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Welcome
You are currently viewing the 2017-2018 Wellesley College Course Catalog.
The information contained within is accurate as of Sept 7, 2017.
Wellesley College reserves the right to make changes at its discretion.
To assist students in their course selections, we offer this link to the Wellesley College Bookstore.

About Courses of Instruction
A semester course that carries one unit of credit requires approximately 11 hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. A 0.5 unit course requires approximately 5.5 hours of work each week, including scheduled class time and preparation. A semester course that carries 1.25 units of credit includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through late Friday afternoon.

Academic Distinction
Honors in the Major Field
Students who have shown marked excellence in their major filed may earn honors in the major. The usual route to honors, offered by all departments and programs, involves writing an honors thesis and successfully passing an oral examination by a thesis committee. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level. Some departments and programs require a higher average. Departments may petition on behalf of exceptional students whose averages fall between 3.0 and 3.5. Students enroll in Senior thesis research (360) in the first semester and carry out independent work under the supervision of a faculty member if sufficient progress is made, students continue with Senior Thesis (370) in the second semester. Specific requirements vary with department and programs: see the relevant sections of the catalog for details. Some departments and programs offer other routes to honors in the major; these are described in their Directions for Elections.

Catalog Archive
Previous course catalogs (1903-1904 to 2017-2018) are available from the Internet Archive or the Wellesley College Digital Scholarship and Archive.

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

Legend
Distribution and Other Degree Requirement
Abbreviations
ARS=Arts, Music, Theatre, Film, Video distribution attribute
EC=Epistemology and Cognition distribution attribute
HS=Historical Studies distribution attribute
LAB=Laboratory
LL=Language and Literature distribution attribute
MM=Mathematical Modeling distribution attribute
NPS=Natural and Physical Science distribution attribute
QRF=Fulfills the course overlay component of the Quantitative Reasoning requirement
REP=Religion, Ethics, and Moral Philosophy
SBA=Social and Behavioral Analysis distribution attribute
W=First-Year Writing requirement

Course Number Suffix Codes
G=Group Study
H=0.5 unit course
P=Plus
R=Research methods course
S=Pre-College summer program course (limited to pre-college program participants)
W=Immersion language course taught during Wintersession (when follows course number)
Y = First Year Seminar course (limited to first year students)
Africana Studies Faculty Profiles

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

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

Africana Studies Major

Goals for the Africana Studies Major

- To understand the concepts, theories, knowledge, research methodologies, and skills in Africana Studies from a multidisciplinary perspective, through a series of required, core, elective, and experiential courses and mandatory colloquia
- To develop the ability to understand and communicate specialized and general knowledge in the field of Africana Studies that includes Africa and the African Diaspora in the United States, the Caribbean, Latin America, Europe, and Asia
- To obtain a representational and wide-ranging multidisciplinary education and an ability to apply knowledge to critical thinking that is creative, persuasive, and linked to problem solving
- To develop skills and abilities necessary to conduct high-quality library and field research; to apply methodological tools and use modern technology to discover information and to interpret data
- To synthesize and develop knowledge of African world issues through the “Africana Colloquium: The Common Intellectual Experience”
- To achieve an understanding of the discourses of the African Diaspora through a variety of disciplines
- To develop skills that are essential for a range of careers and leadership roles in an increasingly global and diverse world

Requirements for the Africana Studies Major

A major in Africana studies requires nine units. AFR 105, Introduction to the Black Experience, is required, and it is strongly recommended that majors and minors take AFR 105 before undertaking specialized courses of study. This course provides an overview of the discipline of Africana studies, including its philosophical and historical foundations, and introduces students to its major fields of inquiry. AFR 105 is still required but an alternative, AFR 206 will be allowed for juniors and seniors who declare their majors late and who may not have been able to take AFR 105 earlier. Of the eight additional units required for an Africana studies major, at least two must be at the 300-level. Ordinarily, no more than three courses may be taken outside the department. A student who majors in Africana Studies must also attend the “Africana Studies Colloquium: the Common Experience” that is offered each semester.

A student majoring in Africana studies will choose one of four possible tracks or concentrations: Africa, the Caribbean and Latin America, the United States, or a General Africana Studies track. Each of the four concentrations encompasses the interdisciplinary approach of the department, while allowing students to focus on a particular area and gain expertise in one discipline. The first three courses of study focus on geographic areas; the fourth, designed in consultation with the student's advisor, allows the student to create a concentration on a particular salient aspect (e.g., Africana women or Africana arts) or issue (e.g., comparative race relations) in the Africana world.

For all concentrations, students are encouraged to take five courses on the Caribbean, one must be a history course; and two must be chosen from one discipline. This concentration allows students to design a more interdisciplinary course of study that is cross-cultural (e.g, Africana arts) or a thematic focus (e.g, Africana urban studies). Students must have their programs of study approved by their advisors. This program should demonstrate the same geographic and disciplinary breadth as the previous three (i.e. at least two geographic regions must be represented in the courses chosen; and at least one history course, one humanities, and one social science are required). Of the courses elected, at least three must be in one discipline.

The Caribbean and Latin America

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

History: AFR 216, AFR 340, HST 215, 377

Social Sciences: AFR 105, AFR 213, AFR 255, AFR 299 [2010-11], AFR 300, AFR 306

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

AFR 255 - The Black Woman Cross-Culturally: Gender Dynamics in the African World

AFR 340 - Seminar. Topics in African American History

AFR 105 - Introduction to the Black Experience

AFR 213 - Race Relations and Racial Inequality

AFR 300 - Heritage and Culture in Jamaica: A Winter Session Experience

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

AFR 207 - Images of African People Through the Cinema

Courses for Credit in the Major

General Africana Studies

This concentration allows students to design a more thematic and eclectic focus in Africana studies or an approach that cuts across boundaries of geography and discipline (e.g. Africana women’s studies) or a discipline-focused course of study that is cross-cultural (e.g, Africana arts) or a thematic focus (e.g, Africana urban studies). Students must have their programs of study approved by their advisors. This program should demonstrate the same geographic and disciplinary breadth as the previous three (i.e. at least two geographic regions must be represented in the courses chosen; and at least one history course, one humanities, and one social science are required). Of the courses elected, at least three must be in one discipline.

The Africana Studies Colloquium

The Africana Studies Colloquium is designed to offer an opportunity for students and faculty to reflect, review and study the history, philosophical underpinning of Africana Studies. It also discusses the theoretical and methodological foundations, directions and major tenets of Africana Studies. The colloquium is offered every semester, and attendance of majors and minors is mandatory.
Africanism, gender, colonialism, civil rights, and pan-African exchange.

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

AFR 115 - Introduction to African American Philosophy (1.0)

This course serves as an introduction to key themes and debates in African American philosophy. With an emphasis on concepts, arguments, and intellectual traditions, the course focuses on issues of resistance, liberation, and freedom. Drawing on history, literature, and film, we will consider questions such as: How do we define freedom in light of experiences of enslavement? Where does agency come from? How does resistance emerge within a context of oppression? How does gender inform our judgments regarding what counts as resistance? Authors covered include W. E. B. Du Bois, Zora Neale Hurston, Anna Julia Cooper, Angela Davis, Lewis Gordon, and Jose Medina.

Prerequisite: None
Cross-Listed as: PHIL 115
Distribution: REP
Term(s): Not Offered
Mandatory credit/non.

AFR 201 - The African American Literary Tradition (1.0)

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

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

AFR 206 - African American History -1500 to Present (1.0)

This course serves as the introductory offering in African American Studies. It explores, in an interdisciplinary fashion, salient aspects of the African experience, both ancient and modern, and at the local, national and international levels. This course provides an overview of many related themes, including slavery, Africanisms, gender, colonialism, civil rights, and pan-African exchange.

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

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

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

An investigation of the social, political, and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America, Brazil, and the Caribbean. The class covers pre-colonial, colonial, and postcolonial experiences and responses of Africana people. Films shown will include *Sugar Cane Alley*, *Zan Boko*, and *Sankofa*.

**Instructor:** Jackson  
**Prerequisite:** None  
**Distribution:** ARS  
**Term(s):** Spring

**AFR 211 - Introduction to African Literature (1.0)**

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi wa Thiong’o, Camara Laye, Wole Soyinka, Miriam Ba, Nawal El Saadawi, and Buchi Emecheta will also be considered. The influence of oral tradition on these writers’ styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed.

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

**AFR 212 - Black Women Writers (1.0)**

The Black woman writer’s efforts to shape images of herself as Black, as women, and as an artist. The problem of literary authority for the Black woman writer, criteria for a Black woman’s literary tradition, and the relation of Black feminism or “womanism” to the articulation of a distinctively Black and female literary aesthetic.

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

**AFR 213 - Race Relations and Racial Inequality (1.0)**

This course examines the historical relationship between race and society in America. Through an examination of America’s racial history, students will gain an appreciation of the country’s evolution from overtly oppressive practices to its move toward social justice for all citizens, with emphasis on the plight of African-Americans. It will also interrogate the post-racial debate within the context of on-going challenges evident in racial profiling and institutionalized racism.

**Instructor:** Davis  
**Prerequisite:** None  
**Distribution:** SBA  
**Term(s):** Spring

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

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

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

**AFR 225 - Introduction to Black Psychology (1.0)**

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration is given to such issues as the Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.

**Instructor:** Davis  
**Prerequisite:** None  
**Cross-Listed as:** PSYC 225  
**Distribution:** SBA  
**Term(s):** Spring

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

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

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

**AFR 234 - Introduction to West Indian Literature (1.0)**

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

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

**AFR 235 - Societies and Cultures of Africa (1.0)**

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

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

**AFR 237 - Breaking the Glass Ceiling: Women and the Workplace (1.0)**

This course examines the ways in which students can explore how to take their career where they want it to go with emphasis on the experiences of African-Americans. In practical and personal ways student will investigate their career choice, racial/ethnic identity, personality type, leadership style, and their dynamic interaction in the world of work. Several issues women face are examined, such as, moving from college student to a career professional, mentoring in corporate and international firms, reducing gender inequity, and exploring non-traditional career paths for traditional and re-entry students.
AFR 238 - Womanism (1.0)

In this class, we explore womanism as a distinct perspective. "Womanism is a social change perspective rooted in Black women's and other women of color's everyday experiences; everyday methods of problem solving in everyday spaces, extended to the problem of ending all forms of oppression for all people, restoring the balance between people and the environment/nature, and reconciling human life with the spiritual dimension." (Phillips, The Womanist Reader, p. xx). We examine the origins of contemporary womanism in the works of Alice Walker, Chikwenye Okonjo Ogunyemi, Genora Hudson-Weems, and others whose work has influenced contemporary womanism. We consider how African women's cosmology and history have impacted the evolution and expression of womanism in the New World, providing a different platform than other critical theories rooted in Western/European frames of reference and linking womanism to transnational and indigenous "fourth world" perspectives. Through diverse case studies, we explore womanist methodology, praxis, and activism, and engage questions of how womanism differs from other critical theories and social movement modalities. Finally, we examine the womanist social vision and womanist notions of community, including human, ecological/environmental, and cosmic.

Instructor: Maparyan
Prerequisite: AFR 105 or permission of instructor.
Distribution: SBA
Term(s): Not Offered

AFR 244 - Women & Slavery in the Trans-Atlantic World (1.0)

This course is intended to explore ways in which enslaved women engaged in local and international freedom struggles while simultaneously defining their identities as slaves, mothers, leaders and workers. This course will pay special attention to the diversity of Black women's experiences and to the dominant images of Black women in North America, the Caribbean and Brazil. The course asks: What role did gender play in the establishment of slavery and racial hierarchy in the Trans-Atlantic World? How did gender shape the experience of slavery for enslaved women and men and their masters?

Instructor: Carter Jackson
Prerequisite: None
Distribution: HIS
Term(s): Fall

AFR 251 - Religion in Africa (1.0)

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

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

AFR 258 - Women, Slavery, and Social Change (1.0)

This course will examine the relationship between women and slavery in the Transatlantic World. We will explore the experiences of enslaved women and their role in the resistance movement. We will also examine the ways in which women constructed their identities as enslaved women within the context of slavery and gender roles. We will consider the ways in which women used religion, music, and art to resist slavery and express their identity.

Instructor: Igejai
Prerequisite: None
Cross-Listed as: RENG 256
Distribution: LL
Term(s): Fall

AFR 261 - History of Black American Cinema (1.0)

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

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

AFR 264 - African Art: Powers, Passages, Performances (1.0)

As an introduction to the arts and architecture of Africa, this course explores the meaning and the complex relationship between the arts and political systems found throughout the continent, from Ethiopia, the Democratic Republic of Congo, and Mali, to name a few. We will consider important works of art such as the ancient art of the Nile Valley, symbols of the spirit world, and the aesthetic and spiritual differences in masquerade traditions. We will pay special attention to traditional visual representations in relation to contemporary African artists and art institutions.

Instructor: Greene (Art)
Prerequisite: None
Cross-Listed as: ARTH 264
Distribution: ARS
Term(s): Not Offered

AFR 265 - African American Autobiographies (1.0)

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

Instructor: Cudjoe
Prerequisite: None
Cross-Listed as: RENG 265
Distribution: LL
Term(s): Fall

AFR 266 - Black Drama (1.0)

This course will examine twentieth-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 1960s and 1970s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Osie Davis, Lorraine Hansberry, James Baldwin, Ed
AFR 280 - Winter Session in Ghana (0.5)
This course is an introduction to Ghanaian history and society, with two foci: spirituality (Christianity, Santonofa, Islam, etc.) and women. Based at the University of Ghana in Legon, students will attend lectures by university professors, visit historic sites around Accra, and travel to the coast (Cape Coast and Elmina) and inland (Kumasi and parts of the historic Ashanti region) to visit other historic sites as well as to study village and rural life.

