDonnell Distinguished  
University Professor  
Ph.D., Yale University

### Rebecca A. Treiman

Burke and Elizabeth High Baker Professor  
of Child Developmental Psychology  
Ph.D., University of Pennsylvania

### Endel Tulving

Clark Way Harrison Distinguished Visiting  
Professor of Psychology  
Ph.D., Harvard University

### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences  
(Anthropology, International and Area Studies, Education)  
Ph.D., University of Chicago

## Professors

### Richard A. Abrams

Ph.D., University of Michigan

### David A. Balota

Ph.D., University of South Carolina

### Stanley Finger

Ph.D., Indiana University

### Leonard S. Green

Ph.D., State University of New York–Stony Brook

### Larry L. Jacoby

Ph.D., Southern Illinois University–Carbondale

### Michael Merbaum

Ph.D., University of North Carolina

### Mark A. McDaniel

Ph.D., University of Colorado

### Martha Storandt

Ph.D., Washington University

## Associate Professors

### Deanna M. Barch

Ph.D., University of Illinois,  
Urbana–Champaign

### Todd S. Braver

Ph.D., Carnegie Mellon University

### Janet M. Duchek

Ph.D., University of South Carolina

### Sandra Hale

Ph.D., University of Wisconsin–Milwaukee

### Richard Kurtz

Ph.D., University of Cincinnati

### Alan Lambert

Ph.D., University of Illinois,  
Urbana–Champaign

### Mitchell S. Sommers

Ph.D., University of Michigan

### Desirée White

Ph.D., Washington University

### Denise E. Willfley

Ph.D., University of Missouri–Columbia

## Assistant Professors

### Brian D. Carpenter

Ph.D., Case Western Reserve University

### Denise Head

Ph.D., University of Memphis

### John J. Hetts

Ph.D., University of California–Los Angeles

### Brett Kessler

Ph.D., Stanford University

### Kathleen B. McDermott

Ph.D., Rice University

### Thomas Rodebaugh

Ph.D., University of North Carolina at  
Chapel Hill

### Carol Woods

Ph.D., University of North Carolina at  
Chapel Hill

### Jeffrey M. Zacks

Ph.D., Stanford University

## Adjunct Professors

### Robert Carney

(Psychiatry)  
Ph.D., Washington University

### Kenneth Freedland

(Psychiatry)  
Ph.D., University of Hawaii

### Barry Hong

(Psychiatry)  
Ph.D., Saint Louis University

### Patrick Lustman

(Psychiatry)  
Ph.D., Michigan State University

### James D. Miller

(Speech and Hearing)  
Ph.D., Indiana University

### Marcus E. Raichle

(Radiology)  
M.D., University of Washington

## Adjunct Associate Professors

### C. Robert Almli

(Occupational Therapy)  
Ph.D., Michigan State University

### John Newcomer

(Psychiatry)  
M.D., Wayne State University

### John Rohrbaugh

(Psychiatry)  
Ph.D., University of Illinois

### R. Keith Sawyer

(Education)  
Ph.D., University of Chicago

## Research Professor

### Joel Myerson

Ph.D., Arizona State University

## Lecturers

### Amy D. Bertelson

Ph.D., Ohio State University

### Patricia Cooper

Ph.D., Washington University

### David Dodd

Ph.D., University of Utah

### Delores Kennedy

Ph.D., Pennsylvania State University

### James D. Reid

Ph.D., Fordham University

## Professors Emeriti

### Jack Botwinick

Ph.D., New York University

### Ira J. Hirsh

Ph.D., Harvard University

### Jane Loevinger

Ph.D., University of California–Berkeley

### Anthony Schuham

Ph.D., Washington University

### John A. Stern

Ph.D., University of Illinois

### Robert L. Williams

Ph.D., Washington University

Psychology allows you to examine in depth the study of behavior in the areas of aging and development, biological bases of behavior, brain-behavior interactions, clinical and abnormal psychology, cognitive strategies, learning and memory, motivation, personality, sensation and perception, and social interactions.

Because psychology has broad applications to many professions and scientific specialties and helps you develop important thinking and reasoning skills, it is a popular major choice for students pursuing a variety of career and academic paths. You may have a dual major in psychology and another discipline. Courses also are available for non-majors seeking a general survey of psychology. You may design a course of study, in conjunction with your major adviser, that best meets your interests and long-term career goals.

The psychology department at Washington University has particular strengths in the areas of aging, human development, cognitive sciences, history of the neurosciences, operant conditioning, neuropsychology research, personality and abnormal psychology, sensory processes in vision and audition, and social theories of self and social processes.

As a psychology major, you have the opportunity to study with faculty members who are leading scholar-teachers committed to your undergraduate learning experience. You are encouraged to become involved in cutting-edge research with faculty members, who also serve as major advisers. Supervised fieldwork with community service agencies and practicums are available through the degree program. You also may pursue membership in Psi Chi, the national honor society in psychology that encourages scholarship in the advancement of psychology.

A degree in psychology can help you prepare for a variety of graduate programs and careers in business, education, law, medicine, and other health professions, such as clinical psychology and social work.

**The Major:** You are required to complete Psych 100B (Introduction to Psychology) as a prerequisite to the major and a minimum of 25 additional units in psychology, of which at least 22 units must be at the 300 level or above. For a course to count toward the major in psychology, you must achieve a grade of C– or better.

The required 28 units must include Psych 100B (Introduction to Psychology), Psych 300 (Introductory Psychological Statistics), Psych 301 (Experimental Psychology), and at least one course chosen from each of the following three categories:

*Social/Developmental:*

- Social Psychology (Psych 315)
- Developmental Psychology (Psych 321)
- Psychology of Adolescence (Psych 325)
- Psychology of Aging (Psych 326)
- Social Gerontology (Psych 427)

*Personality/Abnormal:*

- Psychology of Personality (Psych 353)
- Behavior Modification and Self-Management (Psych 314)
- Abnormal Psychology (Psych 354)
- Introduction to Clinical Psychology (Psych 357)
- Psychopathology of Childhood (Psych 478)
- Psychology and Psychopathology of the Family (Psych 479)

*Brain, Behavior, and Cognition:*

- Sensation and Perception (Psych 330)
- Biological Psychology (Psych 3401)
- Cognitive Psychology (Psych 360)
- Cognitive Neuroscience (Psych 3604)
- Psychology of Learning (Psych 361)
- Human Learning and Memory (Psych 380)

Psychology of Language (Psych 433)

A maximum of 6 units total of approved University College psychology courses, 100-level and 200-level classes, approved cross-listed courses originating from another de-

partment, transfer courses, and independent study-type classes (e.g., Psych 225, 235, 498, 499, 500) may be counted toward the minimum required units needed for the major. (The student, of course, may complete more than 6 units. However, only 6 can be used to satisfy the minimum requirements for the major.)

**The Minor:** You are required to complete a minimum of 15 units in psychology with a grade of C– or better, 12 of which must be in courses numbered 300 or above. No more than 3 units total of approved cross-listed courses originating outside the Department of Psychology, psychology courses taken in University College, courses taken at other universities, and independent study-type courses may count toward the minor.

**Senior Honors:** To be admitted into the Honors program, you must have a superior academic record and meet other requirements. You must successfully complete Psych 498 and 499, be supervised by a faculty member in the department, and complete an Honors project and written thesis. Recommendations for Honors are made by the department.

## Undergraduate Courses

### Psych 100B. Introduction to Psychology

*Same as Psych 100B.*

A survey and analysis of concepts, theory, and research covering the areas of learning, memory, social, abnormal, clinical, physiological, and sensory psychology. This is a general survey course designed to introduce students to the diversity of areas, approaches, and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is prerequisite to all upper-level courses in Psychology. Credit 3 units.

**A&S SS FA SSP**

### Psych 102. Seminar: Introduction to Psychology

This seminar will enable students enrolled in Introduction to Psychology (Psych 100B) to explore in greater depth several of the ideas and concepts in contemporary psychology. Concurrent enrollment in Psych 100B required. Credit 1 unit.

**A&S SS FA SSP**

### Psych 109. Research Seminar in Psychology

Weekly presentations by various members of the psychology faculty; introduces students to research areas and current issues. Attendance at all lectures required. Open to freshmen and sophomores only. Prerequisite: Psych 100B. Credit/No Credit only. Credit 1 unit.

**A&S SS FA SSP**

### Psych 221. Introduction to Memory Studies

This course focuses on memory not only as an individual phenomenon but also as the basis for the transmission of culture and the construction of collective identity. We will survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory and witness reports; repressed memories; transmission of cultural norms and identity through narratives; shared historical memories; individual trauma and historical upheaval; revision of the past and political usage of collective memory. Credit 3 units.

**A&S SS**

### Psych 225. Internship in Psychology

An opportunity to gain practical, applied experience in a nonacademic, community service agency. For description of prerequisites, course goals, agency selection, registration policies, and

course requirements, obtain a copy of “A Guide to Internship in Psychology,” available in Room 225, Psychology Building. This course can be taken only once. Enrollment by the Internship Coordinator only. Credit/No Credit only. Credit 3 units.

**FA SSP**

### Psych 234. Introduction to Speech and Hearing Sciences and Disorders

*Same as Educ 234.*

**A&S SS**

### Psych 235. Practicum in Applied Behavior

#### Analysis: Autism/PDD

An opportunity to be trained in applied behavior analytic techniques and to work with a child with autism/pervasive developmental disorder. Training and supervision will be arranged and coordinated by the family of the child and their consultant. To receive credit, students must undertake a year’s work with the child, complete the minimum number of hours of training and therapy, and attend regular therapy meetings. In addition, students must meet with the practicum coordinator for discussion of assigned readings and presentations on autism and therapy. Completion of a paper also is required. For further information and petition form, pick up the Practicum brochure from the department. This course can only be taken once for credit. Credit/No Credit only. Enrollment through the practicum coordinator only. Credit 3 units.

**FA SSP**

### Psych 300. Introduction to Psychological Statistics

*Same as STA 340.*

Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential. Prerequisite: Psych 100B. Credit 3 units.

**A&S NS QA FA NSM**

### Psych 301. Experimental Psychology

Training in the logic and techniques of psychological research intended to provide students with experience in design and interpretation of psychological research. Emphasis on experimental control, library research, quantitative treatment of data, and clarity of scientific writing. Prerequisites: Psych 300. Credit 4 units.

**A&S NS FA NSM**

### Psych 304. Educational Psychology

*Same as Educ 304.*

**A&S SS FA SSP**

### Psych 305. Health Psychology

Review and discussion of psychobiological approaches to health, as well as psychological aspects of physical illness. Topics: stress and coping, psychosocial factors in the etiology and progression of chronic illness, and psychological sequelae of chronic illness. There will be an emphasis on research methodology and results. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA SSP**

### Psych 3091. Lesbian, Gay, Bisexual Identity Development

*Same as WGS 3091.*

Examination of sexual orientation and identity. Topics: historical perspectives, gender socialization, identity formation across the life span, cultural prejudices, the liberation movement, and recent legal changes affecting stigmatized minorities. Prerequisite: Psych 100B. Credit 3 units.

**A&S SD, SS FA SSP**

### Psych 314. Behavior Modification and Self-management

Provides an overview of behavior modification and its applications for behavior change in various

personal and social contexts. An important focus will be on how behavioral tools can be used to enhance the personal change process leading to effective self-improvement. Prerequisite: Psy 100B. Enrollment limited to 15. Credit 3 units.

**A&S SS**

### Psych 315. Introduction to Social Psychology

*Same as Lw St 315, STA 380, PNP 3151.*

Introduction to the scientific study of individual behavior in a social context. Topics: person perception, stereotyping and prejudice, attitudes, memory, and political psychology, among other issues. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 321. Developmental Psychology

*Same as PNP 3211.*

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression, and biological bases of behavior. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 3221. Developmental Psychology II: Social Development

Focuses on research and theories pertaining to social development during infancy and childhood. That is, as they develop, how do children interact with, think about, and learn from other people? Topics include: attachment, day care, social cognition, prejudice, aggression, prosocial behavior, morality, gender roles, peer relations, and parenting. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 323. Play and Development

*Same as Educ 337, PNP 323.*

An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity, and cognitive abilities. We will also examine the uses of play in educational contexts, focusing on preschool and the early primary grades. Prerequisite: Psych 321 or Educ 304. Same as 337 Educ Credit 3 units.

**A&S SS FA** SSP

### Psych 325. Psychology of Adolescence

*Same as Educ 325.*

A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence; the context of adolescence; and processes of psychological development. Prerequisite, Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 326. Introduction to the Psychology of Aging

Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potentials of the mature and older person. Prerequisite: Psych 301. Credit 3 units.

**A&S SS**

### Psych 329. The Psychology of Women

Examines the current status of research evidence regarding gender differences in human behavior and compares explanations of gender differences from several theoretical perspectives, including psychoanalytical theory, social learning theory, social/cultural perspectives, evolutionary theory and biological perspectives, and cognitive developmental theory. Discussion of patterns of public attitudes and beliefs about gender roles and gender

differences and their impact on the study of gender issues. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 330. Sensation and Perception

*Same as PNP 330.*

Structure and function of several sensory systems and techniques for studying them; emphasis on vision. Perceptual experience examined by considering the underlying physiological activity, as well as higher-level cognitive influences. Prerequisite: Psych 100B. Credit 3 units.

**A&S NS FA** NSM

### Psych 331. Introduction to the Psychology of Hearing

This course will examine the perception of auditory stimuli. The focus will be on the psychological response to acoustic events and the mechanism mediating those responses. Topics will include basic acoustic concepts, pitch perception, localization, and auditory stream segregation. Prerequisite, Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 3401. Biological Psychology

*Same as PNP 3401.*

An introduction to physiological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100B. Credit 3 units.

**A&S NS FA** NSM

### Psych 344. Introduction to the Nervous System

*Same as Biol 3411.*

**A&S NS FA** NSM

### Psych 345. Genes, Environment, and Human Behavior

*Same as Psych 534.*

This class will examine how genetic influences impact various dimensions of human behavior, ranging from personality to clinical disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications of genetic research in psychology. Credit 3 units.

**A&S SS**

### Psych 353. Psychology of Personality

*Same as MLA 5115.*

Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures, and findings of personality assessment and personality research. Discussion of critical issues in evaluation of personality theories. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 354. Abnormal Psychology

*Same as MLA 5321, MLA 354, Lw St 354.*

Survey of deviant and maladjusted behavior including neuroses and psychoses; consideration of biological, social, and individual determinants of maladjustment. Cultural perspectives on mental health and illness. Diagnosis, etiology, and treatment. Review of pertinent research. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 357. Introduction to Clinical Psychology

A survey of clinical psychology. Emphasis is placed on historical and recent developments in the field (e.g., managed care), as well as the consideration of the roles, functions, and techniques of clinical psychologists including psychological testing and psychotherapy. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA** SSP

### Psych 358. Language Acquisition

*Same as PNP 358, Ling 358, Educ 358.*

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisite: Psych 100B or Ling 170D. Credit 3 units.

**A&S SS FA** SSP

### Psych 360. Cognitive Psychology

*Same as PNP 360.*

Introduction to the study of thought processing from an information-processing approach. Emphasis on theoretical models grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving. Prerequisite: Psych 100B. Credit 3 units.

**A&S NS FA** NSM

### Psych 3604. Cognitive Neuroscience

*Same as PNP 3604.*

A general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language, and executive control. Prerequisite: Psych 100B. Credit 3 units.

**A&S NS FA** NSM

### Psych 361. Psychology of Learning

*Same as PNP 361, Psych 3611.*

Basic learning processes in animals, such as conditioning, reinforcement, punishment, and constraints on learning. Comparisons and interactions between classical and operant conditioning. Consideration given to learning theorists and theories, along with applications from the laboratory to the "real world." Prerequisite: Psych 100B. Credit 3 units.

**A&S NS FA** NSM

### Psych 361A. Psychology of Learning:

**Laboratory**

This laboratory course is a supplement to the Psychology of Learning (Psych 361) class. Students will gain firsthand experience, via a virtual rat, of principles and procedures related to the acquisition and maintenance of behavior. Weekly lab meetings introduce Pavlovian and Operant principles that are then implemented as laboratory exercises with the virtual rat. Concurrent enrollment in Psych 361 required. Credit 1 unit.

**A&S NS**

### Psych 3621. Topics Seminar: Collective and Individual Memory

*Same as STA 3051.*

**A&S SS FA** SSP

### Psych 366. Psychology of Creativity

*Same as Educ 366.*

**A&S SS FA** SSP

### Psych 367. Seminar in Positive Psychology

Reviews the relatively recent development in the field known as "Positive Psychology." Topics may include: happiness and life-satisfaction, positive self-esteem, creativity, caring relationships, love—passionate and otherwise, empathy, optimism, ambition, moral character development, attachment, compassion, forgiveness, helping, work ethics, and successful aging. Designed to take a sampling of those aspects of psychology that emphasize the positive side of human nature. Prerequisite: Psych 100B and at least one 300-level course. Credit 3 units.

**A&S SS FA** SSP

**Psych 380. Human Learning and Memory**

*Same as PNP 380.*

A survey of issues related to the encoding, storage, and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Prerequisite: Psych 100B & Psych 360. Credit 3 units. **A&S NS FA NSM SSP**

**Psych 4001. Introduction to Neuropsychology**

*Same as PNP 4001.*

Introduction to the field of brain-behavior relationships: the neurological basis of cognitive and psychological functions such as language, spatial ability, attention, and memory. Selected pathological syndromes associated with brain dysfunction also presented. Limit: 20 junior and senior psychology majors, psychology graduate students, and others with relevant backgrounds. Prerequisite: An introductory course in the neurosciences or one in biological psychology. Credit 3 units. **A&S NS FA NSM**

**Psych 4044. Topics in Cognitive Neuropsychology**

Advances in the understanding of abilities such as memory, attention, and language will be discussed, with a focus on recent research that integrates the theoretical perspectives of cognitive psychology and neuropsychology. Findings from investigations using neuroimaging techniques, psychophysiological techniques, and patients with brain disorders will be emphasized. Prerequisite: Psych 100B or permission of instructor. Credit 3 units. **A&S NS FA NSM**

**Psych 4046. Developmental Neuropsychology**

*Same as PNP 4046.*

Development of the brain and associated changes in cognitive abilities will be discussed, with an emphasis on recent research that integrates the theoretical perspectives of cognitive psychology and neuropsychology. Discussion will focus on early development and disorders affecting the brain such as cerebral palsy, sickle cell disease, and autism. Prerequisite: Completion of a course in developmental psychology, cognitive psychology, or neuropsychology. Credit 3 units. **A&S NS WI FA NSM**

**Psych 4047. History of Neuroscience**

*Same as PNP 4047.*

The study of the relationship between brain and behavior from trephination and head injuries in ancient people through ancient Egypt, Greece, and Rome into the Renaissance and more modern times. Emphasis on higher brain functions. Prerequisite: A course in physiological psychology, neuropsychology, or the nervous system, or permission of instructor. Credit 3 units. **A&S SS FA SSP**

**Psych 4051. Conceptual Issues in Psychology**

Behaviorism has been called a monumental triviality by some while cognitivism is seen by others as prescientific, indeed detrimental to the advancement of psychology. Examination of the theoretical and methodological issues dividing the behaviorists and cognitivists. Credit 3 units. **A&S SS FA SSP**

**Psych 4081. Topics in Psycholinguistics**

Language is one of the most important things that people learn, and children are able to speak in complex sentences before they can tie their shoes. How do children master this seemingly impossible task? In this course, we will cover theories and research on these issues. We will focus on language development in children who are learning English as their first language, with special consideration given to vocabulary development. We will also consider other populations, including bilingual

children and children with language difficulties. Prerequisite: Psych 100B, completion of a course in developmental psychology, linguistics, and/or speech and hearing sciences. Junior or senior standing. Credit 3 units. **A&S SS WI**

**Psych 4085. Seminar: Human Memory**

A seminar that explores the primary literature on the scientific study of human memory. Topics include retrieval processes, forgetting, distortions of memory, and individual differences in memory. Prerequisites: Cognitive Psychology (Psych 360), Human Learning and Memory (Psych 380), or permission of instructor. Credit 3 units. **A&S SS**

**Psych 409. Hypnosis**

Introduction to the history, current research, theories, and clinical applications of hypnosis. Topics covered will include: Induction, susceptibility scales, analgesia, amnesia, age regression, and neuro-behavioral parameters of the hypnotic state. Extensive classroom demonstrations. Prerequisite: Psych 354. Credit 3 units. **A&S SS FA SSP**

**Psych 409W. Hypnosis**

In-depth examination of hypnosis—its history, theories, current research, and clinical applications. Classroom presentation required, writing intensive course. Prerequisite: Junior or senior standing. Psy 100B, and Psy 354. Credit 3 units. **A&S SS WI**

**Psych 413. Contemporary Topics in Social Psychology: Intolerance and Prejudice**

*Same as Pol Sci 4131.*

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315. Credit 3 units. **A&S SS FA SSP**

**Psych 4171. Factor Analysis and Related Methods**

*Same as ASTAT 440.*

**A&S NS**

**Psych 4182. Perception, Thought, and Action**

This course involves reading and discussion of recent journal articles on current topics in visual perception, visual attention, eye movements, and perceptual-motor behavior. The course is conducted like a graduate seminar course with no text book and with fairly unstructured discussions of the readings. Previous course work in Cognitive Psychology, Experimental Psychology, or Perception is required. Credit 3 units. **A&S NS FA NSM**

**Psych 4191. Psychology and Technology**

Psychological research has been critical to the development of technologies from the submarine to the graphical computer interface. At the same time, psychology has been influenced in theory and in practice by the development of new technologies. This seminar examines these mutual influences, with an emphasis on computing, information technology, and human-computer interaction. Prerequisite: Psych 100B or graduate standing. Credit 3 units. **A&S SS FA SSP**

**Psych 4201. Categorical Data Analysis**

*Same as ASTAT 420.*

**A&S SS**

**Psych 4215. Critical Issues in Child Psychopathology**

Covers issues that are critical to the emergence and maintenance of child psychopathology. Topics include: attachment; genetics; psychological development; cognitive development; cultural influences, etc. Different models of child psy-

chopathology will be considered. Prerequisite: Psych 100B and Psych 354. Credit 3 units. **A&S SS FA SSP**

**Psych 4255. Special Topics in Clinical Psychology**

An introduction to what clinical psychologists do, why they do it, and where they do it. Reviews the history and development of clinical practice with special attention to psychological assessment, psychotherapy, theoretical orientations, settings in which psychologists practice, and ethical issues. Written assignments in this writing-intensive course include a research paper, a case study, and a formal analysis of an ethical problem in clinical psychology. Prerequisite: Psych 354. Not open to students who have taken Psych 450 or Psych 357. Credit 3 units. **A&S SS WI FA SSP**

**Psych 4261. Issues of Disability in Society**

*Same as OT 426.*

**Psych 427. Social Gerontology**

*Same as STA 487, AMCS 4273.*

An introduction to the social aspects of aging. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, and ethical issues. Prerequisites: Junior or Senior standing and completion of 6 advanced units in Psychology. Credit 3 units. **A&S SS FA SSP**

**Psych 429. Seminar on Research and Clinical Issues in Family Therapy**

Selected research and clinical issues in family therapy, such as therapy with special family structures and under special conditions. Particular emphasis on the effects and effectiveness of family therapy versus other therapeutic approaches. Prerequisites: Psych 479 or equivalent, and permission of instructor. Credit 3 units. **A&S SS FA SSP**

**Psych 4301. Contemporary Topics in Cognitive Development**

*Same as Anthro 4302, PNP 4301.*

Traditional topics in cognitive development, such as conservation, conceptual development, and category formation, examined from both information-processing and Piagetian viewpoints. Prerequisite: Psych 321 or 360. Credit 3 units. **A&S SS W FA SSP**

**Psych 4302. Cognitive Psychology Applied to Education**

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: Junior/senior status, 9 units in Psychology and Psych 100B OR Junior/senior status, 9 units in Education and Psych 100B. Credit 3 units. **A&S SS**

**Psych 431. Hearing**

*Same as PACS 414.*

**Psych 433. Psychology of Language**

*Same as Ling 408, PNP 408.*

Acoustical phonetics and the speech process, auditory perception of speech; development of speech production and perception in children; phonetic,

lexical, and grammatical aspects of language communication. Prerequisite: Psych 360, Ling 170D, or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Psych 4351. Reading and Reading Development**  
*Same as Educ 4351.*

This course will cover theory and research on skilled reading, including such topics as eye movements and the role of inner speech in reading. Also, we will cover how children learn to read and spell, why some children have difficulty learning to read, and methods of teaching reading. Prerequisite: Permission of course instructor, junior/senior standing, and Psych 358 and Psych 360. Credit 3 units.

**A&S SS**

**Psych 4361. Psychological Perspectives on the Self**

Contemporary theories and research related to the self in social psychology. Emphasis on the self as a construct central to understanding important social phenomena. Topics include definitions and measurement of the self; motivational implications of the self for impression management, ability appraisal, and social inference. Prerequisite: Psych 315. Credit 3 units.

**A&S SS WI FA SSP**

**Psych 438. Acoustical Phonetics and Speech Perception**

Credit 3 units.

**Psych 4408. Trauma and Memory**

*Same as STA 448.*

**A&S SS FA SSP**

**Psych 4411. Topics in Cognitive Neuroscience**  
*Same as Biol 5601.*

How the brain organizes behavior, emphasizing higher functions such as perception, language, and attention. Course aims at integration of information from neuro-biological approaches (e.g., single-unit recording, lesion-behavior experiments) and information-processing approaches (e.g., cognitive psychological models, connectionist models). Prerequisite: Psych 3401 or Psych 360 or Psych 3604. Credit 3 units.

**A&S NS FA NSM**

**Psych 4418. Computational Modeling in Cognitive Neuroscience**

*Same as PNP 4418.*

Introduces the ideas and methods used in simulating cognitive and perceptual processes using computational models. The focus will be on neural network mechanisms, which provide a bridge between behavioral and biological levels of analysis. The first half of the course will introduce the basic computational and biological properties of individual neurons and neuronal networks, and the learning mechanisms that organize these networks. The second half of the course will examine how these computational mechanisms can be used to explore a range of cognitive phenomena, including perception, attention, memory, language and higher-level cognition (i.e., executive control). Prerequisite: Cognitive Neuroscience (Psych 3604) or permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Psych 444. Human Psychophysiology**

This course will explore the relationship between mind and body, focusing on issues at the interface of psychology and physiology. The emphasis will be on theory, investigative techniques, basic research findings, and applications of psychophysiology. Topics addressed will include information processing, emotionality, psychopathology, individual differences, biofeedback, the polygraph and lie detection, behavioral medicine, and human sexual response. Prerequisite: Psych 100B. Credit 3 units.

**A&S NS FA SSP**

**Psych 4450. Functional Neuroimaging Methods**

This course is intended for students wishing to become sophisticated producers or consumers of functional neuroimaging data. Emphasis is on extracting the most information from neuroimaging techniques toward the goal of answering psychologically motivated questions. A number of issues relating to neuroimaging methodology are covered, including technical principles, acquisition options, potential sources of artifact, experimental design, software tools, and analytical techniques. Class approach is hands-on, with students gaining experience in actually acquiring and working with neuroimaging data. Prerequisites: Graduate standing or permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Psych 4484. Language, Thought, and Culture**

*Same as Educ 4484.*

**A&S SS FA SSP**

**Psych 4495. Attitude Change and Persuasion**

Overview of theory and research in the field of attitudes. Topics include: attitude formation and activation, the attitude-behavior relationship, measuring attitudes, social influence, attitude change, and persuasion techniques. Prerequisite: Psych 315. Enrollment limited to 25. Credit 3 units.

**A&S SS FA SSP**

**Psych 4501. Psychotherapy: Research and Practice**

Provides an overview of the fast-changing field of psychotherapy covering both the methods and issues of current clinical practice as well as the problems and issues related to the appraisals of the effectiveness of psychotherapy. Particular attention will be paid to recent developments. Topics discussed are of particular interest to students considering mental health careers emphasizing counseling and psychotherapy. Prerequisite: Psych 354 or 450 or by permission of instructor. Credit 3 units.

**A&S SS FA SSP**

**Psych 450W. Theories of Psychotherapy**

In-depth survey of various systems of psychotherapy including psychoanalytic, humanistic, cognitive, behavioral, and eclectic approaches. Major focus on providing a historical perspective for a critical understanding of the development of these therapies. Writing-intensive with 3 papers, one revision each. Classroom presentations also required. Prerequisites: Completed Psych 354 and junior or senior standing. Credit 3 units.

**A&S SS WI**

**Psych 4557. Biopsychosocial Aspects of Eating Disorders and Obesity**

The aim of this seminar course is to examine the epidemiology, etiology, prevention, and treatment of body image, eating disorders, and obesity. An emphasis is placed on understanding the characteristic symptoms of excessive dieting, body image disturbance, and binge eating, not only as formal psychiatric syndromes, but as a representation of disregulatory processes reflecting social-cultural, psychological, and biological disturbances. Students also learn about the clinical characteristics, medical sequelae, and physical aspects of eating disorders and obesity. Prerequisites: Psych 100B and Psych 354. Credit 3 units.

**A&S SS**

**Psych 4604. Cognitive Neuroscience**

An intensive, case-study based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis is placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. The focus is on developing critical thinking and writing skills via a strong class participation focus and a writing intensive format. Topics

include perception, attention, memory, language, emotion, and executive control. Writing-intensive. Prerequisite: Psych 100B & Biol 3411/Psych 344 or Psych 3401. Credit 3 units.

**A&S NS WI**

**Psych 4611. Psychological Tests and Measurements**

*Same as Educ 4611.*

In what sense can abilities and traits be measured? The history of measurement in psychology traced through abilities, especially general intelligence, objective personality tests, and projective tests. Other topics: recent theories of the nature and organization of intelligence (Cattell and Horn, Sternberg, Fischer), contemporary objections to psychological measurement (S. J. Gould). Prerequisite: Psych 300. Credit 3 units.

**A&S SS FA SSP**

**Psych 4625. Autobiographical Memory**

This course investigates how people create and remember their personal life histories, with an emphasis on empirical studies within the cognitive tradition. Possible topics include childhood amnesia, false memories, emotional memories, the role of motivation in remembering, and how personal events are represented in memory. Prerequisite: Psych 360 or Psych 301 or Psych 380 or permission of instructor. Credit 3 units.

**A&S SS WI FA SSP**

**Psych 4629. Classic Papers on Memory (and the Ones That Got Away)**

*Same as Biol 5628.*

Classic articles in memory are discussed in the context of why they are seminal to the field. By covering these, students are expected to obtain a broad survey of important works in memory research. Topics include amnesia, LTP, levels of processing, implicit memory, false memory, brain imaging, and others. Within each topic, articles that are less seminal, but reported at about the same time, are also discussed. A goal of the class is to debate what specifically allowed the classic articles to change the way we think. What sets them apart? Requirements include attendance, class participation, and periodic brief class presentations. Prerequisites: Graduate standing or permission of instructor. Credit 3 units.

**A&S SS**

**Psych 4651. History and Modern Systems of Psychology**

*Same as PNP 4651.*

An introduction to the history of psychology. This course begins with the major figures and influences on behavioral science before the 1870s. It then examines the birth of "modern" psychology in Germany, and the "schools" of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. Credit 3 units.

**A&S TH FA SSP**

**Psych 473. Seminar: Contemporary Psychology**

Critical analysis of theory and research on specific issues and topics in contemporary psychology. Prerequisite: Psych 100B. Credit 3 units.

**A&S SS FA SSP**

**Psych 4765. Biological Basis of the Major Mental Disorders**

*Same as PNP 4765.*

This course covers research on the biological basis of the major mental disorders, including schizophrenia and related disorders, unipolar and bipolar mood disorders, obsessive compulsive disorder, panic disorder, and alcohol and substance abuse. Emphasis is on examining the evidence of genetic, neurochemical, functional, and structural abnormalities as contributing factors to the development of these disorders. Prerequisites: Psych 100B and graduate standing or advanced undergraduates with permission of instructor. Credit 3 units.

**A&S NS FA NSM**

**Psych 478. Psychopathology of Childhood**

Review of diagnostic issues in child psychopathology and mental retardation, and consideration of major forms of psychopathology unique to childhood. Emphasis on developmental context within which psychopathology may occur. Prerequisite: Psych 354. Credit 3 units.

**A&S SS FA** SSP

**Psych 479. Psychology and Psychopathology of the Family**

Psychopathology is considered from the point of view of interaction within the family system rather than as a function of psychological forces within the individual. Emphasis is placed upon systems theory, the normal and abnormal development of the nuclear family through time, and a brief intro to family therapy theories. Prerequisite: Psych 354. Credit 3 units.

**A&S SS FA** SSP

**Psych 488. The Cognitive Neuroscience of Film**  
*Same as PNP 4488.*

To understand complex events in real life depends on perception, action, and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar uses results from psychology and neuroscience to try to better understand the experience of a movie viewer, and uses theory and practice to explore psychological hypotheses about perception. Credit 3 units.

**A&S NS**

**Psych 4971. Undergraduate Teaching**

Limited opportunities for outstanding undergraduates to serve as teaching assistants for selected departmental courses. Application form and list of potential classes are available from Gary Massey, Administrative Officer, Psychology Department, room 223B. Prerequisite: permission of course instructor, departmental approval, and junior/senior standing. Weekly meetings with coordinator required. Credit cannot be counted toward fulfilling the requirements for the major or minor in Psychology. Credit/No Credit only. Credit 2 units.

**FA** SSP

**Psych 498. Study for Honors**

Prerequisite: Acceptance into the Honors program. Credit 3 units.

**A&S SS FA** SSP

**Psych 499. Study for Honors**

Prerequisites: Acceptance into the Honors program and Psych 498. Credit 3 units.

**A&S SS FA** SSP

**Psych 500. Independent Work**

Prerequisites: Psych 100B and written permission of a supervising faculty member and the chair of the department. Credit variable, maximum 3 units.

## Religious Studies

**Director**

**Beata Grant**, Professor  
(Asian and Near Eastern Languages and Literatures and Religious Studies)  
Ph.D., Stanford University

**Endowed Professors****John R. Bowen**

Dunbar–Van Cleve Professor in Arts & Sciences  
(Anthropology)  
Ph.D., University of Chicago

**Pascal Boyer**

Henry Luce Professor of Individual and Collective Memory in Arts & Sciences  
(Anthropology)  
Ph.D., University de Paris–Nanterre

**Hillel J. Kieval**

Gloria M. Goldstein Professor of Jewish History and Thought  
(History)  
Ph.D., Harvard University

**Professors****Robert D. Lambertson**

(Classics)  
Ph.D., Yale University

**David Lawton**

(English)  
Ph.D., University of York

**George M. Pepe**

(Classics)  
Ph.D., Princeton University

**Associate Professors****Pamela Barmash**

(Asian and Near Eastern Languages and Literatures)  
Ph.D., Harvard University

**Eric Brown**

(Philosophy)  
Ph.D., University of Chicago

**Ahmet T. Karamustafa**

(History and Religious Studies)  
Ph.D., McGill University

**Fatemeh Keshavarz**

(Asian and Near Eastern Languages and Literatures)  
Ph.D., University of London

**Max J. Okenfuss**

(History)  
Ph.D., Harvard University

**Mark Pegg**

(History)  
Ph.D., Princeton University

**Assistant Professors****Martin Jacobs**

(Asian and Near Eastern Languages and Literatures; Jewish, Islamic, and Near Eastern Studies)  
Ph.D., Habilitation, Free University of Berlin

**Christine Johnson**

(History)  
Ph.D., Johns Hopkins University

**Pauline Lee**

(Asian and Near Eastern Languages and Literatures and Religious Studies)  
Ph.D., Stanford University

**Rebecca Lester**

(Anthropology)  
Ph.D., University of California–San Diego

**Clare Palmer**

(Philosophy and Environmental Studies)  
Ph.D., Oxford University

**Sarah Rivett**

(English)  
Ph.D., University of Chicago

**Nargis Virani**

(Asian and Near Eastern Languages and Literatures)  
Ph.D., Harvard University

**Adjunct Professor****Frank Flinn**

Ph.D., University of St. Michael's College–Toronto

**Lecturer****Jerome Bauer**

(Religious Studies)  
Ph.D., University of Pennsylvania

**Adjunct Associate Professor****Robert Wiltenburg**

(English)  
Ph.D., University of Rochester

**Professors Emeriti****Carl W. Conrad**

(Classics)  
Ph.D., Harvard University

**George C. Hatch, Jr.**

(History)  
Ph.D., University of Washington

**Robert E. Morrell**

(Asian and Near Eastern Languages and Literatures)  
Ph.D., Stanford University

**James F. Poag**

(Germanic Languages and Literatures)  
Ph.D., University of Illinois

**Burton M. Wheeler**

(English)  
Ph.D., Harvard University

Religious Studies is an interdisciplinary program that brings together courses from various disciplines in the humanities and social sciences to study the major religious traditions of the world. Majoring in religious studies will prepare students for careers in education, research, and business as well as law, health care, social work, and religious professions. The program offers introductory and more specialized courses in the study of Christianity, Islam, Judaism, and the religious traditions of East and South Asia; it is designed, however, to emphasize the comparative and multicultural aspects of the study of these religions.

In-depth study of religion is concerned with the most fundamental values and the

deepest value-conflicts of human individuals and communities. In this program, students will be able to explore central questions about the human condition in a critical, but empathetic manner. In addition, because the academic study of religion is intrinsically multicultural and international in nature, majoring in Religious Studies will inevitably broaden students' cultural horizons and increase their knowledge, understanding, and experience of global human diversity. Finally, because the program's faculty is drawn from different disciplines, Religious Studies will expand students' familiarity with the disciplinary approaches available in the humanities and social sciences and will help students think seriously about linkages among these different academic endeavors.

**The Major:** The major in Religious Studies requires the completion of a minimum of 30 units of course work, of which at least 18 units must be at the 300 level or above. The selection of courses should be guided by the following requirements:

1. Two required foundation courses: Religious Studies 105 Introduction to Judaism, Christianity, and Islam and Religious Studies 106 Introduction to Hinduism, Buddhism and East Asian Religions.

2. A minimum of one course in theoretical approaches to Religious Studies, normally Religious Studies 368 Theories and Methods in the Study of Religion.

3. Majors are required to focus on two out of three possible areas of concentration: within each of these two concentrations, students must complete at least 9 units of course work, at least 6 units of which must be at the 300-level or above. The three areas of concentration are: 1) Judaism, Christianity and Islam; 2) Hinduism, Buddhism, and East Asian Religions; and 3) Religion, Culture and Society.

In addition, all majors, unless they are writing an Honors thesis or fulfilling a capstone requirement for a second major, are required to take the Asian and Near Eastern Languages and Literatures Senior Seminar during their senior year.

While the study of relevant languages (for example, Greek, Biblical Hebrew, Classical Chinese) is not formally required for the major, students are strongly encouraged to gain proficiency in at least one language relevant to their interests in Religious Studies.

**The Minor:** Requirements for the minor in Religious Studies require successful completion of 18 units in Religious Studies courses, of which at least 9 should be at the 300 level or above. Required courses include Religious Studies 105 Introduction to Judaism, Christianity, and Islam, Religious Studies 106 Introduction to Hinduism, Buddhism, and East Asian Religions, and one 300-level course in the theoretical approaches to the study of religion, normally Religious Studies 368 Theories and Methods in the Study of Religion. Minors do not need to choose areas of concentration.

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing

to pursue this option need to meet the minimum Honors requirements stated in this *Bulletin*, and satisfactorily complete, during the senior year, Religious Studies 498 Independent Work for Senior Honors (fall) and, Religious Studies 499 Independent Work for Senior Honors (spring), to be taken in addition to all other departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student an independent Honors research paper in the student's area of academic interest.

**Transfer Credit:** A maximum of 6 units of advanced course work (300 level and above) completed at another university, whether in the United States or abroad, may be applied toward the major; a maximum of 3 units may be applied toward the minor. In either case, credit will only be awarded to those courses that have been approved by the Religious Studies Program.

## Undergraduate Courses

### Re St 105. Introduction to Judaism, Christianity, and Islam

*Same as JNE 1051.*

Judaism, Christianity, and Islam are elaborate and dynamic systems of belief and practice. While each of them is a distinct religious tradition, all three share a common cultural background, harbor similar views of the individual, and assume a linear perspective of history. Moreover, the historical trajectories of these three Western monotheisms have been intricately intertwined: Christianity emerged out of Judaism, and Islam took shape largely in a Jewish and Christian context. This course explores these monotheistic traditions in a comparative perspective with ample attention to questions of historical context and development. Our coverage is explicitly topical and comparative, and the themes examined include scripture and interpretive tradition, monotheism, authority, worship and ritual, ethics, material culture, as well as religion and political order. Note: This class is open to all interested students. It is required for all Religious Studies majors and minors. Credit 3 units.

**A&S TH**

### Re St 106. Introduction to Hinduism, Buddhism, and East Asian Religions

*Same as ACC 106.*

Hinduism and Buddhism both arose in India and while each represents an elaborate and complex system of belief and practice that is historically unique, they share certain basic views of the individual, an acceptance of the karmic law of cause and effect, and a cyclical rather than linear perspective of history. Buddhism also became a very important religious tradition in Central and East Asia where it adapted to the different indigenous cultural and religious worlds it encountered, including those of Confucianism, Daoism, Tibetan Bon, and Shinto. This course explores these religious traditions of India, China, and Japan in a comparative perspective. Although ample attention is given to questions of historical context and chronological development, our approach is largely topical and comparative: some of the common religious themes we examine include scripture and interpretive tradition, spiritual authority, worship and ritual, ethics, material culture, and religion and the political order. Note: This class is open to all interested students. It is required (along with Religious Studies 105) for all Religious Studies majors and minors. Credit 3 units.

### Re St 120. Sorcerers and Shamans: Carlos Castaneda and Don Juan

This course examines the controversial writings of Carlos Castaneda, whose doctoral dissertation concerning his apprenticeship to Don Juan, a Yaqui sorcerer, became a best-seller in the 1970s. Many readers were inspired to take up the path of the shaman by this book and its sequels. Castaneda and his mentor, Don Juan, still have a considerable cult following, despite the revocation of Castaneda's Ph.D. in anthropology, on grounds of hoaxing. We read both Castaneda and the work of the psychologist Richard DeMille and others, who simultaneously debunk and revalidate Castaneda's writings. What makes a work authentic? What is the difference between a work of scholarship, a work of fiction, and a religious revelation? We also read and discuss general work on sorcerers and shamans, in scholarship and popular culture, and ethnomethodology. No prerequisites. Credit 3 units.

**A&S TH**

### Re St 160. Science Fiction and Religion: May the Force Be With You

This course examines religious and spiritual themes in science fiction and fantasy. We discuss millenarian, apocalyptic, theological, and alchemical themes in classic works by H.G. Wells, C.S. Lewis, and Robert A. Heinlein, and in *Star Wars*, *Star Trek*, *The X-Files*, *Harry Potter*, *The Matrix*, *Buffy the Vampire Slayer*, and other films and TV programs. The course introduces genres such as Christian fantasy, Hindu science fiction, magical realism, and Gothic fantasy. We also examine new religious movements, or "cults," growing out of the fan subculture. How seriously should we take popular entertainment? What happens if we take it too seriously? No prerequisites. Credit 3 units.

**A&S TH**

### Re St 180. Freshman Seminar: Understanding Religion

There are many ways to approach the study of religion: this semester, gender is the organizing theme. For most of history, and for most of the world's people, there have always been important differences between the ways men and women imagine, experience and practice religion. What this means is that one cannot ask what religious beliefs and practices—symbols, scriptures, liturgies, rituals—mean without asking "For whom do they mean?" Until one does so, one cannot claim to have a complete and accurate understanding of the meaning and function of religion. Although gender includes both men and women, until fairly recently women's perspectives have been discounted, marginalized, or simply absent from the academic study of religion. It is for this reason that in this class we focus on women as creative agents and participants, although our ultimate goal is to begin to see religion through an androgynous rather than a purely androcentric lens. We explore these very important questions from a cross-cultural and comparative context, including not only the Judeo-Christian and Islamic traditions, but also those of Asia, including Hinduism and Buddhism. Limit 15 students. Credit 3 units.

**A&S TH FA SSP**

### Re St 201F. Christianity in the Modern World

*Same as Re St 203.*

Survey of the development of Christianity since the Reformation, focusing on its internal divisions and its responses to the challenges of empirical science, capitalism, and European expansion into Africa, Asia, and the Americas; attention to contemporary ecumenism and social change. Credit 3 units.

**A&S TH FA SSP**

### Re St 208F. Introduction to Jewish Civilization

*Same as JNE 208F.*

**A&S TH FA SSP**

**Re St 210C. Introduction to Islamic Civilization***Same as JNE 210C.***A&S** CD TH **FA** **SSP****Re St 214. Contemporary Issues in Islam**

An examination of the place of Islamic religion and cultures in the modern world. Topics include shurah and democracy, fundamentalism, religious reform, gender, racism, the reaction to Westernization, globalization, Sufism, the orientalism debate, medical ethics. We explore Muslim scholars' and thinkers' response to these issues. Traditional scholars are considered insofar as they are related to ongoing discussion in contemporary Islamic societies. Credit 3 units.

**A&S** TH **FA** **SSP****Re St 221. The Christian Traditions**

A general introduction to the major historical periods, figures, structures, and piety of Christianity. In this course, we pay special attention to Christianity as a religion within history, noting its variety and adaptability in such diverse settings as late Roman civilization, Russia, medieval Europe, and the United States. Credit 3 units.

**A&S** TH**Re St 223. Hindu Medicine and Indian Food**

Hindu medicine cannot be separated from Hindu religion and philosophy; one cannot understand Hinduism without understanding the basics of Hindu medical and nutritional theory. The course covers the development of South Asian medicine, nutritional theory, and foodways, from prehistory to the present, with attention to their religious significance. Indian civilization is introduced by exploring systems of belief concerning food, and the mutual relations between the cuisines of India and other world civilizations are examined. Special topics include the controversy concerning Soma, the Indo-Roman spice trade, diffusion of food items throughout Asia and the world, Ayurvedic and Chinese theories of nutrition, alchemy vegetarianism, classical culinary texts, culinary systems of South Asian religious minorities, New World influences, Southeast Asian cuisines, and the anthropology of food. Credit 3 units.

**A&S** TH **FA** **SSP****Re St 240. Primal Religions of the Americas***Same as AMCS 240.*

The aim of this course is to discover the connections between primal religions of the Americas, from the Bering Strait to Tierra del Fuego. Special attention is given to the interrelation of sacred myth and ritual to social life forms in selected regional societies (e.g., Inuit, Maya, Quechua); sacroparallelism between Christianity and indigenous belief; revitalization movements (Ghost Dance, Handsome Lake); shamanism; blending of African forms into the primal-Christian base (Santeria, Voodoo); survival of primal religions after Columbus; modern transformations in poetry and literature. Extra visits to local sites (Cahokia, Dickensen, Washington State Park), pow-wows, and use of film. Requirements: idea journal, midterm exam, final paper. Credit 3 units.

**A&S** TH**Re St 245. The Buddhist Traditions***Same as East Asia 245, ACC 2451, Re St 245.*

A general introduction to the essential teachings and practices of Buddhism. Originating in India, over the centuries, Buddhism has adapted itself to many different cultural worlds, including Central Asia, Tibet, East Asia and, more recently, Europe and the United States. One of the central questions we explore is what, if anything, holds "Buddhism" together as a coherent religious tradition despite its immensely diverse cultural and doctrinal expressions. Credit 3 units.

**A&S** CD TH **FA** **SSP****Re St 250F. The Hindu Traditions***Same as Re St 250, ACC 250.*

An introduction to Hindu practice and thought, this course explores broadly the variety of forms, practices, and philosophies that have been developing from the time of the Vedas (circa 1500 BCE) up to the present-day popular Hinduism practiced in both urban and rural India. The course pays special attention to the relation between Hindu religion and mythology and the wider cultural, social, and political contexts in which it has arisen and to which it has given shape; to questions of Hindu identity in India and America; and to relations between the Hindu majority of India and minority traditions. Credit 3 units.

**A&S** CD TH **FA** **SSP****Re St 251F. Religious Minorities of South Asia***Same as History 251F, Anthro 251F.*

This interdisciplinary course examines the history of religious minorities of the various countries of South Asia in relation to their religious majorities, and discusses the relationship between religious identity and ethnic, national, and transnational identities. South Asia is unusually diverse in religious traditions: Hinduism, Buddhism, Jainism, Sikhism, Zoroastrianism, Islam, Judaism, "tribal" religions, and all branches of Christianity are represented, and all of these communities are minorities somewhere in this region. Credit 3 units.

**A&S** CD TH **FA** **SSP****Re St 300. Introduction to the Hebrew Bible/Old Testament***Same as JNE 5001, JNE 300, BHBR 300.*

A survey of the Hebrew Bible (Old Testament) examined in the historical and cultural context of the ancient Near East. Traditional Jewish and Christian interpretation of the Bible is discussed. No knowledge of Hebrew required; no prerequisites. Credit 3 units.

**A&S** TH **FA** **SSP****Re St 3010. Topics in Art History: Gothic Art: The Age of Cathedrals****Re St 3011. Intermediate Greek: The New Testament***Same as Greek 301.***A&S** LA**Re St 3021. Introduction to the History and Culture of Ancient Mesopotamia***Same as JNE 302.***A&S** TH **FA** **SSP****Re St 303. The Taoist Tradition**

This class explores the various expressions of Taoism, the indigenous religion of China. Beginning with the Classical Taoist texts of the 3rd century BCE (often referred to as "philosophical Taoism"), we discuss the mythical figure of Lao Tzu and the text attributed to him (Tao Te Ching), the philosopher Chuang Tzu, and recent theories concerning the shadowy "Huang-Lao" Taoist tradition. We then examine the origins, beliefs, and practices of the Taoist religion, with its hereditary and monastic priesthoods, complex body of rituals, religious communities, and elaborate and esoteric regimens of meditation and alchemy. Credit 3 units. Credit 3 units.

**A&S** CD TH**Re St 3031. Christianity in the Modern World**

Survey of Christianity since the Reformation. Focus on the divisions in Christianity, its responses to modern science, the rise of capitalism, and European expansion into Africa, Asia, and the Americas. Attention to ecumenism and the contemporary status of Christianity in the world. Use of original documents. Requirements: idea journal, midterm, final paper. Credit 3 units.

**Re St 304. Jewish Biblical Interpretation**

In Western religious tradition, the Hebrew Bible (Old Testament) contains the revelation—the word

and directives of God. However, the Hebrew Bible is also thousands of years old, and as such, is often difficult to understand, lacking in detail, archaic, and historically irrelevant. Therefore, Western religious traditions have been compelled to reinterpret the Hebrew Bible, both to make sense of it, and to maintain its historical relevance. This course examines the many ways and methods employed by Jewish communities to reinterpret the Hebrew Bible over a period of thousands of years, in order to glean ongoing meaning and continued revelation. These communities include the Dead Sea Community (Yakhad/Qumran), Rabbinic Judaism (ancient, medieval, modern), and early Jewish-Christian communities. The goal is to understand how the Hebrew Bible is understood to be a polysemous document—one containing different meanings to different people at different times. Topics addressed include: Peshet literature (Dead Sea Scrolls), Midrash (Rabbinic interpretation), religious polemics, and methods of interpretation (hermeneutics). All texts are read in English translation; accommodation for students wishing to read texts in their original language is considered. Prerequisite: one course in Religious Studies; Jewish, Islamic and Near Eastern studies; literature; or permission of the instructor. Credit 3 units.

**A&S** TH **FA** **SSP****Re St 305. Wisdom Literature of the Bible***Same as JNE 305, BHBR 305.*

This course introduces the student to the biblical books of Proverbs, Job, and Qohelet (Ecclesiastes). These books share the common thread of teaching people how to live skillfully and have incited controversy for millennia. We read these books in English, examine and discuss the major themes, literary structures, cultural contexts, and issues in interpretation that surround these books, and reflect upon their significance for several communities of readers in various periods of history. In order to situate these Israelite books within their ancient cultural contexts, we have opportunity to read and discuss wisdom texts from the neighboring cultures of Egypt and Mesopotamia. And, in order to appreciate the position of these books within wisdom tradition, we also look at some wisdom writings from Israel not included in the biblical canon. Credit 3 units.

**A&S** TH**Re St 307F. History and Theology: Introduction to the New Testament**

Primitive Christianity through the literature it produced as it emerged from a sect within Palestinian Judaism to a distinct contending faith in the Hellenistic world. Focus upon (1) major Pauline letters, (2) Synoptic Gospels (including critical methodologies), and (3) the Johannine corpus. Credit 3 units.

**A&S** TH **FA** **SSP****Re St 3081. Early Judaism**

An introduction to the various forms of religious expression that thrived in Jewish societies of the Land of Israel and the Middle Eastern diaspora from roughly 450 BCE to 650 CE. Credit 3 units.

**A&S** TH **FA** **SSP****Re St 3082. Introduction to Rabbinic Judaism***Same as JNE 3082.*

Survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its inception in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon—as a constantly developing religious system. Among the topics to be explored are: How did the "rabbi" emerge as a movement after the destruction of the Second Temple, and to what extent can we reconstruct their history? How did Rabbinic Judaism develop in its two centers of origin, Palestine and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish



ritual and liturgy develop under Rabbinic influence? How were the rabbis organized and was there diversity within the group? What was the rabbis' view of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash—collections—a literature that defines the character of Judaism down to our own times. All texts are read in translation. Credit 3 units.

**A&S TH FA SSP**

### Re St 309. Chinese Thought

*Same as Re St 3091, IAS 3090, ACC 309, East Asia 309.*

This course offers an introduction to Chinese thought through a study of thinkers from arguably one of the most vibrant periods of religious-philosophical discourse in China. We examine early classical texts from the Daoist, Confucian, Mohist, and Legalist traditions, and follow arguments where the thinkers expand upon, dispute, and respond to each other in regard to questions that are still important to us today. We explore issues such as notions of the self, conceptions of the greater cosmos, the role of rituals, ideas about human nature, and the subjects of freedom and duty. Motivating the course is the underlying question, "What is the good life?" Credit 3 units.

**A&S CD TH WI**

### Re St 3091. Confucian Thought

*Same as East Asia 3091, ACC 3091, IAS 3095.*

This course offers an introduction to Confucianism through a study of a select number of religious-philosophical texts ranging from circa 500 BCE through the present day. Our emphasis is on the tradition as it has evolved through time primarily in China, but also in Korea, Japan, and the United States. The course is divided into three parts. We begin with a study of Confucianism as a perpetual interpretation and re-interpretation of the classical text the Analects. We then turn to the theme of the transcendent person and examine the various and contrasting ideas put forth on the subject: transcendence through study of the classics, through meditation, through mystical intuition, and through arduous physical regimen. In concluding, we debate the role of Confucianism in addressing contemporary ethical issues. Credit 3 units.

**A&S TH**

### Re St 310. Contemporary Jewish Thought

*Same as JNE 310.*

**A&S TH FA Lit SSP**

### Re St 3101. The Problem of Evil

*Same as JNE 5101, JNE 3101, Phil 3101.*

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought. Credit 3 units.

**A&S TH**

### Re St 313C. Islamic History 622–1200

*Same as History 313C.*

**A&S TH FA SSP**

### Re St 314C. Islamic History: 1200–1800

### Re St 315C. The Middle East in Modern Times: 1880 to the Present

*Same as History 315C.*

**A&S TH FA SSP**

### Re St 319. Women and Family in Islam

*Same as WGS 306.*

**A&S CD SS FA SSP**

### Re St 325F. Spiritual Classics of the Catholic Tradition

Catholicism approached from human paradigms: saint, mystic, thinker, humanist, artist, outsider. Interpretation of primary texts, focused on the unifying forms of Catholic tradition and how these forms continue to be renewed. Credit 3 units.

**A&S TH FA SSP**

### Re St 3262. The Early Medieval World 300–1000

*Same as History 3262.*

**A&S CD TH FA SSP**

### Re St 3293. Religion and Society

*Same as Anthro 3293.*

**A&S SS FA SSP**

### Re St 329F. Religion, Ritual, and Worldview

*Same as Anthro 329F.*

**A&S SS FA SSP**

### Re St 3301. Religion and Science

*Same as History 3302.*

This course explores the relationships between religion and the natural sciences from a historical perspective, focusing on developments in the West from the 17th century to the present, with special emphasis on Galileo, Darwin, and contemporary issues raised by cosmology and evolutionary biology. Topics include the Bible and science, natural theology, and the viability of religious belief in the context of 20th-century science. Credit 3 units.

**A&S TH**

### Re St 3302. Topics in Religion and Science

*Credit 3 units.*

**A&S TH**

### Re St 3313. Women and Islam

*Same as Anthro 3313.*

**A&S CD SS FA SSP**

### Re St 333F. Mesopotamian Mythology: Stories from Ancient Iraq

*Same as JNE 345.*

**A&S CD TH**

### Re St 334C. History of the Jews in Christian Europe

*Same as History 334C.*

**A&S CD TH FA SSP**

### Re St 335C. The Jews in the Modern World

*Same as History 335C.*

**A&S CD TH FA SSP**

### Re St 3361. Ancient Sanctuaries: The Archaeology of Sacred Space in the Ancient Mediterranean

### Re St 336C. History of Jews in Islamic Lands

*Same as History 336C.*

**A&S TH FA SSP**

### Re St 3381. Pilgrims and Pilgrimages

An exploration of pilgrimage in different religious traditions and cultures, including our own. Readings include selections from religious, literary, anthropological, and historical texts, and are supplemented by audiovisual materials, including art, music, and film. Prerequisites: Some background in one or more world religious traditions preferred. Class limited to 15. Credit 3 units.

**A&S TH WI**

### Re St 3391. Karma and Rebirth

*Same as IAS 3391.*

This course examines the related concepts of karma (action and its consequences), and rebirth (the transmigration of souls, or metempsychosis), in the religious traditions of Indian origin, including Hinduism, Buddhism, Jainism, and Sikhism. The course also examines concepts of karma and rebirth in East Asian religions and in Euro-American new religions, and concepts of metempsychosis in ancient Greece, early Christianity, and

other religious traditions. Special topics include karma and medical ethics (abortion, euthanasia, suicide, cloning, organ donation); karma and the popular culture (cinema and television, science fiction, and fantasy), dohada (pregnancy craving), and the hour of death. Credit 3 units.

**A&S CD TH FA SSP**

### Re St 3392. Topics in South Asian Religions

*Credit 3 units.*

**A&S CD TH**

### Re St 3393. Miracles, Marvels, and Magic

*Same as LH 4942.*

According to Christian tradition, only God can perform a (supernatural) miracle, but (preternatural) marvels may be performed by angels, demons, or human magicians. The first half of the course explores the philosophical and theological implications of the supernatural/preternatural distinction for the Abrahamic traditions; also, definitions of miracle, marvel, and magic; the intellectual history of Christian miracle apologetic; alchemy, "the occult," and the hermetic tradition; miracles and marvels in the scientific revolution; "magic realism" in literature; and miracle in popular culture (fantasy and science fiction, television and cinema). We then compare the Christian concept of "miracle" with similar concepts in the other world religions, notably the "Siddhis" of Hinduism, the "Ascaryas" of Jainism, and the "Iddhis" of Buddhism, in order to understand the cultural functions of the miraculous and marvelous, and the social uses of these ideas in the maintenance of religious and scientific orthodoxies and canons. Credit 3 units.

**A&S TH FA SSP**

### Re St 3394. Veda and Vedanta

*Same as IAS 3394.*

An introduction to the most ancient Indian religious literature, the Vedas, and its most recent stratum: the Vedanta of the Upanishads, and the philosophical tradition of Shankara, Ramanuja, Madhva, Vivekananda and others. Vedanta philosophy is introduced in relation to the other systems of Indian philosophy. Credit 3 units.

**A&S TH**

### Re St 339F. Yoga Traditions

*Same as IAS 339F.*

This course examines the theory and practice of Yoga, in historical and cultural context, from its origins in India to contemporary America. The philosophy of classical Yoga is introduced, in comparison with other systems of Indian philosophy, and with other systems of Yoga, including Hatha Yoga and Integral Yoga. The practice of Yoga is compared with other techniques of meditation, such as Buddhist and Jain meditation, and the practices of Tantra, alchemy, Ayurveda, and shamanism. The course includes guest speakers and field trips. Credit 3 units.

**A&S CD TH FA SSP**

### Re St 343C. Europe in the Age of the Reformation

*Same as History 343C.*

**A&S CD SD TH FA SSP**

### Re St 3440. The Social World of Early Christianity

*Same as History 3440.*

**A&S TH FA SSP**

### Re St 3461. Zen Buddhism

This course is designed to introduce students to the history, teachings, and practice of Zen Buddhism in China (Chan), Japan (Zen), Korea (Sôn), and the United States. We discuss how Zen's conception of its history is related to its identity as a special tradition within Mahayana Buddhism, as well as its basic teachings on the primacy of enlightenment, the role of practice, the nature of the mind, and the limitations of language. We also

look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we briefly explore the response of Zen teachers and practitioners to questions of war, bioethics, the environment, and other contemporary issues. Prerequisites: Re St 236 or Re St 245. Credit 3 units.

**A&S TH FA SSP**

**Re St 347. Islam in Africa**

*Same as History 3811.*

**A&S CD TH FA SSP**

**Re St 3508. The Crusades: Cross-Cultural Perspectives**

*Same as History 3508.*

**A&S TH FA SSP**

**Re St 354. Shamans, Sages, and Saints: An Introduction to Korean Religion**

*Same as Korean 354, IAS 3541.*

The purpose of this course is to survey some of the main currents in Korean religion through the study of selected religious traditions that have flourished among the Korean people on the Korean peninsula anciently and in contemporary times. These religions include Shamanism, Confucianism, Christianity, and indigenous New religions. By focusing on the people—Shamans, sages, and saints—who exemplify these traditions, as well as the search for personal welfare and prosperity, that form continuities despite the differences in doctrines, beliefs, and practices. Credit 3 units.

**A&S CD TH**

**Re St 355. Baroque Art**

*Same as Art-Arch 365.*

**A&S TH FA AH**

**Re St 356C. Ancient Philosophy**

*Same as Phil 347C.*

**A&S TH FA SSP**

**Re St 362. High Renaissance Art**

*Same as Art-Arch 362.*

**A&S TH WI FA AH**

**Re St 365F. The Bible as Literature**

*Same as E Lit 365F.*

**A&S TH FA Lit**

**Re St 366. Approaches to the Qur'an**

*Same as IA 4940, JNE 562, JNE 362.*

The place of the Qur'an in Islamic religion and society. Equal emphasis on text—the Qur'an's history, contents, and literary features—and context—the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required. Credit 3 units.

**A&S CD TH**

**Re St 3661. Approaches to the Qur'an and Muhammad**

Close examination of the two major sources of Islam, the Qur'an and the example of Muhammad, known as the sunna. Topics covered include: the life of Muhammad and historical emergence of Islam: Muhammad's role as the model Muslim and the concept of sunna; major themes of the Qur'an. Equal emphasis on text—the Qur'an's history, contents, and literary features—and context—the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required. Prerequisite: Re St 224 or permission of the instructor. Credit 3 units.

**A&S TH FA SSP**

**Re St 367. Religious Themes in Contemporary Literature**

*Same as E Lit 367.*

**A&S TH FA Lit**

**Re St 368. Theories and Methods in the Study of Religion**

What is religion? In this course, we review several "classic" attempts to develop comprehensive theories of religion. Theories considered include those of E. B. Taylor, James Frazer, Sigmund Freud, Karl Marx, Emile Durkheim, Mircea Eliade, William James, Rudolf Otto, Max Weber, E. E. Evans-Pritchard, and Clifford Geertz. Readings are a combination of original writings of these figures and secondary scholarship about their views on religion. Credit 3 units.

**Re St 371. Introduction to Jewish Mysticism**

Consideration of the major theological ideas of the kabbalistic texts; the specific concepts important in Hasidism. Analysis of several mystical texts representing various schools, followed by supplementary lectures on material not dealt with in detail by the readings; e.g., Abulafia mysticism. Readings include the Zohar, the Hassidic masters, classic Cordoverian or Lurianic texts, and such secondary material as Scholem's *Major Trends in Jewish Mysticism*. Prerequisite: junior standing, or permission of instructor. Credit 3 units.

**A&S TH FA SSP**

**Re St 3724. Guided Readings in Religious Studies**

Readings on religion. Credit to be determined in each case.

**Re St 373. Classical Jewish Philosophy**

*Same as JNE 309.*

**A&S TH FA SSP**

**Re St 374C. The Jews in the Ancient World**

*Same as JNE 301C.*

**A&S CD TH FA SSP**

**Re St 375. How the World Began: Creation Myths of the Ancient World**

*Same as BHBR 375, JNE 375.*

We read myths and epic literature from the Bible, ancient Greece, ancient Egypt, and the ancient Near East about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course examines how each culture borrows traditions and recasts them in a distinct idiom. Credit 3 units.

**A&S CD TH WI FA SSP**

**Re St 376F. Sufism: God's Friends in Islam**

*Same as IAS 374F, Med-Ren 376F, JNE 376F.*

Saintly mediators between God and humanity played a central role in the formation of Islam. This course focuses upon certain major aspects of saintly mediation such as the emergence of theories of sainthood and cults of saints, their place within Islamic religiosity (especially in comparison with prophecy), and the institutional frameworks within which such mediation occurred. Key Sufi doctrines (including self-disclosure of God, the perfect human being, mystical union, perpetual creation) and practices (spiritual retreat, ritual invocation, communal meditation/concert/dance) are studied. Related issues such as conversion to Islam and Islamization of originally non-Islamic beliefs and practices are also addressed. Credit 3 units.

**A&S TH FA SSP**

**Re St 380. Topics in Religious Studies: From Chaos to Cosmos: Myth, Ritual, and Magic in the Ancient World**

*Same as JNE 381.*

How did ancient societies face and try to overcome disease, death, evil, and the known? How did they construct and impose order against the chaos that seemed to lurk behind every corner? To begin to understand the mindset of ancient soci-

eties and their efforts to offset the chaos, we examine various myths, rituals, and magical practices in the Bible and ancient Near East. First, we briefly study the theoretical framework of the "iconic" terms, myth, ritual, and magic. Then we carefully read select texts that include creation myths. *Epic of Gilgamesh*, prescriptive manuals of rituals and magical activities, incantations, spells, and prayers in conjunction with scholarly literature. Topics include creation of humanity/cosmos, emergence of civilization, problem of evil, question of mortality, purification of impurity, and expulsion of demons/ghosts/witches. Credit 3 units.

**A&S TH FA SSP**

**Re St 3801. Topics in Religious Studies**

Credit 3 units.

**A&S TH FA SSP**

**Re St 3802. Sacred Shrines and Holy Places**

*Same as IAS 3802.*

Studies architecture, painting, ornamentation, music, and dance as religious expressions by focusing on six major shrines and the sacred arts associated with them: the Hindu temple of Konarak, the Shinto Shrine at Ise, the Buddhist temple at Borobudur, the Catholic cathedral at Chartres, the Pueblo Indian kiva at Kuuau, and the Suleymaniye mosque of Istanbul. Examines the arts and their relationship to the beliefs of the various traditions. Field trips scheduled to some local shrines, mosques, synagogues, and churches. Credit 3 units.

**A&S CD TH FA SSP**

**Re St 381. Major Figures in Christian Thought**

Critical examination of one or more of the major figures in Christian theology and apologetics (such as Augustine, Aquinas, Luther, Kierkegaard). Subject matter varies each semester. May be repeated for credit. Prerequisite: a course in biblical literature, or permission of the chair of the department. Credit 3 units.

**A&S TH FA SSP**

**Re St 3811. Women Theologians of the 20th Century**

*Same as WGS 382.*

Close reading of and dialogue with the writings of key women theologians beginning with the foundational work of Mary Daly (*Beyond God the Father*). We trace the evolution of woman theology from Elizabeth Fiorenza and Rosemary Reuther to Carol Christ and Judith Plaskow. Themes include goddess studies, liberation ethics, the status of women in world religions and the relation between feminist theology and critical theory. Prerequisite: one previous course in Women and Gender Studies or Religious Studies. Course requirements include extensive reading, an idea journal, one short paper, and a written final examination. Credit 3 units.

**A&S TH FA SSP**

**Re St 382. Topics in Christian Thought: The Quest for the Historical Jesus**

Who was Jesus? An itinerant, charismatic teacher? A healer and miracle-worker? A social revolutionary? In this course, we examine some of the different "Jesuses" that emerge from the historical, critical "Quest for Jesus." Primary attention is given to the "Third Quest," the scholarly movement that emerged in the 1980s and emphasizes the larger social and political context of Jesus' life and teachings. Students are encouraged to evaluate the research on the historical Jesus itself as history. Special problems concerning the nature of our sources for this effort are also explored. Credit 3 units.

**A&S TH FA SSP**

**Re St 385. The Holocaust: The Experience of European Jewry**

**Re St 385D. Topics in Biblical Hebrew Texts***Same as BHBR 385D.***A&S TH****Re St 386. Topics in Jewish History****Re St 390. Lyrics of Mystical Love, East and West***Same as Comp Lit 390.***A&S CD TH WI FA Lit****Re St 400. Independent Study**

Credit variable, maximum 3 units.

**FA SSP****Re St 4000. IPH Thesis Prospectus Workshop***Same as Hum 401.***A&S TH****Re St 4001. Asian and Near Eastern Languages and Literatures Senior Seminar: Religion and Literature****Re St 401. Theories of Ritual**

This course offers a historically grounded and comparative study of ritual theory from the 19th century to the present. The course is organized around close readings of classic and seminal theoretical readings spanning the history of religions, psychology, sociology, anthropology, linguistics, and contemporary cultural studies. Theories are studied also in their applications, through detailed case studies of ritual in a variety of cultural and social contexts. Credit 3 units.

**A&S SS FA SSP****Re St 4020. Jerusalem, The Holy City***Same as JNE 4020.***A&S CD SD TH****Re St 4021. Gender and Sexuality in Judaism***Same as JNE 403.***A&S SD TH FA SSP****Re St 405. Diaspora in Jewish and Islamic Experience***Same as JNE 405.***A&S TH****Re St 406. The Spanish Symbiosis: Christians, Moors and Jews***Same as Span 406.***A&S CD TH FA Lit SSP****Re St 4101. Medieval English Literature II***Same as E Lit 4101.***A&S TH****Re St 411. Topics in Christianity: Martyrs and Monastic Lives**

Christianity prompted and was in turn shaped by a variety of vigorous ascetic practices. This course examines a selection of intriguing texts stemming from the experience of martyrdom and monasticism. We begin with the earliest portrait of Christians left to us, namely that found in the New Testament, and end with a modern reappropriation of monasticism and martyrdom as seen in the life and teaching of Charles de Foucauld. Credit 3 units.

**A&S TH****Re St 412. Islamic Theology**

Credit 3 units.

**A&S TH FA SSP****Re St 413. Topics in Islam***Same as JNE 445.***A&S TH FA SSP****Re St 414. Readings in Classical Chinese Philosophy***Same as Chinese 414.***A&S CD TH****Re St 415. Topics in Judaism***Same as JNE 415.***A&S TH****Re St 416. Messianic Movements and Ideas in Jewish History***Same as History 416.***A&S TH FA SSP****Re St 417. Soul, Self, Person in Judaism, Christianity, and Islam: A Comparative Examination***Same as JNE 417.*

What is a "human individual"? Who am I? Do we have souls? Are we immortal? These and a host of other questions that relate to personal identity and selfhood form integral parts of theological, philosophical, spiritual teachings, and inquiry in all three of the Western monotheisms. In all three cases, the key concept at the nexus of all discussions on these issues is that of the soul. The course is designed as a critical examination of this concept. Initial coverage of Greek/Hellenistic conceptions is followed by close reading of selected texts in conjunction with relevant scholarly literature. Questions addressed include: the nature, composition, origin, and final end of the soul; its relation to God; meaning of life and death; the resurrection; communication between souls, dead and alive; dreams. Credit 3 units.

**A&S TH WI FA SSP****Re St 4210. Christians and Muslims in the Mediterranean World, 1100–1650***Same as History 4210.***A&S TH****Re St 423. Topics in American Literature***Same as E Lit 4231.***A&S TH FA Lit****Re St 4325. Sacred Cities in Medieval Art and Culture***Same as Art-Arch 4325.***A&S TH FA AH****Re St 4401. Topics in Rabbinic Texts: Mishnah and Gemara***Same as BHBR 440.***A&S TH****Re St 444. The Mystical Tradition in Judaism**

The role of mysticism in Jewish history through analysis of the major theological ideas of Hekhalot Literature, classic and Lurianic Kabbalah and Hasidism (all texts are read in translation). Primary texts and issues in the modern historiography of Kabbalah: Gershom Scholem's critique of Graetz, Moshe Idel's critique of Scholem. Prerequisites: 208F Introduction to Jewish Civilization or permission of the instructor. Credit 3 units.

**A&S CD TH****Re St 4443. Jews and the City: Urban Dimensions of Modern Jewish Experience****Re St 448C. Russian History to the 18th Century***Same as History 448C.***A&S TH FA SSP****Re St 455. Plato***Same as Phil 451.***A&S TH FA SSP****Re St 4703. Hegel: Philosophical and Theological Writers***Same as Phil 4602.*

The goal of this seminar is to discover the aspects of faith and reason that inform Hegel's dynamic "system." The seminar focuses on the intense reading of *Faith and Knowledge*, *Phenomenology of the Spirit*, *Lectures on the Philosophy of History*, *Logic*, and *Lectures on the Philosophy of Religion*. Requirements: idea journal and two essays, one short, one long. Credit 3 units.

**A&S TH FA SSP****Re St 471. Topics in Religious Studies: Religion in Global Context**

Beginning with a genealogy of the idea of religion, we concentrate on the emergence of the concept of religion shortly before and during the Enlightenment. We then turn to the ways in which this newly emerging concept was applied to the study of non-Western cultures, which ultimately led to our current notion of "world religions," partly as a result of the "discovery" of Buddhism, Hinduism, Confucianism, and others. We then consider the secularism thesis, and its current woes. Finally, we examine religion and globalization, a topic addressed primarily by sociologists of religion. Prerequisite: senior standing. This course is required for all Religious Studies majors of senior standing. Please contact the instructor before enrolling. Credit 3 units.

**A&S TH****Re St 4711. Topics in Religious Studies: Gender and Religion in China***Same as East Asia 4711, Chinese 4711, WGS 4711, IAS 4712.*

In this course, we explore the images, roles, and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics to be discussed include: gender concepts, norms, and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: senior or graduate standing. Students with no previous background in Chinese religion, literature, or culture need to obtain instructor's permission before enrolling. Credit 3 units.

**A&S TH FA SSP****Re St 474. Topics in Religious Studies**

Credit 3 units.

**A&S TH FA Lit****Re St 476. Topics in Religious Studies: Chinese Popular Religion***Same as East Asia 4761, History 4771, IAS 4760.*

This course examines the religious lives of ordinary Chinese people over the past 3,000 years. We discuss changing religious beliefs in folk tales, myths and legends, the relationship between organized religious teachings (such as Daoism and Buddhism) and popular practice, the evolution of popular cults and the development of millenarian teachings, such as the White Lotus. Using sources from the modern period, we discuss volitive societies, martial arts, mystic pilgrimages, mountain hermits, temple life, and the influences of the state in popular religious life. All readings are in English. Some background in Asian studies is strongly suggested but not required. Prerequisite: senior or graduate standing and permission of the instructor. Credit 3 units.

**A&S TH FA AH Lit****Re St 478. Religion and Violence**

This seminar seeks to explore the relation of religion and violence. Major themes include sacrifice, the scapegoat, martyrdom, scarification, forms of ritual circumcision and piercing, cannibalism, holy militias, holy terror and holy war. Concrete examples are discussed. Viewpoints range from the anthropological to the psychological, sociological, and theological. Credit 3 units.

**A&S TH FA Lit****Re St 479. Senior Seminar in Religious Studies***Same as East Asia 4791, WGS 4479, IAS 4790.*

The topic for this seminar differs every year. Previous topics have included Religion in a Global World and Engendering Religion. The seminar is offered every spring semester and is required of

all Religious Studies majors, with the exception of those writing Honors thesis or fulfilling a capstone requirement in a second major. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous course work in religious studies. Credit 3 units.  
**A&S SD TH**

**Re St 480. Topics in Buddhist Tradition: Korean Buddhism**

This course explores the historical culture of Korea by introducing students to the doctrines, beliefs, and practices of Buddhism in its socio-historical context, from ancient times to the present. We examine the evolving nature of Korean Buddhist culture, which allows us to understand the nature of pre-Buddhist Korean religion, the way Sinitic Buddhist beliefs and cultic practices were introduced and domesticated, transforming ancient Koreans' perception of their country from a borderland on the fringes of civilization to a bona fide Buddha-land. The course focuses on issues of social status and the role of religion in society and politics while examining the Buddhism of the royalty, aristocrats, and intellectuals in ancient and medieval Korea. By studying some of the Korean contributions to the development of Zen Buddhism in East Asia, we examine how the Zen tradition in Korea shares much with traditional East Asian Buddhist thought. In addition we see how the Zen tradition adapted to preserve itself during a long period of Confucian domination and Japanese colonialism. A background in East Asian Studies, Buddhism, or Korea would be helpful but not mandatory. Prerequisite: At least junior standing or permission of the instructor or the Director of Religious Studies. Credit 3 units.  
**A&S TH FA SSP**

**Re St 481. Dante**

*Same as Ital 481.*  
**A&S TH FA Lit**

**Re St 481I. Reading Seminar in Religion and Chinese Literature**

*Same as Chinese 481.*  
**A&S TH FA Lit**

**Re St 485. Topics in Jewish, Islamic, and Near Eastern Studies**

*Same as JNE 485.*  
**A&S TH**

**Re St 486. Anti-Semitism**

*Same as History 4942.*  
**A&S TH FA SSP**

**Re St 487. Topics in Jewish, Islamic, and Near Eastern Studies**

*Same as JNE 487.*  
**A&S TH**

**Re St 490. Topics in Islamic Thought**

*Same as IAS 4910.*  
 Oral reports, idea journal, and major research paper required. Prerequisite: permission of instructor. Credit 3 units.  
**A&S TH**

**Re St 490I. Topics in Islamic Thought: Proseminar in Methods and Approaches in Islamic Studies**

*Same as JNE 490I.*  
**A&S TH**

**Re St 494I. Advanced Seminar in History**

**Re St 498. Independent Work for Senior Honors I**

Investigation of a topic, chosen in conjunction with a faculty adviser, on which the student prepares a paper and is examined. Students take Re St 498 in the fall semester and Re St 499 in the spring semester. Prerequisite: Admission to the Honors program, and permission of the program director and the major adviser. Credit 3 units.

**Re St 499. Independent Work Senior Honors II**

Investigation of a topic, chosen in conjunction with a faculty adviser, on which the student prepares a paper and is examined. Students take Re St 498 in the fall semester and Re St 499 in the spring semester. Prerequisites: admission to the Honors program, and permission of the program director and the major adviser. Credit 3 units.  
**FA SSP**

**Re St 4998. Advanced Seminar in History: Heresy and War**

*Same as History 4998.*  
**A&S TH**

**Re St 500. Independent Work**

Prerequisite: Permission of the program director and the major adviser. Credit variable, maximum 6 units.

**Re St 5082. Introduction to Rabbinic Judaism**

Survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its inception in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon—as a constantly developing religious system. Among the topics explored are: How did the “rabbis” emerge as a movement after the destruction of the Second Temple, and to what extent can we reconstruct their history? How did Rabbinic Judaism develop in its two centers of origin, Palestine and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the rabbis organized and was there diversity within the group? What was the rabbis' view of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections—a literature that defines the character of Judaism down to our own times. All texts are read in translation. Credit 3 units.

## Romance Languages and Literatures

### Chair

**Elzbieta Sklodowska**  
 Randolph Family Professor in Arts & Sciences  
 Ph.D., Washington University

### Endowed Professor

**Mabel Moraña**  
 William H. Gass Professor in Arts & Sciences  
 Director of Latin American Studies Program  
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### Professors

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**Stamos Metzidakis**  
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**Joseph Schraibman**  
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**Harriet A. Stone**  
 Ph.D., Brown University

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**Pascal Ifri**  
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**Eloísa Palafox**  
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**Michael Sherberg**  
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### Assistant Professors

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**Cindy Brantmeier**  
 Ph.D., Indiana University–Bloomington

**J. Andrew Brown**  
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**Tili Boon Cuillé**  
 Ph.D., University of Pennsylvania

**Seth Graebner**  
 Ph.D., Harvard University

**Stephanie Kirk**  
 Ph.D., New York University

**Irit Kleiman**  
 Ph.D., Harvard University

**María Fernanda Lander**  
 Ph.D., Brown University

**Tabea Linhard**  
 Ph.D., Duke University

**Ignacio Sánchez-Prado**  
Ph.D., University of Pittsburgh

### Senior Lecturers

**Lynne R. Breakstone**  
Ph.D., Northwestern University

**Emily Guignon**  
Ph.D., Washington University

**Alicia Ramírez**  
Ph.D., University of Washington

**Nancy Kay Schnurr**  
M.A., Middlebury College

**Gail Swick**  
M.A.T., Washington University

### Lecturers

**Elizabeth Allen**  
Ph.D., Columbia University

**Virginia Brax**  
M.A., Washington University

**Amanda Carey**  
M.A., Arizona State University

### Professor Emeritus

**Michel Rybalka**  
Ph.D., University of California—Los Angeles

### Professor Emerita

**Elyane Dezon-Jones**  
Doctorat de 3e Cycle, University of Paris

### Senior Lecturer Emerita

**Susan R. Rava**  
Ph.D., Washington University

If you are interested in studying and communicating effectively in French, Spanish, or Italian, Romance Languages and Literatures is an excellent major. Elementary Portuguese is available through University College and soon in the regular Arts & Sciences course offerings. You also may choose a double major that includes one of the Romance languages.

In this comprehensive program of study, you are exposed to language study, with particular emphasis on oral skills, literature, criticism, and the culture of the countries and languages you are studying. In introductory courses, through a combination of intensive master classes and practice sessions, you rapidly acquire communication skills. Intermediate courses follow a curriculum developed exclusively at Washington University in which daily classes taught by a team allow you to progress into 300-level courses after only three semesters.

From beginning through advanced courses, you are taught in the foreign language to ensure that you progress in fluency. You may choose from a wide variety of courses in French, Italian, Spanish, and Latin American literature. You also may enroll in survey or special topics courses of an interdisciplinary nature to explore other aspects of Hispanic, French, or Italian culture. Grammar, conversation, linguistics, and other language content courses also are available, as are upper-level courses in ap-

plied linguistics. The department brings distinguished scholars to campus to lecture and teach on a variety of topics, visits that you are encouraged to attend.

With a degree in Romance languages, you may pursue graduate course work or a career in many areas within the public and private sector, including law, medicine, business, education, social work, government service, translating, and interpreting.

**The Major:** If you are a prospective major, you should consult with the director of undergraduate studies of the language you have chosen as early as possible. You are required to complete a minimum of 27 units in advanced courses, of which 18 units must be taken in residence; 3 units may be taken outside the department with permission of your major adviser. (To complete a double major, you are required to complete 24 units.)

For French, you are required to complete Fr 307D, 308D, 325C, 326C, 411, plus 6 additional units in literature on the 400-level, including a capstone project (undertaken in conjunction with one of the 400-level seminars). Both 400-level courses required for the major must be taken at Washington University. For Italian, you are required to complete Ital 307D, 308D, 323C, 324C, plus 6 additional units in literature on the 400 level, including a major project (undertaken in conjunction with one of the 400-level seminars). For Spanish, you are required to complete Span 307D, 308D, three of the five survey courses (Span 330C, 333C, 334C, 335CQ, and 336CQ), plus 6 additional units in literature on the 400-level. All primary majors must complete a capstone experience by achieving a B+ or better in one of the 400-level seminars.