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

AFR 292 - African Art and the Diaspora: From Ancient Concepts to Postmodern Identities (1.0)
We will investigate the transmission and transformation of African art and culture and their ongoing significant impact on the continent, in Europe, and in the Americas. This course explores the arts of primarily western and central Africa, including the communities of the Bakongo, Yoruba, and Mande, among many others. The influences of early European contact, the Middle Passage, colonialism, and postcolonialism have affected art production and modes of representation in Africa and the African Diaspora for centuries. Documentary and commercial films will assist in framing these representations. The study of contemporary art and artists throughout the African Diaspora will allow for a particularly intriguing examination of postmodern constructions of African identity.

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

AFR 295 - The Harlem Renaissance (1.0)
This is an exploration of the Harlem Renaissance, a movement of African American literature and culture of the early twentieth century, which encompassed all major art forms, including poetry, fiction, and drama, as well as music, the visual arts, cabaret, and political commentary. This movement corresponds with the publication of The New Negro anthology (1925). Literary authors we will study may include: A.R.F. Davis, Claude McKay, Langston Hughes, Zora Neale Hurston, Nella Larsen, W.E.B. Du Bois, and Richard Bruce Nugent. We will also enter into contemporary debates about "the color line" in this period of American history, reading some earlier work by W.E.B. Du Bois, Booker T. Washington, or James Weldon Johnson, in the context of early Jim Crow, the Great Migration, the Jazz Age, and transatlantic Modernism.

Instructor: Gonzalez
Prerequisite: None
Cross-Listed as: ENG 295
Distribution: LL, HS
Term(s): Not Offered

AFR 297 - Medical Anthropology: A Comparative Study of Healing Systems (1.0)
This course examines alternative healing systems that attempt to treat the whole person as a physical, social, and spiritual being and to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the sociocultural context of the causes, diagnosis, prevention, and cure of diseases. Examples of healing systems will be taken from Third World countries, particularly in Africa, the Caribbean, and Latin America, and from industrialized societies, particularly from African American and indigenous communities in the United States. Examination will be made of healing systems that include divination, herbal medicine, folk medicine, and faith healing.

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

AFR 300 - Heritage and Culture in Jamaica: A Winter Session Experience (0.5)
Jamaica is a country that provides a unique opportunity for the study of multiculturalism in action. Its national motto is "Out of many, one people." The international study Winter Session course in Jamaica will explore the history, culture, and political economy of the country and promote an understanding of the Caribbean as a whole through seminars, participatory field research, and internships. The program will give students an opportunity for total immersion in the Jamaican environment and allow them to participate in several community-based projects that will add experiential value to their classroom-based education.

Instructor: Steady
Prerequisite: By permission of the department.
Application required.
Distribution: SBA
Term(s): Not Offered
Not offered every year. Subject to Provost's Office approval.

AFR 301 - Seminar: South Africa (1.0)
An examination of the degree of success or failure in social transformation from a racist, centralized, and oppressive apartheid system to a nonracial, democratic, and participatory system that seeks to promote social and economic justice for all its citizens. Topics include the structural challenges to social transformation; socioeconomic development and resource distribution; the persistence of de facto apartheid; the Truth and Reconciliation Commission; increasing poverty among the African population; the HIV/AIDS epidemic; the impact of globalization; and South Africa's place in Africa and the world at large.

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

AFR 302 - Caribbean Intellectual Thought in the Twentieth Century (1.0)
During the twentieth century the Anglophone Caribbean produced a rich body of ideas that had an enormous impact upon the colonial and postcolonial worlds. These ideas cover fields such as history, politics, economics, and culture. This course traces the development of these ideas, examines their applicability to the specific circumstances in the Caribbean, and analyzes how they resonated in the larger world of ideas. We will look at the works of writers and thinkers that could include: A.R.F. Webber, Marcus Garvey, Arthur Lewis, Eric Williams, C.L.R. James, Amy Ashwood Garvey, Jamaica Kincaid, Patricia Mohammed, Erna Brodber, Cheddi Jagan, Walter Rodney, Maurice Bishop, and Michael Manley.

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

AFR 306 - Urban Development and the Underclass: Comparative Case Studies (1.0)
Throughout the African Diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with special focus on the most disadvantaged cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

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

AFR 310 - Seminar: Reading Du Bois (1.0)
This seminar examines various works of W.E.B. Du Bois within their historical, social, and cultural contexts. Although this course will pay special attention to Du Bois's literary endeavors, it will also examine his concept of race and color and his approaches to colonialism, civil rights, and politics. This seminar will examine The Souls of Black Folk, Darkwater, John Brown, The Autobiography of W.E.B. Du Bois, and The Suppression of the African Slave-Trade as well as some of his poems and other fiction.

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

AFR 311 - African Pentecostalism: Prophecy, Sorcery and Healing (1.0)
The seminar offers a critical examination of the history, theologies, leadership styles, and structure of neo-Pentecostal charismatic movements in both continental and diasporic Africa. It focuses on African Pentecostal communities that inhabit translocal spaces in the U.S., U.K., France, and the Netherlands. This course integrates theory and praxis to help students develop analytic skills to evaluate African notions of mystical power, framed within global Pentecostalism that deals with suffering, death, hope, and healing.

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

AFR 314 - Reading C.L.R. James (1.0)
C.L.R. James is an outstanding intellectual/activist of the 20th century. He has also been described as one of the seminal thinkers of the anti-colonialist struggles in the Third World and is seen as a profound thinker of Marxism. Although James has written on history, politics, culture, philosophy and sports this seminar will examine four areas of his theorizing: history, the black Jacobins; cultural theory (Beyond a Boundary); literary theory (Mariners, Renegades and Castaways); and his novel (Minty Alley). The seminar will also look at his thoughts on other subjects such as Black Studies, Athenian democracy and feminist writings.

Instructor: Cudjoe
movements and ways to improve the status of women's participation in social and political struggle within that movement to address problems of economic progress for Africa and its people and the self.

In an era of global politics that celebrates the hybridization of cultures and discourses, including essentialism, structuralism, postmodernism, and post-colonialism, we will question the validity of such concepts as diaspora, nationalism, transnationalism, and identity in an era of global politics that celebrates the hybrid self.

Instructor: Stewart (Philosophy)

Prerequisite: Open to students who have taken one 200-level literature course in any department, or by permission of the instructor.

Distribution: LL

Term(s): Not Offered

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

Topic for 2017-18: The Race and Gender in Modern and Contemporary Art

This course charts past and present artistic mediations of racial, ethnic, and gendered experiences throughout the world, using the rubric of the body. In the struggle to understand the relation between self and other, artists have critically engaged with the images that define our common sense of belonging, ranging from a rejection of stereotypes to their appropriations, from the discovery of alternative histories to the rewriting of dominant narratives, from the concepts of difference to theories of diversity. The ultimate goal of the course is to find ways of adequately imagining and imaging various identities today. We will discuss the ongoing discourses, including essentialism, structuralism, postmodernism, and post-colonialism and we will question the validity of such concepts as diaspora, nationalism, transnationalism, and identity in an era of global politics that celebrates the hybrid self.

Instructor: Greene (Art)

Prerequisite: Permission of the instructor.

Cross-Listed as: ARTH 316-01-S

Distribution: ARS

Term(s): Spring

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

A comparative analysis of the role of women in development with emphasis on the struggle within and without— the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. We will explore women’s participation in social and political movements and ways to improve the status of women.

Instructor: Steady

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

Distribution: SBA

Term(s): Not Offered

AFR 319 - Black Aesthetics: The Politics of Black Film (1.0)

This course will explore how Black film (and Black art in general) raise questions about issues in Black political and Black feminist thought. For instance, what is the role of Black art in Black liberation? How do gender, race, class, and region affect portrayals of Black agency? How does colonialism (or certain beauty ideals) affect Black women's lives? In what ways does Black spiritual traditions inform representations of Black life? To answer the questions, we will also revisit historical debates (such as those between W.E.B. Du Bois and Alain Locke, and Zora Neale Hurston and Richard Wright) as well as analyze current work on representations of Black women in film such as Bessie, 12 Years A Slave, Hoodoo in America, Hidden Figures, and Fences. This course will also analyze and discuss concepts in philosophy of race, African American philosophy, and Black Feminist Philosophy that are relevant to those films.

Instructor: Stewart (Philosophy)

Prerequisite: At least one course in Philosophy, Africana Studies, or Women’s and Gender Studies.

Cross-Listed as: PHIL 319

Distribution: REP

Term(s): Not Offered

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

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

Instructor: Cadjo

Prerequisite: Permission of the instructor.

Cross-Listed as: AMST 320

Distribution: LL

Term(s): Not Offered

AFR 341 - Neglected Africans of the Diaspora (1.0)

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

Instructor: Obeng

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

Distribution: SBA

Term(s): Not Offered

AFR 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall, Spring

AFR 350H - Research or Individual Study (0.5)

Prerequisite: Permission of the instructor.

Distribution: None

Term(s): Fall, Spring

AFR 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall, Spring

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

AFR 370 - Senior Thesis (1.0)

Prerequisite: AFR 360 and permission of the department.

Distribution: None

Term(s): Fall, Spring

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

SWA - Swahili Courses

SWA 101 - Elementary Swahili (1.0)

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

Instructor: Osoro

Prerequisite: None

Distribution: None

Term(s): Fall

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

SWA 102 - Elementary Swahili (1.0)

This course is offered as an immersion experience designed to provide students with the unique opportunity to study Swahili language, community service leadership, and the diverse cultures of East Africa. The course blends regular classroom activities with daily immersion in the cultures of the Swahili-speaking communities. Students will learn through intensive coursework and community engagement to expand their Swahili language skills, gain better understanding of the social, cultural, political, and economic context in Tanzania in particular and East Africa in general. The students will have the opportunity to explore the intersection of language and culture with contemporary issues in leadership and development.

Instructor: Osoro

Prerequisite: SWA 101

Distribution: LL

Term(s): Not Offered

This course does not satisfy the language requirement. Not offered every year. Subject to Provost's Office approval. This course may be taken as SWA 120 or with additional assignments, SWA 220.

SWA 201 - Intermediate Swahili (1.0)

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

Instructor: Osoro

Prerequisite: SWA 102

Distribution: None

Term(s): Fall

Each semester of SWA 201 and SWA 202 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SWA 202 - Intermediate Swahili (1.0)

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

Instructor: Osoro
Prerequisite: SWA 201
Distribution: LL
Term(s): Spring

Each semester of SWA 201 and SWA 202 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

**SWA 203 - Intermediate Swahili (Intensive) (1.0)**

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

Instructor: Osoro
Prerequisite: SWA 102
Distribution: LL
Term(s): Not Offered

**SWA 220 - Swahili Language and Cultures in East Africa (Wintersession in East Africa) (1.0)**

This course is offered as an immersion experience designed to provide students with the unique opportunity to study Swahili language, community service leadership, and the diverse cultures of East Africa. The course blends regular classroom activities with daily immersion in the cultures of the Swahili speaking communities. Students will learn through intensive coursework and community engagement to expand their Swahili language skills, gain better understanding of the social, cultural, political, and economic context in Tanzania in particular and East Africa in general. The students will have the opportunity to explore the intersection of language and culture with contemporary issues in leadership and development.

Instructor: Osoro
Prerequisite: SWA 201 or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

This course does not satisfy the language requirement. Not offered every year. Subject to Provost’s Office approval.
AMERICAN STUDIES

AN INTERDEPARTMENTAL MAJOR

American Studies Faculty Profiles

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

American Studies Major

Goals for the American Studies Major

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

Requirements for the American Studies Major

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

Overlaid on this structure, students should choose a focus that lends depth and coherence to the major. Chosen in consultation with the major advisor, a focus consists of three or more courses pertaining to a topic, for example: 1) race, class, and gender 2) comparative ethnic studies 3) culture and society 4) Asian American Studies. Students may also construct their own focus.

Students are encouraged to explore the diversity of American culture and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major. A list of courses that count toward the major is also included as a separate section in the catalog. American Studies majors are encouraged to take as part of, or in addition to, their major courses, surveys of American history, literature, and art (for example, HIST 203/HIST 204, ENG 262/ENG 266, ARTH 231/ARTH 232) and a course on the U.S. Constitution and political thought (for example, POLI 247). In addition, students are urged to take one or more courses outside the major that explore the theory and methods of knowledge creation and production (for example, ECON 103/SOC 190, PHIL 345, POL 199, QRT 180).