In the humanities, courses in English and American literature, classics, philosophy, and History 101C-102C are recommended, as well as 6 units from the social sciences, including linguistics. If you plan to teach or pursue graduate study, you should consider taking a second foreign language, as well as linguistics courses. In all departmental courses for the major the student must receive a grade of B- or above. Each student's progress toward achieving the objectives of the major will be assessed on a regular basis and by a variety of means. More information is available in the departmental mission statement.

**Study Abroad:** You are encouraged to participate in a study-abroad program. Programs are available in France, Italy, Spain, Ecuador, Mexico, and Chile. In addition, you may choose to complete an internship or studies in French business.

**Senior Honors:** You are encouraged to work toward Latin Honors (cum laude, magna, summa). To qualify for Latin Honors in the major by thesis, you must complete special literary research and prepare and orally defend an Honors thesis, which is judged by an Honors faculty committee. To qualify for Latin Honors by course work, you must complete four literature courses at the 400-level, including two in literature before 1800, and present two critical essays written

for those courses to be judged by an Honors faculty committee. Recommendations for Honors are based on your performance and the quality of the thesis or critical essays, plus your cumulative grade point average.

### Spanish Honors in Linguistics

To qualify for Spanish Honors in Linguistics in the major by thesis, you must complete linguistic research and prepare and orally defend an Honors thesis, which is judged by an Honors faculty committee. The honors thesis in linguistics may include scientific experiments conducted in Spanish. The written thesis will include several drafts, all of which will be written in Spanish.

### Undergraduate Courses

#### French

##### French 1011. Essential French 1 Workshop

Application of the curriculum presented in French 101D. Pass/Fail only. Grade dependent on attendance and participation. Credit 1 unit.

**A&S** LA

##### French 101D. French Level 1: Essential French 1

This first course in the language program uses a team teaching approach to stress rapid acquisition of spoken French, listening comprehension, reading, and writing skills through the use of authentic French materials, computer programs, Internet exploration, and e-mail. Five class hours per week including required subsection. Students are encouraged to register also for French 1011. Credit 5 units.

**A&S** LA

##### French 1021. Essential French 2 Workshop

Application of the curriculum presented in French 102D. Pass/Fail only. Grade dependent on attendance and participation. Credit 1 unit.

**A&S** LA

##### French 102D. French Level 2: Essential French 2

This second course in the language program uses a team teaching approach to focus on more advanced language skills. We emphasize rapid acquisition of spoken French, listening comprehension, reading, and writing skills through the use of authentic French materials, computer programs, Internet exploration, and e-mail. Five class hours per week including required subsection. Students are encouraged to register also for French 1021. Prerequisite: French 101D or the equivalent (usually recommended as a first college course for students with one to three years high school French [7th and 8th grades count as 1 year]); students with three years high school French should consider taking French 105D in place of French 102D). Credit 5 units.

**A&S** LA

##### French 1051. Advanced Elementary French Workshop

Application of the curriculum presented in French 105D. Pass/Fail only. Grade dependent on attendance and participation. Credit 1 unit.

**A&S** LA

##### French 1052. Advanced Elementary French Workshop

Working vocabulary for the Institute taught to emphasize real-life situations abroad. Only for students who have completed French 102D and 105D and who plan to attend French Summer Language Institute. Credit/No Credit. Credit 1 unit.

**A&S** LA

**French 105D. Advanced Elementary French**  
*Same as French 105D.*

Intended as a first college course in French with some high school background in the language, this course combines French 101D and French 102D in one semester of study. It affords students the opportunity to review and master basic skills before moving on to the intermediate level (French 201D). Five class hours per week including required subsection. Prerequisite: three to four years high school French [7th and 8th grades count as one year] or permission of the department. Credit 5 units.

**A&S LA****French 108. Elementary French Level I**

Beginning language program stressing rapid acquisition of spoken ability with immersion teaching method. Credit 4 units.

**A&S LA****French 109. Elementary French Level II**

Continuation of French 108. The 109 French course parallels the methodology of the 108 level, but more sophisticated grammatical skills are covered. The 108-109 sequence covers the major grammatical points of the language. Students who complete French 108 and 109 are eligible to enroll in French 201. Prerequisite: Elementary French Level I or equivalent. Credit 4 units.

**A&S LA****French 201D. French Level III: Intermediate French**

An intermediate review course with multiple goals: independent and accurate oral and written communication; comprehension of a variety of French and Francophone materials; review of grammar functions; communicative activities. Prerequisite: French 102D or the equivalent (usually recommended for students with four years of high school French [7th and 8th grades count as 1 year]); students with this high school background who are hesitant about their spoken or written French should consider taking French 105D. Credit 5 units.

**A&S LA****French 202. French Level III at the Summer Institute**

This Summer Institute course focuses on the major features of French 201D. Students improve speaking, writing, and reading skills in French by combining study of grammatical forms with exercises designed to mirror many experiences they encounter while in France. The location abroad and contact with French host families and other French people facilitate the student's learning experience. Students enrolled in this course also take French 353 and are prepared to enroll in French 307D upon their return to St. Louis. Open only to students attending the Summer Institute in France. Prerequisite: French 102D or 105D. Credit 3 units.

**French 215. Conversation, Culture, Communication 1: Pop Culture**

The course examines popular culture through a focus on what is said and performed. The course consists of five thematic units focusing on everyday occurrences and themes that mark both French and Francophone experience: conversation in cafés; poignant views of life expressed by films and images; daily experiences as depicted in poems and songs; the politics of private life; the role of the dinner-table in real life, art, and literature. As students advance through each module, they develop a creative project in which they put into practice (by a skit/presentation/text/artwork) what they have learned. Prerequisite: French 201D or the equivalent. May be taken before or after French 216. Credit 3 units.

**A&S LA****French 216. Conversation, Culture, Communication 2: French Culture Through French Film**

This course enables students to pursue their exploration of French culture through French film. Though not a history of French cinema, it introduces some of France's most celebrated actors and directors. We focus on excerpts that illustrate important life themes, including childhood, coming of age, existential crises, the search for happiness, the need for laughter, the threat of crime and violence, the complexities of love, and attitudes toward death. Students are asked to contrast their expectations of how such themes are to be treated with the way in which the French choose to portray them. Students write film reviews as though they were, alternately, an American or a French critic. As a final project they write their own screenplay and imagine how it might be filmed in France. By the end of the course they will have begun to view French culture with a French eye. Prerequisite: French 201D or the equivalent. May be taken before or after French 215. Credit 3 units.

**A&S LA****French 218C. The Renaissance: Crisis and New Beginnings**

*Same as Med-Ren 318C.*

**A&S TH****French 247. Freshman Seminar**

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., discussion, writing. Topics vary; interdisciplinary focus. Prerequisite: AP in English, French, or History, or permission of the instructor. Does not substitute for any other French course.

**Section 01. King Arthur through the Ages.** Survey of the Arthurian legend from its origins and elaboration in the medieval literature of France and England to its more recent expressions in modern American literature. We also explore its portrayal in the visual arts and film. All readings available in English.

**Section 02. Paris: The Left Bank.** From the founding of the Sorbonne in the Middle Ages to the strikes and riots of 1968, from Abelard and St. Thomas Aquinas to Hemingway and Fitzgerald, Camus and Sartre, Beckett and Ionesco, and beyond, the Rive Gauche, or Left Bank, has been the traditional center of Paris's intellectual creativity and political turmoil. The seminar explores the area's history and political activism, its artistic legacy, and especially its philosophical and literary contributions to contemporary France and the world.

**Section 03. French in the Tropics.** What happens when a language spreads around the world? Does it dry up in the desert sun, or grow luxuriant in the rain forest? What kinds of literature and culture develop in the places to which it spreads? Our study of Francophone Africa and the Caribbean through film and literature allows us to examine these questions. French, originally the language of colonial oppression in these parts of the world, has become the expressive tool for authors and intellectuals developing cultural forms specific to their countries. We read novels by Kouyouma, Bâ, and Lopes, and novels, poetry, and plays by Dondé, Césaire, and Maximin. Major issues considered include colonialism and its end, cultural imperialism, and race and gender in literature. This seminar is taught in English with texts in translation, and is limited to freshmen. Credit 3 units.

**French 250C. Voyages and Discoveries: French Masterpieces**

Taught in English. Novels and short stories about voyages and discoveries—real and symbolic—where young people confront themselves and crises in their lives. A discussion course with short writing assignments and viewing of films of sev-

eral works studied. Masterpieces selected from writers such as Voltaire, Balzac, Flaubert, Maupassant, Gide, Colette, Camus, Sartre, Duras, and Ernaux, among others. No French background required; students who have completed the English Composition requirement are welcome. Credit 3 units.

**A&S TH FA Lit****French 257. From Champagne to Champlain: French Culture in North America**

*Same as AMCS 257.*

Taught in English. Following Champlain's founding in 1604 of the first French settlement in Nova Scotia (formerly Acadia), the French began to build what they hoped would be a vast empire, from Quebec to the Gulf of Mexico. Over the next 200 years, French culture and language spread throughout North America and could well have been the dominant one in this country had history moved in different directions. This course examines the history, literature, religion, architecture, music, and cuisine of the vast territory known as "New France." Through use of conventional textual documents, as well as films, slides, CDs, and field trips to Missouri historical sites, it exposes the student to the continuing richness of French culture all around us. Drawing on local resources (e.g., Fort de Chartres, Cahokia Courthouse, and Sainte Genevieve), students learn about many fundamental connections between America and France. Topics include early explorations, Jesuit missions, literary representations of the New World, colonial architecture, the French and Indian War, the Louisiana Purchase, Cajun and Mississippi culture. Credit 3 units.

**A&S TH FA SSP****French 298. An Internship for Liberal Arts Students**

*Same as GeSt 299I.*

**French 299. Undergraduate Independent Study**

Prerequisite: French 201D and permission of the director of undergraduate study. Credit variable, maximum 3 units.

**French 2ABR. French Coursework Completed Abroad**

Credit variable, maximum 12 units.

**French 301. French in France**

Intended for students studying abroad on a Washington University program or a Washington University-approved program abroad, this course stresses fluency in daily transactions as these require primarily, but not exclusively, proficiency in spoken French. Credit 3 units.

**A&S LA****French 301I. Applied Language Skills**

Intended for students studying on a Washington University program or a Washington University-approved program abroad, this course follows French 301 and further develops communication skills in French. Credit 2 units.

**A&S LA****French 301Z. Internship Practicum**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course combines internship experience with research and a rapport de stage (final report). Credit 3 units.

**A&S LA****French 3013. European Economic Issues**

Intended for students studying on a Washington University program or a Washington University-approved program abroad, this course examines a variety of topics concerning France's role in the EEC, including, but not restricted to: fiscal policy, major economic models, exchange market structure, international monetary system, debt policy, etc. Credit variable, maximum 3 units.

**A&S SS FA SSP**

**French 3014. European Social Issues**

Intended for students studying on a Washington University program or a Washington University-approved program abroad, this course examines many aspects of France's role within Europe, including, but not restricted to its history, government, social welfare programs, the role of religion in society. Credit 2 units.

**A&S SS FA SSP**

**French 3071. Advanced French Workshop**

*Same as French 3071.*

Application of the curriculum presented in French 307D. Students work in creative settings to put into practice the material taught in the master class. Must be enrolled concurrently in French 307D. Credit 1 unit.

**A&S LA**

**French 307D. French Level IV: Advanced French**

Thorough review of French grammar with intensive practice in writing. Conversation and vocabulary, as well as application of French grammatical structures, are based on reading of French texts. Essential for further study of French language and literature. Students in all sections are encouraged (but not required) to enroll simultaneously in French 3071, an activity-based companion course. Prerequisite: French 201D or the equivalent (recommended for students with five years of high school French [7th and 8th grades count as one year]). Credit 3 units.

**A&S LA**

**French 3081. French Institute Workshop**

A companion course to French 308D when taught at the French Summer Institute, the workshop develops fluency in French through individual and group projects that highlight different aspects of the experience of living abroad: language, culture, history, sociology, politics. Credit 2 units.

**A&S LA**

**French 308D. French Level 5: French Through Literary Texts**

Continuation of French 307D with emphasis on improvement of writing skills through analysis of literary texts and creative writing. Should be taken before French 325C or 326C. Prerequisite: French 307D or equivalent. Credit 3 units.

**A&S LA FA Lit**

**French 310. Practical and Commercial French**

Students develop their reading and writing proficiency and aural-oral communication in areas such as banking, retailing, and advertising. Extensive use of the Internet keeps students up-to-date about European and international issues in the world of business and economics. May replace French 308D for students who attend the IEB/Paris program. Prerequisite: French 307D. Required for participation in the Internship in European Business Program. Credit 3 units.

**A&S LA**

**French 311C. French Culture and Civilization: The New Face of France**

We study the life and culture of France with the aim of improving written and spoken French. Special emphasis is placed on the changes that are slowly but radically transforming French society: the increasing influence of the European Community; the influx of immigrants from Africa and other parts of the world; the growing role of "Arabs" and other French citizens born of foreign parents; the increasingly dominant position of women; the globalization of French culture; technological progress, etc. Lectures, discussions, TV newscasts, Web sites, and oral reports. Prerequisite: French 201D, or placement by examination. Credit 3 units.

**A&S TH FA SSP**

**French 3151. Elements of European Culture and Politics**

Credit variable, maximum 4 units.

**A&S TH FA SSP**

**French 318D. Preparation for Year in France**

Designed to prepare students for the experience of studying abroad (for either a year or a semester, on Washington University-sponsored or approved programs), this course emphasizes improved oral discussion and writing skills through readings, papers, practice in language lab, and active class participation. The course provides an introduction to the techniques of explication de texte, commentaire composé, and dissertation littéraire. The class discusses various aspects of modern French society as well as topics related to the student's experience abroad, such as the university system, the French family, French social mores, etc. May replace French 308D for candidates attending semester and year-abroad programs in a French-speaking country. Open to students planning to study in Toulouse and others on a space-available basis with permission of the instructor. Credit 3 units.

**A&S LA**

**French 3191. Advanced Conversation, Culture, Communication**

For students attending the France Pre-Med Program, this course stresses oral mastery of the language through active discussion in class and with local residents. Credit 1 unit.

**A&S LA**

**French 3201. Historical and Comparative Linguistics****French 321. Topics I**

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

**Section 01: Les Françaises, 1789-2000.** Using an interactive approach and authentic documents, the course explores the evolution of the place of women within the structures of French society from the Revolution through the present. We focus on the opposition between private and public discourse, the question of identity, and specific political issues viewed in a socio-cultural context.

**Section 02: French Interiors—Family Dramas.**

In the intimate space of the French home we witness numerous family dramas unfold. Using artworks by La Tour, Vermeer, Degas, Manet, Monet, Vuillard, and others, we study how artists and writers use interior space to create intimacy, a closed world of heightened family tension. Reading scenes from medieval fabliaux, Molière's *Ecole des Femmes*, Sand's *Indiana*, Proust's *Combray*, Flaubert's *Un Coeur Simple*, and Sarraute's *Enfance*, we examine the interactions between parents and children as they reflect the themes of love and death, separation and dependency, desire and repression, fantasy and obsession. Art is also used as settings for creative writing. Students invent family tales that take their inspiration from the literature read in class and that are informed through independent research on architecture, interior design, and/or portraiture. A final section of the course is devoted to the interior dramas of films by celebrated directors Truffaut and Malle.

**Section 03: Performing Arts; Performing Gender.**

We explore what transpires between the audience and the stage, between the camera and the set. Whether a pretext for art or seduction, the stage enables us to admit what we are or to be what we are not. Society's constraints are discarded in the theater, where performers give free rein to their actions and the audience to its imagi-

nation. Emotion is conveyed, desire projected, and identities are mistaken. French literature often features moments in which men impersonate women, women men, and castrati both. The distinction between gender and sexuality becomes the wild card in the theatrical space, one that thwarts expectations, reroutes desire, and falsifies emotion, revealing the difference between appearance and reality. We read scenes from authors such as Cazotte, Beaumarchais, Staël, Sand, Balzac, Flaubert, Huysmans, Zola, and Leiris. We view excerpts from opera and film and draw upon theories that help us to analyze how authors play upon the sensibilities of their readers, imperceptibly involving us in the game of deception.

**Section 04: France Viewed Through its Cinema.**

This course explores the history and culture of France as depicted by some of the 20th century's most celebrated directors. We focus on topics such as World War I (Gance, Renoir); the rise (and fall) of the bourgeoisie (Lumière, Renoir, Tati); the importance of dreams (Méliès, Bunuel, Carné, Cocteau); the role of women (Pagnol, Godard, Varda); trauma and memory (Duras, Resnais); childhood (Truffaut, Malle). We also compare views of Paris (Clair, Truffaut, Godard) and views of the countryside (Renoir, Pagnol, Malle, Varda). Credit 3 units.

**A&S LA**

**French 322. Topics II**

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

**Section 01. France Viewed Through its Cinema.**

This course explores the history and culture of France as depicted by some of the 20th century's most celebrated directors. We focus on topics such as World War I (Gance, Renoir); the rise (and fall) of the bourgeoisie (Lumière, Renoir, Tati); the importance of dreams (Méliès, Bunuel, Carné, Cocteau); the role of women (Pagnol, Godard, Varda); trauma and memory (Duras, Resnais); childhood (Truffaut, Malle). We also compare views of Paris (Clair, Truffaut, Godard) and views of the countryside (Renoir, Pagnol, Malle, Varda).

**Section 02. Diversity.** We examine the notion of diversity as it expresses itself in French culture in different media. Studying religious, social, sexual, and ethnic difference, we examine how the French have embraced or rejected the idea of France as a "diverse" and "integrated" nation. We examine extracts from a range of French texts by authors who question the idea of difference and the notion of self-identity. We read extracts from Francophone authors, writers who live in and write about former French colonies. Among the authors included: Diderot, Voltaire, Zola, Camus, Ernaux, Kristeva, Cardinal, Condé, Sow Fall. We also look at films, paintings, and journalistic accounts that allow us to consider issues such as changing social values, acts of inclusion and exclusion into the social fabric, and examples of backlash to efforts to promote integration and inclusion.

**Section 03. Provence.** Provence enjoys a distinctive identity in France. Known for not only for its cuisine and its fields of lavender, Provence represents a particular set of behaviors that are marked by an outward sociability, on the one hand, and deep intimacy, on the other. The people from this Mediterranean region are proud of their identity, particularly in opposition to Paris, which stands at the center of French culture, business, and power. Many celebrated artists (Cézanne, Van Gogh) and writers (Daudet, Pagnol, Giono, Char) used the backdrop of Provence in their works, partaking of Provence's natural beauty and local color.

Through an examination of a variety of texts, im-

ages, films, music, and other sources, we attempt to define the life of Provence, paying particular attention to its distinctive features; the opposition Paris/Provence; how Provence's geographical advantages contribute to its rich culture; how various artists, authors, film makers, and musicians celebrate its culture and its people.

**Section 04. 20th-Century France in Literature and on Film.** Starting with the Belle Époque—the first years of the 20th century, considered to be a “beautiful age” when life was pleasant and easy—and ending with the year 2000, we examine the evolution of modern French society as reflected in celebrated examples of literature and cinema. We emphasize key historical events of this period and show how France has changed from a primarily rural, religious, and homogeneous society to the urban, industrialized, and multiracial culture of today. We deal mainly with both world wars, colonialism, industrialization, immigration, and the changing role of women. We divide the century into segments, each of which are represented by a literary work and/or a film. Credit 3 units.

**A&S LA**

**French 3231. Topics in Theater: Liberty, Equality, Theatricality—Contemporary French Plays**

*Same as Drama 3212.*

**A&S TH**

**French 325. French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical, and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prerequisite: French 308D or French 318D.

**Section 01. Self and Society.** A study of the themes of self and society as seen in the dramas of Molière, Corneille, Racine, Beaumarchais, Musset, and Beckett, and in the poetry from Villon to Prévert. We examine the struggle of self versus society in various contexts, particularly love, family, politics, and fate, and will study how the individual affirms and defines himself/herself, or fails to do so, in that struggle.

**Section 02. Voices.** Poets from Villon and Ronsard to Lamartine and Rimbaud have used their voices to express lyrical themes, like love, death, the passage of time, beauty, and good and evil in important personal ways. Their voices are meant to speak to us as individuals, to comfort us or, on the contrary, to unsettle us. They even sometimes encourage us to act, to change something about our lives or our society. Playwrights, too, have used their characters' voices to stir up cultural revolution of their own sorts (Romantic with Hugo's *Hernani*; Symbolist/Surrealist with Jarry's *Ubu Roi*). This course examines how and why these and other writers (Louise Labé, Baudelaire, Apollinaire, Corneille, Racine, Molière) chose to put their voices into writing, what they tried to say, and for what audience they wanted to say it. We examine how their voices speak to social, political, and more generally, cultural questions regarding the time period in which they wrote.

**Section 03. Living Matter(s).** Renowned poems and plays of the French tradition explore love, moral claims, suffering, mortal sins, cultural awakenings: the matter of life that is also often a matter of death, a matter that authors transform and celebrate. We study these issues by focusing on the link between literature, history, and art in works by Ronsard, Hugo, Baudelaire, Rimbaud, Ponge, Corneille, Molière, Racine, Beaumarchais, Ionesco, among others. Credit 3 units.

**A&S TH**

**French 3251. French Film Culture**

*Same as Film 325.*

**A&S TH**

**French 3252. French Out of France: Introduction to Francophone Literatures**

An introduction to some of the “other” literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We study some of them, focusing on issues like cultural adaptation, colonialism, and “civilizing missions,” and the responses to them. We also consider the varying meanings of the term “Francophone,” from conservative to liberal, and think about its implications for the study of French literature as a whole. Finally, we examine the ways in which contemporary mainland France has been irrevocably transformed by the Francophone presence. Works by Kourouma, Césaire, Kateb, and Lopes. Prerequisite: French 307D. Credit 3 units.

**A&S TH**

**French 326. French Literature II: Narrative Voices: Fiction and Nonfiction**

An investigation of cultural, philosophical, and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D.

**Section 01. The Detail.** We examine characters against a background of things discovered and inherited, bought and exchanged, adored and mourned. In their depictions of characters' struggles, authors present an array of objects whose details capture our imagination through suggestions of magical powers, prosperity, love, and loss: jewelry, clothing, portraits, furnishings. The detail suggests a world of abundance: the accumulation of goods within an expanding economy; the excesses of an ornamental and decadent lifestyle; the proliferation of memories and nostalgic longings. Whatever the material conditions it relates, the detail remains fundamentally an aesthetic form, often coded as feminine. We study how the authors' descriptions allow them to color the world much like a painter: one stroke, one detail at a time. Authors to include Chrétien de Troyes, Montaigne, Lafayette, Prévost, Balzac, Proust, Gide.

**Section 03. The Writer and His/Her Public.**

Why and for whom does one write? How does the public influence what one writes and the way one writes? This course examines the interaction between the writer and his/her public (the constraints imposed by this interaction but also the creativity that it generates) as well as the different types of relations that develop across the centuries as books become increasingly available and the number of readers significantly increases. Among the topics to be discussed: courtship and patronage; engagement and censorship; subversive libertinage; political tolerance and personal liberties; use of fiction and certain literary forms such as the *essai*, *recit de voyage*, *conte*, etc.; use of irony, humor, and various narrative strategies, including indirection, dissimulation, and seduction. Readings include Chrétien de Troyes, Michel de Montaigne, Cyrano de Bergerac, Voltaire, Emile Zola, Albert Camus, Simone de Beauvoir, and Assia Djébar.

**Section 04. Prosaic Greatness.** The title of this course emphasizes both the artistic value of certain major prose texts in French and the everyday facets of knowledge about French culture they convey. From the Middle Ages to the present, influential writers like Montaigne, Pascal, Sand, Flaubert, and Gide have demonstrated how important political, philosophic, literary, and artistic concepts have been skillfully passed down from one generation to another through a masterful use of French prose. By looking closely at the aesthetic and social questions raised by works such as theirs, so characteristic of their times, stu-

dents come to appreciate better the evolution of French prose and its true place within the general history of France. Credit 3 units.

**A&S TH**

**French 327C. French Literature III**

This general literature survey course is taught every year in the Dickinson College program in Toulouse, France, with which Washington University is affiliated. The course studies works of literature that span several centuries and genres and considers issues such as the identity of the individual in society; the alienation and marginalization of certain groups within society; cultural identity; the historic context for literary works, etc. Open only to Washington University students enrolled in the Toulouse, France, program with Dickinson College. Credit 3 units.

**A&S TH FA Lit**

**French 328C. French Literature IV**

A companion course to French 327C, this general literature survey course is taught every year in the Dickinson College program in Toulouse, France, with which Washington University is affiliated. The course studies works of literature that span several centuries and genres, and considers issues such as the identity of the individual in society; the alienation and marginalization of certain groups within society; cultural identity; the historic context for literary works, etc. Open only to Washington University students enrolled in the Toulouse, France program with Dickinson College. Credit 3 units.

**A&S TH FA Lit**

**French 3341. Points of View, Visions, and Revisions: History of French Cinema**

Taught in English. We examine the distinguished history of French cinema from its origins though some of its more exciting recent trends. The class has as a dual focus the development of cinematic technique and the question of social impact. Among the celebrated film auteurs we study are Gance, Renoir, Truffaut, Godard, Varda, and Zonca. There is an optional extra session for group film viewing, and films are also on reserve. Students are responsible for small group presentations, reaction papers on the films, participation, and a final project. Credit 3 units.

**A&S TH FA AH**

**French 340. Nature, Culture, and Society**

*Same as Pol Sci 340.*

**A&S SS FA SSP**

**French 341. Field Study in France: Internship**

Credit 6 units.

**French 350. Undergraduate Seminar in French Literature and Culture**

An exploration of a variety of cultural icons, objects, myths, and traditions that define the French experience throughout the centuries. Topics vary. Prerequisite: French 308.

**Section 01. Literature, Art, and History of the French Middle Ages.** In France the Middle Ages is a period of intense artistic and literary creation despite an often brutal history. Feudal struggles, the Hundred Years' War, the Crusades, frequent epidemics, and famines add a tragic cast to daily life. Yet this period witnesses the birth of literature written in French (*chansons de geste*, courtly romances and poetry, theater), a tradition rich with knights and damsels in distress, stories of love and conquest. Cities are built, as are castles and cathedrals. Botanical gardens are planted. Elaborate wall tapestries and paintings begin to decorate the homes of lords and churches. France discovers the art of the book in the form of illuminated manuscripts. Men and women develop a taste for clothing and jewelry. The course explores this fascinating history by examining celebrated examples of the period's literature and art. It includes a visit to the medieval collection of the Saint Louis Art Mu-



seum and the film *Visiteurs du Soir*. Credit 3 units.

**A&S TH FA Lit**

### French 352. French Institute Project

Students investigate an important aspect of French life by conducting interviews with French natives and by observing them at work. Supplementing this direct experience with further research, students prepare a presentation on their selected topic for the Institute participants and for their French hosts. Open only to students enrolled in the French Summer Institute. Credit 2 units.

**A&S LA**

### French 353. Project Plus

This Summer Institute course combines 1) a course that examines French culture as it is represented in the evocative history of French châteaux, the arts, and contemporary lifestyle; 2) the student's project; and 3) the student's experiences as part of the community abroad (excursions, visits, group discussions). In class students gain background for appreciating the primary sites of the Institute: in the Loire Valley, Paris, and Brittany. The classroom experience is discussion-oriented, with small writing assignments and readings. The project is an individual research program that students conduct with a French native on a particular aspect of French culture. In the past students have dealt with serious topics such as the deportation of the Jewish community in Amboise during World War II; with less grave subjects such as the work of a local wine grower or goat cheese producer, and the culinary repertoire of French and American families; and current topics concerning the political situation in Europe and the euro. Following weekly conferences with the teaching staff, students present a formal report on their experiences to an audience comprised of other members of the group and the students' host families. Students at the Institute are expected to speak French in all group settings. Assignments in this course level-appropriate (students enrolled in French 385 complete longer papers and projects than those enrolled in French 202; expectations for conversations are likewise adjusted accordingly). Required of all students attending the Summer Institute in France. Credit 3 units.

### French 354. Soutenance de Stage: Internship Defense

Credit 3 units.

### French 355. North American Francophone Literature in Translation

Taught in English. The world of French language and literature is not restricted to France alone. It includes several other countries and former colonies whose cultural traditions and productions have grown in global significance as the West has increasingly understood and reacted to its own prejudices and exclusions. This course, the first in a three-semester sequence, focuses in on the literature of our closest French-speaking neighbors: French Canadians, Acadians (from Nova Scotia, New Brunswick and northern Maine), and Louisiana Cajuns. That French is the main language of all these groups results, of course, from the early colonial history of North America. Representative writers of these different French-speaking groups, including Antoinette Maillet, Ger-ald Leblanc, Zachary Richard, Philippe Hemon, Michel Tremblay, and Marie-Clair Blais, are studied closely in their historical, literary, and cultural contexts. Credit 3 units.

**A&S TH**

### French 370. French Social History

Studying L'histoire des Mentalités, this course explores how the concept of sickness, the perception of medicine, the role of the doctor, etc. evolved throughout the centuries. Texts are supplemented by a series of lectures offered by doctors in differ-

ent specialties. Students complete a project on one area of related research. Open only to students enrolled in the Nice Pre-Med Summer Program.

Credit 3 units.

**A&S TH FA SSP**

### French 375C. Biography of a City: Paris

This class has a dual focus: to trace the political and cultural history of Paris throughout the ages since its founding; to highlight Paris as a theme or topos in works of art and in the popular imagination. Thus, we examine both Paris's role as an important historical center as well as its function as a vital cultural symbol. Guest speakers from the departments of Romance Languages, Art History, History, Music, Philosophy, and others. Course taught entirely in English. Same as Art-Arch 376 and Comp. Lit. Credit 3 units.

**A&S TH FA Lit**

### French 376C. Points of View, Visions, and Revisions: History of French Cinema

An overview of French cinema from Renoir to Rohmer to Rochant. Some film theory is taught in this primarily viewing- and discussion-based class. The focus of this course is the ways in which the director's lens functions as a critical eye on the culture. Taught in English, but some knowledge of French is highly recommended. Films are shown during the required subsection. Credit 3 units.

**A&S LA FA AH**

### French 381. The Middle Ages

Same as *E Lit 315*.

**A&S TH FA Lit**

### French 383C. Literature and Society: Ailing Body/Ailing Mind in French Autobiographical Writings

Illness and suffering have inspired a great variety of literary texts from the Middle Ages to the modern era. This course considers works ranging from Montaigne's influential *Essais* through contemporary novels that focus on autobiographical writings in which the author gives a personal account of his or her own direct experience with illness. Open only to students enrolled in the Nice Pre-Med program. Credit 3 units.

**FA Lit**

### French 385. Cultural Differences

Same as *IAS 385*.

By examining how the French perceive Americans and how the Americans perceive the French, students interrogate stereotypes, biases, and differences in values, behaviors, and beliefs between the two cultures. The class also examines the misunderstandings that occur as a result of these differences. Students also look within the American culture and within the French culture to evaluate how minorities and marginal groups exist within them. Texts include works by contemporary authors whose different professions (journalist, anthropologist, novelist, etc.) offer different perspectives on the questions of cultural difference. Open only to students enrolled in the Summer Institute in France. Prerequisite: French 307D. Credit 3 units.

**A&S TH FA SSP**

### French 399. Independent Study

Prerequisite: permission of the director of undergraduate study and the instructor, French 325C, 326C or equivalent, and competence in oral and written French. Students may not receive more than six units of credit for independent study. Credit variable, maximum 3 units a semester.

### French 400. Intensive Translation for Graduate Students I

The first part of a two-semester course sequence in reading and translating French. For graduate students in the humanities, social and natural sci-

ences. Nongraduate students may enroll with permission of the department. Must be followed by French 401. Credit 3 units.

**A&S LA**

### French 401. Intensive Translation for Graduate Students II

Continuation of French 400. For graduate students in the humanities, social and natural sciences. Prerequisite: French 400; credit for French 400 is contingent on completion of French 401. Credit 3 units.

**A&S LA**

### French 4021. Introduction to Teaching Romance Languages

Same as *Span 402*.

**A&S LA**

### French 405W. Major Seminar

Seminar for French majors. Topics vary. May be repeated for credit. Prerequisite: French 325 and 326 (or, for students who have completed the Paris Business Program, completion of either course).

**Section 01. French Cinema.** A thematic and structural approach to the evolution of French cinema through the works of Clair, Renoir, Carne, Godard, Truffaut, Rohmer, Robbe-Grillet, Beineix, and others. Weekly screenings, analysis, and discussion of a feature film. Attendance at two film showings a week is required.

**Section 02. French Women Writers.** A close reading of texts by well-known and lesser-known French women writers with an emphasis on "la querelle des femmes" yesterday and now. Writers include Christine de Pisan, Helisenne de Crenne, Marie de Gournay, Mme du Boccage, la comtesse de Ségur, Flora Tristan, as well as Nathalie Sarraute, Simone de Beauvoir, Marguerite Duras, and Hélène Cixous.

**Section 03. French Literature from Flaubert to the Present.** Study of major novelists from Flaubert to Robbe-Grillet.

**Section 04. Rabelais, Marguerite de Navarre, Montaigne.** Exploration of the varieties of prose forms in the 16th century, with special emphasis on representative texts of the period.

**Section 05. Le Nouveau Miroir des Femmes.** A comparative study of early works and later novels by 20th-century French women writers, with an emphasis on the re-writing of the self. A close reading of Marguerite Duras, *Barrage Contre Le Pacifique* and *L'amant*; Marguerite Yourcenar, *Alexis and Memoires d'Hadrien*; Natalie Sarraute, *Tropismes and Enfance*; Françoise Erga, *Le Temps des Madras*.

**Section 06. King Arthur at the Movies.** Students read major Arthurian texts from the French Middle Ages (Chrétien de Troyes, Tristan texts, selections from the Lancelot-Grail cycle) and then evaluate the modern conception and presentation of Arthurian subjects in film. Films include Bresson's *Lancelot du Lac*, Rohmer's *Perceval*, Boorman's *Excalibur*, Cocteau's *L'external Retour*, and *Monty Python and the Holy Grail*, and excerpts of a number of other films. Literary texts read in modern French translation.

**Section 07. The Court of Louis XIV.** Captured in the imposing magnificence of the palace of Versailles, the court of Louis XIV represents the apogee of monarchic rule in France. We study how the influence of this court was expressed not only in monuments such as Versailles, but in the court history as reflected in the king's own writings, as well as in the literature (Molière, Racine, Lafayette), art (Poussin), music (Lully), and philosophy (Descartes, Pascal) of this period.

**Section 08. Andre Breton and the Surrealist Movement.** Students examine closely the poetry and prose of the founder of the Surrealist movement. Readings include his *Manifestes*, automatic writings, and prose trilogy (*Nadja*, *L'amour Fou*,

*Les Vases Communicants*). The surrealist legacy in modern French literature and criticism is also highlighted.

**Section 09. Aspects of Contemporary French and Francophone Literature.** This contemporary French literature course deals with existentialism, the nouveau roman, negritude, feminism, and the postmodern, studying short works of Sartre, Vian, Robbe-Grillet, Duras, Césaire, Perec, Ernaux, and Toussaint.

**Section 10. The Education of Women in Old Regime France.** An examination of the condition of women in Old Regime France in light of educational theories by major writers of the period: Christine de Pizan, Erasme, Montaigne, Marie de Gournay, Molière, Poullain de La Barre, Rousseau, Fenelon, Mme de Lambert. Credit 3 units.

A&S TH WI

**French 411. Intensive Writing in French**  
*Same as Ling 4111.*

Refinement and expansion of writing skills, mastering of complex grammatical structures, and intensive training in the analysis of rhetorical issues are the goals of this course. It focuses on the acquisition of a personal style through creative exercises in composition, including the study of parody, autobiographical forms, and short story writing, as well as the practice of formal explication de texte and dissertation. Students complete a series of short papers, each with required revisions. Meets WI requirement. Prerequisite: French 307D, French 308D or equivalent, or permission of instructor. Required for all majors except those who have spent two consecutive semesters in a French-speaking country. Required for master's candidates in French unless waived by director of graduate studies. Credit 3 units.

A&S LA WI

**French 413. French Phonetics**

Phonetic theory with exercises in phonetic script, intonation, and practice in oral reading, discussions, and practice in language laboratory. For prospective teachers and candidates for advanced degrees. Conducted in French. Prerequisite: 6 units of 300-level French, or permission of instructor. Either this course or French 411 (taught in the fall) is required for French majors except for participants in the overseas study program. Credit 3 units.

A&S LA

**French 415. The 19th-Century Novel: From Realism to Naturalism to Huysmans**

In this seminar we read some of the great realist novels of the 19th century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We also examine Huysmans's *A Rebours*, which was written in reaction to the excesses of Realism. We determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We consider its theoretical orientation, but we also focus on the major themes it addresses: the organization of French society throughout the 19th century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

**French 416. Renaissance Poetics**

An examination of key authors and themes in various genres of the period. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

A&S TH FA Lit

**French 4161. Special Topics in 19th-Century Literature**

Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

**French 417. Poetry and Prose of the Renaissance**

*Same as Med-Ren 417.*

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied include Clément Marot, Louise Labé, Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, will serve to elucidate poetic images, mythological references, and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

**French 4171. Travel Abroad in Early Modern Times**

This course addresses such questions as national identity; international relations; migration, cultural differences, and integration; cultural interactions and influences. It concerns more specifically the important role humanism played in the spectacular development of vernacular languages and traveling abroad in Early Modern times. It is organized around the following themes: 1. Humanism, nationalism, and the growing interest in the vernacular; 2. Humanism and the ongoing project of translation (*translatio studii*); 3. Humanism and Travel Abroad; 4. Views on foreign cultures and one's own after returning home; 5. "La France Italienne" (including at least one session on Lyons and another on Italian artists living in France); and 6. Integration and Conflicts. Readings include major authors (Rabelais, Montaigne, Marguerite de Navarre, Du Bellay) as well as lesser-known figures (Pasquier, Lery, Thevet), diaries and travelogues. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

A&S TH FA SSP

**French 4181. Humanism in Crisis: Marguerite de Navarre**

The second half of the French 16th century was a time of profound upheaval in politics and religion, as well as of economic and social unrest. The very nature of reason and knowledge, their place and reliability were in serious question. These various "crises" culminated in what is known today as "the collapse of French Humanism." This course focuses on two writers of the mid-century, Marguerite de Navarre and Montaigne, and the solutions that they offered. Special attention is given to the forms of expression adopted by these writers in order to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

**French 4182. Humanism in Early Modern France: From Rabelais to Montaigne**

This course focuses on major aspects of Humanism as exemplified by two of the greatest writers of the 16th century: François Rabelais and Michel de Montaigne. Humanism designates the great intellectual movement of the Renaissance. Initially focused on the recovery of ancient authors and a renewed confidence in man's ability to grasp higher meanings, Humanism became a dynamic cultural program that influenced every aspect of 16th-century intellectual life. As the political and religious turmoil of the Reformation spread, however, Humanist assumptions (the very nature of reason and knowledge, their place and reliability) were in turn questioned. This "crisis" culminated in what is known today as "the collapse of French Humanism." We examine the importance of Humanism by focusing on the themes of education, self-inquiry, religion, gender roles, marriage, travel, health, and medicine. We pay special attention to the forms of expression that Rabelais and Montaigne adopt to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH

**French 419. Feminist Literary Criticism**

*Same as WGS 419.*

A&S TH

**French 4191. The French Islands: From Code Noir to Condé**

This course studies a sampling of poetry, drama, and prose from Guadeloupe, Martinique, Haiti, and Réunion. Our readings concentrate on the ways in which this literature has fostered inter-island cultural relations in and against its links with mainland France. Principal authors include Aimé Césaire, Suzanne Césaire, Patrick Chamoiseau, Daniel Maximin, Simone Schwartz-Bart, and Maryse Condé. We also consider a variety of other works that helped form the relationship between the islands and France; the Code Noir, Bernardin de Saint Pierre, Victor Segalen, and Frantz Fanon. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

A&S TH

**French 4192. Tragedy and Farce in African Francophone Literature**

*Same as IAS 4192.*

This course explores the literary construction of nationalist opposition in colonial Africa, and the subsequent disillusionment with its artificiality in tragic or farcical literature from 1960 to 1985. In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternately as the triumph of self-determination, and as a hollow act undermined by neo-colonial French ministries, multinational companies, and corrupt governments. Reading authors such as Fall, Sembene, Beti, Tansi, and Lopes, we consider the ways that literature entered into dialogue with political discourses that only farce or tragedy could portray. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

A&S TH FA Lit

**French 420. 20th-Century Literature II**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse

or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

**French 4201. The Novel in the Feminine (Le Roman au féminin)**

*Same as WGS 4201.*

Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by 20th-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux, and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and on the issue of "écriture féminine" in its socio-cultural context. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 4202. Ingenués and Libertines: Writing the Feminine in 19th-Century French Prose**

Informed by a close reading of theoretical texts dealing with the paradoxes of "la femme auteur" (the woman author), as Balzac coined it, this seminar explores the many ways of writing the feminine in the margins of 19th-century French fiction. Opposing *dames de cour* (ladies of the court) and *femmes de tête* (women of the mind), we focus on the representation of women as *voleuses de langue* (tongue snatchers) in the works of Mme de Staël, Claire de Duras, George Sand, and Marie d'Agout, among others. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 421. The 20th-Century Novel**

In this seminar we examine the evolution of the French novel in the 20th century. We closely read five great novels, by Proust, Gide, Céline, Robbe-Grillet, and Ernaux. We determine what characterizes the 20th-century French novel and how it has evolved from Proust to Ernaux. We consider its technical aspects but also focus on the major themes it addresses: love, art, memory, time, death, and the general problem of the human condition. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 4211. The Novel of the 1930s: The Human Condition and the Meaning of Life**

Most French novelists of the 1930s were no longer satisfied simply to entertain their readers, to bring formal innovations to their writing, to depict society, or to represent human consciousness. Technological advances, economic transformations, and, above all, the unspeakable horrors of World War I challenged traditional beliefs. Authors therefore dedicated themselves to examining the human condition and the meaning of life. In this seminar we read five major novels of the period by Saint-Exupéry, Mauriac, Malraux, Céline, and Sartre. We determine how each author approaches the fundamental questions of human existence and what, if any, answers he provides. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 422. French Theater from 1800 to the Present**

We study selected plays of Hugo, Musset, Feydeau, Jarry, Claudel, Giraudoux, Anouilh, with

particular attention to Romanticism, Symbolism, Existentialism, and Absurdist drama. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA AH Lit**

**French 4221. 19th- and 20th-Century French Novel**

*Same as WGS 4221.*

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 423. Contemporary Theater**

Readings, analysis, and discussion of French theatre from Sartre to the present. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA AH Lit**

**French 4231. Visualizing 19th-Century Poetry**

*Same as French 4231.*

At the very end of the 19th century and the beginning of the 20th, Mallarmé and Apollinaire begin to compose seemingly original works that create a host of simultaneous and different meanings through a heightened use of what can be called the concrete aspects of the texts themselves: their layout on the page; the imagery they present; even the shape of the particular words and stanzas they employ. But a close reading of earlier 19th-century literature (mostly poetry) composed by various Romantic, Parnassian, and Symbolist authors (Victor Hugo, Théophile Gautier, Mari Krysinaka, Marceline Desbordes-Valmore, Charles Baudelaire, Arthur Rimbaud, and Paul Verlaine) reveals that experimentation in the visualization (as opposed to mere reading or writing) of a literary work was already under way. The latter coincided with the evolution of sculpture, photography, and, later, cinema. This course is designed to introduce students to both the production and reception of such works, and to examine their multiple historical and aesthetic causes and effects. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 425. 19th-Century Poetry**

Reading and analysis of poetry of the three major 19th-century schools: Romantic, Parnassian, Symbolist. Emphasis on textual explication. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 426. Avant-Garde Poetry of the 20th Century**

Study of French avant-garde poetic movement of the early 20th century, with emphasis on Futurism, Cubism, Dadaism, and Surrealism. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 427. Literature of the 17th-Century I**

From the hero to the *honnête homme*; Corneille, Descartes, Molière, La Fontaine, and La Rochefoucauld are among the writers studied. The movement from the unique, superhuman character of the hero to the urbane sociability of the *honnête homme* is examined in light of Descartes's search for method and Molière's deformation of common assumptions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 4271. French Classical Theater**

A study of works by Corneille, Molière, and Racine. We consider how the theater contributes to the rise of absolutism in France in the 17th century. The depiction of kings and the role of primogeniture; the function of sacrifice; the marginalization of women; the glorification of Ancient Rome; Orientalism; tensions between family and state; and the rise of the bourgeoisie in these plays suggest how the dramas played out on stage mirror the historic spectacle of the court over the course of the century as it develops an increasingly centralized authority culminating in the image of an all-powerful Louis XIV. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA AH**

**French 428. Literature of the 17th-Century II**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 4281. Order in the Court: Classical Struggles During the Reign of Louis XIV**

Beginning with a study of Versailles, we examine the spectacular dimensions of artistic production under Louis XIV, including architecture, visual arts, and landscapes, in addition to literature. The recent historical novel *L'allee du Roi*, which details the romance between the king and his mistress and then second wife Mme de Maintenon, and the *Memoires of Saint-Simon* help to set the stage for us to appreciate the intrigues at court. Situating the king at the head of a hierarchical and orderly court structure, we examine some of the less harmonious elements of court-dominated life offered in representations by Corneille (*Surena*), Molière (*Les Femmes Savantes*), Racine (*Mithridate*, *Phèdre*), La Rochefoucauld, La Bruyère, La Fontaine, Mme de Sévigné, Pascal. We consider the ways in which the court assures its power through primogeniture, the right of the eldest born son to inherit power, as well as through strict codes of etiquette and the generosity of the crown to its loyal and productive followers. We examine how these factors are insufficient to protect the monarchy against the contravening forces of political ambition, family struggles, the emerging role of women, religious faith, and the devastating effects of war and disease. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

**A&S TH FA SSP**

**French 431. Literature of the 18th Century I**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

### French 4311. Voices of Dissent: Enlightenment Principle and Social Protest

The 18th century saw a rise in overtly moralizing texts, on the one hand, and unapologetically immoralist philosophies on the other. We focus on texts that avoid these extremes, allowing multiple voices to be heard. With the aid of excerpts from Genette, Bakhtine, Todorov, and Barthes, we identify the voices of dissent in several 18th-century genres, including satire, the tale, the novella, the philosophical dialogue, theater, autobiography, and the epistolary novel. By reading authors such as Voltaire, Montesquieu, Prévost, Diderot, Cazotte, Rousseau, Beaumarchais, and Charrière, students come to appreciate a third tendency in 18th-century texts that is crucial to our understanding of the Enlightenment: the tendency to validate conflicting perspectives. We consider whether a moral can be derived from a text that consistently questions the voice of authority. We analyze the implications of such questioning in the years before the Revolution. Finally, we consider the extent to which the overzealous censorship laws of the period may have obliged authors to couch socially controversial ideas in narrative forms that seem to deny their own assertions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA SSP

### French 432. Literature of the 18th Century II

This course explores some of the major prose works of 18th-century France, which formed (and informed) the Enlightenment. Through readings of both canonical and non-canonical texts, we examine the changing place (and changing contours) of man in relationship to society. We also examine the questions the Enlightenment subject asks about the changing status of authority. To determine the limits of Enlightenment, we analyze both 20th-century critiques of the Enlightenment (Foucault, Habermas), and some of the Enlightenment's more challenging voices (Sade, Lacos, Graffigny, de Gouges). Readings include texts by Montesquieu, Voltaire, Diderot, Rousseau, and others. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

### French 4321. Art, Revolution, and Society

This course examines major 18th-century aesthetic treatises and literary texts that explore solutions for aesthetic quandaries. Authors include d'Alembert (*Préface à l'Encyclopedie*), Rousseau (*Discours sur les Sciences et les Arts*, *Lettre à d'Alembert*), Diderot (*Entretiens sur le Fils Naturel*, *Le Paradoxe du Comedien*, *Le Neveu de Rameau*), Cazotte (*Le Diable Amoureux*), Beaumarchais (*Le Barbier de Seville*, *Le Mariage de Figaro*), Staël (*De la Littérature*, *Corinne*). These works allow us to study some of the major insights into the aesthetics of music, painting, and the performing arts with an eye to how these aesthetic revolutions expanded the scope and influenced the form of the French language and literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

A&S TH

### French 4331. Women of Letters

Same as WGS 4333.

We investigate the representation of women in 18th-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines, and readers in the

course of the century? Why were women considered exemplary and yet, at the same time, a threat? The 18th century saw the last of the salons led by women well-versed in philosophy, literature, art, and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "rights of man." Rousseau praised women's role as nurturers and peace-makers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: sensibilité and libertinage, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclouse, Sade, and Staël. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

### French 4341. Enlightenment Energy: Comedy, Eroticism, and the Grotesque

In this course we examine works in which the comic, the erotic, and the grotesque—base urges that 18th-century audiences deplored yet found entertaining—made inroads into the literature of the time. The Enlightenment was highly suspicious of impulses and intuitions that challenged or escaped the bounds of virtue, sentiment, and reason. French philosophers debated whether genius lay in the supreme mastery or the spontaneous creation of art, whether talent was inborn or could be acquired through practice. Reading texts that span the long 18th century, by authors such as Molière, Marivaux, Crébillon fils, Voltaire, Diderot, Restif de la Bretonne, Beaumarchais, Sade, and Hugo, we investigate how the satirical, the bawdy, and the profane served as the well-spring of Enlightenment inspiration, giving rise to visions of an ideal society. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

A&S TH

### French 436. Romanticism

This course studies pre-Romantic themes in the works of Madame de Staël and Chateaubriand and of their evolution in the poems of Lamartine, Musset, and Vigny, the theater of Victor Hugo, and the novels of George Sand and Victor Hugo. Emphasis is placed on the emergence of a littérature du moi (literature of the self), the redefinition of the place of the artist in society after la bataille romantique, and the stylistic innovations that led to Modernism. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

### French 4391. Classicism/A-Classicism

Among the hallmarks of 17th century, French classicism celebrated reason, order, balance, and a power often associated with the great achievements of Ancient Greece and Rome. Reason, however, coexisted with dreams and madness; order encountered threats both political and sexual; disharmony persisted despite longings for justice; and depictions of Antiquity flourished alongside those of the Orient, the exotic other world of the East. The course explores these "a-classicisms," or countervailing forces, by studying the challenges

that ground the struggles and seductions in dramas by Corneille, Molière, and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's *Lettres d'une Peruvienne*, Prévost's *Manon Lescaut*, Laclous's *Liaisons Dangereuses* to understand classicism retrospectively, through the "a-classicism" of the 18th century's treatment of identity, alienation, desire, and societal tensions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

A&S TH

### French 4392. Commemorating the King

The court of Louis XIV at Versailles was remarkable for its grandeur, its consolidation of power, and its celebration of the Sun King. Arguably, all aspects of court life were regulated by the crown and all things produced—whether wars or monuments; art or science; novels or histories—were tributes to the king. All reflected a certain "ideology of commemoration," that is, an implicit or explicit validation of the monarch's privilege and prestige, both for his contemporaries and for posterity. We explore how authors (including Louis XIV, La Bruyère, La Rochefoucauld, Perrault, La Fontaine), artists (Lebrun, Rigaud, Poussin, Félibien), and historiographers/memorialists (Racine, Saint Simon) support the ambitions of the crown through their works. Modern critics Elias, Marin, Burke, and Merlin guide our research into the activities of the royal family, the ideology of absolutism, and the role of art in affirming the power of Versailles as we continue to memorialize it through surviving texts, monuments, and images. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

A&S TH

### French 440. Parnassian and Symbolist Literature

This course offers an examination of key writers and texts of the parnassian and symbolist schools of the 19th century. Readings include poetry, drama, and prose. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

A&S TH FA Lit

### French 441. From Symbolism to Surrealism

This course presents a survey of major prose and poetry from 1870–1919, including writers such as Maupassant, Daudet, Anatole France, Loti, Valery, Peguy, and Claudel. We discuss several key philosophical and literary movements of the period (e.g., naturalism, idealism, experimental novel). Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

A&S TH FA Lit

### French 443. Contemporary Francophone Literature

A general survey of Francophone literature. This course examines representative texts of Quebec, Acadia, Africa, and West Indies. Authors to include Antonine Maillet, Louis Hémon, Michel Tremblay, Gérard Leblanc, Anne Hébert, Maryse Condé, along with the influential poets of Négritude, Senghor, and Césaire. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

A&S TH FA Lit

**French 444. Modern Francophone Poetry**

The first half of this course consists of close readings of the founders of Negritude: Césaire, Senghor, and Damas. While the political and historical impact of these poets is discussed in some depth, we analyze their poetry primarily in terms of its aesthetic value and concerns. We study American influences such as jazz and the poetry of the Harlem Renaissance along with French influences. The second half of this course focuses on the contemporary poetic scene in Africa and the Caribbean. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 447. The Medieval Literary Arts**

Presentation of the principles, materials, and methods prerequisite to the effective study of medieval literature. Includes textual criticism and editing, *altérité*, manuscript culture, orality vs. literacy, arts of rhetoric, prominent motifs and topoi, and esthetic principles. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 448. From Arthur to the Grail**

*Same as Med-Ren 448.*

Conducted in English. A broad survey of the Arthurian legend: its origins, its elaboration in French, English, and other medieval literatures, and its expression in modern literature (especially English and American) and in the visual arts, film, and music. All readings available in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA AH Lit**

**French 449. Old French**

*Same as Med-Ren 449.*

To enable students to read Old French, this course offers a brief presentation of grammatical concepts and forms; close reading, translation, and discussion of selected medieval texts. Knowledge of Latin useful but not essential. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH**

**French 450. Women and the Medieval French Literary Tradition**

*Same as WGS 4502.*

The Middle Ages constitute a beginning—a period when new languages and literatures came into being, along with Romanesque book-illumination and stained glass, Gothic cathedrals, Gregorian chant, Troubadour song, crusades for the Holy Land, and quests for the Holy Grail. Medieval French Literature is therefore a new literature, defining itself against antique models and its own rich multilingual, highly visual, and oral culture. This course provides an overview of this diverse and fascinating French literary tradition while focusing on the status of women in the literary production of the Middle Ages. Particular attention is given to women's role in the creation of texts as authors and patrons. We also examine how gender roles are constructed and challenged through the literary representation of female characters. Readings include examples from major genres: Marie de France's *Lais*, Chrétien de Troyes's *Lancelot*, Rutebeuf's *Vie de Sainte Elysabel*, the anonymous

*Aucassin et Nicolette*, as well as Fabliaux, poetry of the Trouvères and Troubadours, excerpts of the *Roman de la Rose*, and works by Christine de Pizan. All readings and discussions are in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 451. French Literature of the Middle Ages I**

*Same as Med-Ren 451.*

French literature from the beginning to 1250. The course emphasizes chansons de geste, courtly romance and lyric, and early drama. Most works read in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 452. French Literature of the Middle Ages II**

*Same as Med-Ren 452.*

Literature from 1250 to the end of the Middle Ages, with emphasis on theatre, fabliau, allegory, and late medieval lyric. Most works read in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**French 453. History of the French Language**

Study of phonetic and morphological evolution of the French language with side glances at historical events that shaped this development. No previous knowledge of Latin necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S LA**

**French 456. Romance Philology**

*Same as Ling 455, Span 456, Ital 456.*

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

**A&S LA**

**French 458. Nature, Landscape, and Travel in the Middle Ages**

Through an examination of the concept of nature in the Middle Ages, the course analyzes the importance of the presence or absence of landscapes in medieval literature, including chansons de geste, courtly romances, roman de la rose, accounts of travel and pilgrimages, poetry, and theater. We examine the movements of medieval men and women from one place to another; their concepts of the relation between the nature and culture; their emotions when confronting nature; the various means they use to describe space and travel; the function of nature and landscapes within individual works. Each text is situated within the general framework of the history of the language and the literature of the period. The thematic focus of the course is informed through theological, philosophical, and anthropological per-

spectives essential to an appreciation of all medieval texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

**A&S TH FA SSP**

**French 458I. Sacrifice and Service: Masculinity and the Medieval French Literary Tradition**

The Middle Ages constitute a beginning: a period when new languages and literatures—along with Gothic cathedrals, Troubadour song, Romanesque art, crusades for the Holy Land, and quests for the Holy Grail—come into being. By focusing on the notion of service, we study how medieval society establishes a hierarchy of power that encompasses religious, feudal, and courtly relationships. Particular attention is given to the construction and testing of gender roles. What are men and women asked to sacrifice? Whom and what are they supposed to serve? How do the concepts of honor and heroism motivate the service of knights and heroines to their king and God? Texts to include: *La Chanson de Roland*, *La Queste du Saint-Graal*, *La Vie de Saint Alexis*, *Le Jeu d'Adam*, Béroul's and Thomas's versions of *Le Roman de Tristan*, Chrétien de Troyes's *Le Chevalier au Lion* or *Yvain*, Rutebeuf's *Miracle de Théophile*, and Christine de Pizan's famous poem on Jeanne d'Arc. All readings in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH**

**French 459. Rewriting the Colony: North African Francophone Literature**

This seminar studies French travel writing related to North Africa, as well as the major works of French literature from and about Algeria, Morocco, and Tunisia, as a prelude for considering some texts of those countries' Francophone literature that have now received the approval of audiences in France and the United States. We consider how colonial-era writing by novelists like André Gide, Louis Bertrand, and Albert Camus defined the colonial "exotic," and examine the way in which the political independence of the colonies made their work seem dated, irrelevant, or politically untenable. We then examine the way the former empire writes back to its one-time colonizers, in the works of post-independence authors such as Kateb Yacine, Assia Djebar, and Abdelkebir Khatibi, who both observe and revise the conventions of post-colonial literature. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates only. Credit 3 units.

**French 460. Topics in European History IV**

A detailed look at the contributions of major French theorists such as Beauvoir, Cixous, Irigaray, Kristeva, and the interpretation of French feminism in America. We study French feminist theory with an eye to psychoanalysis, maternity as metaphor and experience, women and language, and/or Marxist-feminist theory, and aesthetics. Conducted in French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

**A&S TH FA SSP**

**French 461. Topics in French Literature and History**

**FA Lit SSP**

**French 466. Second Language Acquisition***Same as Ling 466.***A&S LA****French 468. Topics in French Literature**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit****French 469. Reading and Writing in a Second Language**

In the past decade the process of becoming literate in a second language has received considerable attention by researchers and instructors. This course, taught in English, extends issues in second-language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include: individual learner differences; the extent to which reading and writing are interrelated; text types and literary forms; literacy and social power; and universal cognitive operations. Students discuss how to bridge research and practice, and they create activities to be included in a reading and writing portfolio. Course counts toward the Graduate Certificate in Language Instruction. Credit 3 units.

**A&S LA****French 470. Suffering and Self-Expression in Early Modern French Literature**

How did early modern people cope with disease, suffering, and death? With the advancement of medical science, in particular with Ambroise Paré, who saw it as his mission to ease his patients' pain, a new sensitivity toward man's suffering began to develop. Working within the historical and scientific context of the time, this course examines old and emerging attitudes toward man's suffering with special emphasis on the relationship between suffering and artistic expression. Topics discussed include: suffering as part of the human condition; suffering and faith; suffering and early modern medicine; medicine and religion; gendered views of illness; disease/suffering as a vehicle of relief and self-expression; literary treatment of suffering and disease, including melancholia, depression, suicide, kidney stone, mourning, aging, etc.; images of the ailing body and the ailing mind in early modern texts; disease as a theme and a metaphor. Various genres are covered (fiction, poetry, drama, essay, travelogue). Authors likely include Maurice Scève, Helisenne de Crenne, Louise Labé, Joachim Du Bellay, Pierre de Ronsard, Marguerite de Navarre, Jean-Baptiste Chassignet, Gabrielle de Coignard, and Michel de Montaigne. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates only. Credit 3 units.

**FA Lit****French 481. Sartre and Existentialism**

This course studies French existentialism in light of recent intellectual developments, especially post-modernism; detailed study of Sartre's major literary and critical works. Conducted in French, nonmajors may do written work in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit****French 482. Avant Garde, Postmodern, and Modernity**

We study the history and evolution of an avant garde in French literature, possible definitions of

the postmodern, description of the different areas of modernity. Readings both theoretical and literary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit****French 483. Gender and Genre***Same as Med-Ren 483, WGS 483.*

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres they chose; how these women were viewed by their contemporaries; etc. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S SD TH FA Lit****French 485. Contemporary Art in France***Same as Art-Arch 4855.***A&S TH FA AH****French 492. Contemporary French Literary Criticism**

The first half of the course deals with works of Roland Barthes; the second examines relationship of philosophy to literature and explores how the ideas of Foucault, Lacan, Derrida, Deleuze, Girard, and Baudrillard can be applied to the study of literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit****French 493. Selected French Writers**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units.

**A&S TH FA Lit****French 495. Honors**

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation. Prerequisite: 3.0 grade point average. Qualified students should consult the department. Credit 3 units.

**A&S TH****French 500. Independent Study**

Prerequisites: senior or graduate standing, and permission of the chair of the department. Credit variable, maximum 6 units.

**Italian****Ital 101D. Elementary Italian, Level I**

Beginning language program stressing rapid acquisition of spoken ability, with some attention to the development of reading, writing, and listening skills as well. Designed for students with no prior knowledge of Italian or minimal experience in another Romance language. Credit 5 units.

**A&S LA****Ital 102D. Elementary Italian, Level II**

Continuation of Ital 101D. Course stresses rapid acquisition of spoken ability with increased attention to the development of reading, writing, and listening skills. Prerequisite: Ital 101D or placement by examination. Credit 5 units.

**A&S LA****Ital 106D. Elementary Italian for Romance Language Students I**

Designed for students whose previous study of

French or Spanish enables them to grasp the principles and rules of Italian grammar more efficiently. Emphasis on all four language skills: speaking, listening, reading, writing. Prerequisite: undergraduates, four years of high school French or Spanish, or Fr/Span 201D; no prerequisite for graduate students in Romance Languages; graduate students in other fields admitted by permission of instructor. Credit 4 units.

**A&S LA****Ital 107D. Elementary Italian for Romance Language Students II**

Continuation of Ital 106D. Designed for students whose previous study of French or Spanish will enable them to grasp the principles and rules of Italian grammar more efficiently. Emphasis on all four language skills: speaking, listening, reading, writing. Prerequisite: Italian 106D or permission of instructor. Credit 4 units.

**A&S LA****Ital 108. Elementary Italian Level I**

Beginning language program stressing rapid acquisition of spoken ability with immersion teaching method. Credit 4 units.

**A&S LA****Ital 109. Elementary Italian Level II**

Continuation of Ital 108. The 109 Italian course parallels the methodology of the 108 level, but more sophisticated grammatical skills are covered. The 108-109 sequence covers the major grammatical points of the language. Students who complete Ital 108 and 109 are eligible to enroll in Ital 201. Prerequisite: Elementary Italian Level I or equivalent. Credit 4 units.

**A&S LA****Ital 201D. Italian Level III***Same as Ital 201D.*

A course divided into two parts taught by a team of instructors in a MWF master class and TTh reading and discussion section. Reviews basic skills intensively with increased emphasis on writing. Prerequisite: Ital 102D, or placement by examination. Credit 5 units.

**A&S LA****Ital 215. Conversation/Culture**

This course examines popular culture through a focus on what is said and performed. The course consists of thematic units focusing on everyday occurrences and themes that mark the Italian experience, such as conversation in the Italian bar; poignant views of life expressed in films and other media; daily experiences depicted in poems and songs; public and private politics; the role of the meal in real life, art, and literature. As students advance through each thematic module, they develop a creative project in which they put into practice (by a skit/presentation/text/artwork) what they have learned. Prerequisite: Ital 201D or the equivalent. Credit 3 units.

**A&S LA****Ital 247. Freshman Seminar**

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., discussion and writing. Topics vary; interdisciplinary focus. Credit 3 units.

**Ital 249. Refracted Light: How Others View Italy**

Throughout the centuries Italy has both enjoyed and suffered the fascinated gaze of foreigners, who have written about it, painted it, made music and films about it. Drawing principally on prose writings from the 18th to the 20th centuries, in such varied genres as the short story, the novel, the mystery novel, travel writing, and the memoir, this course examines the images of Italy that non-Italians project. Beyond learning about Italy, students consider their own "idea" of Italy, examine their own frame of reference and cultural biases, interrogate a variety of stereotypes, and ponder

how well one can truly understand a place as an outsider or reader. Authors studied include Goethe, John Ruskin, Thomas Mann, Henry James, others. Credit 3 units.

**A&S TH**

### **Ital 298. An Internship for Liberal Arts Students**

*Same as GeSt 2991.*

### **Ital 2991. Undergraduate Independent Study**

Prerequisite: Ital 201D and permission of the department. No more than 6 units may be earned by a student. Credit 3 units.

### **Ital 301. Oral Communication I**

Designed to offer students an opportunity to practice and refine their conversational skills while expanding their practical vocabulary. Wide variety of topics for discussion; brief oral reports. Regular homework assignments with emphasis on Web-based research and learning. Prerequisite: Ital 201D. Credit 3 units.

**A&S LA**

### **Ital 307D. Grammar and Composition I**

*Same as Ital 307D.*

This course features advanced lessons in Italian grammar and vocabulary and an introduction to prose analysis, with the goal of improving both reading and writing in Italian. The basis of our work is a series of readings having a common theme, the representation of childhood in Italy in the late 19th and early 20th centuries. We think about the status of children at the turn of the century, particularly with regard to family, education, and work, and also about the challenges a writer faces to portray the experience and point of view of a child believably. Readings include short stories by Gabriele D'Annunzio, Edmondo De Amicis, Luigi Pirandello, and Giovanni Verga, as well as Carlo Collodi's classic novel, *Pinocchio*. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken before or concurrently with Ital 323C or 324C. Prerequisite: Ital 201D, or permission of instructor. Credit 3 units.

**A&S LA**

### **Ital 308D. Grammar and Composition II**

A continuation of Italian 307D, this course features advanced lessons in Italian syntax and vocabulary and an introduction to the analysis of poetry and theatrical texts, with the goal of improving both reading and writing in Italian. The basis of our work is a series of readings having a common theme, desire requited and unrequited. We think about what poets desire, how they give verbal expression to it, and how the success or failure of their pursuit informs their writing. Likewise we look at how playwrights exploit this theme as a plot device. Readings include poetry by Petrarch, Michelangelo, Tasso, and Montale, as well as two comedies. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken concurrently with Ital 323C or 324C. Prerequisite: Ital 307D or permission of instructor. Credit 3 units.

**A&S LA**

### **Ital 310. Advanced Italian Grammar in Padua**

This advanced Italian grammar course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course allows students to further their mastery of Italian grammar and syntax, in order to achieve a level of full satisfaction of comprehension and active communication. Readings include newspaper articles, literary essays; students write brief compositions while taking weekly tests. Open only to Washington University students enrolled in the Padua, Italy program with Boston University. Credit 4 units.

### **Ital 311. Introduction to Contemporary Italy**

This course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course focuses on refining students' ability to express themselves in Italian while presenting an overview of the history and society of contemporary Italy. Readings include works by authors who are particularly significant to Italian literature of the 20th century, as well as an array of other materials. Open only to Washington University students enrolled in the Padua, Italy, program with Boston University. Credit 4 units.

### **Ital 322. Topics**

A multidisciplinary course focusing on a significant aspect of Italian culture. The topic will differ from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, science. Prerequisite: previous or concurrent enrollment in Ital 307D.

**Section 01. The Italian Resistance.** This course focuses on artistic reactions against the Fascist dictatorship in Italy. After discussing the historical and cultural context that gave rise to Fascism and the Partisan rebellion, we study what is conventionally called the neorealist "movement" (1930–1950), which developed spontaneously and without codified structures in opposition to the political and discursive controls imposed by Fascism, and which was characterized by certain literary motifs and innovations. We consider among other things the emphasis on small localized stories (storie) of individual resistance during the war through which authors sought to evoke a unified choral history (Storie) of rebellion; the uncommon heroes, typically children, women, priests and the poor, who are represented as the soul and the primary agents of political and moral renewal; and the unorthodox emphasis on the spoken, regional, and dialectal word. We conclude by considering more recent representations in literature and film of the Resistance. We read such novels as Italo Calvino's *Il Sentiero Dei Nidi Di Ragno* (1947), Ignazio Silone's *Pane e Vino* (1937), Carlo Levi's *Cristo Si e Fermato a Eboli* (1945), and Elio Vittorini *Conversazione in Sicilia* (1941); and we discuss such films as Roberto Rossellini's *Roma Citta Aperta*. Course taught in Italian; readings in Italian.

**Section 02. Rome.** This course explores a variety of literary texts and films in which Rome features as protagonist. A historic center of Western civilization and authority, of Christianity, of cultural splendence and degeneration, the city of Rome is a palimpsest of history, myth, and symbolic meaning. We examine the myriad ways in which the capital city is conceived by modern Italian writers and film directors such as d'Annunzio, Moravia, Gadda, Pasolini, Fellini, De Sica, Scola, and Rossellini. Credit 3 units.

**A&S TH**

### **Ital 323C. Italian Literature I**

*Same as Med-Ren 323C.*

Introductory survey of Italian literature from its beginnings in the Middle Ages through the late Renaissance. Analysis of the predominant genres: lyric, religious narrative, novella, treatise, chivalric epic. Prerequisite: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended. Credit 3 units.

**A&S TH FA Lit**

### **Ital 324C. Italian Literature II**

Major literary works in Italy from the 18th, 19th and 20th centuries. Movements covered include romanticism, verismo, futurism, neorealism, and post modernism. Writers range from Goldoni and Leopardi to Pirandello and Calvino. Prerequisite: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended. Credit 3 units.

**A&S TH FA Lit**

### **Ital 332. Topics in Film Studies: Italian Cinema**

*Same as IAS 3321, EuSt 332.*

The evolution of Italian cinema from its origins to the present. Study of cinematic works and periods from a variety of theoretical perspectives. Specific areas of discussion include: cinema as a revolutionary aesthetic; mass culture versus high art; early genre; divismo (stardom); the avant garde; the advent of film sound; the representation of politics and history; neorealism; postwar popular genre; modernism; metacinema; literary adaptation; postmodernism. Discussions will be based on works by major Italian filmmakers such as Pastrone, Blasetti, Rossellini, De Sica, Visconti, Fellini, Antonioni, Monicelli, Leone, Pasolini, Bertolucci, Nichetti, Moretti. Some emphasis on the relationship between literature and film. Course conducted in English: Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D, or permission of instructor. Two to three hours of film-viewing plus three class hours a week. Taught in English. Credit 3 units.

**A&S TH FA AH Lit**

### **Ital 334. Topics in Italian Cinema**

*Same as EuSt 335, IAS 3352.*

A companion to Italian 332, this course focuses on a select topic in the history of Italian cinema, such as the work of a single director or a significant cinematic movement. Course conducted in English. Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Italian 307D. Prerequisite for non-majors: Italian 332, Film 220, or permission of instructor. Credit 3 units.

**A&S TH FA AH**

### **Ital 350. Special Topics in Italian Literature and Culture**

Credit 1 unit.

**A&S TH FA Lit**

### **Ital 352. Italian Institute Project**

Credit 2 units.

**A&S LA**

### **Ital 399. Independent Study**

Undergraduate independent study at the 300 level. Prerequisite: competence in oral and written Italian, and permission of instructor. Credit variable, maximum 6 units.

### **Ital 402. Introduction to Teaching Romance Languages**

*Same as Span 402.*

**A&S LA**

### **Ital 419. Feminist Literary Theory**

*Same as WGS 419.*

**A&S TH**

### **Ital 428. The New Sicilian School**

*Same as LH 4281, EuSt 4280, IAS 4284.*

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. We read novels by several of these authors, including Verga, Vittorini, Tomasi di Lampedusa, Sciascia, Maraini. Course taught in English; readings in Italian or English. Credit 3 units.

**A&S TH FA Lit**

### **Ital 432. Divergent Voices: 20th-Century Italian Women Writers**

*Same as IAS 4324, EuSt 432, WGS 432.*

This course examines select novels, poetry, and

political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention is paid to the historical, political, and cultural contexts that influenced authors and their work. Textual and critical analysis focus on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English. Credit 3 units.  
**A&S SD TH WI FA Lit**

### Ital 433. Literature of the Italian Enlightenment

Same as *EuSt 433, IAS 4330*.

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We study the rise and characteristics of "coffee culture" during this age. We pay special attention to the "woman question," which stood at the center of 18th-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class is conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prerequisite: Ital 323C or Ital 324C. Credit 3 units.  
**A&S TH WI FA Lit**

### Ital 437. Caffé, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour

Same as *IAS 4371, EuSt 437*.

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron, and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-18th through the early 19th centuries, we explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations are Venice, Bologna, Florence, and Rome. Attractions typical of the early modern Tour circumscribe our journey. Coffee houses first appeared in the 18th century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We explore 18th-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches, and universities are part of our standardized itinerary. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. The piazza, the hub of Italian life, where early modern Italian citizens communed for Carnival masquerades, criminal executions, religious and civic festivals, and, most important, mundane mixing and mingling are a key stop in select cities. We visit archaeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, is also a point of interest in our travels. Among the most remarkable aspects of Italian culture of the period, one on which travelers prolifically remarked, was the public presence and authority of women, authority unmatched anywhere else in Europe at the time.

Through primary and recently published secondary sources, we focus our own sights on the power and influence of women within the university, the scientific academy, the art world, and the Republic of Letters. Readings in Italian or English. Credit 3 units.

### Ital 456. Romance Philology

Same as *French 456*.

**A&S LA**

### Ital 473. Machiavelli and Guicciardini

Same as *Pol Sci 407, Med-Ren 473*.

The development of modern political science in 16th-century Italy; questions of theory, methodology, and historical context as factors in the development of Machiavelli's and Guicciardini's political visions. Readings in Italian or English; discussion in English. Credit 3 units.  
**A&S TH WI FA SSP**

### Ital 481. Dante

Same as *Re St 481*.

A study of the *Divina commedia* with emphasis on the *Inferno*. Conducted in English. Reading knowledge of Italian recommended but not required. Credit 3 units.

**A&S T FA Lit**

### Ital 483. Boccaccio: Decameron

Same as *Med-Ren 4831*.

The unrivaled master of late medieval Italian prose, Boccaccio is also a strikingly modern author whose works address such questions as the relationship between literature and history; God and man; storyteller and audience; gender, language, and power; literature and truth. With these and other concerns in mind, we read his masterpiece, the *Decameron*, a collection of 100 tales set in the Black Plague of 1348. We then contrast it to his late *Corbaccio*, ostensibly a misogynist novel but a text that finally resists such a flattening judgment. Readings in Italian or English; discussion in English. Prerequisite: 3 units of literature. Credit 3 units.  
**A&S TH WI FA Lit**

### Ital 485. Ariosto: Orlando Furioso

Same as *Med-Ren 485*.

A close reading of this Renaissance masterpiece with attention to questions of structure and sources, the themes of love and madness, the representation of court life. Readings in Italian or English; discussion in English. Credit 3 units.  
**A&S TH FA Lit**

### Ital 491. Postmodernism

Same as *EuSt 491, IAS 4918*.

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past 50 years. Students study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganeli), and "weak thought" (Gianni Vattimo) that developed from the neo-avant garde movement of the 1960s. Analysis focuses on the novels of four authors who have had a defining influence on Italian post-modern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba, and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D, or permission of instructor. Credit 3 units.  
**A&S TH WI**

### Ital 492. The Italian Detective Novel

Same as *IAS 4920, EuSt 492*.

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco,

Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course explores the history of the "anti-detective" novel in Italy, and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English. Credit 3 units.

**A&S TH WI FA Lit**

### Ital 495. Senior Honors

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program. Credit variable, maximum 6 units.

**A&S TH**

### Ital 4ABR. Italian Course Work Completed Abroad

Italian course work completed abroad. Credit variable, maximum 12 units.

### Ital 500. Independent Study

Special studies chosen and arranged with the instructor. Prerequisites: senior or graduate standing, and permission of the chair of the department. Credit variable, maximum 6 units.

## Portuguese

### Portug 101. Portuguese I

Introduction to Brazilian Portuguese language. The course emphasizes acquisition of communicative ability. It also covers basic grammar points through reading and writing activities. Classes are taught entirely in Portuguese. No prior experience in the language is required. Credit 5 units.  
**A&S LA**

### Portug 103. Brazilian Portuguese for Spanish Speakers

Intensive and accelerated course especially designed to take advantage of students' knowledge of Spanish and to promote a more rapid learning of Brazilian Portuguese. Classes are taught entirely in Portuguese and stress oral communication, basic use of grammar, reading, and writing skills. Intermediate online placement exam in Spanish is required. Credit 3 units.  
**A&S LA**

## Spanish

### Span 101D. Spanish Level 1

Same as *Span 101D*.

Beginning language program stressing rapid acquisition of communicative ability. In addition to four hours of master class, students must enroll for two hours of additional practice and do one hour of assessed independent learning activities with multimedia resources. Credit 5 units.  
**A&S LA**

### Span 102D. Spanish Level 2

Same as *Span 102D*.

Beginning language program stressing rapid acquisition of communicative ability. In addition to four hours of master class, students must enroll for two hours of additional practice and do one hour of assessed independent learning activities with multimedia resources. Prerequisite: Sp 101D or placement by examination. Credit 5 units.  
**A&S LA**

### Span 108. Elementary Spanish Level I

Beginning language program stressing rapid acquisition of spoken ability with immersion teaching method. Credit 4 units.  
**A&S LA**

### Span 109. Elementary Spanish Level II

Continuation of Spanish 108. The 109 Spanish course parallels the methodology of the 108 level, but more sophisticated grammatical skills are covered. The 108-109 sequence covers the major grammatical points of the language. Students who complete Spanish 108 and 109 are eligible to en-



roll in Spanish 201. Prerequisite: Elementary Spanish Level I or equivalent. Credit 4 units.

**A&S LA**

### Span 201D. Spanish Level 3: Intermediate Spanish

An accelerated intermediate-level grammar review taught by a team of instructors in a MWF grammar class and a TTH literature/composition class. Reviews basic and some advanced skills intensively with increased emphasis on reading, writing, culture, and vocabulary learning. Prerequisite: Span 102D, or placement by examination. Students must register for both a TTH and a MWF class. Credit 5 units.

**A&S LA**

### Span 245. Women's Fiction in Contemporary Spain

*Same as WGS 253.*

This course focuses on selected novels and short stories by 20th-century women writers in Spain, beginning with those writing during the post-Civil War years (1939-1975) and ending with the new generation of women writers who emerged after the end of the Franco dictatorship (post-1975). Discussions center on both political and aesthetic issues in the contexts of post-War and post-Franco Spain, including the effects of political repression and censorship, representations of gender and sexuality, and literature's relationship to feminist and nationalist movements in Spain. When relevant, other cultural media, such as film and music, are used in conjunction with our reading and analysis of literary texts. The course is taught in English. Credit 3 units.

**A&S TH FA Lit**

### Span 247. Freshman Seminar

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., active discussion, writing. Topics vary; interdisciplinary focus.

### Section 01. Women Between Cultures: U.S. Latinas.

In the past 15 years, Chicanas, Nuyoricans, Cuban-Americans, Dominican-Americans, and other Latinas writing in the United States have created a significant body of works dealing with being a woman between two cultures. This course examines how women have articulated the experience of living within two sets of cultural codes. We read works by Sandra Cisneros, Cristina García, Julia Alvarez, Esmeralda Santiago, Rosario Ferré, Nicholasa Mohr, and Elena Castedo. In our approach we consider the theoretical writings of Gloria Anzaldúa, María Lugones, Rosi Braidotti, and others.

**Section 02. Women's Fiction in Contemporary Spain.** This course focuses on selected novels and short stories by 20th-century women writers in Spain, beginning with those writing during the post-Civil War years (1939-1975) and ending with the new generation of women writers who emerged after the end of the Franco dictatorship (post-1975). Discussions center on both political and aesthetic issues in the contexts of post-War and post-Franco Spain, including the effects of political repression and censorship, representations of gender and sexuality, and literature's relationship to feminist and nationalist movements in Spain. When relevant, other cultural media, such as film and music, are used in conjunction with our reading and analysis of literary texts. Credit 3 units.

### Span 251. Latin-American Nomads and Travelers

Rites of passage and trespassing representing Latin-American immigrants, nomads, and travelers in narrative and film. This course is designed to map the multicultural context of travel, nomadism, displacement and immigration while studying narrative texts (*Before Night Falls*, *Heading South*, *Looking North*, *Life on the Hy-*

*phen*, *Crossing the Border with Esperanza's Story*) and films (*El Norte*, *Gringuito*, *Old Gringo*, *Stand and Deliver*) by Latin-American and Latino authors. We look at the images, metaphors, and myths that pervade current conceptualizations of the borderlands and explore the variety of ways in which postcolonial rites of passage and trespassing inform the aesthetics of contemporary Latin American cultural expression. In English. Credit 3 units.

**A&S TH FA SSP**

### Span 298. An Internship for Liberal Arts Students

*Same as GeSt 2991.*

### Span 299. Undergraduate Independent Study

Prerequisite: Span 201D and permission of the department. Credit variable, maximum 3 units.

### Span 301. Oral Communication I

Practice of spoken Spanish and expansion of vocabulary in a wide range of topics. Discussion and role play based on short readings, music, and film. Use of the Internet for up-to-date news and culture. Oral presentations and limited writing. Prerequisite: Span 201D or equivalent. Concurrent enrollment in Span 307D recommended. Credit 3 units.

**A&S LA**

### Span 307D. Spanish Level 4: Grammar and Composition I

Through a free and practical review of Spanish grammar and syntax, this course allows students to refine their handling of written and spoken Spanish. Emphasis on the understanding and use of the fine points of the language. Activities include oral reports, compositions, class discussions, group projects and the study of selections of literary and nonliterary materials. Prerequisite: Span 201D or placement by examination. Credit 3 units.

**A&S LA**

### Span 308D. Spanish Level 4: Grammar and Composition II

In-depth study of the process of writing, designed to prepare the Spanish major to write literary analysis. Literary texts studied as examples of writing styles. Regular compositions. Prerequisite: Span 307D or placement by examination. Credit 3 units.

**A&S LA**

### Span 310. Advanced Intermediate Spanish in Spain

Continued study of Spanish grammar and syntax at Washington University's Madrid Carlos III University program. A course designed for non-native speakers of Spanish, to refine communicative abilities in all four skills. Prerequisite: Placement by exam at Carlos III. Credit variable, maximum 4 units.

### Span 311. Hispanic Culture and Civilization

Study of aspects of the political, social, and cultural life of contemporary Spain and Portugal, and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit. Prerequisite: Span 201D. Credit 3 units.

**A&S CD TH FA SSP**

### Span 312. Topics in Hispanic Culture and Civilization II

*Same as LatAm 312.*

Study of aspects of the political, social, and cultural life of contemporary Latin America and their historical development. Class discussion; readings with compositions. Conducted in Spanish. Prerequisite: Span 201D, or placement by examination. Credit 3 units.

**A&S CD TH FA SSP**

### Span 313. Chilean Contemporary Culture

This two-week course provides a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We examine the representation of current issues in literature, the arts, and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture, etc. The course meets three hours a day, and there are several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday (it includes a visit to one of Neruda's houses, a history museum, etc.). Credit 3 units.

**A&S TH FA SSP**

### Span 315. Conversation in Spain

Designed to offer students with advanced skills in Spanish an opportunity to practice and refine their conversation ability on location in Spain. Credit 2 units.

**A&S LA**

### Span 317. Advanced Spanish Language in Chile/Spain

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prerequisite: placement by exam or program director. Credit variable, maximum 4 units.

### Span 3181. Spanish Culture and Civilization

This course is intended to acquaint students with diverse aspects of Spanish culture, including history, civilization, society, politics, and the arts (paintings, architecture, music, and film), dating from the first invasions of the Peninsula to the present. Students are exposed to a wide range of written texts on Spanish culture (newspaper articles, essays by contemporary intellectuals, and scholarly studies), as well as visual media (videos and the Internet), in order to gain an awareness of the diversity of ethnic, cultural, and aesthetic traditions within Spain. The broader aim of the course is to enable students to approach and to analyze "culture" from an intellectually critical perspective within concrete sociohistorical contexts. Prerequisite: Span 307D with a grade of B or better, or placement by examination. In Spanish. Credit 3 units.