Honors in American Studies

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

Courses for Credit Toward the American Studies Major

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

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<tr>
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<td>The African American Literary Tradition</td>
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<td>AFR 206</td>
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<td>AFR 212/ENG 279</td>
<td>Black Women Writers</td>
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<td>Topics in African/African American Art</td>
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<td>ANTH 214</td>
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<td>ANTH 225</td>
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<td>ANTH 232/CAMS 232</td>
<td>Anthropology of Media</td>
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<td>CAMS 213/GER 218</td>
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<td>CAMS 222</td>
<td>&quot;Being There&quot;: Documentary Film and Media</td>
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<td>CAMS 227</td>
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<td>CAMS 272</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
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EDUC 216  Education and Social Policy
EDUC 312  Seminar: History of Childhood and Child Policy
EDUC 334  Seminar: Understanding Education Through Immigrant Narratives
EDUC 335  Seminar: Urban Education: Power, Agency and Action
ENG 251  Modern Poetry
ENG 253  Contemporary American Poetry
ENG 266-01-F/AMST 266-01-F  American Literature from the Civil War to the 1930s
ENG 281/AMST 271  American Drama and Musical Theater
ENG 291  What Is Racial Difference?
ENG 364-01-S/AMST 364-01-S  Race and Ethnicity in Literature
ENG 385-01-F  Advanced Studies in a Genre
ES 381/POL 381  U.S. Environmental Politics
FREN 229  America Through French Eyes: Perceptions and Realities
GER 288/CAMS 213  From Berlin and London to Hollywood (in English)
HIST 203  Out of Many: American History to 1877
HIST 204  The United States History since 1865
HIST 207  Contemporary Problems in Latin American History
HIST 220  United States Consumer Culture and Citizenship
HIST 244  History of the American West: Manifest Destiny to Pacific Imperialism
HIST 245  The Social History of American Capitalism from Revolution to Empire
HIST 249  Cold War Culture and Politics in the United States
HIST 252  The Twentieth-Century Black Freedom Struggle
HIST 253  First Peoples: An Introduction to Native American History
HIST 256  Brave New Worlds: Colonial American History and Culture
HIST 260  Pursuits of Happiness: America in the Age of Revolution
HIST 267  Deep in the Heart: The American South in the Nineteenth Century
HIST 277  China and America: Evolution of a Troubled Relationship
HIST 298  United States and the Middle East Since World War II
HIST 299/ES 299  U.S. Environmental History
HIST 311  Seminar: A New Birth of Freedom: Reimagining American History from Revolution to Civil War
HIST 312  Seminar: Understanding Race
To understand how history has shaped the lives and experiences of people of Asian descent living in the Americas. Emerging from the ethnic identity movements of the late 1960s, it has become an established academic field that encompasses history, sociology, psychology, race, ethnicity, class, caste, or gender in this region, such as HIST 275 The Emergence of Ethnic Identities in Modern South Asia.

Goals for the Asian American Studies Minor

1. AMST 151, Introduction to Asian American Studies
2. One course that examines history, culture, or politics of East, South or Southeast Asia, such as CAMS 205/JPN 256 History of Japanese Cinema; POL 211 Politics of South Asia; POL 227 The Vietnam War; REL 259 Christianity in Asia; or SAS 302 Traditional Narratives of South Asia
3. One course that examines history, culture, or politics in the Asian region. To fulfill this requirement, the following courses may be included:
   a. Courses about the history, culture, religion, or politics of East, South or Southeast Asia, such as CAMS 205/JPN 256 History of Japanese Cinema; POL 211 Politics of South Asia; POL 227 The Vietnam War; REL 259 Christianity in Asia; or SAS 302 Traditional Narratives of South Asia
   b. Courses about minority groups as defined by race, ethnicity, class, caste, or gender in this region, such as HIST 275 The Emergence of Ethnic Identities in Modern South Asia
   c. Courses about comparative or theoretical frameworks for comprehending America and Asia, including empire, immigration, and globalization, as listed above under (2/C).
4. Two courses on Asian American topics, such as AMST 116 /ENG 116, AMST 212, AMST 222/PSYC 222, WGST 249, WGST 305

To ensure that appropriate courses have been selected, students should consult with the program director or their minor advisor.

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

Latina/o Studies Minor

Latina/o Studies brings together cultural studies, humanities, and social sciences to consider the histories, philosophies, social lives, and cultures of U.S. Latina/o communities. As a discipline founded after 1960s student protests and now widely established, Latina/o Studies shares its interdisciplinary focus on social inequalities and racial dynamics with other Ethnic Studies disciplines such as Africana Studies and Asian American Studies. Latina/o Studies, however, uniquely focuses on the experiences, cultures, and politics of people of Latin American descent living in the United States from an interdisciplinary perspective.

Goals for the Latina/o Studies Minor

1. AMST 161, Introduction to Latina/o Studies
2. Two courses that examine Latina/o history, culture, and politics, such as AMST 217, AMST 235, AMST 290, AMST 325, AMST 340, WGST 216, WGST 218, WGST 223/CAMS 240, or WGST 326
3. Two courses that cover the transnational contexts of race, ethnicity, immigration, economics, language, education, and urban life that are relevant to Latina/os in the United States. To fulfill this requirement, the following courses may be included in a Latina/o Studies minor:
   a. Courses about the history, culture, or politics of the United States, such as AMST 152 Race, Ethnicity and Politics in America; AMST 274/WGST 274 Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns; EDUC 216 Education and Social Policy; EDUC 212 History of American Education; EDUC 335 Seminar: Urban Education: Power, Agency, and Action; HIST 244 History of the American West: Manifest Destiny to Pacific Imperialism; HIST 312 Seminar: Understanding Race in the United States, 1776-1918; POL 1 337 Racial and Ethnic Politics in the United States; POL 1 386 The Politics of Inequality in America.
   b. Courses about transnationalism, immigration, language, or globalization that reflect on Latina/o experience, such as EDUC 334 Seminar: Understanding Education through Immigrant Narratives; ECON 311 Economics of Immigration; LING 312 Bilingualism: An Exploration of Language, Mind, and Culture; MUS 210 Music and the Global Metropolis; REL 226 The Virgin Mary; SOC 246 Salsa and Ketchup: How Immigration is Changing the U.S.; SOC 310 Encountering the Other: Comparative Perspectives on Mobility and Migration; WGST 206 Migration, Gender, and Globalization.
   c. Courses about comparative or theoretical frameworks for comprehending questions of race, ethnicity, and class, such as EDUC 216 Education and Social Policy; ECON 243 The Political Economy of Gender, Race, and Class; SOC 209 Social Inequality: Race, Class, and Gender; WGST 395 Representations of Women, Natives, and Others.

To ensure that appropriate courses have been selected, students should consult with the program director or their minor advisor.

A maximum of two units, including AMST 161, may be taken at the 100 level. At least one unit must be at the 300 level. Four units must be taken at Wellesley. American Studies majors minoring in Latina/o Studies must decide whether to count an eligible course toward the major or the minor.

AMST - American Studies Courses

AMST 101 - Introduction to American Studies (1.0)

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

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

AMST 116 - Asian American Fiction (1.0)
At various times over the past century and a half, the American nation has welcomed, expelled, tolerated, interned, ignored, and celebrated immigrants from Asia and their descendants. This course examines the fictions produced in response to these experiences. Irony, humor, history, tragedy, and mystery all find a place in Asian American literature. We will see the emergence of a self-conscious Asian American identity, as well as more recent transnational structures of feeling. We will read novels and short stories by writers including Jhumpa Lahiri, Ha Jin, Le Thi Diem Thuy, Maxine Hong Kingston, Chang-rae Lee, and Julie Otsuka.

Prerequisite: None
Cross-Listed as: ENG 116
Distribution: LL
Term(s): Not Offered
Not open to students who have taken AMST 269/ENG 269.

AMST 117 - Musical Theater (1.0)
What is musical theater, what are its boundaries and powers, what conversations are the great musicals having with one another, who creates it and who owns it? We'll have those questions and others in mind as we look at some distinguished musicals of the last hundred years, most but not all American. Some possible works: The Merry Widow, Show Boat, Porgy and Bess, Threepenny Opera, The Wizard of Oz, Carousel, West Side Story, Candide, Sunday in the Park with George, Evita, Wicked, Once More With Feeling (the musical episode of Buffy the Vampire Slayer), Caroline or Change, Fun Home, Hamilton. Opportunity for both critical and creative and performative work.

Instructor: Rosenwald
Prerequisite: None
Cross-Listed as: ENG 117
Distribution: LL, ARS
Term(s): Spring

AMST 120 - Sport and Society (1.0)
Commonplace understandings of sport tend to assign either entertainment or recreational value to participation and fandom. A closer look at competitive athletics reveals that sports tell us a great deal about ourselves and our society. Sports impacts the business world, community building and child socialization, and race, gender, and sexual politics. This course introduces the academic study of sport, covering a wide range of topics, including the origins of modern sport, the Olympics, college athletics and the NCAA, and social movements and protests. Students are encouraged to think critically about their own experiences and to follow current events and pop cultural debates about sports, in order to apply methods and theories from the readings to their everyday lives.

Instructor: Jeffries
Prerequisite: None
Distribution: SBA

AMST 151 - The Asian American Experience (1.0)
An interdisciplinary introduction to the study of Asian Americans, the fastest-growing ethnic group in North America. Critical examination of different stages of their experience from "cooie labor" and the "yellow peril" to the "model minority" and struggles for identity; roots of Asian stereotypes; myth and reality of Asian women; prejudice against, among, and by Asians; and Asian contributions to a more pluralistic, tolerant, and just American society. Readings, films, lectures, and discussions.

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

AMST 152 - Race, Ethnicity, and Politics in America (1.0)
The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Nadal
Prerequisite: None
Distribution: REP, HS
Term(s): Fall

AMST 154 - Race, Ethnicity, and American Identity (1.0)
The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Nadal
Prerequisite: None
Distribution: REP, HS
Term(s): Fall

AMST 155 - Race, Ethnicity, and Popular Culture (1.0)
The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Nadal
Prerequisite: None
Distribution: REP, HS
Term(s): Fall

AMST 156 - Race, Ethnicity, and Popular Culture (1.0)
The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Nadal
Prerequisite: None
Distribution: REP, HS
Term(s): Fall

AMST 157 - Race, Ethnicity, and Popular Culture (1.0)
The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Nadal
Prerequisite: None
Distribution: REP, HS
Term(s): Fall

AMST 158 - Race, Ethnicity, and Popular Culture (1.0)
The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Nadal
Prerequisite: None
Distribution: REP, HS
Term(s): Fall

AMST 159 - Race, Ethnicity, and Popular Culture (1.0)
The politics of race and ethnicity in America are constantly shifting, due to demographic, political, and economic transformations. However, fundamental questions about the nature of racial and ethnic divisions in America help frame the investigation of race and ethnicity across historical contexts. Some of the questions that will guide our discussions are: Are racial and ethnic hierarchies built into American political life? Are episodes and regimes of racial injustice the result of economic structure or a shameful absence of political will? How do gender and class influence our understandings of racial and ethnic categorization and inequality? To what extent is racial and ethnic identification a matter of personal choice?

Instructor: Nadal
Prerequisite: None
Distribution: REP, HS
Term(s): Fall

AMST 161 - Introduction to Latina/o Studies (1.0)
Latinas/os in the United States have diverse histories, cultures, and identities, yet many people in the U.S. assume a commonality among Latina/o groups. What links exist between various Latina/o groups? What are the main differences or conflicts between them? How do constructions of Latina/o identities contend with the diversity of experiences? In this course, we will examine a variety of topics and theories pertinent to the field of Latina/o Studies, including immigration, language, politics, pan-ethnicity, civil rights, racialization, border studies, media and cultural representation, gender and sexuality, and transnationalism, among other issues.

Instructor: Rivera-Rideau
Prerequisite: None
Distribution: SBA
Term(s): Spring

AMST 162 - Korean American Literature and Culture (1.0)
Korean American idiom and the contrary process through which certain Korean American works reach beyond the "ethnic" designation and into the mainstream.

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

AMST 215 - Gender, Sexuality, and Hip-Hop (1.0)
This course traces the history of gender and sexuality politics from hip-hop's founding in 1970s through the present day. The course offers an introduction to canonical works in American feminism and gender sexuality theory before moving on to the ways gendered identities and discourses are negotiated in hip-hop communities. Topics include queerness and performativity, intersectionality and black feminist theory, the politics of vernacular and public speech, and pleasure and self-loathing in hip-hop. The final course meetings are reserved for presentations, where students apply what they have learned to analyze the art and politics of artists of their own choosing.

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

AMST 217 - Latina/o Popular Music and Identity (1.0)
This course focuses on Latin music in the United States from the 1940s to the present as a way to understand larger social forces that affect Latina/o communities. We will consider how music industries decide what counts as "Latin," and how these processes intersect or fail to intersect with ideas of Latina/o identity on the ground. We explore social issues such as racial identity, immigration, gender and sexuality, transnationalism, and pan-ethnicity in connection with particular musical genres such as mambro, salsa, reggaeton, bachata, tejana, norteña, and artists including Willie Colón, Selena, Tego Calderón, Los Tigres del Norte, Shakira, and Aventura.

Instructor: Rivera-Rideau
Prerequisite: None
Distribution: SBA
Term(s): Fall

AMST 220 - Freedom: Great Debates on Liberty and Morality (1.0)
Among the various challenges that face democratic societies committed to the ideal of pluralism and its representations in both individuals and institutions, is what is meant by the term "liberty". Among those who identify as conservative, the concept of liberty has over time been addressed in ways that seek to impose order on both individual and institutional behavior or what some conservatives refer to as "ordered liberty". Classical liberal views of liberty stress the removal of external constraints on human behavior as the key to maximizing individual agency, autonomy and selfhood. This course examines the historical and sociological debates and tensions surrounding different visions of liberty. Focus on case studies of contentious social issues that are at the center of public debates, including freedom of expression; race and ethnicity; criminality; sexuality; gender; social class, religion, and the war on drugs.