**A&S CD TH FA SSP**

### Span 3201. Historical and Comparative Linguistics

*Same as Ling 320.*

**A&S LA FA Lit**

### Span 321. Oral Communication II

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media (film, TV, and newspapers) are used as a basis for debate on cultural topics pertaining to the Spanish-speaking world. Oral presentations and limited writing. Prerequisites: Span 301 and 307D or multiple 300-level courses. Credit 3 units.

**A&S LA**

### Span 322. Advanced Conversation in Spain

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers, and other modes of communication are used for oral presentations and some writing. Prerequisites: Span 301, 307D or 308D, or multiple 300-level courses. Credit 3 units.

**A&S LA**

### Span 325. Exploration, Traveling and the Double Gaze: Mapping Geography and Identity In Colonial Spanish America

In this course we examine the geographical, cultural, and ideological mapping as described in the travel/exploration chronicles of the 16th, 17th, and 18th centuries. We focus on the Southern hemisphere (Peru) as well as the Northern Frontier (Mexico, New Mexico, La Florida, Colorado) while reading narrative texts such as Columbus' *Diario*, Cabeza de Vaca's *Naufragios*, Inca Garcilaso de la Vega's *The Florida of the Inca*, Francisco Vázquez de Coronado's *Narratives of the Coronado Expedition*, and Alonso Carrió de la Vandra's *El Lazarillo de Ciegos Caminantes* (Guide for Travelers in 18th-Century Spanish America). We use artwork and historical maps for our study of the cultural and ideological representations of alterity and of the geography of the colonial empire. In English. Credit 3 units.

A&S TH FA SSP

### Span 330C. Introduction to the Study of Hispanic Literature

*Same as LatAm 330, IAS 3300.*

Intended for students with little or no background in literary analysis. Introduction to and methods for analysis of the major literary genres: theater, poetry, essay, novel, and short story. Selections from a variety of Spanish and Spanish-American writers. Prerequisite: Spanish 307D. Students completing Span 308D who have not yet completed a survey course are encouraged to enroll. Credit 3 units.

A&S TH FA Lit

### Span 331. Hispanic Art/Arte Hispano

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the folk naive art of traditional indigenous weaving and tapestry—depicting daily life and harvest—to the “arpilleras” or designs on burlap expressing the suffering of contemporary indigenous women under Latin America's military dictatorships, to the feminist and surrealist self-reconstruction portraits of Mexican artist Frida Kahlo. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velázquez, the Spanish Civil War of “Guernica” by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudí. From the “Corridos songs” of the Mexican Revolution to the Spanish Flamenco talking about the displacement and suffering of Gypsies in Spain. The students visit the Saint Louis Art Museum and talk to some local Hispanic artists. Prerequisite: Span 308D or Span 321. May be used for elective credit in the Spanish major or minor. In Spanish. Credit 3 units.

A&S TH FA AH

### Span 3321. Spanish Film Studies in Spain

An introduction to contemporary Spanish film taught at Washington University's program in Spain. Prerequisite: Approval of Washington University's program director. Credit 3 units.

FA AH

### Span 3331. Spanish Literature I in Chile/Spain

Introductory survey of Spanish literature from its beginnings in the Middle Ages to the baroque period at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent. Credit 3 units.

FA Lit

### Span 333C. Spanish Literature I

*Same as Med-Ren 333C.*

Introductory survey of major literary works written by Spanish authors during the period when the Islamic, Judaic, and Christian cultures co-existed and mutually influenced each other. The first half of the course is devoted to the study of masterpieces such as the *Poema de Mio Cid*, *The Ce-*

*lestina*, and the *Libro de Buen Amor*. The second half of the course focuses on major works from the period following the unification of Spain under the Catholic monarchs in 1492. Readings include the *Lazarillo*, *Don Quixote*, and *Fuenteovejuna*. Prerequisite: Span 307D; concurrent registration in Span 308D recommended. In Spanish. Credit 3 units.

A&S CD TH FA Lit

### Span 3341. Spanish Literature II in Chile/Spain

An introduction to key texts from Spanish literature in the 19th and 20th centuries at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent. Credit 3 units.

FA Lit

### Span 334C. Spanish Literature II

An introduction to key texts from Spanish literature in the 19th and 20th centuries. Topics included are the three religions in Spain, the Don Juan archetype, women and gender issues, decadence, poverty and class issues, and the Spanish Civil War. Discussions address Spain's unique history and diversity. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. In Spanish. Credit 3 units.

A&S CD TH FA Lit

### Span 3351. Spanish-American Literature I in Chile/Spain

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880) at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent. Credit 3 units.

FA Lit

### Span 335C. Spanish-American Literature I

*Same as LatAm 335C, IAS 3351.*

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880). Emphasis on the writings of either Colón or Columbus, Cortés, Bernal Díaz, Las Casas, Inca Garcilaso de la Vega and Aztec reactions to the Conquest in the early period and on Sor Juana in colonial times. After the period of independence from Spain (1810–24), the focus is on the literary representation of the making of the new nations, and cultural autonomy. Readings include chapters of a picaresque novel, the representation of dictatorship, civilization vs. barbarism, the gaucho epic, and 19th-century fiction. Lectures and class discussions of the readings; exams, papers, and short reports. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. In Spanish. Credit 3 units.

A&S CD TH FA Lit

### Span 3361. Spanish-American Literature II in Chile/Spain

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent. Credit 3 units.

FA Lit

### Span 336C. Spanish-American Literature II

*Same as LatAm 336C, IAS 3361.*

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period. Examination of various genres (poetry, narrative, and essay), and literary trends. Works by female (Augustini, Storni, Mistral, Campobello, Bombal, Castellanos, Ferré, Poniatowska, and Valenzuela), and male (Darío, Azuela, Borges, Neruda, Fuentes, García Márquez, Rulfo, Cortázar) authors. Emphasis on writing strategies, cultural perspectives, and gender representation. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. Credit 3 units.

A&S CD TH FA Lit

### Span 337C. The Chilean Short Story

In this course we trace the trajectory of the short story in Chile in the 20th century with special attention to such literary movements as realism, naturalism, vanguardism, surrealism, and the new narrative, including the literature written during the dictatorship. The course tries to determine what specifically can be expressed about national identity through narrative, and is informed by historical, political, and sociological analyses. The course includes several field trips to related sites, and guest lectures by major Chilean writers and critics. Class requirements include a short essay, a long final essay, and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. Conducted in Spanish. Credit 3 units.

A&S TH FA Lit

### Span 340. Nationalism in Action: The Spanish-American War

We study nationalism as it was in evidence in the Spanish-American War in the United States and in Spain as an outgrowth of each country's history. We read periodicals of the period, study caricatures and other artistic expressions, as well as writings by authors such as Stephen Crane, Galdós, Mark Twain, Fernando Ortíz, Ivan Múscant, and others. Cuba, Puerto Rico, and the Philippines are included in the scope of the course. Students are expected to present a book report orally, and to write it formally; in addition, a term paper of about 15 pages on a topic chosen in consultation with the instructor serves as a final project. The course is conducted in English though students able to read other languages, are able to do some of the readings in the original. May count as elective credit for the major if work is done in Spanish. Enrollment limited to 15 students. Credit 3 units.

A&S TH FA SSP

### Span 349. *Don Quixote* in Translation

Because Cervantes's masterpiece is considered to be the first modern novel, it is absolutely essential to any understanding of literature as a whole. By way of a close textual reading, this course focuses on all the ways *Don Quixote* recapitulates almost the entire Western tradition and how it anticipates so many of the later developments of the novel. Course conducted in English. Credit 3 units.

A&S TH FA Lit

### Span 350. Undergraduate Seminar in Spanish Literature and Culture

Taught in Spanish. Topics vary. Can be repeated for credit. Prerequisite: Span 307D; concurrent registration in Span 308D is recommended.

#### Section 01. Spanish-American Short Novel.

Study of the 20th-century short novel in Spanish America. Authors include Bombal, Bioy Casares, Hernández, Castellanos, Fuentes, García Márquez, Ferré, Valenzuela, del Río.

#### Section 02. The Spanish Short Story During the Past 50 Years.

An explosion of story-tellers: the rise and fall and rebirth of a genre. This course reviews a half century of short fiction in Spain, emphasizing the works written since 1970. We focus on the most significant, representative movements in relation to their historical and social contexts. Writers studied include Camilo José Cela, Miguel Delibes, Ignacio Aldecoa, Ana María Matute, Carmen Martín Gaité, Juan Benet, José María Merino, Luis Mateo Díez, Esther Tusquets, Cristina Fernández Cubas, Soledad Puértolas, Javier Marías, Antonio Muñoz Molina and Marina Mayoral. Paper, mid-term and final exams. Credit 3 units.

A&S TH FA Lit

### Span 3501. Latin-American Women Writers in Translation

Study of major 20th-century women writers in English translation. We read poems, plays, essays,

and short fiction by authors such as Agustini, Ocampo, Mistral, Bombal, Gambaro, Ferré, Valenzuela, and others. Class conducted in English. Spanish majors do the readings and papers in Spanish. Enrollment limit 25. Credit 3 units.

**A&S TH FA Lit**

#### **Span 3502. Spanish-American Short Novel**

Study of the 20th-century short novel in Spanish America. Authors include Bombal, Bioy Casares, Hernández, Castellanos, Fuentes, García Márquez, Ferré, Valenzuela, del Río. Credit 3 units.

**A&S TH FA Lit**

#### **Span 3503. Fiction, Crime, and Enigma: Clues to Detective Narrative from the Americas**

Ever since the detective story took readers by storm during the last decades of the 19th century, the genre of detective fiction has continued to flourish while undergoing numerous transformations. Latin-American literature is well known for the alternative re-readings of the crime fiction canon by well-established writers who broke canonical rules of classical and hard-boiled detective narrative and both parodied and politicized the genre through endless experimentation. In this course, we focus on the intersection of action and enigma, clues and patterns of a crime, the unraveling of a puzzle and the solution of a mystery in narratives by Poe, Borges, Chandler, Hammett, Valenzuela, Piglia, García Márquez, and others, as well as in selected films based on their works. In English. Credit 3 units.

**A&S TH FA Lit**

#### **Span 3504. The Spanish Short Story During the Past 50 Years**

An explosion of storytellers: the rise and fall and rebirth of a genre. This course reviews a half century of short fiction in Spain, emphasizing the works written since 1970. We focus on the most significant, representative movements in relation to their historical and social contexts. Writers studied include Camilo José Cela, Miguel Delibes, Ignacio Aldecoa, Ana María Matute, Carmen Martín Gaité, Juan Benet, José María Merino, Luis Mateo Díez, Esther Tusquets, Cristina Fernández Cubas, Soledad Puértolas, Javier Marías, Antonio Muñoz Molina, and Marina Mayoral. Prerequisite: Span 307D; concurrent registration in Span 308D is recommended. Paper, mid-term, and final exams. In Spanish. Credit 3 units.

**A&S TH FA Lit**

#### **Span 3505. Borges in Translation**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications, and structural elements present in Borges' poetry, essays, and short stories. We also study a number of film adaptations of Borges' work, as well as a number of texts by writers he has influenced. Credit 3 units.

**A&S TH FA Lit**

#### **Span 3506. Women Writers of Early Modern Spain**

*Same as WGS 3506.*

This course analyzes early modern women's writings (both secular and religious) by considering socio-historic context, genre studies (autobiography, convent narratives, short prose fiction, poetry, and theater) and feminist criticism. Critical approaches included will consider issues of self-representation and subjectivity, performance, mysticism, life writing, feminist and lesbian utopias, cross-dressing, the body and spirituality, and the role of the Inquisition and confessors in the collaborative process of confessional writing. Class conducted in English. Spanish majors do the readings and papers in Spanish. Credit 3 units.

**A&S TH FA Lit**

#### **Span 351. Business Spanish**

Study of language and structures used in conducting business in the Hispanic world. Actual materials from various businesses—advertising, marketing, real estate, accounting—used. Particular stress on speaking and writing. Prerequisite: Span 308D, or permission of instructor. Credit 3 units.

**A&S LA**

#### **Span 353. Medical Spanish**

Designed for future medical professionals, this course provides students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading, and some research are required. Volunteer work required for letter grade in course. Advanced students are given priority. Prerequisite: Span 307D. Credit 3 units.

**A&S LA**

#### **Span 354. A View from the Southern Cone: Perspectives on Art, Literature, and Culture**

This course deals with current issues of cultural, social, political, and literary importance related to the Southern Cone. We study selected texts from Argentina, Chile, and Uruguay as well as contemporary films and drama productions. This course will seek to determine what specifically can be expressed about national identity, globalization, and the environment as these countries face the 21st century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish. Credit 3 units.

**A&S TH**

#### **Span 360. Literature Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: Approval of Washington University's Madrid program director and Carlos III. Credit variable, maximum 3 units.

**FA Lit**

#### **Span 3601. Cultural Studies Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: Approval of Washington University's Madrid program director and Carlos III. Credit variable, maximum 3 units.

**FA SSP**

#### **Span 399. Independent Study**

Prerequisite: permission of instructor. Credit variable, maximum 3 units.

#### **Span 400. Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating Spanish. For graduate students in the humanities, social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by Span 401. Credit 3 units.

**A&S LA**

#### **Span 401. Intensive Translation for Graduate Students II**

Continuation of Span 400. For graduate students in the humanities and social and natural sciences. Prerequisite: Span 400. Credit for Span 400 is contingent on completion of Span 401. Credit 3 units.

**A&S LA**

#### **Span 402. Introduction to Teaching Romance Languages**

*Same as Fr 4021, Ital 402.*

Introduction to teaching Romance languages. Presents a history of language instruction over the past 30 years, then proceeds to combine theoretical discussion of pedagogical principles with prac-

tical experience in supervised, intensive practice sessions with beginning Romance language students. Prerequisite: intermediate/high advanced level in the second language according to the ACTFL Oral Proficiency Scale (as determined by an oral proficiency interview) and currently teaching a practice session or committed to teach one the following semester, or permission of instructor. Credit 3 units.

**A&S LA**

#### **Span 405W. Major Seminar**

An undergraduate seminar. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. Prerequisite: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. Credit 3 units.

#### **Section 01: Tales of Marvel, Fantasy, and Magic in Spanish-American Narrative**

This course studies the world of the fantastic, the marvelous and the extraordinary through textual analysis of selected narratives by the following writers from Spanish America: Horacio Quiroga, María Luisa Bombal, Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Armonía Sommers, Rosario Ferré, Luisa Valenzuela, Antonio Benítez Rojo. Integrating a wide range of sources (theoretical essays, paintings, film) we undertake an exploration of texts that evolve around obsession, metamorphosis, dream, magic and ritual.

This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

#### **Section 02: The Taste is Telling: Bawdy Short Stories from the Spanish Middle Ages**

This course is structured as a series of comparative readings on the modern versions of a selection of medieval short stories, taken from the most important collections of the Spanish Middle Ages: *Disciplina Clericalis*, *Sendebarr*, *Calila et Dimna*, *Catigos E Documentos Del Rey Don Sancho*, *El Conde Lucanor*, *The Libro De Buen Amor*, *The Libro De Los Gatos*, *The Libro De Los Exemplos Por A.B.C.*, etc. Special emphasis is given to the cultural aspects that propitiated and surrounded "the story-telling" phenomenon. The readings are oriented toward an understanding of the different ways on which each particular "telling" of a story affects the meaning of what is being told. In order to better enjoy and understand the material of this course, the students should be prepared to literally follow the steps of the best medieval storytellers: reading aloud, rewriting, and retelling their favorite tales. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

#### **Section 03: Nation Building: 19th-Century Spanish-American Writers Confront the Challenge**

The writers of 19th-century Latin America collaborated in the period's efforts of construction and reconstruction by proposing new models for their newly independent countries. This course analyzes the works of the most prominent writers whose works deal with the concepts of nation, identity, class and race. Based on readings of different genres, we explore how these texts prescribe describe and carry out theories that contributed to the building of the Latin American "Nation." Authors include Bello, Heredia, Sarmiento, Martí, Rodó, and Isaacs, among others. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

#### **Section 04: The Feminine as Submission and Subversion: Short Stories by Latin-American**

**Women.** A study of short stories by Spanish-American women to examine the female subjects that are constructed from the various literary strategies. The analysis focuses on the conventions established by the dominant systems to regulate the feminine, such as love, family, the erotic, among other aspects, and how the literary productions confront these conventions. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 05: Absolutely Fabulous? Fable and History in Spanish-American Colonial Narrative.** Study of the relationship between fable and history in colonial narratives. Reflection on the role that stories had in larger narratives that allowed digression but in a flowing kind of unity to add a moral or ironic commentary. Sources are the historical and fictional accounts written by Spanish, Mestizos, and Indigenous people during the 16th, 17th, and 18th centuries. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 06: An Island with a View: Contemporary Cuban Literature and Culture.** The course seeks to develop a critical perspective from which to study the uniqueness of Cuban cultural production from the Revolution to the present. Examining a variety of forms, from prose fiction and poetry to political speeches, personal testimonies and film, we give special attention to the interplay of such issues as repression and exile, the politics of race and sexuality, censorship and dissent. Readings by Miguel Barnet, Senel Paz, Antonio Benítez Rojo, Guillermo Cabrera Infante, Fidel Castro, Nancy Morejón, Virgilio Piñera. We also examine artwork by Ana Mendieta, and films by Néstor Almendros, Tomás Gutiérrez Alea, and Es-tela Bravo. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 07: Male or Female: Does the Gender of the Author Matter?** In this course we examine works of fiction by male and female Latin-American contemporary writers to establish in what ways the author's gender is inscribed in the text. We read novels and short stories by García Márquez, Castellanos, Fuentes, Garro, Cortázar, Vargas Llosa, Rosario Ferré, Luisa Valenzuela, Felisberto Hernández, Antonio Skármeta, and others. Theories on gender construction are used as a basis for the analyses. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 08: Morality, Mischief, Malfeasance: Literature About Marriage in Early Modern Spain.** This course reads a series of short literary works from the early modern period that represent cultural attitudes concerning marriage and the price for both the individual and society of deviation from the norms that regulate it. Primary readings include novelas written by Cervantes and María de Zayas and selected comedias. This is a writing-intensive course, which requires minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 09: The Shell and the Road: A Thousand Years Across the North of Spain.** A course is devoted to the study of legends, literary masterpieces, songs, artistic and culinary traditions related to the Road to Santiago. This old pilgrimage route, still followed by pilgrims and adventurers from all over the world, was named the First European Cultural Itinerary by the Council of Eu-

rope, in 1988, and is an essential part of Spain's culture and history. It is studied from the beginning to the end, as an imaginary journey from the little town of Roncesvalles in the Pyrenees, to the Galician city of Santiago de Compostela, with several famous stages such as Burgos, the city of Mio Cid, the monasteries of Santo Domingo de Silos and San Millán de la Cogolla, related to the origins of the Spanish language and the town of Cebeiro, believed by some to be the place that gave birth to the Arthurian legend of the Grail. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 10: Representations of Violence in Latin American Narrative.** This course analyzes the different representations of violence in Latin American literature. Based on a critical analysis of 19th- and early 20th-century texts, we study how the recognition and legitimization of violence occurs in the context of hierarchical relationships in the society. The role of power and ideology are discussed in texts that define different levels of violence as a cultural manifestation. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 11: Contemporary Chilean Narrative in its Cultural and Historical Context.** This seminar explores Chilean narrative of the past 40 years giving special attention to the cultural and historical developments that gave rise to profound changes in society starting in the mid-1960s. We read fiction, memoirs, and testimonies, as well as watch some films that document significant historical events in order to elucidate today's narrative production. We read works by Donoso, Skármeta, Eltit, del Río, Fuguet, Cerda, Valdés, Maturana, and others. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 12: The Spanish Civil War: Literature, Film, and History.** A study of ideology, politics, personalities and creative imagination of the Spanish Civil War. The class draw on historical accounts by Hugh Thomas, Walter Brennan, Tunon de Lara; fiction by Cela, Matute, Aub, Goytisolo, Chacel. Comparative readings with Hemingway, Orwell, Malraux; films such as *Land without Bread*, *Los santos inocentes*, *To Die in Madrid*, *The Good Fight*. This is a writing-intensive course, which requires minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 13: Science and Latin American Literary Imagination.** This course explores the manner in which Latin-American literature has incorporated science as a theme and as a textual model throughout the 20th century. We examine specifically the various ways in which science is interpreted and expressed as a cultural discourse in narrative, poetry, and film. We also emphasize the dynamic through which literature appropriates the cultural authority science yields in society. Texts include works by Jorge Luis Borges, Angela Gorodischer, Ernesto Cardenal, Mempo Gardinelli, among others. We anticipate being able to interview (via e-mail) some of the authors that we study. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 14: Reflections and Wonders in Colonial Texts.** What did Columbus mean when he wrote to the Catholic Kings and what did they understand of what he wrote about the new lands?

How did Bartolomé de Las Casas, Hernán Cortés and Bernal Díaz interpret the peoples and cultures they see? How did the autochthonous writers see themselves and their own culture when translating it to Europeans? In this undergraduate seminar we analyze the interpretation and (re)articulation of "New World" realities and otherness in texts of the 16th and 17th centuries. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 15: Gender, Sex, and Sexuality in Early Modern Spain.** Transvestites, lesbians, and pregnant men: early modern Spain is full of the controversial characters that one would expect to see on tabloid TV programs. This seminar examines the construction and representation of gender, sex assignment, and transgressive sexuality in 16th- and 17th-century Spain. The analysis also includes issues of race, empire, and class through close readings of literary, medical, and historical texts as well as an exploration of these themes in visual culture (illustrations and film adaptations). Readings may include selections from María de Zayas' *Desengaños Amorosos*, Cervantes' *Don Quixote*, Huarte de San Juan's *Examen de Ingenios*, Montemayor's *La Diana*, Catalina de Erauso's *Vida I Sucesos de la Monja Alférez*, the interlude *El Parto de Juan Rana*, news pamphlets or *Relaciones de Sucesos*, and other early modern cultural texts. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 16: The Short Stories of Julio Cortázar.** A businessman killed by the novel he is reading, a traffic jam that lasts for months, a family that lives with a ferocious tiger, a man who occasionally vomits little live bunny rabbits: These are all parts of the worlds created by the 20th-century Argentine writer Julio Cortázar in his short fiction. In this course, we undertake a series of mindful readings of these stories, selected from across the three-plus decades during which Cortázar wrote them. As we read, we ask: What is happening in this story? What does it do? How does it work? What does it have to do with our world? What can we do with it? How can we live with this story? And, more broadly, what does our experience of these tales tell us about the functions of storytelling in our lives and our worlds? Students are expected to read with care, to respond to their weekly reading experiences with short creative assignments, and to reflect upon their experience of the course in a final course project. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 17: Visual and Textual Representation in Colonial Latin America.** The objective of this course is to examine how the continent we know as America gradually took shape after 1492. The urban centers reconfigured to the needs of the Europeans, the new colonized territories conformed to cartographic ideological abstractions, and even the inhabitants were referred to with the erroneous appellation of "Indians." By examining a variety of visual representations such as sculpture, painting, maps, and architecture, among others, and textual ones—chronicles, letters, diaries, travel accounts, and other formats—we study the projections of hegemonic power in the construction of colonial Latin America. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 18: Contemporary Spanish Writing and Society.** We read works by various authors representing different regions in Spain and expressing

themselves in diverse genres. Newspapers and other media also are examined. We examine texts from *El País*, *El Mundo*, *La Vanguardia*, *La Revista de Occidente*, as well as magazines devoted to the youth culture. We address changes in the Spanish language, and assess the incursions of globalization into “lo castizo español.” Short weekly writing assignments, an oral presentation, and a final paper required. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 19: Saints, Sinners, Warriors, and Pilgrims: Myths and Legends in the History of Castile.** In this course we study some of the most important myths and legends that shaped the History of Castile from the Medieval period to the present. We combine a comparative analysis of various written versions—both old and new—of these myths, with “adaptations” of these narratives in other representational media, such as paintings, sculpture, music, and film. Students are expected to get involved in this course as active readers, creative artists and ingenious Internet surfers. By the end of the course, all students should have acquired sufficient knowledge of these myths and legends to be able to transform themselves into original “re-tellers” of some of their favorite ones. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 20: The Worlds of Julio Cortázar.** Julio Cortázar once named a collection of his essays, “Around the Day in Eighty Worlds,” turning the title of Jules Verne’s famous novel inside out. Throughout his work, the 20th-century Argentine writer has created many literary worlds that similarly help us explode our own notions of reality and how we live in and contribute to them.

Through a study of a selection of his long and short fiction, we accompany Cortázar on his exploration of the “other sides” of reality. We also examine the effect his work has had on other artists and reflect on all that we find with essays, presentations, an exam, and a video project. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 21: Inquisition, Censorship, Civil Wars.** An exploration of Spanish history, its “being and existence.” We study the trajectory from “convivencia” to expulsion; from the Reformation to the counter-Reformation. We study Golden Age authors of the Hegemonic rhetoric that spawns civil wars in Spain. We examine the 1978 Constitution and its role in shaping contemporary Spain. We read short texts by Alfonso X, Quevedo, Cervantes, Galdós, Ortega, Machado, Goytisolo, Riera, Matute, and others. Such a wide-ranging approach requires much class participation. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 22: The Image and the Word in Contemporary Spanish-American Narrative.** This course examines Latin-American texts in which image and word share a contested space, either through insertion of real images into narrative or the literary creation of meta-images that exist only in the narrative realm. The image-centered texts both tell stories and demand a reading that explores affinities, challenges conventional and familiar gaze, and facilitates different “ways of seeing.” The list of authors includes Bioy Casares, Poniatowska, Cortázar, Eltit, Cabrera Infante, Donoso, Valenzuela. Integrating a wide range of sources (critical essays, photographs, paintings,

and films), we study works that trace a trajectory from surrealism to “boom” and “post-boom” Latin American narrative. In Spanish.

**Section 23: Sor Juana Inés de la Cruz: Gendering the Spanish-American Baroque.** This course explores the life and writings of the Mexican poet, intellectual, and cloistered nun, Sor Juana Inés de la Cruz (1648–1695). We study her poetry, her dramatic works, and her autobiographical and theological writings. Special emphasis is given to the cultural, literary and historical moment in which Sor Juana wrote, specifically as it pertained to her role as a woman writer. We examine 17th-century Mexican convent culture and its role within the Church hierarchy, using it as a backdrop from which to study Sor Juana’s polemical relationship with the ecclesiastical authorities. Also studied is the viceregal society of which Sor Juana, although a cloistered nun, was an active part. In addition, we discuss the importance of the so-called barroco de indias and its relationship to the Spanish Baroque and the impact this had on Sor Juana’s work. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 24: All About Spanish Cinema.** This course surveys major themes in recent Peninsular Cinema. While the main focus is on films from the past decade, we spend a few weeks studying the most important trends since the Spanish Civil War. Throughout the course, such issues as representation of the war, resistance to Francoism, nationalism, globalization, immigration and youth culture are addressed; the construction of memory and the representations of violence are underlying themes. In addition to situating the films in a historical, cultural, and political context, we also look at different theoretical approaches to film and visual culture stemming from psychoanalysis, feminism and postcolonial studies, as the course also aims to provide students with the necessary tools to analyze and write about film. The films for the course may include works by Pedro Almodóvar, Alejandro Amenábar, Montxo Armendáriz, Juanma Bajo Ulloa, Iciar Bollain, Fernando León, Alex de la Iglesia, Pilar Miró, Julio Medem, and Carlos Saura, among others. The course is divided into eight different sections. These sections delineate a progression of literary, historical, and theoretical issues that help the students develop critical positions in relation to films discussed in class. Requirements include active in-class participation, two short papers, and a long final paper. The students also are required to give a 15-minute presentation on a film of their choice. This is a writing-intensive course; 50 percent of the grade must come from written work. In Spanish.

**Section 25: The Works of Gabriel García Márquez.** This course allows students to make an in-depth study of the leading contemporary Spanish-American novelist and Nobel Prize winner. Emphasis is placed on an examination of García Márquez as a novelist of the Caribbean and the creator of a particular literary world that has had an overwhelming influence on his contemporaries and the younger generations that followed. Through a chronological selection of his works, which include *One Hundred Years of Solitude* and also his short novels and short stories, we reflect on his development as a writer and the impact this Colombian writer has had on Latin American literature. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 26: Melodrama, Intimacy, and Humor in Latin American Literature and Culture.** How do lyrics of tango and bolero have an impact

on literary production? How do film and literature intersect in contemporary representations of hoaxes, violence, and love in Latin America?

These and other questions are addressed through readings, music, and film. Among the authors considered are Augusto Monterroso, Manuel Puig, Angeles Mastretta, and Guillermo Cabrera Infante. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 27: Race and Gender in the Literature, Music, and Dance of the Hispanic Caribbean.** This course explores constructions of race and gender in 20th-century poetry and narrative of the Hispanic Caribbean with additional focus on the music and dance of this region. We read a broad sampling of works from Cuba (Antonio Benítez Rojo, Lourdes Casal, and Nancy Morejón), Puerto Rico (Rosario Ferré, Luis Palés Matos, Mayra Santos Febres), and the Dominican Republic (Blas Jiménez, Aida Cartagena Portalatín, Sherezada Vicioso). In our study of these texts as well as African-derived music and dance forms such as rumba, bamba, and merengue, we consider the following issues: national identity, the representation of the body, cultural resistance and performance, and the revision of history. Documentary films help to round out our understanding of these topics. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 28. One Big Ghost Story: Memory and Trauma in 20th-Century Spain.** This course studies presentation of memory and trauma from the post-war years to the present in Spain through the appearances of ghosts, monsters, vampires, and cyborgs. Following Jo Labanyi, the whole of modern Spanish culture “can be read as one big ghost story.” We take this statement as a starting point and look at spectral appearances in a series of novels and films, and subsequently connect ghosts to other frightful beings and creatures of the night. Readings include, among others, Juan Marsé’s novel *Si Te Dicen Que Caí* and his short story “El Fantasma del Cine Roxy,” Manuel Rivas’s *El Lapiz del Carpintero* and Mercedes Abad’s *Sangre*. Films include Victor Erice’s *El Espíritu de la Colmena*, Pedro Almodóvar’s *Kika*, and Guillermo del Toro’s *El Espinazo del Diablo*. Throughout the course, students learn to use the theoretical background and relevant critical terms that allow them to analyze novels, short stories and visual and popular culture. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 29. Culture and Revolution in Latin America.** The first association with the word “Revolution” is with a period of destruction and violence in an armed conflict. However, the most important task of a revolution is the reconstruction of a society and the reinvention of the cultural field in the aftermath of the triumph. The leading question for this course is: how, beyond the changes in the economic, social, and political structures, can a revolutionary government change the cultural practices of a nation? Focusing on three Latin American Revolutions of the 20th century, we try to elucidate how the triumphant governments in Mexico, Cuba, and Nicaragua reshaped cultural field in their respective countries in order to implement the revolutionary ideals and respond to popular hopes and dreams. In general terms, we study the ideologies and discourses directing education, what is the music and literary products that are recognized as “revolutionary,” what is the role of women in the new society, and why and how specific intellectual groups are con-

sidered in the avant garde and what other groups are rejected or suppressed from the emerging structures. In order to analyze this rejection, we also study the texts and works written by the ethnic, sexual, and artistic minorities that are excluded from the benefits of the revolution. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 30. Argentine Cinema.** How does a national cinema develop in a country known for a peculiar mixture of artistic achievement and dictatorial repression? In this class we examine the evolution of cinema in Argentina, from its promising beginnings, to its experience during military dictatorships, to the current international success enjoyed by films like *Nueve Reina* and *Hijo De La Novia*. We consider a variety of themes and issues including: cinema and revolution, national trauma and the role of cinema, and the impact of the international film industry on Argentine film. Of special interest is Argentine cinema's response to the most recent dictatorship's so-called "Dirty War." We see films by directors such as María Luisa Bemberg, Leopoldo Torre Nilsson, Fernando Solanas, Luis Puenzo, Héctor Olivera, and Adolfo Aristarain. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 31. The Spanish Symbiosis: Christians, Moors, and Jews.** This course explores the contributions of Christians, Muslims, and Jews in the Spanish peninsula, which led to what historians have called a convivencia (the peaceful and productive coexistence of these groups in medieval Spain), albeit an arrangement that was often troubled and tested. Among the topics studied are the Visigothic kingdom, the "Golden Age" of Muslim and Jewish Spain, the reconquista (reconquest; a series of campaigns by Christian states to recapture territory from the Moors), the age of Alfonso X, the Inquisition, the conquest of the New World, the expulsion of the Jews and the Moriscos (Moors), and the formation of modern Spain. We read historical accounts by Vives, Américo Castro, Benassar. Literary texts in translation include some of the greatest works of the Spanish tradition: *The Cid*, *The Celestina*, Galdós' *Compasión*, Goytisolo's *Count Julian*, Aridjis's *1492*, and excerpts from Fuentes's *Terra Nostra*, among others. Pertinent films are discussed in class. Prerequisite: reading knowledge of Spanish, Hebrew, or Arabic, or permission of instructor. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 32. Saints and Sinners: Women's Writing in the Colonial Latin-American Convent.** In this course we examine the phenomenon of women's writing in the Latin-American colonial convent. We study different types of texts—mystical, autobiographical, penitential, literary, and theological. Themes we analyze in this class include the constraints placed on women writers of the period, the problematic relationship between nun author and male confessor, as well as the intersection of convent culture and intellectual expression. We also consider theoretical implications such as the centrality of the female body and sexuality in nuns' writings, as well as concepts of power and subversion. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 33. The Hispanic Inquisition.** A study of the roots of the Spanish Inquisition since its inception in 1480; its social and historical manifesta-

tions. Excerpts from Medieval to Contemporary texts are analyzed and placed in a broad cultural context. Inquisition procedures, trials, punishments, and the range of its victims are studied. Differing historical analyses through the ages are confronted: Llorente, Castro, Kamen, Baer, Beinart, Caro Baroja, among others. We also study Inquisition trials in New Spain, Peru, and the Philippines. Pertinent literary texts from all periods in Spain and in the "New World" are adduced: The Quixote, the Picaresque novel, the writings of Carmen Martín Gaité, Matute, Jimenez Lozano, Delibes, Perez Reverte, Aguinis, Fuentes, and others. The rich artistic manifestations of the Inquisition also are examined. Given the broad scope of the course, not all the texts are read in full. Readings in various languages. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 34. Urban Myths: The City in Colonial Latin-American Literature.** In this course we study the Colonial Latin-American city in four key moments: the pre-conquest city, the foundational city, the Baroque city, and the 18th-century city. Among some of the themes we examine are issues of race, class, and gender in the city, urban practices, urban planning, and the dialectic between the urban and the rural. We focus predominantly on how the city was portrayed in different genres of writing in the various time periods. We study such authors as Cortés, Bernal Díaz, El Inca Garcilaso, Guaman Poma, Balbuena, Gage, Humboldt, and others. Through close readings of these texts we look at the centrality of the city to empire building and how, throughout time, it became a contested space for an emerging American identity, separate from Spain. We also examine other urban images as represented in art and architecture of the period. Cities we consider include Mexico-Tenochtitlan, Lima, Cuzco, Antigua, and Potosí. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 35. The 'Eyes' Have It: Storytelling Through the Image and the Word in Contemporary Spanish-American Narrative.** This course examines Latin-American stories in which image and word share a contested space, either through insertion of real images into narrative or the literary creation of meta-images that exist only in the narrative realm. The image-centered texts (works of art, photographs, films, graffiti) tell stories in which popular culture, political events, and digital technologies intersect and call each other into question. The use of images in these readings challenges conventional gaze and facilitates different ways of seeing. The list of authors includes Sábato, Cortázar, Poniatowska, Peri Rossi, Puig, Gorodischer, Eltit, Ferré, Paz Soldán. Integrating a wide range of sources, we study works that trace a trajectory from surrealism to "boom" and "post-boom" Latin-American narrative. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 36. Cuba, Politics, Culture, Literature, Art, and Music.** A course on contemporary Cuba, its transformation into a Socialist state. Emphasis is given to U.S.-Cuban relations, especially from 1898 to the present. Readings include biographies of Castro and Ché, films and documentaries, the socioeconomic writing of Carmelo Mesa Lago, the socioliterary books of Gustavo Pérez Firmat, and various literary creations by Pablo Juan Gutiérrez José Kozler, Cristina García, Guillermo Cabrera Infante, Reinaldo Arenas, and others. We study Cuban architecture and art, as well as its music. This is a writing-intensive course, which re-

quires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 38. Crossings and Shipwrecks: Immigration, Exile, and Nostalgia from the Mediterranean to the Atlantic.** In this course we discuss the different meanings that Spanish culture attains both within and beyond the Spanish borders. We analyze the ways in which the Spanish present and past are constantly being redefined and study the representations of both Spanish and foreign subjects from a theoretical perspective indebted to postcolonial studies and current perspectives on memory. We study such moments as migration in the late 19th and early 20th century, the Republican exile of 1939, the imperial nostalgia that defined the rhetoric of Francoist dictatorship, the role that international mass culture played in the works produced during the "Movida," and, finally, contemporary definitions of the national and post-national in a globalized world. Readings include works by Rosalía de Castro, Max Aub, María Teresa León, Manuel Vázquez Montalbán, Angelina Muniz-Hubermann, Cristina Peri Rossi, Manuel Rivas. We also watch films by Luis Buñuel, Pedro Almodóvar, Iciar Bollain, and Laura Maña. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 39. Wine and Love: Earthly Pleasures and Their Uses in Medieval Spanish Literature.** We devote this course to the study of the representations of food, wine, and love in various medieval Spanish texts. We try to understand how medieval authors used these subjects to discuss other more moral and spiritual aspects of human life. Since food, or the lack of it, was such a prevalent worry, and often an obsession for both rich and poor, lay and religious people, it was only natural to use it as a source of images to give shape to many important concerns and ideas. As we see as we analyze these texts, wine, along with food, was another important item in people's minds and diets and an object of both favorable and unfavorable considerations. The third earthly "pleasure" we study in this course is love, at a time when it was a state of mind and body not necessarily related to marriage. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 40. When Poetry Says What Philosophy Cannot Think: 20th-Century Poetry in Latin America.** What does it mean to read poetry today? In this course we deal with the place of the poem within the cultural, political, and philosophical tradition of Latin America. Based on careful readings of 20th-Century Latin American poetry by poets such as Pablo Neruda, Jorge Luis Borges, Octavio Paz, we organize our discussions around the relationship between the poem and thought. We treat the poems as part of a larger cultural background in which they interact with the political, with questions of gender and with the realm of science and technology. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 41. Civil and Uncivil Wars.** Spain's 19th-century history consists of a series of civil wars, a result of earlier ideological and social conflicts born at the time of the very creation of the "nation." We touch briefly on the historians and authors who have dealt with these issues, Americo Castro, Galdós, Baroja, Castelar, and concentrate on the Spanish Civil War (1936-39). We read short historical texts, use the writings of Orwell,

Dos Passos, Hemingway to enrich our readings of Francisco Ayala, Carmen Laforet, Ana María Matute, Camilo José Cela, and others. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 42. Exemplary Women and Their Representation in Early Modern Spain.** This seminar examines the actions and writings of early modern Spanish women in the public sphere not mentioned in histories of the period, through the recent research of social and cultural historians and non-literary readings. We focus on the activism of known women (Queen Isabel of Castile, the litigious noblewomen of the Mendoza family, the religious reformer Teresa de Jesús, others) and relative unknowns, whose endeavors are exemplary for their strategic use of dominant discourses to achieve material objectives. We also examine how, during the same period, literary works tend to represent female exemplarity quite differently: the agency of women in the public sphere is shown to be illusory and/or unnatural. Female protagonists become heroines and serve as examples for others when they "return" to the private domain of domestic or conventual enclosure, voluntarily ceding their own agency to the power of appropriate authorities. We examine this corrective textual model of female exemplarity and the ambiguities of its construction in a number of famous literary works from the Golden Age (plays, short fiction, conduct literature, poetry), in order to question the relationship between social practices and the textual imagery. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 43. From the Nation to the West: Mexican Poetry and Its 20th-Century Odyssey.** Poetry has always held a special place within Mexican culture. Poets have been responsible for some of the major cultural debates, and poetry has been an instrument in defining Mexico itself after the Revolution. Through the exploration of some of the major currents in 20th-century Mexican poetry, we seek to explore the central role that poetry and poets have had in Mexican culture and politics. We also study strategies to read poetry as a culturally meaningful discourse to understand Mexican poetry's major formal and stylistic innovations. Overall, the class seeks a systematic reflection on modern Mexican poetry and its cultural relevance today and of the value of poetry reading in the contemporary world. Students are expected to share and discuss with the class the result of their readings and their writings. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**Section 44. To Die for ... : Tragedy in the Caribbean.** The symbolic space that is tragedy is intricately linked with the way societies think about their "date with the law": that is, with their foundation as well as with their founding contradictions. In this course we examine the transformations undergone by classic characters like Elektra, Antigone, Medea, and Hamlet as they make their way through the Caribbean. To the forefront of our discussions are issues of identity, gender, cultural (in)dependence, and justice. We focus on 20th-century drama and fiction from writers such as Virgilio Piñera, Franklin Domínguez, Luis Rafael Sánchez, Giannina Braschi, among others. This is a writing-intensive course, which requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. In Spanish.

**A&S TH WI**

**Span 406. The Spanish Symbiosis: Christians, Moors, and Jews**

*Same as Med-Ren 406, JNE 406, Re St 406, History 4063.*

This course explores the contributions of Christians, Muslims, and Jews in the Spanish peninsula that led to what historians have called a *convivencia* (the peaceful and productive coexistence of these groups in medieval Spain), albeit an arrangement that was often troubled and tested. Among the topics studied are the Visigothic kingdom, the "Golden Age" of Muslim and Jewish Spain, the reconquista (reconquest; a series of campaigns by Christian states to recapture territory from the Moors), the age of Alfonso X, the Inquisition, the conquest of the New World, the expulsion of the Jews and the *Moriscos* (Moors), and the formation of modern Spain. We read historical accounts by Vives, Américo Castro, Benasarr. Literary texts in translation include some of the greatest works of the Spanish tradition: *The Cid*, *The Celestina*, Galdós's *Compassion*, Goytisoló's *Count Julian*, Aridjis's *1492*, and excerpts from Fuentes's *Terra Nostra*, among others. Pertinent films are discussed in class. Prerequisite: reading knowledge of Spanish, Hebrew, or Arabic, or permission of instructor. Credit 3 units.

**A&S CD TH FA Lit SSP**

**Span 407. Seminar in Spain: Cultural Encounters**

The Spanish, Latinos, and non-hispanic North American *vis-à-vis* "the Other." Designed to study the historical and ideological bases of attitudes and mutual perceptions that inform these three cultures' understanding of each other. Analysis of literary and extra-literary representations of the three identities in question teach students to think critically about the cultural, religious, and political foundations of intercultural perceptions. Washington University students' experiences living in Spain provide a context for them to examine their own attitudes about "hispanidad," as well as to learn about their own cultures (American, "latino") as they are understood from abroad. Study of theoretical concepts of identity, ethnicity, minority, gender, culture, and intercultural communication enable students to participate in practical discussions based on observation and experience with an objective, critical understanding of how they perceive and are perceived by others. Fulfills 400-level literature course requirement for the Spanish major. Prerequisites: Span 307D, Span 308D and two 300-level literature surveys or the equivalent in Spanish. Course taught in Madrid, Spain, through the Washington University Madrid Program. Credit 3 units.

**A&S TH**

**Span 408. Topics in Medieval Literature and Culture**

This is a writing-intensive course that requires a minimum of three papers of approximately 4-5 pages length, with rewrites; 50 percent of the grade must come from written work. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. In Spanish. Credit 3 units.

**A&S TH WI**

**Span 411. Advanced Grammar and Syntax**

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and syntax necessary for effective expression. Composition exercises based on texts selected from the best Hispanic authors. Prerequisite: 6 units of 300-level Spanish, or permission of instructor. Credit 3 units.

**A&S LA**

**Span 411A. Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and

syntax necessary for communication at the advanced level, taught at Washington University's Carlos III program in Madrid. Prerequisite: placement by exam. Credit variable, maximum 4 units.

**Span 412. Bilingual Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax for bilingual students, taught at Washington University's Carlos III program in Madrid. Prerequisite: placement by exam or program director. Credit 3 units.

**Span 413. Curriculum and Instruction in Modern Foreign Language**

*Same as Educ 407.*

**A&S LA FA SSP**

**Span 416. Introduction to Hispanic Linguistics**  
*Same as Ling 4161.*

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only. Credit 3 units.

**A&S LA**

**Span 417. Spanish Phonetics, Phonology, and Dialectology**

*Same as Ling 4171.*

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language variation within the Spanish-speaking world. Particular attention is devoted to language contact and bilingualism. Students read in areas such as history, sociolinguistics, dialectology, and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification. Credit 3 units.

**A&S LA**

**Span 418. Afro-Hispanic Culture and Literature**

A study of black authors and cultural issues in Spanish-speaking countries. Primary emphasis on countries, such as Cuba and Colombia, with sizable black populations. Conducted in English. Reading knowledge of Spanish required. Credit 3 units.

**A&S TH FA Lit**

**Span 419. Feminist Literary Theory**

*Same as WGS 419.*

**A&S TH**

**Span 420. Captivity and Its Consequences: Horror, Desire, and Nostalgia in Colonial Narratives**

The objective of this course is to examine the formation and evolution of narratives of captivity in Latin-American texts and their visual representations from the first indigenous and European contacts to the end of the colonial period. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish; in Spanish. Credit 3 units.

**A&S TH**

**Span 4211. Spanish-American Literature of the Colonial Period**

A selective survey of the literature of the three centuries between the first encounters of the European and American Indian cultures and independence from Spain. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S CD TH FA Lit**

**Span 423. Trotaconventos, Celestina and Co.: Go-Betweens, Love, Witchcraft, and Other Related Subjects**

In this course we study how the literary figure known as the “go-between” evolved in Spanish literature, from its origins in Roman literature, the *Cantigas* and the *Exempla*, to its culmination in the *Libro de Buen Amor* and the *Tragicomedia de Calisto y Melibea*, also called *La Celestina*. We also read a selection of texts that were influenced by *Celestina*, and examine how their authors recreated *Celestina*'s characters and theme. Our analysis of the go-between leads us to a series of reflections about various related subjects, including the literary representation of love, the uses of language and magic as instruments of manipulation and power, and the ethical problems associated with such uses. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. Preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH**

**Span 426. Latin-American Theater**

*Same as IAS 4260, LatAm 416.*

Survey of dramatic and theatrical currents from the late 19th-century to the present. The course focuses on tracing the themes of nationalism, cultural identity, immigration, class displacement and the effects of consumerism in representative plays from the Río de la Plata, Chile, Colombia, and Mexico. The course studies manifestions of the sainete, the grotesco criollo, theater of the absurd, as well as the popular independent theater movements of the 1960s and '70s. Theoretical works studied include those of Brecht, Piscator, Esslin. Authors studied: Dragún, Payró, Cossa, Wolff, Sánchez, Díaz, Carballido, Gambaro, Buenaventura. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S SD TH FA AH**

**Span 4281. Creative Difference: Reclaiming Spanish-American “Traditional” Novel**

*Same as LatAm 428, IAS 4280.*

This class focuses on a selection of aesthetically and socially representative 19th- and early 20th-century Spanish-American novels. Integrating a wide range of sources (critical essays, paintings, film), we explore abolitionist issues in Sab (Cuba), the reinvention of Amerindian legacies in *Aves Sin Nido* (Peru), and the different facets of modernization and nation-building in *Los de Abajo* (Mexico), *La Voragine* (Colombia). You should finish the course with a broader knowledge of Spanish-American literary history, a deeper understanding of textual representations of gender, class, and multiethnic identities, and a sharper awareness of your potential as a reader and critic. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literatures courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S SD TH FA Lit**

**Span 4282. Voice Into Print: The Art of Storytelling in Spanish-American Short Story**

The short story has been a central part of the extraordinary originality and vitality of Spanish-American writing, and it enjoys great popularity among scholars and general public alike. Integrating a wide range of sources (critical essays, paintings, film), this course brings together the best examples of the genre that span over a hundred years of the history of Spanish-American literature and exemplify a variety of themes and forms: from the ordinary to the fantastic, from the realist to the imaginative. Special emphasis is placed on the questioning of such binary oppositions in the most recent writings, particularly from the Caribbean, promoting the syncretic or “transcultured” forms of expression. Students familiar with the works of Quiroga, Borges, Rulfo, Cortázar, Ferré, and Valenzuela will be delighted to discover many vibrant new voices, including Peri Rossi, Sommers, and Moyano, or to explore the less-known terrain of minority writings. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only;

in Spanish. Credit 3 units.

**A&S CD TH FA Lit**

**Span 4291. The Politics and Poetics of Spanish-American New Novel**

When Spanish-American writers gained acclaim in the world literary scene in the so-called “boom” of the 1960s, their spectacular success was often linked with the so-called magical realism that draws upon the oral and written tradition of both European and regional heritage (African, Amerindian) and shapes them to forge a uniquely Latin-American poetics. Through theoretically informed approach this course offers an overview of the most acclaimed Spanish-American novels published between 1950 and 1970, with special attention given to the divergent cultural legacies and political uses of “magical realism.” Specific notions of New World/Old World, modernization/tradition, nation building/otherness are explored in novels such as: *Los Pasos Perdidos* by Carpentier (Cuba), *Pedro Paramo* by Rulfo (Mexico), *La Ciudad y Los Perros* by Vargas Llosa (Peru), *Los Recuerdos del Porvenir* by Garro (Mexico), *La Traicion de Rita Hayworth* by Puig (Argentina) and *Cien Años de Soledad* by García Márquez (Colombia). Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S CD TH FA Lit**

**Span 430. Latin-American Essay**

*Same as IAS 430, LatAm 430.*

Study of the principal movements and outstanding figures in the Spanish-American essay from the colonial period to the present. Sor Juana, Sarmiento, Alberdi, Martí, Rodo, Paz, Freire, Ortiz, Sabato, H.A. Murena. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 431. Latin-American Poetry I**

*Same as LatAm 431, IAS 431.*

Survey of the major figures of Latin-American poetry from the colonial period to modernism. Poets to be studied include Sor Juana, Caviedes, Avelaneda, Martí, Dario, Silva, Najera. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-

hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 432. Latin-American Poetry II**

*Same as IAS 4323, LatAm 432.*

Survey of contemporary Latin-American poetry, “postmodernismo” to the present. Poets to be studied include González Martínez, Vallejo, Neruda, Huidobro, Paz, Parra, Orozco, Pizarnik, Cardenal, Belli. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 433. Spanish-American New Novel**

This course offers a critical overview of the most acclaimed Spanish-American novels published between 1950 and 1970. The following texts are read critically with special attention given to the problematics of canonicity and formal experimentation: *Los Pasos Perdidos* by Carpentier, *Pedro Paramo* by Rulfo, *La Ciudad y los Perros* by Vargas Llosa, *Los Recuerdos del Porvenir* by Garro, *La Traicion de Rita Hayworth* by Puig and *Cien Años de Soledad* by García Márquez. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 434. The 19th-Century Spanish Novel**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 435. Mediterranean Cultural Studies**

This course is a cultural studies seminar for advanced undergraduate and graduate students. Taking a Mediterranean perspective as a background (and we certainly spend some time discussing what such a perspective entails), we investigate the different historical, political, and cultural crossings that have been taking place and are taking place at the Iberian Peninsula. Rather than a historical or chronological survey, the different sections of the course focus on the questions and conflicts that arise in these different Mediterranean encounters. These appear articulated in a series of texts that include literature, film, historical documents, song, and art. Even though we mainly concentrate on texts from the second part of the 20th century, the historical background, particularly regarding the Arab and Sephardic presence in Spain, will be highlighted throughout the semester. The interdisciplinary approach of this course allows students to explore human and Mediterranean geography, analyze different genres, and, finally, discuss present problems and debates from a historical perspective. Some of the issues addressed include: the question of a Mediterranean perspective, Arab and Sephardic Spain, the Mediterranean during the Spanish Civil War and World War II, old and new migrations, sexuality, globalization and tourism. Course requirements include short papers at the end of every section and a final paper for the undergraduate students, a presentation on a related topic and research paper for graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**Span 436. Spanish-American Fiction: 1970 to the Present**

Study of Spanish-American narrative from the early 1970s to the present. Includes both novels by writers established before the 1970s (Vargas



Llosa, García Márquez, Fuentes) and writers associated with the newest novelistic trends (Eltit, Fuguet, Martínez, Paz, Valenzuela). Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 4361. Latin-American Prose Fiction: 1975 to Present**

Study of Latin American narrative from the late 1970s to the present. Includes both recent novels of writers established before the '70s (Vargas Llosa, García Márquez, Fuentes) and younger writers associated with the post-"boom" phenomenon. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 439. Topics in History of Developing Areas II**

*Same as History 428.*

**A&S TH FA SSP**

**Span 4471. Spanish-American Women Writers I**

*Same as IAS 4471.*

A study of women's writing from the turn of the century to 1970. Readings include novels, short stories, poetry, essays, and autobiographical texts. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S SD TH FA Lit**

**Span 4472. Spanish-American Women Writers II**

*Same as WGS 4472, IAS 4472.*

A study of contemporary women's writing from 1970 to the present within a feminist theoretical framework. Topics include the construction of gender, female subjectivity, love, and power, women and politics, literary strategies, etc. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S SD TH FA Lit**

**Span 450. Special Topics in Spanish Literature and Culture**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. May be repeated for credit. Credit 3 units.

**A&S TH FA Lit**

**Span 4502. Latin-American Narrative in Film**

Analysis and discussion of a select group of films, focusing on their literary origins or their peculiar elaboration of critical conflicts in contemporary Latin American society. Films by Littin, Puenzo, Lombardi, Skármeta, Solanas, Gutiérrez Alea, Lilienthal, and others. Novels by Vargas Llosa, Carpentier, Amado, Puig, Skármeta, and Soriano. Course conducted in English. Does not fulfill 400-level literature requirement. Credit 3 units.

**A&S TH FA AH**

**Span 4503. Latin-American Film: Argentine Cinema and the Dirty War**

We begin with an introduction to film criticism, exploring what it means to analyze film critically in Spanish. Then, using the Argentine cinema of the 1980s and '90s as a case study, we investigate the strategies used by film as it reacts to political and social power. Topics include: the cinematic adaptation of literary sources, humor and social critique, film and film technique as a political tool, film and censorship, and film as both cultural

artifact and artistic expression. Texts by authors including Monaco, Soriano, Vargas Llosa. Films by directors including Bemberg, Puenzo, Oliveira, Aristarain, Mosquera, and Saura. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. Conducted in Spanish. Credit 3 units.

**A&S TH FA AH**

**Span 451. Medieval Spanish Literature**

*Same as Med-Ren 454.*

Study of the development of the principal literary traditions of medieval Spain, emphasizing major genres, themes, and styles. Consideration of various critical approaches and responses to medieval texts. Lectures, papers, and class reports. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 453. Survey of 18th-Century Latin-American Narrative**

Exploring new ways of thinking, scientific observation and traveling, historiography, and the organization of knowledge. Analysis and discussion of a variety of 18th-century Latin-American narratives such as conventual writing by women, memoirs, travel, scientific writing, and newspaper articles, to understand how that century's attempts to compile, question, seek, build, and reform came about. The narratives are regarded in their historical context and in a dialogue with some of the most recent literary studies about 18th-century Latin America. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates. Credit 3 units.

**A&S TH FA Lit**

**Span 4533. Narratives of Fear: Violence in Latin-American Literature**

*Same as LatAm 4533, IAS 4533.*

This course analyzes different representations of violence in Latin-American literature. Based on a critical analysis of 19th- and early 20th-century texts, we study how the recognition and legitimization of violence occurs in the context of hierarchical relationships in the society. Also we study how the literary images of bandits, pirates, thieves, and assassins become the counter-discourse of the views of progress sustained by the hegemonic powers. The role of power and ideology is discussed in texts that define different levels of violence as a cultural manifestation. Credit 3 units.

**A&S TH FA Lit**

**Span 455. History of the Language**

*Same as Med-Ren 455.*

A study of the evolution of Spanish and its dialects from Latin to contemporary usage. Knowledge of Latin helpful but not required. Prerequisites: Span 307D, 308D. Credit 3 units.

**A&S LA**

**Span 456. Romance Philology**

*Same as French 456.*

**A&S LA**

**Span 458. Gender, Politics, and Writing in Women's Fiction of the Post-Franco Era**

*Same as WGS 4581.*

This course focuses on the narrative fiction of Spanish women of the post-Franco era: those who began to publish shortly after Franco's death and continue to write into the new century (Esther Tusquets, Cristina Fernández Cubas, Rosa Montero, Carmen Riera, and Adelaida García Morales), as well as the more recent crop of writers who emerged on the literary scene in the past decade (Nuria Amat, Lucía Etxebarria, and Espido Freire). We consider the works of these women within their cultural, historical, and political con-

texts, addressing issues such as the representation of gender and sexuality, the cultural impact of feminism, nationalism, and globalization, and the influence of the publishing industry and the market on literary production. Whenever available, film adaptations of these literary works are used in conjunction with the readings. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One hour preceptorial for undergraduates only. In Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 459. 16th- and 17th-Century Drama**

*Same as Med-Ren 459.*

Study of the development of Golden-Age Spanish theater from the brief court comedies, religious, and popular plays of the 16th century to fascinating and disturbing masterpieces of the 17th century that represent seduction, wife murder, betrayal, mistaken identity, political uprising, and metaphysical angst. Authors include: Lope de Vega, Tirso de Molina, Calderón de la Barca, Ruiz de Alarcón, Ana Caro, and María de Zayas. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 461. Cervantes: *Don Quixote***

*Same as Med-Ren 461.*

Detailed study of Cervantes' masterpiece, *Don Quixote*. Lectures, oral reports, textual analysis, and discussion. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 4611. The Golden Age Novelas**

A detailed study of the novela, or novella, genre in 17th-century Spain, including selected novelas ejemplares by Cervantes and selected novelas amorosas and desenganos amorosos by María de Zayas. The course considers the problem of exemplarity, the representation of transgression or deviancy, literary tradition, and socio-historical context in these works. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 462. 16th- and 17th-Century Prose**

*Same as Med-Ren 4621.*

Reading of works that are groundbreaking in the formal development of Golden Age Spanish literature and in the representation of ideas concerning national and individual identity during the imperial period. To include *Dialogo de la Lenqua*, *Lazarillo de Tormes*, *Diana*, and selected works by Guevara, Cervantes, Quevedo, and Zayas. Seminar discussions and research paper. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 463. 16th- and 17th-Century Poetry**

*Same as Med-Ren 463.*

Classical Spanish poetry during the Renaissance and the baroque periods. Poets range from the Marques de Santillana and Garcilaso de la Vega to Luis de Gongora, San Juan de la Cruz, and Francisco de Quevedo. Movements and trends explored include the tradition of courtly love, culteranismo, Spanish mysticism, and conceptismo. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 464. Self-Representation and Picaresque Fiction in Early Modern Spain**

This course investigates self-representation through the figure of the picaresque and fictional autobiography in the representative works of the Spanish picaresque genre (Lazarillo, Guzman de Alfarache, and El Buscón). We also examine the figure of the picaresque in novels with female protagonists such as *La Lozana Andaluza* and *La Picara Justina* (as well as a short story by María de Zayas) and consider the relation of the picaresque to women's roles in Spanish fiction and culture. This course considers aspects of gender, ethnicity, class, and desire in the socio-historical context of picaresque fiction as well as narratological approaches to these texts. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 465. The Spanish Trickster**

A study of Spain's major picaresque novels in the Golden Age in the context of early modern Europe. Translations of works such as the *Lazarillo* and *Buscón*, as well as selected foreign imitations and parodies of the Spanish picaresque from the 17th and 18th centuries. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. Does not fulfill the 400-level literature requirement for the Spanish major but is applicable to other credit required for the major. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 466. Second Language Acquisition**

*Same as Ling 466.*

**A&S LA**

**Span 467. Grammar and Vocabulary Acquisition**

*Same as Ling 467, PNP 467, Span 467.*

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such as learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices. Credit 3 units.

**A&S LA**

**Span 468. Don Quixote**

A close reading of the English translation of Cervantes' masterpiece, with special attention given to the European literary context. Conducted in English. Credit 3 units.

**A&S TH FA Lit**

**Span 469. Reading and Writing in a Second Language**

*Same as Ling 469, PNP 469, Educ 4691, Span 469, Ling 469.*

This course, taught in English, extends issues in second language (L2) literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include: individual learner differences; the extent to which reading and writing are interrelated; text types and literary forms; literacy and social power; and universal cognitive operations. Students discuss how to bridge research and practice, and they create 12 reading and writing activi-

ties that are grounded in empirical investigations. Credit 3 units.

**A&S TH**

**Span 471. Borges**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications, and structural elements present in Borges' poetry, essays, and short stories. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 472. 19th-Century Novel**

This course carries out a critical re-examination of the concept of "realism" through a close analysis of representative narrative works of 19th-century Spain. Texts to be covered include canonical novels by Galdós, Clarín, Pardo Bazán, and Valera, as well as selections of non-canonical popular novels by women. These works are examined through the lens of both 19th-century literary and cultural discourses (including articles and essays by the novelists themselves), and of 20th-century literary and cultural theories. Issues to be explored include: the critical reappraisal of "realism"; intersections between fictional and historical discourse; the problems of historiography; language and the self-reflexive text; representations of gender, sexuality, and ethnicity; literature and national identity. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 473. Romanticism**

The origins of romanticism as a movement explored before reading and analyzing key works by the main Spanish romantic writers: Cadalso, El Duque de Rivas, Espronceda, Larra, Mesonero Romanos, Becquer, Campoamor, and Zorrilla. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 475. The Other in Contemporary Spanish Fiction**

An examination of the various manifestations of "the other" in works of Delibes, Perez Reverte, Matute, Goytisolo, Riera, Atxaga. Aspects study include history, culture, religion, language, and gender. Ancillary readings treat theoretical as well as critical issues. Two or three short papers (2-3 pages), and a longer paper with specific installments and revisions due during the semester (undergraduates, 15 pages; graduates, 20 pages). Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 479. Generation of 1898: Theater and Poetry**

Analysis of works by Azorin, Unamuno, Baroja, Maeztu, and Valle-Inclán. Various approaches to each work encouraged, and the theory of "generations" questioned. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 480. The Generation of '98**

An analysis of the Spanish-American War, the warring parties, and particularly of the literature it created in Spain by authors such as Unamuno, Machado, Valle-Inclán, Azorín, and Baroja. The "desastre" led to introspective analyses of philoso-

phy, education, and history. It attempted to rediscover the Hispanic ethos, to re-create its landscape poetically, and to become European without losing its Spanish roots. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 481. Modern Drama**

Readings from 19th- and 20th-century playwrights such as Zorrilla, Benavente, Valle-Inclán, Lorca, Buero-Vallejo. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 486. 20th-Century Novel**

A study of the novel in 20th-century Spain, focusing on the contemporary period. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 487. Discourses on Gender in 19th- and 20th-Century Spain**

*Same as WGS 4877.*

This course focuses on discourses on gender, from the late 19th century to the present in the context of feminism in Spain. We explore the social, political, and cultural role of Spanish women (writers) within their specific historical contexts, with a special attention to their struggle to construct a new female subjectivity through their writings. To this end, their narrative fiction (novels, short stories) are read in conjunction with nonfictional writings (essays, journalism, etc.). Authors to be studied include 19th-century proto-feminists such as Emilia Pardo Bazán and Concepción Arenal; early 20th-century writers such as Carmen de Burgos, Margarita Nelken, and other female activists of the Republican period; and women writers of the post-War and post-Franco eras. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduate students; in Spanish. Credit 3 units.

**A&S SD TH**

**Span 490. Spanish Women's Fiction on the Edge of the Millennium**

The course focuses on the narrative fiction of Spanish women of the post-Franco era: those who began to publish shortly after Franco's death and continue to write into the new century (Cristina Fernández Cubas, Rosa Montero, Soledad Puértolas, and Carme Riera), as well as the more recent crop of writers who emerged on the literary scene in the past decade (Nuria Amat, Lucía Etxebarria, Belén Gopegui). Not only are the aesthetic innovations of these writers considered, but also their preoccupation with the following socio-political and cultural issues: connections between gender, sexuality, and writing; their response to feminist literary criticism and politics; and their relationship to the market and consumer society in the context of globalization. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S SD TH FA Lit**

**Span 491. 18th- to 19th-Century Literature**

Readings in various genres covering significant figures and works in neoclassicism, romanticism, and realism. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA Lit**

**Span 494. 20th-Century Poetry**

Examination of 20th-century Spanish poetry from Machado and Juan Ramon Jimenez to the Generation of '27 and younger poets. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA** Lit

**Span 495. Honors**

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of Director of Undergraduate Studies. Preregistration not permitted. Credit variable, maximum 3 units.

**A&S TH**

**Span 498. Contemporary Spanish Novel**

A study of modern novels by established authors, such as Benet, Goytisolo, and Martin Gaité, and new figures such as Landero, Millas, and Puertollas. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA** Comp

**Span 499. Contemporary Spanish Novel II: 1965 to Present**

A study of modern novels by established authors, such as Benet, Goytisolo, and Martin Gaité, and new figures such as Landero, Millas, and Puertollas. Prerequisite: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish. Credit 3 units.

**A&S TH FA** Lit

**Span 500. Independent Study**

Prerequisites: senior or graduate standing and permission of the chair of the department. Credit variable, maximum 3 units.

## Russian

**James V. Wertsch**

Marshall S. Snow Professor in Arts & Sciences  
Ph.D., University of Chicago

**Associate Professors****Michael Finke**

Ph.D., Indiana University

**Max J. Okenfuss**

Ph.D., Harvard University

**Senior Lecturer****Mikhail Palatnik**

M.A. equivalent, University of Chernovtsy  
M.A., Washington University

**Emerita Professor****Milica Banjanin**

Ph.D., Washington University

The Russian program at Washington University offers four years of language instruction and a variety of courses on Russian literature, culture, and history from medieval times to the present day.

Language courses provide exposure to Russian in its contemporary, everyday use. Beginning and intermediate students study in intensive courses combining master classes and practice sessions and rapidly acquire basic speaking skills and a solid foundation for further work. Students successfully completing the fourth-year course will have developed proficiency adequate for seeking employment or pursuing graduate studies where the language is required. All levels of instruction employ audiovisual materials, including video instructional films, videotapes of Russian television news programs, and Internet resources.

Literature courses in translation depart from detailed studies of specific authors, literary periods, and/or social and historical themes to arrive at a broader understanding of Russian culture. They place great emphasis on the improvement of analytical writing skills. Courses treating the full range of Russian history—Medieval, Imperial, Soviet, and Post-Soviet—are offered in the Department of History, as are a variety of more specialized topics courses.

A minor in Russian is administered through the International and Area Studies Program, which also offers a minor in Russian Studies/International and Area Studies. Students also are encouraged to consider majors in International Studies, European Studies, Comparative Literature, and History (see the entries for these programs in this *Bulletin*), all of which can be pursued with a focus on Russia and the former Soviet Union. Students thus have the option of pursuing thorough knowledge of the Russian language and a deep insight into Russian culture focused primarily through the lens of literature, film, and other media, or of acquiring a basic reading and conversational competence in the Russian language while approaching Russia and the former Soviet Union from other disciplinary or multidisciplinary perspectives.

plinary perspectives.

**The Russian Minor:** The minor may be completed with four years of language study, or with a minimum of two years of language study and three courses in Russian language, literature, or culture at or above the 300 level, with at least one of these in literature or culture.

**The Russian Studies/International and Area Studies Minor:** For a minor in Russian Studies/International and Area Studies, you are required to complete 15 graded credits plus four semesters (or its equivalent—see the description under International and Area Studies in this *Bulletin* for details) of Russian language. 6 units may be at the introductory level; at least three of those units must be chosen from: Introduction to European Studies OR Crossing Borders I OR Crossing Borders II. At least 9 units must be at or above the 300 level, with course work focused on Russia, as determined in consultation with the minor adviser. No more than 3 units may be from a semester of study abroad (6 units from a year of study abroad). Some units earned through advanced level language study (300 or above) may be applied to the minor at the discretion of the adviser. Twelve of the 15 credits must be unique to the IAS minor (i.e., not counted toward any other major or minor).

**Study Abroad:** All students are encouraged to participate in one of the Washington University study abroad programs in St. Petersburg, Russia. Semester options include both language and area-studies programs, while the summer program is language-focused only; there are programs available for students at any language level, including beginning. The University's programs in St. Petersburg are conducted under the auspices of CIEE (Council for International Educational Exchange), the longest running such program in Russia. Financial aid may be available for these programs through both Washington University and CIEE.

### Undergraduate Courses

**Russ 101D. Elementary Russian**

*Same as Russ St 101D.*

Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary post-Soviet Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review and testing. Credit 5 units.

**A&S LA**

**Russ 102D. Elementary Russian**

*Same as Russ St 102D.*

Continuation of 101D. Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary post-Soviet Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review, and testing. Credit 5 units.

**A&S LA**

**Russ 211D. Intermediate Russian**

*Same as Russ St 211D.*

Designed to solidify students' control of Russian grammar and advance conversational, reading, and

writing skills. Includes video materials produced in Russia and conveying an up-to-the-minute picture of contemporary Russian life. Credit 4 units.

**A&S LA**

### Russ 212D. Intermediate Russian

*Same as Russ St 212D.*

Continuation of 211D, completes comprehensive review of Russian grammar and further advances conversational, reading, writing, and listening skills. Revised textbook with new audio and video materials that convey an up-to-the-minute picture of contemporary Russian life. Credit 4 units.

**A&S LA**

### Russ 215C. Introduction to Russian Civilization

*Same as Russ St 215C.*

Overview of main currents and developments in Russian culture and the arts from earliest records to present day. Folk literature and art, architecture, dress, music, literature, film. Topics include pre-Christian pagan beliefs, the introduction of Orthodox Christianity, the "Tatar yoke," reactions to the "Europeanization" of Russia, the self-identity of a people neither European nor Asian. Are the radical changes taking place in Russia today a complete break with the past or a reemergence of certain cultural constants? Knowledge of Russian language not required. Open to freshmen. Credit 3 units.

**A&S CD TH FA SSP**

### Russ 299. Internship

Credit variable, maximum 6 units.

### Russ 322D. Third-Year Russian

*Same as Russ St 322.*

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts, and write compositions. Prerequisite: Russ 212D or equivalent. Credit 3 units.

**A&S LA**

### Russ 324D. Third-Year Russian

*Same as Russ St 324.*

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts, and write compositions. Prerequisite: Russ 322D or equivalent. Credit 3 units.

**A&S LA**

### Russ 331C. Masterpieces of 19th-Century Russian Literature

*Same as EuSt 3316, Russ St 331C, IAS 3316.*

Survey of the chief literary movements and genres in 19th-century Russia through writings of its greatest authors. Works by Pushkin, Lermontov, Gogol, Turgenyev, Dostoevsky, Tolstoy, Leskov, Chekhov and others, read in translation and treated in historical and literary context. Emphasis on polemical dialogues between authors and engagement with vexing issues of the day. Open to freshmen. Conducted in English. Credit 3 units.

**A&S SD TH FA Lit**

### Russ 339C. 20th-Century Russian Literature and Culture

*Same as Russ 339, IAS 3390, Russ St 339C, EuSt 3390.*

A survey of major writers and literary movements of 20th-century Russia. Literary innovation and political propaganda examined as responses to the writer's role in society. Additional focus on film; popular culture; new sensibilities; the recovery of literary past; and contemporary women's fiction. Texts will be treated in literary and historical contexts. Readings in English may include Babel, Blok, Brodsky, Bulgakov, Gladkov, Mayakovsky, Pasternak, Solzhenitsyn, Tolstaya, Trifonov, Zamiatin, Zoschenko. No prerequisites. Open to freshmen. Credit 3 units.

**A&S CD TH FA Lit**

### Russ 348. Dostoevsky and Tolstoy: From Novel to Film

*Same as Film 348, Russ St 348.*

What happens to the narratives of the two greatest Russian novelists of the 19th century in translation from one artistic medium to another? A selective survey of Tolstoy and Dostoevsky, in which readings (in English) are accompanied by screenings of their best (and excerpts from a few of their most outrageous) cinematic renditions from around the world. What can we learn about each individual medium through this juxtaposition? What happens to Tolstoy and Dostoevsky when they are translated from their original cultural and historical contexts into other, often quite alien ones, including our own? Freshmen welcome. Credit 3 units.

**A&S TH FA Lit**

### Russ 350C. The 19th-Century Russian Novel

*Same as IAS 3500, Russ St 350C, EuSt 3500.*

The 19th-century "realistic" novel elevated Russian literature to world literary significance. Close readings in English translation of masterpieces by Pushkin, Lermontov, Gogol, Dostoevsky, Turgenyev, and Tolstoy, guided by an investigation of their cultural contexts and a critical perspective on the notion of realism. Credit 3 units.

**A&S SD TH WI FA Lit**

### Russ 351C. Literature and Psychoanalysis: Russia and the West

*Same as Comp Lit 349C, Russ St 351C.*

Introduction to psychoanalysis as a field of literary criticism, from its earliest times to the present, with emphasis distributed between literary texts and their authors, the reading process, and theory. Additional focus on the Russian context raises questions about the special place Russia and Russians had in Freud's thought, why psychoanalysis caught on so quickly in Russia (only to be suppressed by Stalin), and why it is so popular now (Yeltsin signed a decree officially recognizing the discipline of psychoanalysis). We ask: How is the writer's personality revealed, suppressed, or otherwise implicated in his or her products? What are the limits of such speculation, and how do we avoid writing our own psyches into interpretations of others' texts? Finally, what are the major charges against psychoanalysis made by its critics in recent years? Readings in English translation and films may include works by Sophocles, Ovid, Gogol, Dostoevsky, Chekhov, Hoffman, Jensen, Kafka, Mann, Sacher-Masoch, Nabokov, Fassbinder, and select items of folklore; theory and applied criticism by Freud, Rank, Lacan, Bettelheim, Holland, Brooks, Bakhtin and Crews. No prerequisites. Credit 3 units.

**A&S TH FA Lit**

### Russ 352. Russian Literature and Medicine: Chekhov and Others

*Same as Russ St 352.*

Fiction, memoirs, and case histories by physicians and representations of illness and the practice of medicine as depicted by lay authors. We discuss: the poetics of illness, and illness as ready-made poetics; the potent ideological symbolism attached to the progressive figure of the physician in the middle of the last century; the turn-of-the-century theory of degeneration; the social engineers of Soviet times. Reading to include works by Mikhail Bulgakov, Anton Chekhov, Olga Forsh, Aleksandr Luria, Aleksandr Solzhenitsyn, Leo Tolstoy, Vikent Veresaeov. No prerequisites. Open to freshmen. Credit 3 units.

**A&S TH FA Lit**

### Russ 362. Introduction to Russian Civilization

*Same as IAS 362.*

**A&S TH**

### Russ 375. Topics in Russian Culture

*Same as IAS 3750.*

**A&S TH WI**

### Russ 404. Fourth-Year Russian

*Same as Russ St 404.*

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice, and student compositions based on materials from the Russian mass media, contemporary films, and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent. Credit 3 units.

**A&S LA**

### Russ 405. Advanced Russian II

*Same as Russ St 405.*

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice, and student compositions based on materials from the Russian mass media, contemporary films, and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent. Credit 3 units.

**A&S LA**

### Russ 431. Russia Today and Yesterday: Cultural Perspectives (in Russian)

*Same as Russ St 431.*

On the basis of contemporary literature, official media, popular songs and films, the course examines the ever-changing culture of the Russian people and society during the pre- and post-perestroika periods. Class discussions, lectures, and student presentations. Prerequisite: three years of college Russian or the equivalent. Credit 3 units.

**A&S LA FA AH Lit**

### Russ 432. Russia Today and Yesterday (in Russian)

*Same as Russ St 432.*

Readings of 19th- and 20th-century Russian writers, as well as other literary and non-literary texts. Refinement and expansion of Russian communication skills (speaking, listening, writing, reading). Class discussions, student presentations, compositions. Prerequisite: Russ 431 or the equivalent. Credit 3 units.

**A&S LA FA Lit**

### Russ 500. Independent Work

Prerequisite: Senior standing and permission of the chair. Credit variable, maximum 6 units.

## Russian Studies

Please see Russian.

### Undergraduate Courses

**Russ St 101D. Elementary Russian**

*Same as Russ 101D.*

**A&S LA**

**Russ St 102D. Elementary Russian**

*Same as Russ 102D.*

**A&S LA**

**Russ St 211D. Intermediate Russian**

*Same as Russ 211D.*

**A&S LA**

**Russ St 212D. Intermediate Russian**

*Same as Russ 212D.*

**A&S LA**

**Russ St 215C. Introduction to Russian Civilization**

*Same as Russ 215C.*

**A&S CD TH FA SSP**

**Russ St 3131. Russian Politics**

*Same as Pol Sci 3131.*

**A&S SS FA SSP**

**Russ St 322. Third-Year Russian**

*Same as Russ 322D.*

**A&S LA**

**Russ St 324. Third-Year Russian**

*Same as Russ 324D.*

**A&S LA**

**Russ St 3253. Democratic Politics in Eastern and Central Europe**

*Same as Pol Sci 3253.*

**A&S SS FA SSP**

**Russ St 331C. Masterpieces of 19th-Century Russian Literature**

*Same as Russ 331C.*

**A&S SD TH FA Lit**

**Russ St 339C. 20th-Century Russian Literature and Culture**

*Same as Russ 339C.*

**A&S CD TH FA Lit**

**Russ St 348. Dostoevsky and Tolstoy: From Novel to Film**

*Same as Russ 348.*

**A&S TH FA Lit**

**Russ St 350C. The 19th-Century Russian Novel**

*Same as Russ 350C.*

**A&S SD TH WI FA Lit**

**Russ St 351C. Literature and Psychoanalysis: Russia and the West**

*Same as Russ 351C.*

**A&S TH FA Lit**

**Russ St 352. Russian Literature and Medicine: Chekhov and Others**

*Same as Russ 352.*

**A&S TH FA Lit**

**Russ St 356C. 20th-Century Russian History**

*Same as History 356C.*

**A&S TH FA SSP**

**Russ St 362. Introduction to Russian Civilization**

*Same as IAS 362.*

**A&S TH**

**Russ St 375. Topics in Russian Culture:**

*Same as IAS 375D.*

**A&S TH WI**

**Russ St 3908. Ideas, Personalities, and Politics in Revolutionary Russia: Writing-Intensive Seminar**

*Same as History 3908.*

**A&S TH WI**

**Russ St 39X9. To Russia and Return: Travel, Literature, and History: Writing-Intensive Seminar**

*Same as History 39X9.*

**A&S TH WI**

**Russ St 402. The Meaning of National Security in the 21st Century**

*Same as IAS 402.*

**A&S SS**

**Russ St 404. Fourth-Year Russian**

*Same as Russ 404.*

**A&S LA**

**Russ St 405. Advanced Russian II**

*Same as Russ 405.*

**A&S LA**

**Russ St 4271. Topics in Comparative Politics: Governments in Democratic Eastern Europe**

*Same as Pol Sci 4271.*

**A&S SS WI FA SSP**

**Russ St 431. Russia Today and Yesterday: Cultural Perspectives (in Russian)**

*Same as Russ 431.*

**A&S LA FA AH Lit**

**Russ St 432. Russia Today and Yesterday (in Russian)**

*Same as Russ 432.*

**A&S LA FA Lit**

**Russ St 4432. Politics of Post-Soviet Countries (Commonwealth of Independent States)**

*Same as Pol Sci 4432.*

**A&S SS FA SSP**

**Russ St 4442. The Jewish Experience in Eastern Europe**

*Same as History 4442.*

**A&S CD TH FA SSP**

**Russ St 448C. Russian History to the 18th Century**

*Same as History 448C.*

**A&S TH FA SSP**

**Russ St 449C. Imperial Russia**

*Same as History 449C.*

**A&S TH FA SSP**

## Social Thought and Analysis

### Chair

**John R. Bowen**

Dunbar–Van Cleve Professor in Arts & Sciences

(Anthropology)

Ph.D., University of Chicago

### Endowed Professors

**Pascal R. Boyer**

Henry Luce Professor of Collective and Individual Memory

(Anthropology)

Ph.D., University of Paris–Nanterre

**Wayne Fields**

Lynne Cooper Harvey Distinguished Professor in English

(English)

Ph.D., University of Chicago

**Jack Knight**

Sidney W. Souers Professor of Government (Political Science)

Ph.D., University of Chicago

**Linda J. Nicholson**

Susan E. and William P. Stiritz Distinguished Professor of Women's Studies

(Women and Gender Studies)

Ph.D., Brandeis University

**Robert A. Pollak**

Hernreich Distinguished Professor of Economics

(Economics)

Ph.D., Massachusetts Institute of Technology

**Mark R. Rank**

Herbert S. Hadley Professor of Social Welfare

(Social Work)

Ph.D., University of Wisconsin–Madison

**Lee N. Robins**

University Professor of Social Science (Sociology in Psychiatry)

Ph.D., Radcliffe College

**Michael Sherraden**

Benjamin E. Youngdahl Professor of Social Development

(Social Work)

Ph.D., University of Michigan

**James V. Wertsch**

Marshall S. Snow Professor in Arts & Sciences

(Anthropology, International and Area Studies, Education)

Ph.D., University of Chicago

### Professors

**Howard Brick**

(History)

Ph.D., University of Michigan

**Pauline Kim**

(Law)

J.D., Harvard University

**Joseph Loewenstein**

(English)

Ph.D., Yale University

**Larry M. May**  
(Philosophy)  
Ph.D., New School for Social Research

### Associate Professors

**Garrett A. Duncan**  
(Education)  
Ph.D., The Claremont Graduate School

**Alan Lambert**  
(Psychology)  
Ph.D., University of Chicago

**John V. Nye**  
(Economics)  
Ph.D., Northwestern University

**Sunita Parikh**  
(Political Science)  
Ph.D., University of Chicago

**R. Keith Sawyer**  
(Education)  
Ph.D., University of Chicago

**Bradley P. Stoner**  
(Anthropology)  
M.D., Ph.D., Indiana University

**Nancy R. Vosler**  
(Social Work)  
Ph.D., Virginia Commonwealth University

### Assistant Professors

**Lisa Baldez**  
(Political Science)  
Ph.D., University of California–San Diego

**Margaret L. Brown**  
(Anthropology)  
Ph.D., Washington University

**Bret Gustafson**  
Ph.D., Harvard University

**John J. Hetts**  
(Psychology)  
Ph.D., University of California–Los Angeles

**Andrew Rehfeld**  
(Political Science)  
Ph.D., University of Chicago

### Adjunct Professors

**James Bohman**  
(Philosophy, Saint Louis University)  
Ph.D., Boston University

**Pedro C. Cavalcanti**  
(Anthropology)  
Ph.D., University of Warsaw

**Linda Lindsey**  
(Social Thought and Analysis)  
Ph.D., Case Western Reserve University

**Donald E. Strickland**  
(Social Thought and Analysis)  
Ph.D., Tulane University

### Senior Lecturer

**Helen Power**  
(Women and Gender Studies)  
Ph.D., Washington University

### Professor Emeritus

**Marvin J. Cummins**  
(Political Science)  
Ph.D., University of Colorado

Social Thought and Analysis offers you the opportunity to examine the nature and impact of societal structures and processes, as well as the development of social theory since the 17th century.

This undergraduate degree program is an interdisciplinary course of study that addresses human interaction in groups from social, historical, cultural, and theoretical perspectives. You may major or minor in Social Thought and Analysis or choose it as a concentration to complement your primary major.

The program emphasizes social problems that arise from distributions of power and resources. Throughout the curriculum, you receive a cross-cultural, multinational education. Because the study of Social Thought and Analysis provides a comprehensive understanding of modern society, as a student you will be better prepared to be a citizen in the 21st century.