Instructor: Cushman (Sociology), Imber (Sociology)
Prerequisite: None
Cross-Listed as: SOC 220
Distribution: SBA
Term(s): Spring
complex cultural encounters, a creative and dynamic study, Paris emerges as a long-running site of twentieth-century America. Distribution: SBA

Through our American encounters with Paris from the late eighteenth century to the present day. Through our films and music, we will trace the history of documents, among them novels and essays, along with a variety of historical and literary works. These transnational encounters have included influence on American, French, and global culture. Americans in Paris have exerted an outsized impact on our understanding of the city. Term(s): Fall

Drawing on a variety of historical and literary sources, this course will introduce students to core readings and discuss the implications of these shifts for urban studies. While the course will focus on cities in the United States, we will also look comparatively at the urban experience in Asia, Africa, and Latin America and cover debates on "global cities." Topics will include the changing nature of community, social inequality, political power, spatial change, technological change, and the relationship between the built environment and human behavior. We will examine the key theoretical paradigms driving this field since its inception, assess how and why they have changed over time, and discuss the implications of these shifts for urban scholarship and social policy. The course will include fieldwork in Boston and presentations by city government practitioners. Term(s): Fall

This course will introduce students to core readings and discuss the implications of these shifts for urban studies. While the course will focus on cities in the United States, we will also look comparatively at the urban experience in Asia, Africa, and Latin America and cover debates on "global cities." Topics will include the changing nature of community, social inequality, political power, spatial change, technological change, and the relationship between the built environment and human behavior. We will examine the key theoretical paradigms driving this field since its inception, assess how and why they have changed over time, and discuss the implications of these shifts for urban scholarship and social policy. The course will include fieldwork in Boston and presentations by city government practitioners. Term(s): Fall

AMST 225 - Life in the Big City: Urban Studies and Policy (1.0)

Instructor: Kaliner (Sociology) Prerequisite: None Cross-Listed as: SOC 225 Distribution: SBA Term(s): Fall

AMST 228 - Religious Themes in American Fiction (1.0)

AMST 228 - Religious Themes in American Fiction (1.0)

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the writings of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Leslie Marmon Silko, Rudolfo Anaya, Alice Walker, and Allegra Goodman. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America. Instructor: Marini (Religion) Prerequisite: None Cross-Listed as: REL 220 Distribution: LL, REP Term(s): Not Offered

AMST 231 - Americans in Paris: Race, Gender and Sexuality in the City of Light (1.0)

AMST 231 - Americans in Paris: Race, Gender and Sexuality in the City of Light (1.0)

For more than two hundred years, the experiences of Americans in Paris have exerted an outsized influence on American, French, and global culture. These transnational encounters have included writers and artists as well as diplomats, students, filmmakers, jazz musicians, bohemians and tourists. Drawing on a variety of historical and literary documents, among them novels and essays, along with films and music, we will trace the history of American encounters with Paris from the late eighteenth century to the present day. Through our study, Paris emerges as a long-running site of complex cultural encounters, a creative and dynamic metropolis with special significance to many different groups, among them, African Americans, women, and queer people, who have made this city a hotbed of intellectual innovation and social change. Instructor: Datta, Fisher Prerequisite: None Cross-Listed as: FREN 231 Distribution: LL Term(s): Not Offered

AMST 230 - From Zumba to Taco Trucks: Consuming Latina/o Cultures (1.0)

AMST 230 - From Zumba to Taco Trucks: Consuming Latina/o Cultures (1.0)

From the Zumba Fitness Program to Jane the Virgin, salsa night to the ubiquitous taco truck, "Latin" culture is popular. But what do we make of the popularity of "Latin" culture at a time when many Latina/o communities face larger systemic inequalities related to issues such as race, ethnicity, or immigration status? How do organizations and industries represent and market Latinidad to the US public, and how do these forms of popular culture and representation influence our perceptions of Latina/o life in the United States? How do Latina/o consumers view these representations? This course explores these questions through a critical examination of the representation and marketing of Latinidad, or Latina/o identities, in US popular culture. We will pay particular attention to the intersections between Latina/o identities, ideas of "Americanness," immigration, race, gender, and sexuality in the United States. Instructor: Rivera-Rideau Prerequisite: None Distribution: SBA Term(s): Fall

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

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

An interdisciplinary exploration of the so-called Gilded Age and the Progressive era in the United States between the Civil War and World War I, emphasizing both the conflicts and achievements of the period. Topics will include Reconstruction and African American experience in the South; technological development and industrial expansion; the exploitation of the West and resistance by Native Americans and Latinos; feminism, "New Women," and divorce; tycoons, workers, and the rich-poor divide; immigration from Europe, Asia, and new American overseas possessions; as well as a vibrant period of American art, architecture, literature, music, and material culture, to be studied by means of the rich cultural resources of the Boston area. Instructor: Fisher Prerequisite: None Distribution: LL, HS Term(s): Not Offered

AMST 241 - A Nation in Therapy (1.0)

AMST 241 - A Nation in Therapy (1.0)

What is therapy? Although historically tied to the values and goals of medicine, the roles that therapy and therapeutic culture play in defining life, liberty, and the pursuit of happiness are now ubiquitous. The impact of therapeutic culture on every major social institution, including the family, education, and the law, has created a steady stream of controversy about the ways in which Americans in particular make judgments about right and wrong, about others, and about themselves. Are Americans obsessed with their well being? Is there a type of humor specific to therapeutic culture? This course provides a broad survey of the triumph of the therapeutic and the insights into the character and culture that triumph reveals. Instructor: Imber (Sociology) Prerequisite: None Cross-Listed as: SOC 241 Distribution: SBA Term(s): Fall

AMST 246 - Salsa and Ketchup: How Immigration is Changing the U.S. and Beyond (1.0)

AMST 246 - Salsa and Ketchup: How Immigration is Changing the U.S. and Beyond (1.0)

We live in a world on the move. Nearly one out of every seven people in the world today is an international or internal migrant who moves voluntary or by force. In the United States, immigrants and their children make up nearly 25 percent of the population. This course looks at migration to the United States from a transnational perspective and then looks comparatively at other countries of settlement. We use Framingham as a lab for exploring race and ethnicity, immigration incorporation, and transnational practices. Fieldwork projects will examine how immigrants affect the economy, politics, and religion and how the town is changing in response. We will also track contemporary debates around immigration policy. Instructor: Levitt (Sociology) Prerequisite: None Cross-Listed as: SOC 246 Distribution: SBA Term(s): Fall

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

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

A critical examination of the concept of status in sociological and social-scientific thinking. Focus on the historical rise of fame and its transformation into celebrity in the modern era. The relationship of status and violence. The meaning of sudden changes in good and bad fortune as attributes of status, including contemporary examples such as lottery winners, disgraced politicians, and media-driven attention to the powerful and pathetic. Fame and celebrity among women and minorities. The psychopathologies of leadership and conformity in political, religious, and educational institutions. Instructor: Imber (Sociology) Prerequisite: One 100-level unit or permission of the instructor. Cross-Listed as: SOC 249 Distribution: SBA Term(s): Not Offered

AMST 251 - Racial Regimes in the United States and Beyond (1.0)

AMST 251 - Racial Regimes in the United States and Beyond (1.0)

How can we understand the mechanisms and effects of racial domination in our society? In this class, we will develop a sociological understanding of race through historical study of four racial regimes in the United States: slavery, empire, segregation, and the carceral state. We relate the U.S. experience to racial regimes in other parts of the world, including British colonialism, the Jewish ghetto in Renaissance Venice, and apartheid and post-apartheid states in South Africa, among other contexts. Thus, we develop a comparative, global understanding of race and power. We conclude with a hands-on group media project engaging a relevant contemporary issue. Instructor: Radhakrishnan (Sociology) Prerequisite: At least one social science course required. Cross-Listed as: SOC 251 Distribution: SBA Term(s): Fall

AMST 257 - The American City in Literature, Photography, and Film (1.0)

AMST 257 - The American City in Literature, Photography, and Film (1.0)

This course considers how literary and visual representations of urban life variously respond to the astonishing growth of cities from the early twentieth century to the present, helping to shape new and often highly contested meanings of the city. Looking at fiction, creative nonfiction, poetry, film, television, and photography, we’ll examine how
AMST 262 - American Literature to 1865 (1.0)

This is the greatest, most thrilling and inspiring period in American literary history, and the central theme represented and explored in it is freedom, and its relationship to power. Power and freedom—the charged and complex dynamics of these intersecting terms, ideas, and conflicted realities: we will see and examine this theme in literature, religion, social reform, sexual and racial liberation, and more. We will refer at the beginning to a range of key authors, including Emerson, Hawthorne, and Whitman. The main part of the course will be an intensive study of Henry David Thoreau, Frederick Douglass, and Harriet Beecher Stowe—three extraordinary figures who led fascinating (really, incredible) lives and wrote astonishing books. We will enrich our work by studying films dealing with the period—for example, Edward Zwick's Glory (1989), about one of the first regiments of African-American troops, and Steven Spielberg's Lincoln (2012). The literature that we will read and respond to was written 150 years or so ago, but the issues that these writers engage are totally relevant to who we are and where we are today. In important ways this is really a course in contemporary American literature.

Instructor: Brogan (English)
Prerequisite: None
Cross-Listed as: ENG 257
Distribution: LL
Term(s): Fall

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

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

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

AMST 281 - Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga (1.0)

Transgender rights, gay marriage, and Hollywood and sports figures' media advocacy are only the latest manifestations of the rich queer history of the United States. This course will explore American LGBTQ history and culture from the late nineteenth century to the present, with an emphasis on consequential developments in society, politics, and consciousness since Stonewall in 1969. The course will introduce some elements of gender and queer theory; it will address historical and present-day constructions of sexuality through selected historical readings but primarily through the vibrant cultural forms produced by queer artists and communities. The course will survey significant queer literature, art, film, and popular culture, with an emphasis on the inventive new forms of recent decades. It will also emphasize the rich diversity of queer culture especially through the intersectionality of sexuality with race, ethnicity, class, and gender.

Instructor: Fisher
Prerequisite: None
Cross-Listed as: ENG 297
Distribution: NS
Term(s): Spring

AMST 283 - New Orleans In and Against America (1.0)

A study of the literature of the American South, with special focus on the region's unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression. Anchoring the course will be literature haunted by New Orleans, including novels (part of Faulkner's Absalom, Absalom!, Don DeLillo's Libra, Walker Percy's The Moviegoer, JK. Toole's A Confederacy of Dunces) and other readings (the autobiography of Louis Armstrong, and shorter pieces by Welty, Hurston and others). Besides the literary works, we will study: the music of Jelly Roll Morton, Louis Armstrong, and shorter pieces by Welty, Hurston and others. This course uses texts that are difficult to find, such as Stephenie Meyer's Twilight, or Walter Mosley's detective novels, to think about the ways that literary and cultural prestige are established in contemporary America.

Instructor: Cain (English)
Prerequisite: Not open to students who have taken ENG 365 or to students who have taken this course as a topic of ENG 363.
Cross-Listed as: ENG 266-01-F
Distribution: LL, ARS
Term(s): Fall

AMST 268 - American Literature Now: The Twenty-First Century (1.0)

An exploration of the richness and diversity of American writing since 2000. We'll focus primarily on literary fiction, reading novels and short stories by both established authors, such as Claire Messud and Jennifer Egan, and rising talents like Ben Lerner and Teju Cole. We'll also look at some of the most influential writers, such as Lydia Davis and Percival Everett, and some examples of the genre fiction against which literary writing has defined itself, such as Stephenie Meyer's Twilight, or Walter Mosley's detective novels, to think about the ways that literary and cultural prestige are established in contemporary America.

Instructor: Instructor: Creef (Women's and Gender Studies), Fisher
Prerequisite: None
Cross-Listed as: ENG 268
Distribution: LL
Term(s): Not Offered

AMST 290 - Afro-Latinas/os in the U.S. (1.0)

This course addresses these questions transnationally, taking into account not only racial dynamics within the United States, but also the influence of dominant Latin American understandings of race and national identity. We will consider how blackness intersects with Latino identity, using social movements, politics, popular culture, and literature as the bases of our analysis. This course uses texts that are difficult to find, such as Stephenie Meyer's Twilight, or Walter Mosley's detective novels, to think about the ways that literary and cultural prestige are established in contemporary America.

Instructor: Instructor: Creef (Women's and Gender Studies), Fisher
Prerequisite: None
Cross-Listed as: WGST 290
Distribution: LL, ARS
Term(s): Not Offered

AMST 292 - Racism and Sexism in Theory and Practice (1.0)

Racism and sexism are alive and well in the United States, but there is little agreement when it comes to defining these forms of oppression. Perhaps more troubling, there is even less of a consensus about how these social practices are defined in different contexts. In this course, we will examine various forms of racism and sexism and learn how to evaluate theoretical work. We will also study examples of racism and sexism at work, and engage in critical thinking about how to interpret these phenomena. The course will be interdisciplinary, and will engage with a wide range of texts, including fiction, poetry, and political and social science. The course will also focus on the intersectionality of race, gender, class, and sexuality.

Instructor: Instructor: Creef (Women's and Gender Studies), Fisher
Prerequisite: None
Cross-Listed as: WGST 292
Distribution: LL, ARS
Term(s): Not Offered

AMST 293 - Afro-Latinas/os in the U.S. (1.0)

This course addresses these questions transnationally, taking into account not only racial dynamics within the United States, but also the influence of dominant Latin American understandings of race and national identity. We will consider how blackness intersects with Latino identity, using social movements, politics, popular culture, and literature as the bases of our analysis. This course uses texts that are difficult to find, such as Stephenie Meyer's Twilight, or Walter Mosley's detective novels, to think about the ways that literary and cultural prestige are established in contemporary America.

Instructor: Instructor: Creef (Women's and Gender Studies), Fisher
Prerequisite: None
Cross-Listed as: WGST 293
Distribution: LL, ARS
Term(s): Not Offered
environmental violence, public health, and labor politics.

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

AMST 293 - Gospel, Body and Soul: Lyric Traditions in Black and White (1.0)
A study of the literature of the American South, with special focus on the region’s unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression. The course will focus on black and white artists whose careers are defined by agonies of conversion. One white artist will be John Donne, a legendary 'convert' from profane to sacred art; another will be John Newton, whose own conversion (from slave trader to abolitionist) led him to write “Amazing Grace,” a favorite hymn of both black and white congregations. Later in America, the true African-American equivalent of Donne differed from him by rejecting any ‘progressive’ evolution of words away from music – they were singers and songwriters, not poets. Accordingly, the course will introduce African-American (1) gospel songs of the 1930s-’60s; (2) sermons with their own refusals to exile words from melody; (3) and finally, the secular soul music which emerged from, or against, sacred music: here the artists will include Sam Cooke, Aretha Franklin, Marvin Gaye, Al Green – artists who, like Donne, struggled to 'convert' to proper uses their God-given talents.

Instructor: Tyler (English)
Prerequisite: Not open to students who have taken this class as a topic of ENG 283.
Cross-Listed as: ENG 293
Distribution: LL
Term(s): Fall

AMST 296 - Diaspora and Immigration in 21st-Century American Literature (1.0)
This course explores the exciting new literature produced by writers transplanted to the United States or by children of recent immigrants. We’ll consider how the perspectives of recent immigrants redefine what is American by sustaining linkages across national borders, and we’ll examine issues of hybrid identity and multiple allegiances, collective memory, traumatic history, nation, home and homeland, and globalization. Our course materials include novels, essays, memoirs, and films. We’ll be looking at writers in the United States with cultural connections to China, Egypt, Nigeria, Dominican Republic, India, Greece, Viet Nam, Bosnia, Ethiopia, and Japan. Some authors to be included: André Aciman, Chimamanda Adichie, Junot Díaz, Kiran Desai, Jeffrey Eugenides, Alejandro Hemon, Lê Thi Diem Thúy, Dinaw Mengestu, and Julie Otsuka.

Instructor: Brogan (English)
Prerequisite: None
Cross-Listed as: ENG 296
Distribution: LL
Term(s): Spring
Not open to students who have taken this course as a topic of ENG 364.

AMST 299 - American Nightmares: The Horror Film in America (1.0)
An exploration of the horror film in America, from the early sound era to the present, with particular attention to the ways that imaginary monsters embody real terrors, and the impact of social and technological change on the stories through which we provoke and assuage our fears. We’ll study classics of the genre, such as Frankenstein, Cat People, Dawn of the Dead, and The Shining, as well as a representative sampling of contemporary films, and read some of the most important work in the rich tradition of critical and theoretical writing on horror.

Instructor: Shelley
Prerequisite: None
Cross-Listed as: ENG 299
Distribution: ARS
Term(s): Not Offered

AMST 315 - Beats, Rhymes, and Life: Hip-Hop Studies (1.0)
This course offers an intensive exploration of hip-hop studies where students learn about the history of hip-hop as a social movement and art form composed of the following four elements: DJing, MCing, break dancing, and graffiti art. Once a common understanding of hip-hop’s genesis and history is established, attention is turned to how hip-hop is studied in the academy. The seminar features a wide range of interdisciplinary studies of hip-hop music and culture in order to demonstrate the different methodological and theoretical frames used in hip-hop scholarship. We focus on hip-hop-related debates and discussions in popular culture, such as racial authenticity, global consumption of hip-hop, sampling and musical technologies, sexism and gender scripts within hip-hop culture.

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

AMST 317 - Seminar: The Real Barack Obama (1.0)
This course examines Barack Obama, first, as a viable public intellectual who intervenes on discussions of race, religion, and other hot-button topics, and second, as a cultural phenomenon and symbol of significant social import. Students will critically engage Obama’s writings and speaking, including his biography, sense of identity, and political philosophy. We will move to the events of his presidential campaign to understand his electoral victory, examining representations of Obama during and after the 2008 and 2012 elections. Instead of only situating President Obama in American history, or giving his supporters a platform to celebrate his ascendance, this seminar will ask students to unpack that ascendency over the past eight years and to engage the broader discourses that make him a public intellectual who intervenes on discussions of race, gender, and sexuality, topics include performance, fashion and beauty, colorism, motherhood, sex and pleasure, and the politics of representation.

Instructor: Rivera-Rideau
Prerequisite: AMST 101 or permission of the instructor
Distribution: SBA
Term(s): Not Offered

AMST 327 - New Directions in Black and Latina Feminisms: Beyoncé, J-Lo, and Other Divas (1.0)
This course uses Black and Latina feminist theories to critically examine the performances, personas, and representations of Beyoncé Knowles and Jennifer López. We will begin with an overview of classic Black and Latina feminist theory texts by authors such as Audre Lorde, bell hooks, Gloria Anzaldúa, and Cherríe Moraga. We will then read more contemporary Black and Latina feminist academic and popular works that expand, challenge, and complicate these theories. Throughout the course, we will put these texts in conversation with Beyoncé and Jennifer López, as well as other Black and Latina artists. In addition to the intersections of race, gender, and sexuality, topics include performance, fashion and beauty, colorism, motherhood, sex and pleasure, and the politics of representation.

Instructor: Rivera-Rideau
Prerequisite: Previous experience with feminist or race theory helpful
Distribution: SBA
Term(s): Spring

AMST 330 - Asian American Domestics: Gender, Sexuality, and Care Work (1.0)
This seminar examines changing ideas of domesticity in Asian American history and literature from the standpoint of feminist historiography and theory. If Asian American identity, as scholars of race and ethnicity have argued, is based not on biology but on processes of racial formation, what has enabled this identity’s persistence through space and time? Who reproduces “Asian America”? Through readings from history, law, and literature, we will examine the dialectic of labor and care underlying the marginalized but integral role of Asian American women and sexual minorities in the social reproduction of Asian American communities, as well as issues of transnational adoption and global domestic labor.

Instructor: Nadal
Prerequisite: AMST 151 required; otherwise AMST 212, AMST 222, ENG 116 or WGST 249 and permission of instructor. Preference given to juniors and seniors with a minor in Asian American Studies.
Distribution: SBA
Term(s): Spring

AMST 340 - Seminar: Disneyland and American Culture (1.0)
One of the most-visited tourist attractions in the world, subject of thousands of books and articles, adored by millions, yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland as an expression of middle-class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, and as an influence upon architecture and urban design. In a broader sense, we will use Disney to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture.

Instructor: Bedell (Art)
Prerequisite: AMST 101 or ARTH 101 and a 200-level course in American or modern culture (history, art, literature, economics, etc). Permission of the instructor required.
Cross-Listed as: ARTH 340
Distribution: ARS; HS
Term(s): Not Offered

AMST 348 - Conservatism in America (1.0)
An examination of conservative movements and ideas in terms of class, gender, and race. Historical survey and social analysis of such major conservative movements and ideas as paleoconservatism, neoconservatism, and compassionate conservatism. The emergence of conservative stances among women, minorities, and media figures. The conservative critique of American life and its shaping of contemporary national discourse on morality, politics, and culture.

Instructor: Imber (Sociology)
Prerequisite: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.
Cross-Listed as: SOC 348
Distribution: SBA
Term(s): Not Offered

AMST 350 - Research or Individual Study (1.0)
Prerequisite: Open by the permission of the director to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

AMST 355 - Calderwood Seminar in Public Writing: Critiquing American Popular Culture (1.0)
What does Orange is the New Black or Instagram say about American society and culture? Do self-publishing and e-books liberate literature or undermine it? How have networks like HBO promoted or undercut LGBTQ civil rights or gay marriage? American Studies often focuses on the appraisal, interpretation, and critique of historical and contemporary popular culture. Designed for juniors and seniors, this seminar will explore how American Studies multidisciplinary perspectives can be adapted to reviews, critiques, opinion pieces, and other forms of journalistic, literary, and public writing. Students will consider a variety of historical and contemporary American cultural products, including television, film, books, literature, websites, exhibitions, performances, and consumer products, in order to enter the public conversation about the cultural meanings, political implications, and social content of such culture.

Instructor: Fisher
Prerequisite: AMST 101 or another AMST 100- or 200-level course
Distribution: SBA
Term(s): Fall

AMST 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the director.
Distribution: None
Term(s): Fall

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

AMST 370 - Senior Thesis (1.0)
Prerequisite: AMST 360 and permission of the department.
Distribution: None
Term(s): Spring

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

Anthropology Faculty Profiles

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

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

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

Particular thematic strengths of our faculty and curriculum include:

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

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

Anthropology Major

Goals for the Anthropology Major

- An understanding of cultural diversity throughout the world that evaluates cultures at different levels of economic and social development on their own terms
- A familiarity with the vast ways in which human cultures vary in their social institutions and practices from small bands of egalitarian hunter-gatherers to sharply stratified states
- An understanding of how diverse cultures have traditionally adapted to and interacted with their environment and how today they are responding to and confronting the challenges of globalization
- An awareness of how humans have evolved as a species and how and why they exhibit patterned physical variation today, including a critical social and biological understanding of “racial” diversity
- A familiarity with basic features of world prehistory and human cultural evolution from the Old Stone Age to the emergence of early civilizations
- Critical knowledge of methods used in anthropological field research, including the excavation of paleo-anthropological and archaeological sites and the construction of ethnographies based upon personal interaction with local cultures
- An appreciation for the different theoretical approaches used to understand human variation in its myriad of forms

Requirements for the Anthropology Major

Beginning with the Fall 2017 term, the Anthropology Department is instituting a new set of major requirements. New students entering the department will be subject to these new requirements. Students enrolled prior to Fall 2017 can elect between the two sets, with any specific questions addressed to the Anthropology Department chair.

New Major requirements (as of Fall 2017)

A major in anthropology consists of a minimum of nine units (which may include courses from MIT’s anthropology offerings), of which ANTH 101, ANTH 102 or ANTH 103, ANTH 205, and ANTH 301 are required. Students are required to take one additional 300-level offering and to engage in at least one significant academic experience outside the classroom to be identified in conjunction with the major advisor (e.g. study abroad, independent research, intern, field schools, or related experiences).

Old Major requirements (eligible for students enrolled prior to Fall 2017)

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

Majors are encouraged to take other courses that have a cultural or multicultural focus.

Honors in Anthropology

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

Anthropology Related Courses

Attention Called

- AFR 226 Environmental Justice, “Race,” and Sustainable Development
- AFR 235 Societies and Cultures of Africa
- AFR 297 Medical Anthropology: A Comparative Study of Healing Systems
- ARTH 236 Art, Architecture, and Culture in the Ancient Americas
- LING 114 Introduction to Linguistics
- PEAC 259-01-02 F/SPAN 263 Peace and Conflict Resolution
- WGST 205 Love and Intimacy: A Cross-Cultural Perspective

A minor in anthropology consists of five units: ANTH 101 or ANTH 102 or ANTH 103, at least one 200-level course, at least one 300-level course. Students minoring in anthropology are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

Old Minor requirements (eligible for students enrolled prior to Fall 2017)

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

ANTH - Anthropology Courses

ANTH 101 - Introduction to Cultural and Social Anthropology (1.0)

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

Instructor: Ellison, Armstrong
Prerequisite: None
Distribution: SBA
Term(s): Fall; Spring
Formerly ANTH 104; may not be repeated for credit by students who have successfully completed ANTH 104.

ANTH 102 - Introduction to Biological Anthropology (1.0)

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

Instructor: Van Arsdale
Prerequisite: None
Distribution: SBA
Term(s): Spring
Formerly ANTH 204; may not be repeated for credit by students who have successfully completed ANTH 204.

ANTH 103 - Introduction to Archaeology (1.0)

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations of prehistoric and historic remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.
ANTH 107Y - First-Year Seminar: The Science and Culture of Blood (1.0)

This course will use the central topic of blood as an introduction to biochemistry and cultural anthropology and as a mechanism for making inter disciplinary connections between the natural and social sciences. We will touch on such scientific aspects as mechanics of fluid movement, solubility, intermolecular forces, immunity, blood typing, sickle cell, AIDS, and hemophilia. The social science aspects will include discussions of family and kinship, vampires and other mythologies, menstruation, taboos or rituals around blood as food, blood in art, human/animal sacrifice, and the culture of AIDS. Case studies will introduce students to scientific thinking and integrative skills.

Instructor: Armstrong (Anthropology; Writing), Wolfsen (Chemistry)
Prerequisite: None. Open to first-year students only.
Cross-Listed as: CHEM 107Y
Distribution: SBA
Term(s): Fall
No letter grade.