When you take courses in Social Thought and Analysis, you learn from faculty members who are expert social scientists. Faculty members from anthropology, economics, education, history, law, medicine, philosophy, political science, psychology, and social work also participate in the program to give you a more complete view of particular issues.

Our faculty is involved in multidisciplinary community-based research and international research. As a student, you are eligible to participate in relevant hands-on research projects in the field of your choice.

Majoring in Social Thought and Analysis provides essential training for graduate study in any of the social sciences and is a useful background for many professional careers.

The major in Social Thought and Analysis is designed to provide students with training in social science theories and methods to allow them to choose a focus within the major, and to give them the opportunity to engage in directed research during their senior year.

**Developing a Major Curriculum:** Upon declaring the major in the Social Thought and Analysis (STA) office in Room 139 McMillan Hall, the student will be assigned an adviser based on his or her interests. Students may wish to consult the STA Directory, which lists faculty interests. The student will meet with the adviser to discuss objectives to be pursued within the STA framework and to develop a list of appropriate courses around a focus. The focus could be on cities, schools, socioeconomic inequality, social or political theory, religion and social change, comparative modernities, social problems, U.S. politics, or other topics. The list of courses can be modified as new courses are offered and old ones dropped.

Based on this initial meeting with the adviser, the student should write a one- to two-page “major plan” that describes the focus and lists some appropriate courses. The adviser and student should review the plan during subsequent advising meetings. The student should deposit a copy of the plan in the STA office.

During the spring of the senior year, the

student should write a “final statement” on his or her curriculum, in which he or she will assess the choice of courses and major, evaluate progress made and material mastered, and consider what might have been taken that was not. (These statements will provide one form of assessment of our program.) The statement will also describe how the requirements for the major were met, and discuss the degree to which the agreed-upon focus for the student’s curriculum was maintained. After the adviser has approved and signed this statement, the student must submit it to the STA office before his or her name will be given final approval for graduation as a STA major.

**Required Courses:** *Core courses*—(sophomore standing or consent of the instructor required for all three courses; 3 units each; offered annually):

STA 300: Models of Social Science. Analyzes different ideas of social science, the assumptions involved in different disciplines, and examples of different kinds of analysis.

STA 326: Methods and Reasoning in the Social Sciences I. Instructs students in ways of using quantitative databases to address social science problems.

STA 330: Methods and Reasoning in the Social Sciences II. Covers the nature of ethnography; students engage in research using ethnographic methods.

*Seminars*—All majors will take at least one “Topics” seminar, a designated 400-level course that relates social theory to empirical research topics. Students may take a “Topics” seminar in their junior or senior year, and, of course, they may take more than one. (The courses will be open to all students, but STA majors will be given preference.) Students are encouraged to develop research projects from their work in one of these courses or in any other course.

By Thanksgiving break of their senior year, all majors are to have decided on a research topic for their spring semester and to have received their adviser’s approval. The student should deposit a one-page research plan in the STA office at that time.

Seniors writing Honors theses will enroll in STA 490: Senior Research Seminar, in the fall and spring semesters. Seniors writing one-semester senior projects enroll for spring semester only. (STA 490: Senior Research Seminar, is open only to STA majors and minors except by special permission. Credit 3 units.) At the end of the spring semester we will organize a half-day workshop in which students will present the results of their projects and discuss the implications of their work for future research.

*Research projects*—Projects may be of several types:

1. It may be a standard Honors thesis (in which case the student will have enrolled for STA 490: Senior Research Seminar, in both the fall and spring semester).
2. It may be a standard research paper, like an Honors thesis, but not requiring prior (i.e., fall period) intensive research and not qualifying the student for Honors.
3. It may be a group project that builds on work in a previous course (e.g., the “Topics” seminar) or on another experience.

4. It may be the research component of an internship (either as the successor to an earlier internship [STA 299] or as an internship pursued as part of STA 490). It would need to be defined as a research project, however, and not merely as a standard university internship (which often requires only a journal and a minimally analytic paper).
5. It could be part of a larger research project carried out by a faculty member. Faculty interests will be listed on the STA Directory and Web site; students are encouraged to read these interests for potential matches. However, research could be with any other member of the University faculty, in any school.

**Electives:** In all, majors must complete 27 units in the major, including 21 at the 300 level or above. The above-mentioned required courses amount to 15 units (STA 300, 326, 330, 490, plus one 400-level "Topics" seminar). There remain four elective courses, at least two of which must be at the 300 or 400 level. These four electives should be chosen as part of the student's major plan. **Minors:** Minors will take the three 300-level required courses, one (400-level) "Topics" seminar, plus two additional courses for a total of 18 units. Minors are encouraged to take the Senior Research Seminar as well; doing so counts as one of their additional courses.

**Senior Honors:** You are encouraged to work for Honors. If you qualify, you must complete the requirements and an Honors thesis under the direction of a special Honors committee or another University faculty member, subject to the program chair's approval.

## Undergraduate Courses

### STA 100. Global Process and Local Identities *Same as Educ 4931.*

This all-university course is designed to explore one of the major paradoxes of our time. At the same time that the forces of globalization seem to be at work in virtually all areas of our lives (global communication, the global economy, the environment), new demands for local identities are cropping up (nationalism, local political control). This is an issue that will face everyone in the 21st century, but it is presently very little understood. The course provides a forum for students and faculty to discuss these issues in a critical, informed way. Particular emphasis is given to providing small group discussion settings where students and faculty can work together. Course presentations and discussions introduce students to a range of disciplinary perspectives and acquaint them with how they can pursue these perspectives in greater depth in departments at Washington University. Each week, the course meets for one large lecture or presentation session and one small group discussion. Lectures are given by University faculty and visiting scholars on a range of topics: law, global. Special emphasis is placed on fostering small group discussions as a way of entering into Washington University's intellectual community. Limited to first-year students. May be taken credit/no credit only. Credit 2 units.

A&S SS FA SSP

### STA 103B. Introduction to Political Economy: Microeconomics *Same as Econ 103B.*

A&S QA, SS FA SSP

### STA 104B. Introduction to Political Economy: Macroeconomics

*Same as Econ 104B.*

A&S QA, SS FA SSP

### STA 105. Freshman Seminar: The "Cultural Wars": Origins, Anatomy, and Implications

Recent decades have witnessed escalating public conflict in America over such "values" issues as abortion, gay marriage, prayer in the schools, the public funding of transgressive art, and the content of American history textbooks. These conflicts are more than isolated battles over the proper status of women, the nature of the family, the place of religion in modern society, the purpose of art, and the national ideals we pass on to the next generation. What is more, these conflicts tend to be linked one to another in the minds of the combatants, suggesting that they are the inter-related battles of a more comprehensive contest between rival visions of freedom and moral order ("liberal" and "conservative" visions, in common parlance). Unlike ordinary "conflicts of interest," normative conflicts such as these resist compromise and negotiated settlement, thus posing special challenges to democratic government. In this seminar we will explore the substantive issues over which these combatants engage, the rhetorical structure of these conflicts, their historical roots (religious, political, and socioeconomic), and the sociology of their contagion (including the impact of political party competition, the courts, and modern communications technology). We will close the seminar by relating America's culture wars to analogous culture wars in other parts of the world, and within this broader perspective, we will examine the challenges that such conflicts pose for democratic politics and evaluate the strategies that have been proposed for coping with them. Credit 3 units.

A&S SS

### STA 106. Freshman Seminar: St. Louis:

#### Engaging the City

*Same as AMCS 106.*

This seminar introduces students to the histories, cultures, societies, and politics of St. Louis through the study of, and active involvement in, diverse facets of urban life. Students will read and discuss current and historical material on St. Louis and carry out research and active collaboration with ongoing projects in the city. Such projects might include collection of local histories, volunteering with city agencies or neighborhood organizations, studying patterns of urban life and diversity, or tracing changing cultural identities of St. Louis neighborhoods and public spaces. The seminar is intended to explore articulations between social science and public life. The course will include field trips, visits with St. Louis' public figures, and opportunities for individual internships. Credit 3 units.

A&S SS

### STA 120B. Social Problems and Social Issues

*Same as AMCS 102B, Lw St 120B.*

Survey of social problems and social issues in contemporary American society, such as racism, poverty, sexism, crime, and war. Credit 3 units.

A&S SS FA SSP

### STA 127. Introduction to Political Theory II:

#### Classics of Western Social and Political Thought

*Same as Pol Sci 107.*

A&S SS

### STA 150. Topics in STA: Gender and Culture in Global Landscape

Credit 3 units.

A&S SS FA SSP

### STA 209. Freshman Seminar: Gender and Citizenship

*Same as WGS 210.*

A&S SD, TH FA SSP

### STA 210B. Gender Roles

*Same as Lw St 210B, WGS 230B.*

Examines major theoretical explanations of different roles of the sexes, including sexual stratification, socialization, the family, labor force, media, interpersonal communications, and "gender politics" in America. Credit 3 units.

A&S SD, SS FA SSP

### STA 218. Introduction to the Sociology of Law

*Same as Pol Sci 2182.*

A&S SS FA SSP

### STA 220. History of Modern Social Theory

*Same as Lw St 220.*

An introduction to modern social theory from the age of Adam Smith to the present, featuring discussion of primary texts by major contributors to "classic" social theory—notably Karl Marx, Max Weber, and Emile Durkheim—and surveying trends of social thought since their time, including main currents of American social science, critical theory, feminism, postmodernism, and new approaches to understanding global social structures. Credit 3 units.

A&S SS

### STA 221. Introduction to Memory Studies

*Same as Psych 221.*

The course focuses on memory not only as an individual phenomenon but also as the basis for the transmission of culture and the construction of collective identity. We will survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory and witness reports; repressed memories; transmission of cultural norms and identity through narratives; shared historical memories; individual trauma and historical upheaval; revision of the past and political usage of collective memory. Credit 3 units.

A&S SS

### STA 299. STA Internship

Internship students may receive up to 3 units of credit for an approved and faculty-sponsored internship. Credit variable, maximum 3 units.

FA SSP

### STA 300. Models of Social Science

*Same as PNP 300, Pol Sci 300, Phil 300.*

What goals and assumptions do the social sciences share, and what distinguishes them from one another, from the natural sciences, and from the humanities? This course is designed to explore these questions first by setting them in historical context and then through analysis of concrete examples that illustrate different approaches to social scientific research. Topics include: testing strategies in the social sciences (a comparison of qualitative versus quantitative strategies for studying "fragile families"); debates about objectivity (as raised by the IQ controversy); problems of historical interpretation (illustrated by a reflective retelling of Haitian history); and pressing ethical issues to do with the responsibilities social scientists have to those they study and to the larger society. Credit 3 units.

A&S SS, WI FA SSP

### STA 300W. Models of Social Science

*Same as Phil 300W.*

Unlike atoms, humans are generally thought to have free will. Yet, unlike many good stories, people are predictable. How much does this matter to the study of society and human behavior? What distinguishes the social sciences from the natural sciences and the humanities? What goals and assumptions do the social sciences share? This course is designed to explore these questions first

by setting them in historical context and then through the analysis of concrete applications that will illustrate different approaches to social scientific research. Topics include: evaluating qualitative and quantitative methods in the social sciences; causation in the social sciences; debates about objectivity; problems of historical interpretation; and political and cognitive influences on inquiry. Applications may include: pornography and sexual violence, birth order and respectivity to innovation; the translation of the bible into English and the English and American revolution; race and community; the role of federal spending on science through political agencies; or other similar issues. 300W (but not 300) counts as a writing-intensive course. Credit 3 units.

**STA 301B. Individual, Family, and Community**  
Same as AMCS 301B, Lw St 301B, ISA 333, Anthro 301B, Pol Sci 333B.

A course on the relationships between the individual and various forms of community, in the U.S. and in other societies. We examine interactions in family, school, and neighborhood, and the social bonds or divisions created therein. We also consider the place of group differences (gender, ethnic, religious) in law and in political life. Materials come from political theory, law, and the social sciences. Credit 3 units.

A&S SS FA SSP

**STA 302. Democracy, the Market, and the Individual**

Same as Pol Sci 3021, AMCS 315.

This course addresses the question of how people can develop political and economic institutions that best serve their interests. The focus of the course is an examination of the institutions of capitalism and democracy as the means of organizing, respectively, an economy and a policy. We look at arguments in favor of these institutions, as well as arguments on their limitations. Primary emphasis is on works of the 19th and 20th centuries that have had a major impact on the way we think about man and society. Credit 3 units.

A&S SS FA SSP

**STA 302C. Honors Seminar for Sophomores II: Tutorial in History**

**STA 303. Major Themes in U.S. Urban History**  
Same as History 303.

Using St. Louis and other midwestern cities as examples, the course looks at the emergence and functions of cities: the importance of water and rail transportation and regional connections, foreign and domestic immigration and the growth of distinctive neighborhoods, as well as the significance of major events such as the 1904 World's Fair. Changes in metropolitan St. Louis since World War II and issues of urban development will also be examined. Collaborative student projects, visits to areas of St. Louis, films, videos, and presentations by guests are part of the course. Credit 3 units.

A&S SS FA SSP

**STA 3031. Gender and Education**

Same as Educ 303.

A&S SD, SS FA SSP

**STA 3032. Western Thought and Contemporary Social Problems**

Same as Lw St 3032, IAS 3032.

Predominant ideologies and myths, their historical origins (classical theorists such as Locke, Rousseau, and Marx are briefly discussed), and how they/we confront modern dilemmas of our civilization; that is, religious, racial, and national tolerance/intolerance; the pursuit of a career and personal independence: "How to get a job?"; the welfare state and the market; liberalism and individual rights; social stratification and inequality; productivity and/or unemployment. Discussions are

drawn from contemporary material and authors. Credit 3 units.

A&S SS FA SSP

**STA 3051. Topics Seminar: Collective and Individual Memory**

Same as AMCS 3051, PNP 3051, Psych 3621, Educ 305.

This course outlines a range of perspectives on collective and individual memory. In addition to reviewing contributions that various disciplines have made to the study of collective and individual memory, the seminar seeks to develop an integrated picture of how these perspectives fit together. A major part of the course is devoted to research projects to be proposed and carried out by the students. Topics for these projects may be in areas such as: memory, history, and identity; the role of narrative in memory; the emergence and resolution of conflicting accounts of the past; memory illusions; and the representation of the past in museums, memorial sites, and commemorative practices. Permission of the instructor required. Credit 3 units.

A&S SS FA SSP

**STA 310. Political Economy of Government Behavior**

This class is about how the aggregation of individuals' decisions affect social, political, and economic outcomes. Prices in markets, election results, and even common social problems, such as traffic jams, are the result of the choices of thousands of people. Given that these macro effects are often undesirable, why do individuals choose the actions that they do? This class deals with how and why individuals choose actions and how their actions aggregate to influence macro outcomes. Credit 3 units.

A&S SS FA SSP

**STA 312B. Education, Childhood, and Society**

Same as Educ 313B.

Credit 3 units.

A&S SS FA SSP

**STA 3141. Sociolinguistics, Literacies, and Communities**

Same as Educ 314.

A&S LA

**STA 315. Politics, Economics, and Welfare**

Same as Econ 350.

A&S SS FA SSP

**STA 3171. Topics in Politics: Ethnicity, Gender, and Violence**

Same as Pol Sci 3171.

A&S SS FA SSP

**STA 319. Race, Class, and the City: Ethnographic Perspectives**

Same as Anthro 3192.

Much of the ethnographic tradition in anthropology, sociology, and allied disciplines has focused on questions of poverty and race in urban settings. This course takes up this engaged tradition, seeking to relocate it within a broader historical perspective and theoretical framework. Centering on the tensions between theory and practice, we begin with the conceptual foundations of the notion of "poverty," explore the critical reform literature of the 19th century, and then study the ethnographic tradition of research on race, class, and the city in the U.S. Is poverty to be understood as a condition of particular groups or individuals, often defined in terms of "lack" or "absence," or is it more structural in nature, deeply linked to the social and ideological forms of industrial capitalism? Credit 3 units.

A&S SS FA SSP

**STA 321. Urban Social Theory**

Same as Anthro 3211.

Do impersonality and social breakdown character-

ize cities or are they places of personal liberation and creativity? How do city dwellers adapt to the urban environment? Are subcultures produced in the city by poverty and prejudice? What is the impact of urban planning on everyday city life? These questions are engaged through a cross-cultural and historical approach to the city. Credit 3 units.

A&S SS FA SSP

**STA 323. Cultural Diversity and Assimilation**

Culture, ethnicity, and race as factors influencing ethnic relations between members of the dominant group (i.e., Caucasians) and members of selected ethnic groups (i.e., African Americans, Asian Americans, Hispanic Americans, and Native Americans). Special consideration given to the nature of ethnic relations in a multiethnic society. While emphasis is placed on people of color, the course compares and contrasts the experiences of people of color with early European immigrant groups. Also: power and inequality, prejudice and discrimination, acculturation and assimilation, policy issues. Credit 3 units.

A&S SS FA SSP

**STA 324. Introduction of American Social Welfare**

Same as Pol Sci 3281.

Examination of the origins and structure of the major American categorical assistance and social insurance programs: Social Security, Medicare, food stamps, and AFDC. Academic and public policy controversies related to welfare reform, universal health care, and social security crises will be addressed. Prior course work in social thought and analysis or political science is required. Credit 3 units.

A&S SS FA SSP

**STA 325. Poverty in America**

The causes, nature, and extent of poverty in the United States; ways of dealing with poverty, including employment policies and social welfare programs addressing changes in the American family structure. Prerequisite: 3 units of social science or permission of the instructor. Credit 3 units.

A&S SS FA SSP

**STA 326. Methods and Reasoning in the Social Sciences I**

Same as Anthro 313B.

This course provides an introduction to statistical methods in the social sciences. Students will learn and apply basic concepts including data description, probability theory, statistical inference, hypothesis testing, and regression analysis to social problems. Data will be used to analyze current policy issues such as poverty, health care, and income distribution. During the course, students will learn how to manipulate and analyze statistical data using computer software. Credit 3 units.

A&S QA, SS FA SSP

**STA 3261. Inequality, Hierarchy, and Difference**

Same as Anthro 3261.

A&S SD, SS FA SSP

**STA 328. Current American Social Problems and Policy**

Credit 3 units.

A&S SS FA SSP

**STA 330. Methods and Reasoning in the Social Sciences II**

Same as AMCS 332, AFAS 2411, AFAS 241B, AFAS 3772, Anthro 3411, History 2411, History 3300, IAS 341B.

What historical circumstances in colonial India and South Africa produced Gandhi and *satyagraha* (nonviolent resistance) against British rule? Were his methods successful? How have Gandhi's



ideas influenced political protest in the United States and elsewhere? Students will read Gandhi's writings and other historical sources and conduct independent research on current protest groups that use nonviolent methods. Credit 3 units.

**A&S SS FA SSP**

**STA 331C. The American School**

*Same as Educ 301C.*

**A&S SD, TH FA SSP**

**STA 332A. Urban Politics and Administration**

*Same as Pol Sci 3382.*

**A&S SS FA SSP**

**STA 334C. Women and Social Change**

Credit 3 units.

**A&S SS FA SSP**

**STA 335. Studying the State**

*Same as Anthro 324I.*

This is a course on paradigms and methods for understanding the state based on qualitative study of state agents, rituals, and effects that are often ignored in analyses of formal models, rules, and institutions. Issues discussed include nationalism, bureaucracy, violence, power, identity, culture, and corruption. Cases draw primarily on ethnographic studies of state systems and processes in diverse geographic, historical, and cultural contexts. Credit 3 units.

**A&S SS**

**STA 336I. Topics in Politics: Politics and Literature**

*Same as Pol Sci 336.*

**A&S SS FA SSP**

**STA 337I. The Economics of Law**

*Same as Econ 353.*

**A&S SS FA SSP**

**STA 337E. Everyday Encounters with Power and Authority**

*Same as Anthro 337E.*

**A&S SS FA SSP**

**STA 340. Introductory Psychological Statistics**

*Same as Psych 300.*

**A&S NS, QA FA NSM**

**STA 340I. Political Discourse**

*Same as Pol Sci 340I.*

**A&S SS FA SSP**

**STA 343. Text, Memory, and Identity**

*Same as IAS 343.*

**A&S TH**

**STA 344. Topics in Women's Studies: The Politics of Marriage**

*Same as WGS 344.*

**A&S SS FA SSP**

**STA 349. Women and the State**

Credit 3 units.

**A&S SS FA SSP**

**STA 356I. Women and the Law**

*Same as WGS 356I.*

**STA 359. Topics in European History: The New Imperialism**

**STA 360E. American Culture and Society Since 1945**

*Same as History 383.*

**A&S TH FA SSP**

**STA 361I. Political Representation**

*Same as Pol Sci 361I.*

**A&S SS FA SSP**

**STA 361E. Morality and War**

*Same as Pol Sci 361E.*

**A&S SS FA SSP**

**STA 361C. Black America since the Civil War**

*Same as History 388C.*

**A&S TH FA SSP**

**STA 362. Political Thought in the 20th Century**

*Same as Pol Sci 309I.*

**A&S SS FA SSP**

**STA 365. Cultural Order and Change**

*Same as Anthro 3655, History 3652.*

How are cultural beliefs and practices produced? How are they maintained? Under what conditions can they change? The current controversies over "the Western tradition," multiculturalism, and identities based on class, gender, race, or sexuality give these questions special significance. Course uses the perspectives of cultural anthropology and history to address them. Prerequisite: sophomore standing, or permission of the instructor. Preference for enrollment given to majors in social thought and analysis. Credit 3 units.

**A&S SS FA SSP**

**STA 366. American Economic History**

*Same as Econ 326.*

**A&S SS FA SSP**

**STA 370F. Social and Political Philosophy**

*Same as Phil 340F.*

**A&S TH FA SSP**

**STA 372. Law in American Life II: 1776 to the Present**

*Same as History 372C.*

**A&S SD, TH FA SSP**

**STA 372E. History of Law in American Life II: 1776 to the Present**

*Same as 372C.*

Credit 3 units.

**A&S SS FA SSP**

**STA 372C. Law in American Life II: 1776 to the Present**

*Same as History 372C.*

**A&S SD, TH FA SSP**

**STA 373F. Classical Ethical Theories**

*Same as Phil 331F.*

**A&S TH FA SSP**

**STA 375. Economic Reasoning in the Social Sciences**

Introduction to the principles of microeconomics with examples drawn from political science, anthropology, and history as well as some typical economics cases. The course teaches how to apply the concepts of opportunity cost, the law of demand, and competitive equilibrium to the analysis of socioeconomic issues. Overlaps standard courses in price theory, but with greater emphasis on issues in public choice and political economy, such as the problems of collective action, public goods provision, and incentive-compatible mechanisms. Credit 3 units.

**A&S SS FA SSP**

**STA 380. Introduction to Social Psychology**

*Same as Psych 315.*

**A&S SS FA SSP**

**STA 385. Feminist Approach to the Psychology of Women**

*Same as WGS 328.*

**A&S SS FA SSP**

**STA 387. Between Submission and Power: Women and Family in Islam**

*Same as WGS 306.*

**A&S CD, SS FA SSP**

**STA 390. Topics in Women's Studies: Feminist Research Methods**

*Same as WGS 392.*

**A&S SS FA SSP**

**STA 392C. Latin America in the 20th Century**

**STA 393. International Political Economy**

*Same as Pol Sci 373.*

**A&S SS FA SSP**

**STA 395. Independent Study**

Prerequisite: permission of the instructor.

Credit 3 units.

**FA SSP**

**STA 400. Independent Work**

Prerequisite: permission of the instructor.

Credit 3 units.

**FA SSP**

**STA 401. Current Issues in Social Theory**

*Same as Educ 4482, Pol Sci 4012, Anthro 4482.*

Seminar on two paradigms for the study of social action: interpretive studies focusing on meaning, and strategic approaches focusing on choice and constraint. Emphasis is on the mutual dependence of the two paradigms, explored through reading current work in politics, anthropology, social theory, and history, with case studies in law and legal processes. Prerequisite: 6 units of social sciences or history. Credit 3 units.

**A&S SS FA SSP**

**STA 402. Drug Abuse in American Society: Social, Legal, and Political Consequences**

*Same as Lw St 402.*

This course includes information on the major types of abusable substances and overviews current knowledge regarding biological, psychological, and social correlates of substance abuse. Emphasis is placed on understanding how different segments of American society are impacted by alcohol and various drugs. Implications for public policy are considered and are a core focus of the course. Credit 3 units.

**A&S SS FA SSP**

**STA 403. Race, Sex, and Sexuality: Concepts of Identity**

*Same as WGS 403.*

**A&S SD, SS FA SSP**

**STA 404. Topics Seminar in Political Theory: Legitimacy**

*Same as Pol Sci 508I.*

What is "legitimacy" as a political concept? Does a legitimate state have special rights (like coercing its citizens) that an illegitimate state does not have? And do citizens of a legitimate state have special obligations to it (like obeying its laws) by virtue of its being legitimate? In short, why do we care that a state is legitimate at all, rather than (or in addition to) being stable or just? In this seminar we investigate the concept of "legitimacy" as it is featured in social and political theory, and as it is invoked in social science research more broadly, particularly in public opinion research. We also investigate the role of constitutions in establishing a legitimate political order. Credit 3 units.

**A&S SS, WI**

**STA 405. Topics Seminar: Immigration and Heritage**

*Same as AMCS 405, IAS 406, Anthro 4352.*

New immigrants from Asia, Latin America, the Caribbean, and Eastern Europe have radically altered the composition of the American population since U.S. immigration laws changed in the 1960s. What changes in American culture has this immigration brought about? What difficulties do they find in adapting to the U.S.? A combination of social-science studies, films, fiction, and student independent research will be used to address these issues. Credit 3 units.

**A&S SS FA SSP**

**STA 406. The Politics of Identity in China**

*Same as Pol Sci 4063.*

Many people take "China" and "Chinese" to be straightforward concepts. This course challenges these assumptions, posing a number of questions: What are the boundaries of China? What does it mean to be Chinese? How do nationality, ethnic-

ity, gender, and class intersect with politics in China? Most work on identity in China has been done by historians and anthropologists. We use work from these and other disciplines to develop an understanding of the political face of identities in contemporary China, and their political implications. Credit 3 units.

**A&S SS FA SSP**

**STA 4061. The Meaning of National Security in the 21st Century**

*Same as IAS 402.*

**A&S SS**

**STA 407. Social and Cultural Change**

*Same as Anthro 427.*

**A&S SD, SS FA SSP**

**STA 4071. Topics in Political Thought: Transformational Politics**

*Same as Pol Sci 4071.*

**A&S SS FA SSP**

**STA 410. Topics Seminar: Law, Language, and Culture**

*Same as Lw St 410, PNP 410, Anthro 4491, Ling 4101.*

A seminar on the roles of language and culture in shaping the rules, interactions, and institutions of law, in the United States and elsewhere. We begin by examining how lawyers, judges, and clients experience, talk about, and shape law in the U.S. We then consider how both Anglo-American and civil law traditions respond to cultural and religious pluralism. Written essays and local ethnography are required. Junior or senior standing required. Credit 3 units.

**A&S SS FA SSP**

**STA 4109. History and Identity**

*Same as Educ 4109.*

**A&S SS FA SSP**

**STA 411. Sociolinguistics: Ethnography of Communications**

*Same as Anthro 412.*

**A&S SS FA SSP**

**STA 4111. Households and Families in Cross-Cultural Perspective**

*Same as Anthro 4111.*

**A&S SS FA SSP**

**STA 412B. Sociology of Education**

*Same as Educ 453B.*

**A&S SD, SS FA SSP**

**STA 418. The Law and Individual Liberties**

Credit 3 units.

**A&S SS FA SSP**

**STA 420. Language and Political Economy**

*Same as Anthro 4201, Pol Sci 4201.*

The course surveys language use as shaped by an array of politicoeconomic situations, including dialectal differences in stable Western democratic states, processes of urbanization and nation-formation in the First and Third World, bilingualism and multilingualism associated with transnational labor migration, and language in colonial and postcolonial contexts. Also considers what it means to think of language as a commodity, and different forms of resistance to political-economic hegemony that linguistic practice makes possible. Credit 3 units.

**A&S SS FA SSP**

**STA 4211. Philosophy of Social Science**

*Same as Phil 4211.*

**A&S TH FA SSP**

**STA 423. Differential Life Styles**

**STA 4261. Topics Seminar: Systems of Inequality**

*Same as Anthro 4261.*

**A&S SD, SS, WI FA SSP**

**STA 4262. Inequality across States and Markets**

*Same as Pol Sci 4264.*

The focus of this course is on economic and political inequality and the nature of the link between the two. We explore political and economic sources of inequality, and consider the implications of inequality for political and economic outcomes. We examine approaches, strategies, and institutions that address inequality across countries with different political and economic arrangements. Credit 3 units.

**A&S SS FA SSP**

**STA 428. Topics in American Politics**

**STA 4290. Topics Seminar: History of Modern American Social Theory**

*Same as AMCS 4290, History 4290.*

An intensive survey of major American thinkers and trends of thought concerned with understanding society, culture, and personality. The course will examine key developments in the social sciences (economics, sociology, anthropology, psychology) along with related currents in philosophy and political ideology, from the 1870s to the 1990s. It will focus on prominent figures, such as William Graham Sumner, Thorstein Veblen, G. H. Mead, W. E. B. DuBois, Franz Boas, Margaret Mead, Talcott Parsons, C. Wright Mills, C. L. R. James, Barrington Moore, Nancy Chodorow, James S. Coleman, and James Clifford, and it will study the impact on American social thought of powerful intellectual currents such as Darwinism, pragmatism, cultural pluralism, Marxism, Weberian sociology, psychoanalysis, feminism, and post-modernism. Of special interest are the attempts American theorists have made to fashion a broad-based and integrated (cross-disciplinary) social science. Class meetings will combine informal lectures and discussion of primary texts. Credit 3 units.

**A&S TH FA SSP**

**STA 4293. History and Social Theory**

*Same as History 4293.*

**A&S TH FA SSP**

**STA 430. Topics Seminar: Historical Thinking**

Historical thinking is central to a number of disciplines, including history, anthropology, social and biological sciences. Students will learn about historical analyses as practiced in several disciplines and as studied by philosophers. Topics include ideas of explanation and generalization, the use of narratives, and the kinds of evidence introduced to support historical arguments. Credit 3 units.

**A&S TH FA SSP**

**STA 432. Topics in Comparative Politics: Current Controversies in South Asian Politics**

*Same as Pol Sci 432.*

**A&S SS FA SSP**

**STA 434. Approaches to Comparative Politics**

*Same as Pol Sci 510.*

**STA 4341. Approaches to Comparative Politics II**

*Same as 5102.*

Credit 3 units.

**A&S SS FA SSP**

**STA 434B. Seminar in Black Social Science**

*Same as AFAS 434B.*

**A&S SD, SS FA SSP**

**STA 435. Cultural History**

*Same as Anthro 4351, IAS 4351.*

Focus on how historical approaches and social science theory can combine to explain cultural continuity and change; practice in the collection and use of evidence from archival and primary sources. Credit 3 units.

**A&S SS FA SSP**

**STA 4362. Topics Seminar: Local Genders, Global Transformations**

*Same as Anthro 4362.*

**A&S SS FA SSP**

**STA 439. Economic Anthropology**

*Same as Anthro 439.*

**A&S SS FA SSP**

**STA 441. Social Statistics**

*Same as IAS 441, Anthro 441, Educ 4411.*

Introduction to the rationale and use of quantitative methods in social science; techniques for obtaining, analyzing, and presenting social data in numerical form; applications of sampling and probability to social science research; parametric and nonparametric techniques of bivariate analysis, including correlation and regression. Credit 3 units.

**A&S SS FA SSP**

**STA 442. Social Statistics Practicum**

*Same as Educ 4412, Anthro 442, ASTAT 350A.*

This course is an applied statistics "tutorial" which takes students individually through the application of statistical techniques, including some multivariate methods, to research problems of interest to them. The course is designed for students working on a variety of empirical research projects in the social sciences: for example, class research assignments, senior projects, senior theses, master's theses, and doctoral dissertations. It also is appropriate for students wishing simply to learn to apply their basic statistical knowledge. Prerequisite: STA 441 or other basic statistics course. Credit 3 units.

**A&S SS FA SSP**

**STA 4422. History, Memory, and Collective Identities**

*Same as History 4422.*

**A&S TH FA SSP**

**STA 443. European Intellectual History: 1890–1930**

*Same as History 443.*

**A&S TH FA SSP**

**STA 444. Survey Research**

Reviews basic survey research procedures, including the design of questionnaires and other interview schedules, the conduct of interviews, coding, data processing, quality control, and the preparation of these data for analysis. Prerequisites: 9 units of social science and permission of the instructor. Credit 3 units.

**FA SSP**

**STA 445. Topics Seminar in Ethics and the Social Sciences**

What responsibilities do social scientists have to their subjects, to the agencies that employ and fund them, to their professional community and its ideals of scientific or scholarly integrity? These issues are explored historically, with reference to debate over formative ideals of value neutrality and objectivity, and through an examination of contentious cases drawn from a range of social sciences. Specific issues include: requirements of informed consent and the use of deception in experimental research; assessments of risk and benefit; conflicts of interest in professional settings. Credit 3 units.

**A&S SS**

**STA 4461. The Rule of Law**

**STA 4464. Topics Seminar: Religion, Law, and Pluralism**

*Same as Anthro 4464.*

**A&S SS FA SSP**

**STA 448. Trauma and Memory**

*Same as PNP 448, Psych 4408.*

A thorough investigation of the effects of trauma on memory in both individuals and collective

groups. Topics will include flashback memories, forgetting and repression, post-traumatic stress and memory, and effects of trauma on individual and group identity. Prerequisite: Psychology 100B or permission of the instructor. Credit 3 units.  
**A&S SS FA SSP**

**STA 4481. Writing Culture**

*Same as Anthro 4481.*  
**A&S SS, WI FA SSP**

**STA 4483. Language, Mind, and Action in Sociocultural Context**

Credit 3 units.  
**A&S SS FA SSP**

**STA 4484. Language, Thought, and Culture**

*Same as Educ 4484.*  
**A&S SS FA SSP**

**STA 450. Economics of Social Policy**

*Same as Econ 440.*  
**A&S SS FA SSP**

**STA 4503. Topics in Political Thought: Order, Diversity, and the Rule of Law**

*Same as Pol Sci 4503.*  
**A&S SD, SS, WI FA SSP**

**STA 4504. Topics Seminar: Contemporary Democratic Theory**

Contemporary debates in democratic theory have produced a number of challenging and provocative accounts of how democratic institutions can and should work. In this course we will analyze a number of competing theories of democracy and assess the similarities and differences among them. Although the course focuses primarily on theoretical issues, special attention will be given to how empirical research in the social sciences on democratic institutions and procedures informs and clarifies these debates. Credit 3 units.

**A&S SS FA SSP**

**STA 4511. Race, Ethnicity, and Culture: Qualitative Inquiry in Urban Education**

*Same as AFAS 4511.*  
**A&S SD, SS, WI**

**STA 4512. Contemporary Issues in the Developing World**

*Same as Anthro 4513.*  
**A&S SS FA SSP**

**STA 4513. Criminal Law and Criminal Justice: Homicide**

*Same as Pol Sci 4513.*  
**A&S SS, WI FA SSP**

**STA 452. Seminar in Comparative Public Policy**

**STA 455. Topics Seminar: Language and Culture**

The study of language and speech in the context of social relationships and cultural systems. Topics include the role of speech in shaping identities such as nationality, gender, and class, language ideologies and social power, the relationships between language and mind, and the role of language in human development. Credit 3 units.

**A&S SS FA SSP**

**STA 4608. The Education of Black Children and Youth in the United States**

*Same as Educ 4608.*  
**A&S SD, TH, WI FA SSP**

**STA 461. Historical Development of Economic Ideas**

Credit 3 units.  
**A&S SS FA SSP**

**STA 461B. The Construction and Experience of Black Adolescence**

*Same as AFAS 461B.*  
**A&S SS FA SSP**

**STA 465. Postcolonial Theory and Society**

*Same as History 4651, IAS 465.*  
 Through a combination of nonfiction, novels, and films, this course explores the condition of "post-coloniality" in theory and in reality. The first half of the course concerns the Western construction of the colonial world; the second half concerns the "meltdown" of the West and Western metatheories. Credit 3 units.

**A&S SS FA SSP**

**STA 466. Intellectual History of Europe: 1789–1890**

*Same as History 442.*  
**A&S TH FA SSP**

**STA 4662. European Intellectual History: 1930–1990**

*Same as History 444.*  
**A&S TH FA SSP**

**STA 467. Western Economic History**

*Same as Econ 423.*  
**A&S SS FA SSP**

**STA 468. Intellectual Revolution in 20th-Century China**

*Same as History 4900.*  
**A&S TH FA SSP**

**STA 4721. Social Theory and Anthropology**

*Same as Anthro 472.*  
**A&S SS FA SSP**

**STA 4725. Theories of Collective Thought**

*Same as Pol Sci 505.*

**STA 475. Feminist Theories and Methods in Social Sciences**

*Same as Anthro 4755.*  
 A course on feminist epistemologies and methodologies in the social sciences. Introduces explanations for gender discrimination and their policy implications. Considers work, sexuality, language, and violence; and examines strengths and weaknesses of different research methodologies. Credit 3 units.

**A&S SS FA SSP**

**STA 4751. American Culture: Traditions, Methods, Visions**

*Same as AMCS 475.*  
**A&S TH**

**STA 4782. Black Nationalism: Ideology, Theory, and Politics**

*Same as AFAS 4601.*  
**A&S SS**

**STA 487. Social Gerontology**

*Same as Psych 427.*  
**A&S SS FA SSP**

**STA 4888. Topics in American History: Thorstein Veblen and his America**

*Same as History 488.*  
**A&S TH FA SSP**

**STA 489. Education and Public Policy in the United States**

*Same as Educ 489.*  
**A&S SS FA SSP**

**STA 490. Senior Research Seminar**

Seniors writing Honors theses take the course both fall and spring semesters. Seniors writing one-semester senior projects enroll for spring semester only. At the end of the semester we will organize a half-day workshop in which students will present the results of their projects and discuss the implications of their work for future research. Credit 3 units.

**A&S SS FA SSP**

**STA 491. Honors Thesis Seminar**

All students writing an honors thesis in STA register for the Honors Thesis seminar during the spring of their senior year (after completing 490 in the fall). This seminar provides an opportunity to discuss methodological issues, compare notes on progress, troubleshoot difficulties, and consider ways of improving both the research and the presentation of the results. The seminar will meet periodically and primarily in the first half of the semester. More information about writing an honors thesis in STA can be found at [arts.wustl.edu/~sta/capstone.html](http://arts.wustl.edu/~sta/capstone.html). Prerequisite: STA 490. Credit 3 units.

**STA 4918. Self and Society in Modern European Cultural History: Advanced Seminar in History**

**STA 4999. Advanced Seminar: Introduction to Comparative Civilizational Analysis: United States, China, and Japan**

*Same as History 4999.*  
**A&S TH**

**STA 500. Independent Work**

Prerequisites: senior standing and permission of the instructor. Credit variable, maximum 6 units.

**STA 501. Seminar in Political Thought: Contemporary Political and Social Theory**

*Same as Pol Sci 501.*

**STA 516. Seminar in Comparative Politics**

*Same as Pol Sci 516.*

**STA 5482. Proseminar in Historiography**

*Same as History 5482.*

## Urban Studies

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**Carol Camp Yeakey**, Professor (Education) and Director, Center on Urban Research and Public Policy  
Ph.D., Northwestern University

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Ph.D., University of Chicago

The Urban Studies major is ideal for students drawn to the serious examination of the profound issues affecting urban/metropolitan America and to prepare students, indeed the nation's future leaders, for the challenge of solving these issues.

While initially focusing on issues related to race and ethnicity in St. Louis and other major U.S. cities, in part, because of increasing immigration and globalization, the course work aspires to a more comparative and transnational framework. The program seeks to prepare students to research and investigate issues concerned with: evolving patterns of metropolitanism and the necessity for central city as well as neighborhood reconstruction; problems associated with regentrification, urban sprawl, and affordable housing; crises confronting newly emerging immigrant communities, and the social

cleavages of urban marginalized communities; underperforming urban schools; and the in-migration and out-migration of the city and its schools. These are but a few of the topics and issues that the academic program focuses upon.

**The Major:** There are four subject area concentrations in Urban Studies: Neighborhoods and Community Development, Urban Education, Cities of the World, and Public Policy/Social Policy. Urban Studies majors must complete Urban Studies 299, one introductory course in math or applied statistics (e.g., ASTAT 330A or 330B), one 400-level independent study or an internship, located locally or nationally, and a capstone seminar with required writing assignments. Overall, students must complete 33 units of course work for the major, of which 21 must be 300-level or above. Of these 21 advanced units, no more than 6 units may be from independent study courses. Once you declare a major in Urban Studies, you will be assigned a major adviser, who will help you formulate your area concentration.

**The Minor:** There is currently no minor available in Urban Studies.

**Senior Honors:** As an Urban Studies major, you are encouraged to work for Senior Honors, for which you may apply in your junior year. Acceptance into the program is based on your previous academic performance and a proposal to a faculty member who agrees to supervise your Honors research. You must complete Honors thesis research and an Honors thesis, which is evaluated by a three-member faculty committee.

## Undergraduate Courses

### URST 299. The Study of Cities and Metropolitan America

This course serves as the introductory course analyzing the forces shaping America's cities and surrounding metropolitan areas. It examines as well strategies for dealing with many of the profound social issues affecting urban/metropolitan America. Emanating from a historical perspective, it examines the ways in which industrialization and deindustrialization shaped Northern American cities and the consequences of deindustrialization on urban citizenry. It further surveys the demographic and spatial transformation of American cities examining the consequences of urban transformation on federal, state, and local politics, on society, and on her institutions. Similarly, the course focuses on the origin and societal changes and emerging goals of urban development, gentrification and evolving patterns of metropolitanism, and the necessity for central city as well as neighborhood reconstruction. The dynamics of racial residential segregation, crime and punishment, issues of academic achievement and under-achievement, the social cleavages of urban marginalized communities, family structure, urban homelessness, urban sprawl, and health care, among others, are viewed from the perspective of social justice by exploring social, political, economic, racial, and ethnic factors that impact on access, equity and care. Various theoretical perspectives and philosophies are introduced that have dominated the discourse on race and urban poverty. A field-based component complements the course work, and is designed to build interest, awareness, and skills in preparation for outreach to urban communities. Prerequisite: sophomore standing. Credit 3 units.