ANTH 205 - Anthropology Methods and Project Design (1.0)

This course is intended to provide a theoretical framework as to how anthropologists construct questions, design research strategies, and produce anthropological knowledge. Students will discuss and explore major framing questions for anthropological methods while pursuing an independent project of their choice. Working with a faculty advisor, students will engage in independent research, while using the class as a workshop and discussion environment to refine their project. Students will be exposed to issues of positionality, ethical obligations in research, mixed qualitative and quantitative methods, and writing for specific audiences. This course is required of all anthropology majors and will provide a bridge between introductory and advanced courses.

Instructor: Matzner, Van Arsdale
Prerequisite: Any introductory Anthropology course (ANTH 101, ANTH 102, or ANTH 103), or permission of the instructor.
Distribution: SBA
Term(s): Spring

ANTH 206 - Human Evolution (1.0)

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

Instructor: Minor
Prerequisite: None
Distribution: SBA
Term(s): Fall
Formerly ANTH 206; may not be repeated for credit by students who have successfully completed ANTH 206.

ANTH 209 - Forensic Anthropology (1.0)

The identification of human remains for criminological and political purposes is widespread. This course explores issues in the identification and interpretation of human bones including methods for determining sex, age, stature, and ancestry as well as identifying pathologies and anomalies. The course will pay particular attention to those anatomical elements, both soft tissue and bones, that aid in the reconstruction of individuals and their lifeways. In addition, the course explores search and recovery techniques, crime-scene analysis, the use of DNA in solving crimes, and the role of forensic anthropology in the investigation of mass fatalities from both accidents and human rights violations. It also addresses ballistics and the use of photography in forensic investigation. The course will include a weekly lab component focused on human osteology and skeletal analysis.

Instructor: Van Arsdale
Prerequisite: None
Distribution: SBA
Term(s): Fall
Does not fulfill the laboratory requirement.

ANTH 210 - Political Anthropology (1.0)

This course explores major themes in the subfield of political anthropology. How do anthropologists locate "the political" and study it ethnographically – that is, through the long-term fieldwork they conduct? Throughout this course, we will delve into anthropological approaches to power, authority, and domination; intercultural and transnational governance; everyday forms of resistance and collective action; violence and disorder; and the politics of care and abandonment, among other themes. We will consider the animating questions that helped consolidate the subfield during the 1940s and 1950s, and trace anthropology's growing concern with post-colonialism and global capitalism. Finally, we will explore questions of labor restructuring, activism, caregiving, and life itself in an era that is often characterized as "neoliberal."

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

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

Wellesley's Program in Georgia invites students to immerse themselves in the life, history and creative imagination of this "jewel of the Caucasus." Georgia is home to vibrant culture, renowned viticulture, delicious cuisine, and majestic landscapes capped by the snow-covered peaks of the Caucasus Mountains. Students join Williams and Mt. Holyoke peers in exploring Georgia through internships, visits to museums and churches, lectures by Georgian specialists, screenings by film directors, and excursions to unique post-Soviet landscapes, including Stalin's birthplace and museum and Dmanisi, the oldest early hominin site outside Africa. While in the capital city of Tbilisi students live with Georgian host families and work on internships designed in conjunction with the Georgian program coordinator.

Instructor: Tumarkin (Russian Area Studies)
Prerequisite: None. Application required.
Cross-Listed as: RAST 211

Term(s): Winter
Prerequisite: None.
Not offered every year. Subject to Provost's Office approval. Wellesley students may apply to take this course in off years, when run by Williams or Mt. Holyoke.

ANTH 214 - Race and Human Variation (1.0)

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

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

Distribution: SBA; H5
Term(s): Not Offered

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

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

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

ANTH 219 - Balkan Cinematic Representations (1.0)

In the course of Europe's road to modernity, the southeastern corner of the continent became known as the Balkans. The Western imagination rendered the peoples and the rich culture as backward, violent, and underdeveloped. This course examines the imagery of the area and its people through film. We will explore the use of history by filmmakers and the use of films in understanding a number of issues in the history of the Balkans. The course will trace the adoration of ancient Greek antiquity, the legacy of Byzantium and Orthodox Christianity as well as the Ottoman influence and the appearance of Islam. The historical past is reconstructed and represented in film, as are the national awakenings and liberation movements. The list of films we will watch and the anthropological and historical readings we will do aspire to cover various aspects of Balkan societies as revealed through visual and cinematic representations.
ANTH 222 - Anthropology of Science (1.0)
This course will introduce students to the anthropology of science and the use of anthropological methodology to study the making of science and technology. Through the analysis of case studies of biotechnology, energy, computing, lay and activist science, medicine, genetics, bioethics, the environment and conservation around the world, this class will investigate the global dynamics of science and technology. We will compare and contrast the production and use of scientific knowledge around the globe. What happens when science and technology travel and how do new places emerge as centers of knowledge production? How are culture, identity, technology, and science linked?

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

ANTH 229 - GIS and Spatial Reasoning for Social and Behavioral Analysis (1.25)
This course introduces students to Geographic Information Systems (GIS), and the use of spatial data in social and behavioral research. Many human behaviors have a spatial component. Space can also provide a context to identify and understand patterns within complex relationships.

The course will emphasize how to design, execute and present original research through lectures and labs. Students will develop conceptual tools for spatial-reasoning, how to use specific software packages, and how to present interpretations and results in a geographic form. The approaches to GIS will be relevant to students from Anthropology, Sociology, Economics, History, and other cognate disciplines. We will cover main concepts and applications of GIS as used in human ecology, planning and development, conflict studies, and epidemiology, for example.

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

ANTH 231 - Anthropology In and Of the City (1.0)
This course serves as an introduction to urban anthropology. There was a time when anthropology was predominately associated with rural settings. In recent decades, however, anthropologists increasingly have turned their attention to emerging global cities, studying everything from squatter movements and gang activity to the gleaming high-rises and gated communities. The barricade, and the levee. These symbolic destinations will present the city as a place of ethnographic encounter, uniquely structured along lines of class, race, and gender, as well as contested space, where imagined and real barriers limit access to social, economic, and political operations.

Instructor: Ellson
Prerequisite: None
Cross-Listed as: PEAC 231
Distribution: SBA
Term(s): Fall

ANTH 232 - Anthropology of Media (1.0)
This course introduces students to key analytical frameworks through which media and the mediation of culture have been examined. Using an anthropological approach, students will explore how media as representation and as cultural practice have been fundamental to the (trans)formation of modern sensibilities and social relations. We will examine various technologies of mediation—from the Maussian body as "Man's first technical instrument" to print capitalism, radio and cassette cultures, cinematic and televisual publics, war journalism, the digital revolution, and the political milieu of spin and public relations. Themes in this course include media in the transformation of the senses; media in the production of cultural subjectivities and publics; and the social worlds and cultural logics of media institutions and sites of production.

Instructor: Matzner
Prerequisite: None
Cross-Listed as: CAMS 232
Distribution: SBA
Term(s): Spring

ANTH 234 - The Anthropology of Media in South Asia (1.0)
This course introduces students to key analytical frameworks through which media and the mediation of culture have been examined. Using an anthropological approach, students will explore how media as representation and as cultural practice have been fundamental to the (trans)formation of modern sensibilities and social relations. We will examine various technologies of mediation—from the Maussian body as "Man's first technical instrument" to print capitalism, radio and cassette cultures, cinematic and televisual publics, war journalism, the digital revolution, and the political milieu of spin and public relations. Themes in this course include media in the transformation of the senses; media in the production of cultural subjectivities and publics; and the social worlds and cultural logics of media institutions and sites of production.

Instructor: Matzner
Prerequisite: None
Cross-Listed as: CAMS 232
Distribution: SBA
Term(s): Spring

ANTH 236 - Doing Ethnomusicology: Critical Music Studies "Out in the Field" (1.0)
This course has three primary aims: (1) to give students the experience of doing ethnographic research in a local community; (2) to introduce key concepts pertaining to ethnomusicology, or the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork, writing up field journals; recording and transcribing interviews; and doing library and online research. Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper (8-10 pages) based on the student's research.

Instructor: Goldschmitt (Music)
Prerequisite: None
Cross-Listed as: MUS 245
Distribution: ARS
Term(s): Fall

ANTH 237 - Ethnography in/of South Asia (1.0)
Anthropology has a fraught and complex history within South Asia. Many of its techniques of knowledge production were honed within the historical sciences to develop ways of understanding their own societies and investigate how the body has been observed, experienced, classified, modified, and sacralized in different social formations.

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

ANTH 238 - The Vulnerable Body: Anthropological Understandings (1.0)
This course begins with the assumption that the human body is a unit upon which collective categories are engraved. These categories can vary from social values, to religious beliefs, to feelings of national belonging, to standards of sexuality and beauty. Readings in this course will concentrate on the classic and recent attempts in the social and historical sciences to develop ways of understanding this phenomenon of "embodiment." We will begin with an overview of what is considered to be the "construction" of the human body in various societies and investigate how the body has been observed, experienced, classified, modified, and sacralized in different social formations.

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

ANTH 243 - The (In)Visible Native America: Past and Present (1.0)
Through contemporary ethnographic texts, they will also gain insight into the major social and cultural categories and phenomena that define South Asia today such as caste, kinship and gender, class, nationalism, and popular culture. Throughout, we will consider the politics of representation and knowledge production that are particularly fraught in this postcolonial context.

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

ANTH 244 - The (In)Visible Native America: Past and Present (1.0)
This course will examine the historical significance of Native Americans within anthropology as well as the contemporary challenge of defining Native American identity in a scientific context. The study of indigenous North American populations played a major role in the early formation of American anthropology as a discipline. The treatment of Native Americans as a subject for study has left a legacy across the social and natural sciences of thinking of Native peoples as research entities of the past, even as they remain communities of the present.

Throughout anthropology's history, the discipline has played a paradoxical role in adding to our knowledge of North American prehistory and human biological variation, while contributing to the systematic erasure of the idea of contemporary Native peoples.
ANTH 245 - Culture, Politics, and Power: Anthropological Perspectives on Latin America (1.0)
This course explores contemporary issues in Latin America from an anthropological perspective. We will discuss legacies of colonialism and Cold War power struggles, as well as the active role indigenous peoples and social movements are playing in crafting Latin American futures. We will trace the ways the region is enmeshed in transnational processes and migrations and analyze the intersection of culture, race, gender, and class in shaping urban centers, rural hinterlands, and livelihood strategies within them. In particular, we will discuss how ethnographic research – the long-term fieldwork conducted by anthropologists – can enrich our understanding of hotly debated issues such as statecraft, borders, and shifting meanings of citizenship; in/security, human rights, and democratization; and, illicit economies, extractive industries, and development.
Instructor: Kohl
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

ANTH 246 - From Glyphs to Bytes: Ancient Egypt and the Future of Digital Humanities (1.0)
Online resources for the ancient world are at the forefront of digital humanities developments. How can the past be captured in digital form? What forms of advanced media visualization and computer analysis can give new insights on ancient data? Can public dissemination of historical studies positively impact our lives in the present? How can we ensure that our digital cultural achievements last as long as pyramids built in stone? This course will pair readings on the theory and practice of digital humanities with projects utilizing online content about ancient Egypt. The digital Egyptological resources discussed in class will provide an overview of ancient Egyptian civilization. Over the course of the semester we will critique current offerings and trends in online resources. The final project will be the creation of a new online Egyptological resource, presenting of content created by students through a digital platform of their choice/design.
Instructor: Ellison
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

ANTH 252 - The Archaeology of Wellesley: College Hall Fire Summer Field School (1.0)
A 4-week archaeology field school covers the process of research design, site identification, survey, undertaking excavation, basics of conservation, and digital documentation. The Wellesley College Hall Archaeology Project seeks evidence of daily lives of the Wellesley community, circa 1914. Excavation will be in areas containing remnants of the 1914 College Hall Fire, which destroyed the original College building overnight, finding fragments of student belongings, classroom equipment, and architecture over 100 years later. Students will identify research questions about experiences of the Wellesley community (daily life, gender, social class), and build a project addressing issues resonating with students today. Community participatory research includes involving the community through interviews, social media, and public outreach. Please note: excavation includes physical exertion, students with disability concerns are encouraged to contact the instructor and accessible fieldwork tasks will be implemented.
Instructor: Minor
Prerequisite: None
Distribution: SBA
Term(s): Summer I

ANTH 257 - Anthropological Genetics (1.0)
This course critically examines cancer as a pervasive disease and a metaphor of global modern cultures. Students will be exposed to the ways cancer is perceived as a somatic and social standard within locally constructed cognitive frameworks. They will investigate the scientific and emotional responses to the disease and the ways cancer challenges our faith and spirituality, our ways of life, notions of pollution and cleanliness, and our healing strategies. This approach to cancer is comparative and interdisciplinary and focuses on how specialists in different societies have described the disease, how its victims in different cultures have narrated their experiences, how causality has been perceived, and what interventions (sacred or secular) have been undertaken as therapy and prevention.
Instructor: Kankashidou
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

participant-observation, visual anthropology, and ethnographic writing to form real-world dialogues about the cultural significance of design and architecture. Core anthropological concepts such as cultural relativity, applied ethnography, globalization, and the anthropology of space and place serve as the central themes for the course as we apply contemporary anthropological theory to cross-cultural understandings of architecture and design.

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

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

Why are myths often tied to geography and why are particular locations charged with powerful cultural meaning? This anthropological field course in Iceland explores the diverse ways that humans interact with their surroundings to create culture. This intensive two-week excursion (followed by two weeks of follow-up assignments) examines the cultural and geographic significance of Iceland’s unique landscape and settlements. Glacial lakes, bustling cities, remote fishing villages, and eerie lava fields provide the setting for an introduction to the fascinating field of cultural geography. Students gain hands-on experience with methods of cultural anthropology, including participant-observation, interviewing, writing field notes, photography, and critical analysis. A once-in-a-lifetime opportunity, this course offers students a rare chance to conduct ethnographic research in one of the most stunning places on Earth!

Instructor: Armstrong  
Prerequisite: None  
Distribution: SBA  
Term(s): Summer I; Summer II  
Not offered every year. Subject to Provost’s Office approval.

**ANTH 300 - Ethnographic Methods and Ethnographic Writing (1.0)**

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

Instructor: Matzner  
Prerequisite: ANTH 205 or permission of instructor  
Distribution: SBA  
Term(s): Not Offered

**ANTH 301 - Advanced Theory in Anthropology (1.0)**

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

Instructor: Karakasiou  
Prerequisite: Two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor  
Distribution: SBA  
Term(s): Fall

**ANTH 305 - Ethnographic Film (1.0)**

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

Instructor: Matzner  
Prerequisite: ANTH 301 or two 200-level units in anthropology, cinema and media studies, economics, history, political science, or sociology or permission of the instructor  
Cross-Listed as: CAMS 305  
Distribution: SBA  
Term(s): Not Offered

**ANTH 310 - Wintersession in the Southern Balkans (0.5)**

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

Instructor: Karakasiou  
Prerequisite: ANTH 217 or ANTH 219, or some familiarity with the area  
Distribution: SBA  
Term(s): Winter  
Not offered every year. Subject to Provost’s Office approval.

**ANTH 314 - Human Biology and Society (1.0)**

This seminar will provide an anthropological perspective on the intersection between human biology and society in three related topics. The first unit will focus on human genetic diversity and the increasing use of genetic information in society. Included in this unit will be discussions of genetic ancestry testing and the construction of identity. The second unit will examine in more detail the genetic basis of phenotypic traits and disease, exploring what our genes can reveal about us while also considering the problems of biological determinism. The final unit will extend the understanding of human biological variation by looking at the relationship between humans and our environment, how our environment changed throughout prehistory and contemporary times, and what role the environment plays in shaping human variation.

Instructor: Van Arsdale  
Prerequisite: ANTH 204, ANTH 214, or permission of the instructor  
Distribution: SBA  
Term(s): Not Offered

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

This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the biased assessment of specific peoples. The course begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous.

Instructor: Karakasiou  
Prerequisite: One 200-level unit in anthropology, economics, political science, sociology, or permission of the instructor  
Distribution: SBA; HS  
Term(s): Spring

**ANTH 321 - Anthropology of the Senses (1.0)**

People’s senses—their capabilities to apprehend the world through touch, smell, taste, feeling, and hearing—seem to define human experiences, uniting us in one great common condition. At the same time, many have argued that the senses are understood—and indeed experienced—differently across disparate contexts. What does it mean to consider what we take to be among the most foundational and universal aspects of human engagement with the world might be culturally, historically and socially constituted? This course introduces students to the scholarship of sensory experience—an interdisciplinary field that will center on anthropology, but that also involves performance studies, arts and media studies. It explores the basic question of how to produce scholarly knowledge about embodied sensory experience that in many ways seems to defy the descriptive capacities of the written word.

Instructor: Matzner  
Prerequisite: ANTH 101 and two 200-level courses in anthropology or the permission of the instructor  
Distribution: SBA  
Term(s): Fall

**ANTH 335 - Seminar: Good Deaths: From the Tibetan Book of the Dead to the ICU (1.0)**

This seminar provides a grounding in the text itself, which 1927—have been used to reconfigure notions of a “good death” across a number of contexts. This seminar introduces students to the scholarship of sensory experience—an interdisciplinary field that we will center on anthropology, but that also involves performance studies, arts and media studies. It explores the basic question of how to produce scholarly knowledge about embodied sensory experience that in many ways seems to defy the descriptive capacities of the written word.

Instructor: Van Arsdale  
Prerequisite: ANTH 204, ANTH 214, or permission of the instructor  
Distribution: SBA  
Term(s): Not Offered

**ANTH 336 - Seminar: Good Deaths: From the Tibetan Book of the Dead to the ICU (1.0)**

Tibetan death practices—made famous by a translation of the *Bardo Thödol* (termed “The Tibetan Book of the Dead” by an American anthropologist in 1927)—have been used to reconfigure notions of a “good death” across a number of contexts. This seminar provides a grounding in the text itself, which serves as an entry point to studying scholarly accounts of illness, death, and dying. We trace the movement of the Bardo Thödol as a “mind-treasure” revealed to a yogini in 8th century India, its translation and scholarly acclaim in the early 1900s, and finally, its contemporary use in Euro-American hospice care. The course investigates not only how...
“The Tibetan Book of the Dead” has contributed to new concepts of death and dying, but also how advanced medical technologies trouble what it means to be alive or dead.

Instructor: Lewis
Prerequisite: Previous courses in Religion, Anthropology, Health & Society, or permission of the instructor.
Cross-Listed as: REL 335
Distribution: REP
Term(s): Spring

ANTH 341 - Indigenous Resurgence (1.0)
This seminar will examine the politics, theories, and conditions of indigeneity. We will cover topics ranging from Spanish reductions and ideologies of mestizaje in the Americas to debates over the limits of legal recognition under “neoliberal multiculturalism” in Australia and Indonesia. We will explore issues ranging from tribal gaming/casinos and indigenous sovereignty in the U.S. to the rise of Bolivia’s President Evo Morales and his efforts to put a Pro-Pachamama (Mother Earth) platform on the global stage. In the process, we will touch on issues of settler colonialism, struggles over authenticity, sovereignty, political recognition, and citizenship, questions of gender and sexuality, and the historic antecedents of contemporary revitalization movements and political activism. Additionally, we consider the political implications of anthropology’s study of indigeneity and native scholars’ efforts to de-colonize social knowledge by reforming anthropology.

Instructor: Ellison
Prerequisite: ANTH 104
Distribution: SBA
Term(s): Spring

ANTH 344 - The Middle East: Anthropological Perspectives (1.0)
This course discusses traditional subsistence economies (e.g., irrigation agriculture, pastoral nomadism) and tribal forms of social organization and analyzes their transformation with the emergence of independent territorial nation-states and the advent of oil wealth during the twentieth century. The course considers different sectors and expressions of Islam in specific countries and discusses kinship structures and family relationships, including the varying roles of women in specific societies. Contemporary political and economic issues and conflicts in Afghanistan, Iran, Turkey, Iraq, and Israel/Palestine will be studied from an anthropologically informed perspective of cultural continuity and change and the continuous refashioning of religious, ethnic, and national identities over time.

Instructor: Kohl
Prerequisite: Normally open to students who have taken a grade II unit in anthropology and/or a 200-level unit in a relevant area/subject matter.
Distribution: SBA
Term(s): Not Offered

ANTH 345 - Doing Ethnomusicology: Critical Music Studies "Out in the Field" (1.0)
This course has three primary aims: (1) to give students the experience of doing ethnographic research in a local community; (2) to introduce key concepts pertaining to ethnomusicology, or the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork as participant/observers; taking scratch notes and writing up field journals; recording and transcribing interviews; and doing library and online research.

Instructor: Kelley (Art)

Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper (15 pages) based on the student’s research.

Instructor: Goldschmitt (Music)
Prerequisite: MUS 100
Cross-Listed as: MUS 345
Distribution: ARS
Term(s): Fall

ANTH 346 - Seminar: Doing Well, Doing Good?: The Political Lives of NGOs (1.0)
From de-mining countries to rehabilitating child soldiers, from channeling donations for AIDS orphans to coordinating relief efforts in the wake of natural disasters, non-governmental organizations (NGOs) are ubiquitous. They provide essential services once thought to be the purview of the state, and increasingly champion entrepreneurial approaches to poverty reduction. NGOs are also subject to heated debate and increased surveillance within the countries where they operate. This seminar brings a critical anthropological lens to bear on the work of NGOs, connecting global trends, donor platforms, and aid workers to the everyday experiences of people targeted by NGO projects.

Instructor: Ellison
Prerequisite: Two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

ANTH 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ANTH 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ANTH 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ANTH 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ANTH 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

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

ANTH 362 - Experimental Ethnography: At the Boundaries of Art and Anthropology (1.0)
This course explores the territory of ethnography as it is practiced at the intersection of art and anthropology. Ethnography is a practice of anthropological knowledge production that involves engaging with cultural identity and difference. It raises issues about the relationship between the Self and Other, representation and reality. Although traditionally, ethnographies are written manuscripts, anthropologists are experimenting with ethnographic representation in other media and formats. Artists engaged in conceptual, social and site-specific modes are engaging in parallel ethnographic practices. Through this course, students will be introduced to the history and contemporary efflorescence of these experiments and cross-pollinations.

Instructor: Kelley (Art)
Prerequisite: A 200-level course in ARTS, ANTH, or CAMS
Cross-Listed as: CAMS 362
Distribution: ARS; SBA
Term(s): Not Offered
For elementary and intermediate Arabic see Middle Eastern Studies.
AN INTERDEPARTMENTAL MAJOR

Architecture Faculty Profiles

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

Architecture Major

Goals for the Architecture Major

The goals of the Architecture major are threefold:

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

Requirements for the Architecture Major

Students considering an Architecture major should choose an advisor in their area of concentration and work out a program of study. The Architecture major consists of 11 units, which may be weighted toward architectural history or studio investigation. The following courses are required:

- ARTH 100 and ARTH 101. There is no exemption from this requirement by Advanced Placement, or by International Baccalaureate, or by transfer credit

NOTE: Students are usually required to take ARTH 100 and ARTH 101 to fulfill the major requirements in Architecture. Since 101 will not be offered in Spring 2017 and there is some overlap in previous iterations of ARTH 101 and this year’s ARTH 100, majors graduating in 2016-17 must pursue one of the following three options:

1. If you have taken ARTH 101 and are taking or plan to take ARTH 100 this year, you will fulfill your requirements; 2. If you have not taken ARTH 101 yet, you must substitute another 200-level Architecture-related course in its place; 3. If you have taken ARTH 101 and cannot fit ARTH 100 into your schedule, you may petition the Architecture co-Directors to substitute another 200-level Architecture-related class in its place. If you have any questions please consult your adviser.

Courses for Credit Toward the Architecture Major

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

History of Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>ARTH 100</td>
<td>The Power of Images: An Introduction to Art and its Histories</td>
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<tr>
<td>ARTH 101</td>
<td>History and Analysis of Art, Architecture, and Urban Form: The Making of the Modern World</td>
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<td>ARTH 200</td>
<td>Architecture and Urban Form</td>
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<td>ARTH 201</td>
<td>Medieval Art and Architecture, 400-1400</td>
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<td>ARTH 202</td>
<td>Byzantine Art and Architecture</td>
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<td>ARTH 203</td>
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<td>ARTH 228</td>
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<td>ARTH 230</td>
<td>Frank Lloyd Wright and the American Home</td>
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<td>ARTH 231</td>
<td>Architecture and Urbanism in North America</td>
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<td>ARTH 236</td>
<td>Art, Architecture, and Culture in the Ancient Americas</td>
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<td>ARTH 237</td>
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<td>ARTH 238</td>
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<td>ARTH 245</td>
<td>House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900</td>
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<td>ARTH 247</td>
<td>Islamic Art and Architecture, 650-1500</td>
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<td>ARTH 249</td>
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<td>ARTH 259</td>
<td>The Art and Architecture of the European Enlightenment</td>
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<td>ARTH 266</td>
<td>New Perspectives on the Global City</td>
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<td>ARTH 289</td>
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<td>ARTH 309</td>
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<td>ARTH 320</td>
<td>Seminar. Topics in American Architecture</td>
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<td>ARTH 325</td>
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<td>ARTH 340/AMST 340</td>
<td>Seminar: Disneyland and American Culture</td>
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<td>ARTH 344</td>
<td>Seminar: Topics in Islamic Art</td>
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Studio Art

MIT

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

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

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

- 4.113 Architecture Design Fundamentals II
- 4.114 Architectural Design Studio I
- 4.115 Applied Architectural Design Studio II
- 4.11J D-Lab Schools: Building Technology Laboratory
- 4.440J Building Structural Systems

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

Olin

ENGR 2199 Engineering for Humanity

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MATH 115</td>
<td>Calculus I</td>
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<tr>
<td>MATH 116</td>
<td>Calculus II</td>
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<td>MATH 120</td>
<td>Calculus IIA</td>
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<tr>
<td>MATH 205</td>
<td>Multivariable Calculus</td>
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</tbody>
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Note: More advanced courses may also be counted toward the major.