**A&S SS**

### URST 3011. Individual, Family, and Community

Same as STA 301B.

**A&S SD SS FA SSP**

### URST 3134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics

Same as Anthro 3134.

**A&S SS**

### URST 322C. African Civilization 1800 to Present

Same as AFAS 322C.

**A&S CD TH FA SSP**

### URST 3252. History and (Auto)biography of Modern South Africa

Same as History 3252.

**A&S CD TH**

### URST 375. Topics in Urban Studies

Prerequisite: URST 299 and junior standing. Credit 3 units.

**A&S SS**

### URST 400. Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor. Credit 3 units.

**A&S SS**

### URST 4101. Metropolitan Finance

This course is an interdisciplinary examination of fiscal policies in metropolitan regions and the related public policies that can make them better or worse places for living and working. A particular focus is on the financial structures and arrangements—both public and private—that support or hinder quality of life in urban spaces. Core topics of study include the potential impact of decentralized governments on metropolitan economic development, determination of optimal arrangements for sharing fiscal responsibilities among levels of government, evaluation of local revenue and expenditure decisions, and assessment of prospects and options for intergovernmental fiscal reform. The course is consistent in its approach to policy. Drawing on literature in sociology, education, public finance, community development, political economy, and other related fields, the course readings and experiences explore how fiscal policies can and do affect urban dwellers and their well-being. This is a departure from many public finance courses. Such an approach leads to very different questions, though. How do liquor zoning regulations influence minority and nonminority children in schools? Should whites be paid to move into minority neighborhoods or vice-versa? This approach to the study of metropolitan finance puts an emphasis on topics such as child care, public transportation, minimum wage, housing codes, street behavior, homelessness, incarceration, alcohol, sports stadiums, illicit drugs, tax abatements, water service, garbage collection,

schools, higher education, sprawl, and technological change, with consideration given to political, institutional, and cultural factors. Students are required to attend hearings, meetings, and other relevant functions associated with the development of public financial policy. Prerequisite: URST 299 and either junior standing or permission of the instructor. Credit 3 units.

**A&S SS**

**URST 416. Rediscovering the Child: Interdisciplinary Workshops in an Urban Elementary School**

Same as AMCS 416.

**A&S SS**

**URST 4210. Tale of Two Cities: The Growth and Structure of Chicago and St. Louis**

Same as AMCS 4210.

**A&S TH**

**URST 4261. Political Economy of Urban Education**

Same as Educ 4621.

**A&S CD SS**

**URST 4280. History of Urban Schooling in the United States**

Same as Educ 4280.

**A&S TH**

**URST 4289. Neighborhoods, Schools, and Social (In)equality**

Same as Educ 4289.

**A&S SS**

**URST 4315. Culture, Language, and the Education of Black Students**

Same as Educ 4315.

**A&S CD SS F SSP**

**URST 4511. Race, Ethnicity, and Culture**

Same as AFAS 4511.

**A&S SD SS**

**URST 455. Topics in Urban Studies**

Prerequisites: URST 299 and senior standing. Credit 3 units.

**A&S SS**

**URST 4561. Urban Politics**

Same as Pol Sci 4561.

**A&S SS**

**URST 4608. The Education of Black Children and Youth in the United States**

Same as Educ 4608.

**A&S SD TH WI FA SSP**

**URST 461B. Construction and Experience of Black Adolescence**

Same as AFAS 461B.

**A&S SS FA SSP**

**URST 462. Politics of Education**

Same as Educ 462.

**A&S SS FA SSP**

**URST 4872. Colonial Cities and the Making of Modernity**

Same as History 4872.

**A&S CD TH FA SSP**

**URST 4891. Education and Public Policy in the United States**

Same as Educ 489.

**A&S SS FA SSP**

**URST 4951. The Civil Rights Movement**

Same as History 4951.

**A&S SD TH FA SSP**

**URST 499. Independent Work for Senior Honors**

Credit variable, maximum 3 units.

**A&S SS**

## Women and Gender Studies

### Director

**Mary Ann Dzuback**

(Education and History)

Ph.D., Columbia University

### Endowed Professors

**Jane Aiken**

William M. Van Cleve Professor of Law

(Law)

J.D., New York University

LL.M., Georgetown University Law Center

**Susan Frelich Appleton**

Lemna Barkeloo and Phoebe Couzins

Professor of Law

(Law)

J.D., University of California–Berkeley

**Linda J. Nicholson**

Susan E. and William P. Stiritz Professor in

Women's Studies and Professor of History

Ph.D., Brandeis University

**Lynne Tatlock**

Hortense and Tobias Lewin Distinguished

Professor in the Humanities

(Germanic Languages and Literatures)

Ph.D., Indiana University

### Professors

**Marilyn Friedman**

(Philosophy)

Ph.D., University of Western Ontario

**Beata Grant**

(Chinese Languages and Literatures)

Ph.D., Stanford University

**Angela Miller**

(Art History)

Ph.D., Yale University

**Vivian Pollak**

(English)

Ph.D., Brandeis University

**Nancy Staudt**

(Law)

Ph.D., University of Minnesota

**Karen L. Tokarz**

(Law)

J.D., Saint Louis University

LL.M., University of California–Berkeley

**Colette H. Winn**

(Romance Languages)

Ph.D., University of Missouri–Columbia

### Associate Professors

**Miriam Bailin**

(English)

Ph.D., University of California–Berkeley

**Nancy E. Berg**

(Modern Hebrew Languages and Literatures)

Ph.D., University of Pennsylvania

**Elizabeth Childs**

(Art History)

Ph.D., Columbia University

**Rebecca Copeland**

(Japanese Languages and Literatures)

Ph.D., Columbia University

**Margaret Finders**

(Education)

Ph.D., University of Iowa

**Fatemeh Karamustafa**

(Persian Languages and Literatures)

Ph.D., University of London

**Laura Rosenbury**

(Law)

J.D., Harvard University

**Akiko Tsuchiya**

(Romance Languages)

Ph.D., Cornell University

### Assistant Professors

**Lara Bovilsky**

(English)

Ph.D., Duke University

**Leslie Brown**

(History)

Ph.D., Duke University

**Lingchei Letty Chen**

(Modern Chinese Language and Literature)

Ph.D., Columbia University

**Rebecca DeRoo**

(Art History)

Ph.D., University of Chicago

**Tonya Edmond**

(Social Work)

Ph.D., University of Texas at Austin

**Mona Lena Krook**

(Political Science)

Ph.D., Columbia University

**Erin McGlothlin**

(Germanic Languages and Literatures)

Ph.D., University of Virginia

**Shanti Parikh**

(Anthropology)

Ph.D., Yale

### Adjunct Associate Professor

**Linda Lindsey**

(Social Thought and Analysis)

Ph.D., Case Western Reserve University

### Lecturers

**Jami Ake**

(Assistant Dean and Academic Coordinator)

Ph.D., Indiana University, Bloomington

**Carroll Balot**

(Interdisciplinary Project in the Humanities)

Ph.D., Duke University

**Ruth Berson**

(Women and Gender Studies)

Ph.D., Washington University

**Barbara Baumgartner**

(Women and Gender Studies)

Ph.D., Northwestern University

**Susan Stiritz**

(Women and Gender Studies)

Ph.D., Washington University

Courses in the program emphasize the importance of gender in affecting many aspects of the world in which we live, such as its literature, art, history, political structures, and

economic institutions. The curriculum provides opportunities to explore the specificity of women's experiences, concerns, and perspectives and to see how these vary among different social groups and at different points in time. It also provides opportunities to study the social construction of masculinity as it changes historically and cross-culturally. The Women and Gender Studies program examines these complex issues from a solid intellectual and academic perspective.

The Women and Gender Studies program offers both interdisciplinary courses based in the program and more disciplinary based courses coming from departments and programs throughout the University. Examples of interdisciplinary courses located within the program include: Introduction to Women's Studies, Masculinities, Women's Health Care in America, and Race, Sex, and Sexuality: Concepts of Identity. More disciplinary based courses include: Women and Work in the United States, Gender and Education, Performing Arts: Performing Gender, Modern Black Women Writers, Women Artists and 20th-Century Feminism, History of Sexuality in the United States.

The Women and Gender Studies program at Washington University is one of the oldest in the nation. In it, students experience an emphasis on excellent teaching and on close contact between students and faculty.

The Women and Gender Studies program provides numerous opportunities for hands-on learning experiences. Students can earn academic credit for internships with agencies such as the Women's Self-Help Center. Women and Gender Studies students also have the opportunity to study abroad. Increasingly, educational institutions abroad offer programs focused on women, gender, and sexuality, and Washington University students often participate in these programs.

Women and Gender Studies encourages students to think critically and to participate actively in their own education. Most classes are small, rely heavily on classroom discussion, and emphasize interaction between faculty and students. Women and Gender Studies courses can be taken as electives, toward a minor, toward a primary major, or toward a second major. Graduate students can pursue a certificate in Women and Gender Studies.

Women and Gender Studies prepares students for a career that involves women's concerns or issues around gender or sexuality. Many graduates who continue their schooling choose to focus on such issues in medical school, law school, in public health programs, or in social work. Some students envisage a career in college or university teaching, aiming for positions in Women and Gender Studies Departments or in other departments, such as history or literature, where they can apply a Women and Gender Studies focus. Other students have had good experience finding jobs directly out of college working in nonprofit agencies, in the arts, media, or politics.

**The Major:** A major in Women and Gender Studies consists of nine courses or 27 units

in Women and Gender Studies, 21 of them in courses numbered 300 and above. Included in those units, a student must fulfill four courses from the following categories: (1) A Women and Gender Studies home-based course at the 100 or 200 level; (2) Feminist Theory (335); (3) A course home-based or cross-listed in Women and Gender Studies that analyzes differences in gender either cross-culturally or historically; and (4) Feminist Research Methods (392) or a Senior Honors thesis.

**The Minor:** A minor in Women and Gender Studies consists of 18 units in Women and Gender Studies, 12 of them in courses numbered 300 and above. All 18 units must be separate courses not double-counted toward a major. It is the policy of the College of Arts & Sciences that a student who chooses to declare a minor must do so no later than the end of the sixth semester.

## Undergraduate Courses

### WGS 100B. Introduction to Women's Studies *Same as Lw St 107B, AMCS 100B.*

Interdisciplinary examination of major topics in women's lives and in the development of feminist theories. For students without previous academic experience in Women's Studies. Note: Some sections may be restricted to first-year or second-year students only. In these sections, computer enrollment limits will be set at zero and students will be enrolled in consecutive order from the wait list until the class is filled. Credit 3 units.

**A&S SD TH FA SSP**

### WGS 102. Women in Science: An Introduction

Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. The 2005 proposition by then-Harvard President Larry Summers that women's innate differences explain why fewer women succeed in math and science suggests that women continue to face assumptions about their scientific competence. In addition to examining the history of women's participation in science, this class explores the continuing cultural and economic barriers to women interested in science. Starting with a historical overview of women in science, we look at the contributions of women scientists. We review the numbers of women in various fields with good representation, such as biology, and those with few women, such as physics and computer science. Like the prestigious journal *Science*, we also explore whether women do science differently. This course is restricted to Women in Science Focus program participants. Credit 1 unit.

**A&S TH**

### WGS 105. Introduction to Sexuality Studies

An introduction to the history of the study of sexuality in the 19th, 20th, and 21st centuries. An examination of the ways that human groups attach meaning to emotions, desires, and relationships reveals that human sexuality is the product of cultural history. Taking a social constructionist perspective, this course investigates how the deployment of sexuality socializes, organizes, and provides identities to individuals and groups. We also consider why the topic of sexuality provokes such volatile reactions in contemporary American culture, how the discussion of sex is discouraged, and what is at stake in developing skills, knowledge, and attitudes to engage in public discussion of sex. Credit 3 units.

**A&S SD SS**

### WGS 200. Women Writers of the Near and Far East

*Same as ANELL 200.*

**A&S CD TH**

### WGS 203. Gay and Lesbian Theory

*Same as AMCS 2030.*

This course provides students with an interdisciplinary examination of the history, politics, and cultural expressions of gay and lesbian communities in American culture. It explores the ways lesbians, gay men, bisexual, and transgendered people construct, participate in, and resist various constructions of gender and sexuality. We question desire and social/cultural power, the nature and power of social change, etc. Particular attention is paid to examining the roots and effects of heterosexism and homophobia, the call for hate crime legislation, the ethics of "outing" and "passing," the impact of AIDS, partnership recognition, and domestic violence on GLBT communities.

Throughout the course students are encouraged to examine the intersections of gender, race, ethnicity, and social class with sexual orientation. Credit 3 units.

**A&S SD TH FA SSP**

### WGS 208B. Masculinities

This course critically examines the subject of masculinity through a number of themes including history, society, politics, race, gender, sexuality, art, and popular culture. Interdisciplinary readings are drawn from the fields of sociology, anthropology, literature, history, art history, and cultural studies. We examine the challenges presented to "masculinity" (and a variety of responses) by the late-20th-century emergence of gender studies. Our goal is to come to a working definition of masculinity/ies and gain an understanding of some past, current, and possible future masculine behaviors, mythologies, ideologies, experiences, and identities. Credit 3 units.

**A&S SS FA SSP**

### WGS 210. Freshman Seminar: Gender and Citizenship

*Same as STA 209, AMCS 210, Lw St 2101.*

Who is a citizen, and what exactly does this term mean? This freshman seminar investigates how ideologies relating to gender have shaped the rights and duties attached to citizenship in the United States, and how women and men have drawn on those ideologies to make claims to citizenship. We focus on distinct movements in the past and present to identify models of citizenship that have been available to Americans. These movements include the creation of an ideology of "republican motherhood" in the early Republic; the Reconstruction-era debate over the enfranchisement of African-American men; the male culture of 19th-century political parties; the woman suffrage campaign; 20th-century debates over military service for women and for gay men and lesbians; welfare rights and welfare reform; and abortion conflicts since *Roe vs. Wade*. We take an interdisciplinary approach that encompasses scholarly writings and a wide variety of historical and contemporary documents. Credit 3 units.

**A&S SD TH FA SSP**

### WGS 214C. Introduction to Women's Texts

*Same as E Lit 214C, AMCS 214C.*

Discussion of canonical and nontraditional texts, most by women. Emphasis on how these texts represent gender, how literature contributes to identity formation, and how women have used the written word to change their social and imaginative conditions. Majors in Women and Gender Studies may arrange to do additional course work for 300-level credit. Credit 3 units.

**A&S SD TH FA Lit**

**WGS 2150. Introduction to Literary Study II: Modern Texts, Contexts, and Critical Methods****WGS 230B. Changing Sex Roles***Same as STA 210B.***A&S** SD SS **FA** SSP**WGS 240. Not Members of the Club: Women and Slaves in the Greco-Roman World***Same as Classics 240.***A&S** CD SD SS **FA** SSP**WGS 253. Women's Fiction in Contemporary Spain***Same as Span 245.***A&S** TH **FA** Lit**WGS 293. Images of East Asia: The Geisha***Same as Asian CC 294.***WGS 300. Independent Study: Internships**

This course is only for internships. Credit variable, maximum 3 units.

**WGS 3010. Topics in Art History: Women and Medieval Art***Same as Art-Arch 3010.***A&S** TH**WGS 3011. Sophomore Honors Tutorial***Same as WGS 303.***WGS 3012. Gender and Politics***Same as Pol Sci 3010.***A&S** SS**WGS 303. Gender and Education***Same as Educ 303.***A&S** SD SS **FA** SSP**WGS 3031. Gay and Lesbian Theory**

This course provides students with an interdisciplinary examination of the history, politics and cultural expressions of gay and lesbian communities in American culture. It explores the ways lesbians, gay men, bisexual, and transgendered people construct, participate in, and resist various constructions of gender and sexuality. We question desire and social/cultural power, the nature and power of social change, etc. Particular attention is paid to examining the roots and effects of heterosexism and homophobia, the call for hate-crime legislation, the ethics of "outing" and "passing," the impact of AIDS, partnership recognition, and domestic violence on GLBT communities. Throughout the course students are encouraged to examine the intersections of gender, race, ethnicity, and social class with sexual orientation. Credit 3 units.

**A&S** SD TH**WGS 3033. Global Masculinities***Same as WGS 303.***WGS 306. Between Submission and Power: Women and Family in Islam***Same as IAS 3061, Lw St 3061, STA 387, JNE 306, Re St 319.*

As a result of recent political upheavals in the Middle East, Muslim woman, her rights, and her role in the society have been the focus of much attention. Who dictates her dress regulation? Who defines her legal rights? Is she entitled to work? Can she be politically active outside her family? Can she be economically independent? What is her reaction to polygamy? An attempt to look at these and similar questions as addressed by traditional Islam and interpreted in major Muslim countries today. Credit 3 units.

**A&S** CD SS **FA** SSP**WGS 308. Masculinities**

Meets with 208B, but with additional course work for 300-level credit. Women and Gender Studies majors and minors. Permission of the instructor is required. Students should register for 208B until permission of the instructor is obtained. Credit 3 units.

**A&S** SS**WGS 3091. Lesbian, Gay, Bisexual Identity Development***Same as Psych 3091.***A&S** SD SS **FA** SSP**WGS 310. Women's Health Care in America***Same as WGS 310, AMCS 311.*

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis is on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries, and fiction, we look at the changing perceptions and conceptions of women's bodies and health in America. Credit 3 units.

**A&S** SS **FA** SSP**WGS 3101. Cultural Studies in Sexuality and Gender***Same as Hum 310.***A&S** SD TH**WGS 3134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics***Same as Anthro 3134.***A&S** SS**WGS 314. Introduction to Women's Texts**

Meets with 214C, but with additional course work for 300-level credit. Women and Gender Studies majors and minors. Permission of the instructor is required. Students should register for 214C until permission of instructor is obtained. Credit 3 units.

**A&S** SD TH **FA** Lit**WGS 316. Contemporary Women's Health***Same as AMCS 328, WGS 316, AMCS 3163.*

We identify and study a broad range of health issues that are either unique to women or of special importance to women. The roles that women play as both providers and consumers of health care in the United States are examined. The interface of gender, race, and class and their impact on an individual's access to and experience in the health care system are central concerns. Our topics are wide-ranging and include discussions of breast cancer, mental health, cardiovascular disease in women, women and eating (from anorexia to obesity), reproductive issues (from menstruation to fertility to menopause), as well as the politics of women's health, gender differences in health status, the effect of employment on health, the history of women's health research. Credit 3 units.

**A&S** SD SS **FA** SSP**WGS 319. Contemporary Women Writers in an International Context***Same as E Lit 319.*

This course is designed as a survey of contemporary women's literature (outside of the United States) from an international and multicultural perspective. Special attention is given to the intersection of gender issues with those of race, class, and ethnicity, in these women's writings. For undergraduate students with a background in literature or Women's Studies, or by permission of the instructor. Credit 3 units.

**A&S** SD TH WI **FA** Lit**WGS 3191. Contemporary American Women Poets***Same as E Lit 3191.***A&S** TH **FA** Lit**WGS 3201. Gender, Culture, and Madness***Same as Anthro 3201.***A&S** SD SS**WGS 3202. Anthropological Perspectives on Women's Health****WGS 3205. Women in Music***Same as Music 3025.***A&S** SD TH**WGS 323. Topics in English and American Writers***Same as E Lit 323.***A&S** TH **FA** Lit**WGS 3241. Topics in Women Writers: Selected English and American Writers**

Credit 0 units.

**FA** Lit**WGS 3282. Sexuality in Africa***Same as AFAS 3282.***A&S** CD SS **FA** SSP**WGS 3312. Topics in Politics**

Credit 3 units.

**FA** SSP**WGS 3313. Gender and American Politics***Same as Pol Sci 331B.***A&S** SD SS **FA** SSP**WGS 3321. Feminist Philosophy**

Credit 3 units.

**A&S** TH **FA** SSP**WGS 3323. Topics in Gender and Religion: Women and Islam***Same as Anthro 3313.***A&S** CD SS **FA** SSP**WGS 335. Feminist Theory***Same as Lw St 335, AMCS 335.*

This course begins by examining the 19th- and early 20th-century historical context out of which contemporary feminist theory emerged. We then turn to the 1960s and the emergence of the "Second Wave" of feminism. We focus on some of the major theories that developed during the 1960s, 1970s, and 1980s and the conflicts and internal problems these theories generated. We then examine some of the ways these problems were resolved in feminist theory of the 1990s. The last part of the course focuses on topics of concern to contemporary feminists—such as the family, sexuality, and globalism—and the contributions feminist theory brings to these topics. Open to graduate students by enrolling in WGS 500; contact Women and Gender Studies office for details. Credit 3 units.

**A&S** SD TH **FA** SSP**WGS 336. Topics in Politics: Women and the Law***Same as Pol Sci 333.***A&S** SS **FA** SSP**WGS 337. Women's Literature: Before *Thelma and Louise*: American Women's Adventure Stories***Same as AMCS 337.*

American literature is filled with adventurers and adventure stories. Some of the most exciting tales were written by women. Their adventures include Mary Rowlandson's autobiography of her capture by and life with the Indians, E.D.E.N. Southworth's story of a 19th-century heroine who rescues imprisoned maidens and fights duels, and Octavia Butler's science fiction account of a 20th-century black woman who is transported back through time to an ante-bellum plantation. Until recently, American women authors and their stories were largely dismissed because they were perceived to focus on domestic concerns, which

were seen as narrow and trivial. But the works of many women authors are far different from sentimental domestic fiction. In addition to looking closely at the historical and cultural conditions in which the narratives were written, we examine the ways in which these writers conform to and rebel against cultural prescriptions about femininity. Finally, we read some contemporary and current criticism about these works and American women's writing and discuss the politics of canon formation. Tentative Reading List: Mary Rowlandson, *The Captivity and Restoration of Mrs. Mary Rowlandson* (1682); *The Journal of Madam Knight* (1704); Catharine Maria Sedgwick, *Hope Leslie* (1827); E.D.E.N. Southworth, *The Hidden Hand* (1858); Zora Neale Hurston, *Their Eyes Were Watching God* (1937); Octavia Butler, *Kin-dred* (1979); Paule Marshall, *Praisesong for the Widow* (1983). Writing-intensive. Credit 3 units. **A&S SD TH WI FA Lit**

#### **WGS 340. Israeli Women Writers**

*Same as MHRB 340.*

**A&S CD SD TH WI FA Lit**

#### **WGS 3413. Women in Early Modern Europe**

*Same as History 3413.*

**A&S SD TH FA SSP**

#### **WGS 343. Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

*Same as AMCS 341.*

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political, and medical foundations of thought. The students are provided introductory detail to each topic and subsequently embark on an independent critical review of current data and opinion to formulate their own notions. Examples of targeted topics for the upcoming semester include, but are not limited to: abortion, human cloning, genetics, elective cesarean section, fetal surgery, hormone replacement, refusal of medical care, medical reimbursement, liability crisis, and gender bias of medical care. Credit 3 units.

**A&S SS**

#### **WGS 346. Female Gaze: Picturing Abuse in the Media**

*Same as AMCS 3462.*

This course offers an opportunity to examine the ways women's relationships and experiences are pictured in the media. The goal of this class is to help build alternative frames of reference to those currently common in the classic cinema repertoire, TV advertising, and the nightly news. The course combines formal lectures with screenings and discussions of current and classic media from around the world. We screen more than a dozen independent short films by women about women's issues introducing students to diverse constructions of masculinity, femininity, romance, and violence. We examine how shooting and editing techniques affect the meaning of the documentary and manipulate viewers' beliefs. Credit 3 units.

**A&S TH**

#### **WGS 347. Gender and Citizenship: Writing-Intensive Seminar**

*Same as History 3470, AMCS 3470.*

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and

what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity, or humanity? Prerequisite: previous course work in Women and Gender Studies or permission of the instructor Credit 3 units.

**A&S TH**

#### **WGS 3506. Women Writers of Early Modern Spain**

*Same as Span 3506.*

**A&S TH FA Lit**

#### **WGS 351. Creative Women**

*Same as Art-Arch 3631.*

This course investigates women's creativity in both the visual and literary arts of the 19th and 20th centuries in Europe and America. Students examine the role of gender in women's production from the point of view of the experience of the creative individual and her relation to the family, community, and society. Class discussions are based on close readings of texts by such authors as Adrienne Rich, Maxine Hong Kingston, Alice Walker, Virginia Woolf, and Sylvia Plath. Artists to be discussed range from Vigee Le Brun, Mary Cassatt, Romaine Brooks, to Cindy Sherman, Kiki Smith, and Maya Lin. Course requirements include lively class participation, written responses to readings, and one research paper. Prerequisites: any course in women and gender studies or art history, or prior permission from one of the instructors. Credit 3 units.

**A&S LA FA AH Lit**

#### **WGS 3560. Black Women Writers**

*Same as AFAS 3651.*

**A&S SD TH FA Lit**

#### **WGS 3561. Women and the Law**

*Same as WGS 3561.*

#### **WGS 357B. Gender Politics in Global**

**Perspective**

*Same as Pol Sci 357B.*

**A&S SS FA SSP**

#### **WGS 358. Scribbling Women: 19th-Century American Women Writers**

*Same as E Lit 359, AMCS 3581.*

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than in their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing-intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising. Credit 3 units.

**A&S TH FA Lit**

#### **WGS 359C. Women in Modern European History, 1700–2000**

*Same as History 359.*

**A&S CD TH FA SSP**

#### **WGS 362A. With Woman: Birth Assistants in Cross-Cultural Context**

*Same as Anthro 362A.*

**A&S SS**

#### **WGS 3666. Women in Film: From the Silent Feminists to *Thelma and Louise***

*Same as Film 366.*

**A&S SD TH**

#### **WGS 3751. Topics in Women's History**

*Same as History 3751.*

**A&S SD TH FA SSP**

#### **WGS 382. Readings in Feminist Theology: Women Theologians of the 20th Century**

*Same as Re St 3811.*

**A&S TH FA SSP**

#### **WGS 3820. Writing Women of Imperial China**

*Same as Chinese 382.*

**A&S TH**

#### **WGS 383. Topics in Women and Gender Studies**

*Same as AMCS 3832.*

Credit 3 units.

#### **WGS 387. Topics in Women's Literature**

Credit 3 units.

**A&S TH FA SP**

#### **WGS 390. Women, Feminism, and Popular Culture**

*Same as AMCS 390.*

Controversies about feminism in the press, television, radio, literature, and film affect the way that women and women's lives are shown to the general public. We look at images of women in popular culture, and we read analytically texts associated with feminism that have had considerable publicity in recent years. Works by Camille Paglia, Katie Roiphe, Christine Sommers, and Naomi Wolf, all of whom oppose or attempt to modify much feminist thought, are read along with works by those with whom they disagree. How do these writers address questions of women's sexuality, women's place in society, and women's agency? And what effect do the controversies have on attitudes toward women and toward the feminist movement? Credit 3 units.

**A&S SD SS FA SSP**

#### **WGS 391. Social Construction of Female Sexuality**

*Same as Lw St 3912.*

This course examines the relationship between female sexuality and its social, historical, and ideological contexts. Course materials provide feminist analyses of the changing social organization and cultural meaning of women's bodies, sexual desires, and sexual practices. Prerequisite: Introduction to Women's Studies, Introduction to Women's Texts, or permission from the instructor. Preferences to those who have taken WGS 395 Contemporary Female Sexualities, WGS majors and minors, seniors, and juniors. Credit 3 units.

**A&S SS FA SSP**

#### **WGS 392. Feminist Research Methods**

*Same as STA 390.*

This course examines feminist epistemologies and research methods. We ask how gender theory and feminist politics shape the kinds of research questions we ask, the types of materials we use, and how we define our relationships with our subjects. We study how feminist scholars have challenged dominant theories of knowledge and the major methodologies employed in their disciplines. Students explore research methods from the social sciences and humanities (interviews, life histories, participation observation, textual analysis) and engage feminist critiques and evaluation of such methods. The course requires commitment to a research project to be completed in stages over the course of the semester. Prerequisite: At least one Women and Gender Studies course at the 100 or 200 level. Credit 3 units.

**A&S SS FA SSP**



**WGS 393. Violence Against Women: Current Issues and Responses**

*Same as Lw St 390, AMCS 391.*

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context on international and domestic political activity. In each area, issues of race, class, culture, and sexuality are examined as well as legal, medical, and sociological responses. Readings cover current statistical data, research, and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the United States and abroad. Credit 3 units.

**A&S SD SS FA SSP**

**WGS 394. Communities of Women: Service-Learning Seminar**

This course explores the sometimes vexed relationship between the theory and the practice of women's studies. Students in the course, who must also enroll in the service companion course (3941), participate in service work while taking the course. In class, we discuss and write about the history of women and volunteerism, the ethical challenges of service work, the ongoing affinity between community service and female citizenship, as well as how students' particular experiences challenge or confirm theoretical discussions in women's studies. Because this is a writing-intensive course, students are expected to submit and revise three medium-sized papers as well as to write other, unrevised writing assignments including directed journals and a writing assignment to be determined by each agency partner. The three essay assignments each make up part of a larger paper that is to be submitted (with further revision) at the end of the course. Enrollment limited to Women and Gender Studies students with junior or senior standing or with permission of the instructor. Credit 3 units.

**A&S SS WI**

**WGS 3941. Communities of Women: Service-Learning Seminar Internship Component**

This course is the service companion course for WGS 394 Communities of Women: Service-Learning Seminar. Students must be enrolled in WGS 394. For the internship component, students choose from a number of pre-approved service projects at local agencies whose mission it is to serve women from St. Louis. This course has variable credits. For 2 units of credit, students are expected to work at their partner agency for six to eight hours per week; for 3 units of credit, students are expected to work between eight and 10 hours per week. Students cannot receive credit for any paid work. Credit to be determined in each case.

**A&S SS**

**WGS 3942. Service-Learning: Projects in Domestic Violence**

In this course, we explore the links between the theories and practices of Women and Gender Studies through a combination of research and direct community engagement. Course readings focus on the ways that poverty and violence, along with race and gender expectations, shape the lives of women. A required community service project for this course asks students to examine the relationship between the course readings and the lives of actual women in St. Louis. Over the course of the semester, students design and execute programming for women at a local community agency. This is a writing-intensive course. Credit 3 units.

**A&S SD SS WI**

**WGS 395. Contemporary Female Sexualities**

The course explores representations of and theories about contemporary women's sexual fantasies, attitudes, behaviors, relationships, and communities. Topics include sexual desire and gender; sexuality and the female life cycle; sexual behavior and gender; sexual variations linked with particular socioeconomic, ethnic, psychological, and physical variables; models of female sexual response; committed and uncommitted relationships; sex and marriage; fertility and its control; and teaching children about sex. We read both literary and theoretical texts with an eye to understanding what roles various sexualities play in personal lives, in relationships, and in communities. Prerequisite: Introduction to Women and Gender Studies, Introduction to Women's Texts, or permission from the instructor. Preferences to those who have taken WGS 391 The Social Construction of Female Sexuality, majors, minors, seniors, and juniors. Credit 3 units.

**A&S TH FA SSP**

**WGS 3971. Gender in Contemporary Art**

*Same as Art-Arch 3971.*

**A&S TH FA AH**

**WGS 3988. Gender and Sexuality in 1950s America: Writing-Intensive Seminar**

*Same as History 39F8.*

**A&S SD TH WI**

**WGS 399. Undergraduate Work in Women's Studies**

Credit 3 units.

**WGS 3991. Undergraduate Teaching Assistant**

In this course an advanced undergraduate can assist a faculty member in the teaching of an introductory level Women and Gender Studies course. Credit 3 units.

**WGS 401. Gender, Culture, and Identity in America**

*Same as E Lit 4011, AMCS 400, History 4004.*

This course examines how culture functions as an arena for women's articulation of identity within a specific historical and national context. We focus on four women who are important for understanding 19th and 20th century "popular" and "high" culture in America: Charlotte Cushman (theater), Mae West (theater and film), Sylvia Plath (poetry and prose), and Gwendolyn Brooks (poetry and prose). The course uses an interdisciplinary approach and employs feminist theory, including theories of gender performativity. We explore the ways in which gender intersects with other socially constructed categories of American identity such as race, class, and sexuality, from about 1835–2000. Prerequisite: permission of instructor. Completion of at least one Women's Studies course or permission of instructor. Credit 3 units.

**A&S SD TH FA SSP**

**WGS 4010. Fourth-Level Modern Hebrew I: Women and Words****WGS 4011. IPH Thesis Prospectus Workshop**

*Same as Hum 401.*

**A&S TH**

**WGS 403. Race, Sex and Sexuality: Concepts of Identity**

*Same as History 4033, STA 403, AMCS 401, WGS 403.*

This course examines changes in the meanings of three concepts of identity—race, sex, and sexuality—from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the 18th and 19th centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine 20th-century

challenges to 19th-century constructions. The course concludes by studying the relationship between these challenges and 20th-century identity political movements organized around these concepts. Prerequisite: completion of at least one Women and Gender Studies course or permission of the instructor. Credit 3 units.

**A&S SD SS FA SSP**

**WGS 4031. Topics in Gender and Judaism: Gender and Sexuality in Judaism**

*Same as JNE 403.*

**A&S SD TH FA SSP**

**WGS 4032. Gender and Labor Politics in East Asia**

*Same as Anthro 4031.*

**A&S SS FA SSP**

**WGS 407. Topics in Women's History**

*Same as History 3752.*

**A&S SD TH FA SSP**

**WGS 408. Gender in Contemporary Art**

*Same as Art-Arch 408.*

**A&S SD TH FA AH**

**WGS 409. Gender, Sexuality, and Change in Africa**

*Same as AFAS 409.*

**A&S SD SS WI FA SSP**

**WGS 4101. Medieval English Literature II**

*Same as E Lit 4101.*

**A&S TH**

**WGS 4104. Studies in Genre: Gender and Genre**

*Same as German 4104.*

**A&S CD TH WI FA SSP**

**WGS 4106. Studies in Gender**

*Same as German 4106.*

**A&S SD TH WI**

**WGS 4112. Body and Flesh: Theorizing Embodiment**

*Same as Anthro 4112.*

**A&S SS**

**WGS 4122. Language and Gender**

*Same as Anthro 4122.*

**A&S SD SS FA SSP**

**WGS 415. Topics in Women and Literature**

*Same as E Lit 415.*

**A&S TH FA Lit**

**WGS 4151. Feminist Art and Theory 1970 to Present**

*Same as Art-Arch 415.*

**A&S TH**

**WGS 419. Feminist Literary Theory**

*Same as WGS 419, AMCS 418, Span 419, Ital 419, French 419, Comp Lit 419, E Lit 476.*

This course is intended to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist criticism and theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/post-colonial feminism, and feminism by women of color. Given that feminist literary theories developed in response to and in dialogue with wider sociopolitical, cultural, and philosophical currents, the course includes application of theory to literature, but also explores feminist literary theory in an interdisciplinary context. Note: This course is in the core curriculum for the Women and Gender Studies graduate certificate. Prerequisites: completion of at least one Women and Gender Studies course and permission of the instructor. Credit 3 units.

**A&S TH**

**WGS 420. Contemporary Feminisms**

*Same as Phil 4202, WGS 420.*

The purpose of this course is to provide a framework, a map, within which students can locate feminist ideas. The course, which may be presented historically, explores and compares different types of feminism selected from, for example, the following feminisms: liberal; Marxist; socialist; radical; lesbian; black; existentialist; postmodern. The class considers how such feminisms analyze the nature and sources of women's oppressions, the worlds they envision, and the means they use to bring about change. Note: This course is in the core curriculum for the Women and Gender Studies graduate certificate. Prerequisites: completion of at least one Women and Gender Studies course and permission of the instructor. Credit 3 units.

**A&S SD TH FA SSP**

**WGS 4201. The Novel in the Feminine (Le Roman au féminin)**

*Same as French 4201.*

**A&S TH FA Lit**

**WGS 4221. Topics in Women and French Literature:**

*Same as French 4221.*

**A&S TH FA Lit**

**WGS 423. Topics in American Literature: Whitman and Dickinson**

*Same as E Lit 423.*

**A&S SD TH FA Lit**

**WGS 4232. Topics in American Literature****WGS 4233. Topics in American Literature I**

*Same as E Lit 4231.*

**A&S TH FA Lit**

**WGS 4241. Topics in American Literature II**

*Same as E Lit 424.*

**A&S TH FA Lit**

**WGS 432. Women Writers of the 20th Century**

*Same as Ital 432.*

**A&S SD TH WI FA Lit**

**WGS 4333. Women of Letters**

*Same as French 4331.*

**A&S TH FA Lit**

**WGS 4362. Local Genders, Global Transformations**

*Same as Anthro 4362.*

**A&S SS FA SSP**

**WGS 4363. Sex, Gender, and Power**

*Same as Anthro 4363.*

**A&S SS**

**WGS 437. Global Feminisms**

*Same as IAS 4370.*

This course examines the global dimensions of feminist organizing and policy-making, drawing on both historical and contemporary examples. It applies insights from research on social movements, state-society relations, and multi-level governance to explore the formation, activities, and strategies of international and transnational women's networks on issues ranging from suffrage and equal rights to domestic violence and gender quotas. It considers interactions with local and national women's movements, as well as states and international organizations, and weighs the opportunities and constraints involved in mobilizing beyond the nation-state in struggles against inequality in global and national arenas. Credit 3 units.

**A&S SS**

**WGS 438. Contemporary American Feminism and Theater**

*Same as Drama 438.*

**A&S TH FA AH**

**WGS 440. Women in the History of Higher Education and Professions**

*Same as Educ 440.*

**A&S SD TH FA SSP**

**WGS 445. Japanese Fiction**

*Same as Japan 445.*

**A&S CD TH WI FA Lit**

**WGS 4451. Seminar: Women and Comedy****WGS 4454. Irish Women Writers: 1800 to Present**

*Same as E Lit 4454.*

**A&S TH FA Lit**

**WGS 4472. Spanish-American Women Writers II**

*Same as Span 4472.*

**A&S SD TH FA Lit**

**WGS 4479. Senior Seminar in Religious Studies: Contemporary Approaches to the Study of Women and Religion**

*Same as Re St 479.*

**A&S SD TH**

**WGS 4494. Modern Japanese Women Writers: Madame Butterfly's Delinquent Daughters**

*Same as Japan 449.*

**A&S CD SD TH WI**

**WGS 4502. Women and the Medieval French Literary Theory**

*Same as French 450.*

**A&S TH FA Lit**

**WGS 4550. English Novel of the 18th Century: Jane Austen**

*Same as E Lit 455.*

**A&S TH FA Lit**

**WGS 4581. Gender, Politics and Writing in Women's Fiction of the Post-Franco Era**

*Same as Span 458.*

**A&S TH FA Lit**

**WGS 462. Topics in English Literature**

*Same as E Lit 462.*

**A&S SD TH FA Lit**

**WGS 4691. East Asian Feminisms**

*Same as East Asia 469.*

**A&S SD TH**

**WGS 4701. Readings in Chinese Literature: Gender and Religion**

*Same as Chinese 470.*

**A&S TH FA Lit**

**WGS 4711. Gender and Religion in China**

*Same as Re St 4711.*

**A&S TH FA SSP**

**WGS 475. Intellectual History of Feminism**

*Same as E Lit 475, LH 475, History 4751, Phil 4751, WGS 475, Pol Sci 4501.*

Focus on feminist thought in Western culture. Course traces the relationship among emergent feminist ideas and such developments as the rise of scientific methodology, Enlightenment thought, revolutionary movements and the gendering of the political subject, romanticism, socialism, and psychoanalysis. Readings drawn from both primary sources and recent feminist scholarship on the texts under consideration. Authors considered: Mary Wollstonecraft, J.S. and Harriet Taylor Mill, Elizabeth Cady Stanton, Frederick Engels,

Josephine Butler, Emma Goldman, Karen Horney, and Simone de Beauvoir. Note: This course is in the core curriculum for the Women and Gender Studies graduate certificate. Prerequisites: completion of at least one Women and Gender Studies course and permission of the instructor. Credit 3 units.

**A&S TH FA Lit**

**WGS 4771. Gender in 19th-Century Art**

*Same as Art-Arch 4771.*

**A&S SD TH FA AH**

**WGS 482. Reading Seminar in Gender and Chinese Literature: Women in the Chinese Literary Tradition**

*Same as Chinese 482.*

**A&S TH FA Lit**

**WGS 483. Gender and Genre**

*Same as French 483.*

**A&S SD TH FA Lit**

**WGS 487. Topics in American History**

*Same as History 487.*

**A&S TH FA SP**

**WGS 4873. Theater Culture Seminar: Gender in Contemporary Performances****WGS 4877. Discourses on Gender in 19th- and 20th-Century Spain**

*Same as Span 487.*

**A&S SD TH**

**WGS 4889. Reframing Feminist Art of the 1970s**

*Same as Art-Arch 4889.*

**A&S TH FA AH**

**WGS 489. The Battle of the Sexes: Sexual Conflict on Stage from Aeschylus to Albee**

*Same as Drama 489.*

**A&S TH**

**WGS 4908. Advanced Seminar: Women in American Society: Women in Social Movements**

*Same as History 4907.*

**A&S SD TH FA SSP**

**WGS 4918. Advanced Seminar in History**

*Same as History 4918.*

**A&S TH FA SSP**

**WGS 4934. Advanced Seminar in History**

*Same as History 4934.*

**A&S TH FA SSP**

**WGS 4974. Advanced Seminar in History: Gender and Property Law**

*Same as History 4974.*

**A&S TH FA SSP**

**WGS 4982. Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

*Same as History 4982.*

**A&S TH**

**WGS 499. Honors Thesis: Research and Writing**

Enrollment in this course is limited to students accepted into the Honors Program. Petition for permission to enroll is available in the Women and Gender Studies Office, 18 Busch Hall. Credit 3 units.

**A&S TH**

**WGS 4990. Advanced Seminar: History of the Body**

*Same as History 4990.*

**A&S SD TH**

**WGS 500. Independent Study**

Directed readings and research in women and gender studies. Prerequisite: permission of instructor. Credit variable, maximum 4 units.

**FA SSP**