Physics

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHYS 104</td>
<td>Fundamentals of Mechanics with Laboratory</td>
</tr>
<tr>
<td>PHYS 107</td>
<td>Principles and Applications of Mechanics with Laboratory</td>
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</tbody>
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Theatre Studies
ARCH - Architecture Courses

ARCH 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ARCH 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the directors and advisory committee.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ARCH 370 - Senior Thesis (1.0)
Prerequisite: ARCH 360 and permission of the directors and the advisory committee.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
DEPARTMENT OF ART

Art Faculty Profiles

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

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

The study of art is an integral component of a strong liberal arts curriculum. Those majoring in the Department of Art develop:

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

Transfer Credit

TRANSFER CREDIT IN ART HISTORY AND STUDIO ART

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

For either departmental or distribution credit, students must follow the procedures outlined on the Registrar’s website. Transfer credit for Art History classes always requires a full syllabus (translated if necessary) sent directly to Professor Heping Liu, Transfer Credit Adviser, as an attachment, in addition to the Registrar’s form.

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

The Department will not act on any transfer of credit requests without all required documentation; the sooner you submit this information, the sooner we can inform you of the departmental decision. It is to your advantage to complete this process in a timely fashion.

The Department grants transfer credit for 200-level Art History courses only; 100 and 300-level requirements for the major or minor must be completed on campus. Courses from two-year colleges will not be credited to the major. No more than two units of transfer credit in Art History can be applied toward the minimum requirements of a major or minor in Art History. Majors and minors must take their one required Studio class on campus.

The Department grants transfer credit for 100- and 200-level Studio courses only; 300-level requirements for the major or minor must be completed on campus. No more than two units of transfer credit in Studio can be applied toward the minimum requirements of a major or minor in Studio. Studio majors may also request transfer credit for one 200-level modern or contemporary Art History course, but Art History 100 and 101 must be taken on campus.

TRANSFER STUDENTS

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

History of Art Major

REQUIREMENTS FOR THE MAJOR

For students graduating in the classes of 2017, 2018, 2019, and 2020, an Art History major consists of a minimum of nine units. Students considering a major in Art History should choose an adviser and devise a program of study with her or him. The minimum major must be constructed according to the following guidelines:

- ARTH 100 and 101. Advanced Placement or transfer credit will not be accepted in fulfillment of this requirement.

NOTE: Since ARTH 101 will not be offered in Spring 2018, and there is some overlap in previous iterations of ARTH 101 and this year’s ARTH 100, Art History majors graduating in 2017-18 must pursue one of the following three options. If you have taken ARTH 101 and are taking or plan to take ARTH 100 this year, you will fulfill your requirements. If you have not taken ARTH 101 yet, you must substitute another 200-level Art History course covering art after 1400 in its place. If you have taken ARTH 101 and cannot fit ARTH 100 into your schedule, or believe you have covered the material already, you may petition the Department Chair to substitute another 200-level Art History course covering art before 1400 in its place. If you have any questions please contact your adviser.

- One of the following courses in Studio Art: ARTS 105, 106, 108/CAMS 138, 109, 113, 165/CAMS 135, 204.

- A minimum of six further units in Art History above the 100-level to make a total of nine units. At least two of the six units must be 300-level courses. Students may elect to pursue a 350, but may not substitute this course for one of the 300-level courses. Among the six units, a student must select one from each of the following four distribution areas:


* Double-listed courses 203, 206, 215, 227, 231, 245, 247, 255, 258, 290, 302, 311, 313, 318, 322, and 342 can be used to fulfill either of the two designated distribution areas but not both.

At least two of the eight units must be 300-level courses. Students may elect to pursue a 350, but may not substitute this course for one of the 300-level courses. Among the eight units, a student must select the designated number of courses from each of the following five distribution areas:

  2. One course in Africa, the Middle East, or Europe: 201, 202, 203, 207, 215, 218, 221, 222, 241, 242, 243, 244, 246, 247, 251, 256, 259, 264, 289, 290, 292, 299, 302, 312, 330, 331, 343, 344, 373
GRADUATE STUDY IN ART HISTORY

History of Art Minor

REQUIREMENTS FOR MINOR

For students graduating in the classes of 2017, 2018, 2019, and 2020, an Art History minor consists of a minimum of six units. Students considering a minor in Art History should choose an adviser and devise a program of study with her or him. The minimum minor must be constructed according to the following guidelines:

- ARTH 100. Advanced Placement or transfer credit will not be accepted in fulfillment of this requirement.
- A minimum of five further units above the 100-level to make a total of six units. At least two of the five units must be 200-level courses. Students may elect to pursue a 350, but may not substitute this course for one of the 100-level courses. The five units must be taken in each of the following five areas:
  2. Africa, the Middle East, or Europe: 201, 202, 203, 215, 218, 221, 224, 241, 242, 243, 244, 246, 247, 251, 256, 259, 264, 289, 290, 292, 299, 302, 312, 330, 331, 343, 344, 373

*Double-listed courses can be used to fulfill either of the two designated distribution areas but not both.

DEPARTMENT OF ART| 33
distributions or one of the three geographical distributions. At least four of the six units must be taken at Wellesley College. Only one course from outside the department, from the list of Additional Course for the History of Art Major and Minor, may be counted towards the minor.

History of Art/Studio Art Double Major

REQUIREMENTS FOR THE DOUBLE MAJOR
For students graduating in the classes of 2017, 2018, 2019, and 2020, a double major in Art History and Studio Art must elect ARTH 100 and ARTH 101, six additional units in Art History (following the requirements for the Art History major, with the added requirement that the course in distribution area 3 must examine twentieth- or twenty-first-century art) and eight additional units in Studio Art (following the requirements for the Studio major), for a total of sixteen units. A minimum of two courses must be taken at the 300-level in each major; a 350-unit may not be substituted for one of these courses.

NOTE: Since ARTH 101 will not be offered in Spring 2018, and there is some overlap in previous iterations of ARTH 101 and this year’s ARTH 100, double majors in Art History and Studio Art graduating in 2017-18 must pursue one of the following three options. If you have taken ARTH 101 and are taking or plan to take ARTH 100 this year, you will fulfill your requirements. If you have not taken ARTH 101 yet, you must substitute another 200-level Art History course covering art after 1400 in its place. If you have taken ARTH 101 and cannot fit ARTH 100 into your schedule, or believe you have covered the material already, you may petition the Department Chair to substitute another 200-level Art History class covering art before 1400 in its place. If you have any questions please contact your adviser.

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

For students graduating in the classes of 2021 and beyond, a double major in Art History and Studio Art must elect ARTH 100, eight additional units in Studio Art (following the requirements for the Studio major) and eight additional units in Art History, for a total of seventeen units. A minimum of three courses must be taken at the 300-level in Art History, and a minimum of two courses must be taken at the 300-level in Studio. The Art History requirements for the double major follow the requirements of the Art History major with two exceptions: 1) two (instead of three) courses are required that focus on the period before 1800 for Asia, Africa, the Middle East, or Europe, or the period before 1500 for the Americas; 2) two (instead of one) courses are required in nineteenth- to twenty-first-century art specifically. Therefore, the distribution is as follows:

1. One course in the Americas
2. One course in Europe
3. One course in Asia
4. Two courses in the period before 1800 in Asia/Africa/Middle East/Europe, or before 1500 in the Americas
5. Two courses in nineteenth- to twenty-first-century art: students should consult with their advisers to determine the courses best suited to fill these two units

Studio Art Major

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

REQUIREMENTS FOR THE MAJOR
Students graduating in 2017, 2018, 2019, or 2020 must complete a minimum of 11 units to fulfill the major, comprised of:

- ARTH 100 and 101. Advanced Placement or transfer credit will not be accepted in fulfillment of this requirement.

NOTE: Students are usually required to take both ARTH 100 and 101 to fulfill the major requirements in Studio Art. Since ARTH 101 will not be offered in Spring 2018, and there is some overlap in previous iterations of ARTH 101 and this year’s ARTH 100, Studio Art majors and minors graduating in 2017-18 must pursue one of the following three options: 1) If you have taken ARTH 101 and are taking or plan to take ARTH 100 this year, you will fulfill your requirements; 2) If you have not taken ARTH 101 yet, you must substitute another 200-level Art History or Art History-related course (in conversation with your adviser) in its place. 3) If you have taken ARTH 101 and cannot fit ARTH 100 into your schedule, or believe you have covered the material already, you may petition the Studio Art Director to substitute another 200-level Art History or Art History-related course in its place. If you have any questions please consult your adviser.

- ARTS 105 (Drawing I)

- Any two of the following: ARTS 106, ARTS 106/CAMS 138, ARTS 109, ARTS 110, ARTS 111, ARTS 113, ARTS 115/WRIT 115, ARTS 165

- An Art History course addressing twentieth-century or contemporary art

- At least five studio courses above the 100 level. At least two of these must be at the advanced (300) level. Note that some 300-level Studio Art courses may be elected more than once for credit in the major.

- Formal presentation of an independent, thesis, or advanced studio project in a senior exhibition.

- It is strongly recommended, but not required, that students take ARTS 317 during their senior year. Students graduating in 2021 and beyond are required to complete ARTS 317 to fulfill the major. ARTS 317 is a yearlong seminar divided into one half-credit session offered during the fall semester and a second half-credit session offered during the spring semester. Students considering majoring in Studio Art should plan to enroll in this course during their junior or senior year.

HONORS IN STUDIO ART
Honors in Studio Art is earned by the demonstration of excellence in both course work and a self-directed senior thesis project. A Studio Art thesis consists of a sustained body of visual work produced over two semesters, culminating in a formal exhibition in the Jewett Arts Center galleries, and accompanied by a paper of 15-20 pages documenting the development of the project. Seniors who have completed all foundational requirements in the major and have a grade point average of at least 3.5 in studio courses above the 100 level may propose a thesis project for honors in the fall of the senior year. If approved, this yearlong project is guided by a studio faculty advisor and assessed periodically by the full studio faculty. The gallery exhibitions and thesis paper are reviewed by an oral thesis committee in the spring in order to determine honors. A Studio Art major interested in pursuing an honors project should discuss her ideas with a potential thesis advisor in the spring of her junior year and take at least one advanced course in her proposed media concentration before the senior year.

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

TEACHER CERTIFICATION

Students interested in obtaining certification to teach art in the Commonwealth of Massachusetts should consult the director of studio art and the chair of the Department of Education.

Studio Art Minor

REQUIREMENTS FOR THE MINOR
Studio Art minors must complete a total of seven units to fulfill the minor, comprised of an art history course (normally ARTH 100 or 101*), two studio courses at the 100 level (one of which must be 105), plus four additional units in Studio Art, one of which is at the 300 level (ARTS 250s and ARTS 350s excluded).

*NOTE: Students are usually required to take both 100 and 101 to fulfill the minor requirements in Studio Art. Since ARTH 101 will not be offered in Spring 2018, and there is some overlap in previous iterations of ARTH 101 and this year’s ARTH 100, Studio Art minors graduating in 2017-18 must pursue one of the following three options: 1) If you have taken ARTH 101 and are taking or plan to take ARTH 100 this year, you will fulfill your requirements; 2) If you have not taken ARTH 101 yet, you must substitute another 200-level Art History or Art History-related course (in conversation with your adviser) in its place; 3) If you have taken ARTH 101 and cannot fit ARTH 100 into your schedule, or believe you have covered the material already, you may petition the Studio Art Director to substitute another 200-level Art History or Art History-related course in its place. If you have any questions please consult your adviser.

*It is strongly recommended, but not required, that students take ARTS 317 during their senior year.

ARTH - Art History Courses

ARTH 100 - The Power of Images: An Introduction to Art and its Histories (1.0)

Why does art matter? Because images, buildings, and environments shape our ways of understanding our world and ourselves. Learning how to look closely and analyze what you see, therefore, is fundamental
to a liberal arts education. Within a global frame, this course provides an introduction to art and its histories through a series of case studies, from ancient China's terra cotta army to Picasso's "Demoiselles d'Avignon." Meeting twice weekly, each section will draw on the case studies to explore concepts of gender and race, cultural appropriation, political propaganda, and other issues through short lectures and class discussions. Site visits and assignments will engage with the rich art and architectural resources of Wellesley campus.

Instructor: Balafrej, Berman, Cassibry, Green, Liu, Oliver
Prerequisite: None
Term(s): Fall; Spring
This course is intended for majors and non-majors and there are no prerequisites; it is required for all Art History, Architecture, and Studio Majors. PLEASE NOTE: The same ARTH 100 course will be offered in both semesters of 2017-2018 and is only to be taken once.

ARTH 101 - History and Analysis of Art, Architecture, and Urban Form: The Making of the Modern World (1.0)

Rather than a single history of art, there are numerous exciting, overlapping, and sometimes competing narratives that illuminate the production of art and architecture across the globe. Drawing on examples from 1400 to the present day, we will examine art and architecture in their varied historical and cultural contexts: from Renaissance Italy to the Harlem Renaissance, from the mysteries of Vermeer to the arrest of Ai Wei Wei. We will explore the rise of new technologies; theories of race and gender; issues of propaganda, censorship, and cultural appropriation; the elusive questions of beauty and value, and more. Each week there are two lectures; students meet in an additional weekly conference to refine their skills in analyzing art. The course is intended for majors and non-majors. There are no prerequisites. This is a required class for all art history, architecture, and studio art majors, who should plan to elect both ARTH 100 and ARTH 101 in the first or second year.

Instructor: Staff
Distribution: ARS
Term(s): Not Offered

ARTH 164Y - First-Year Seminar: Women Making Movies (1.0)

Women started making films at the same time as men did in the 1890s! Did you know that the first person to use close-up shots in film was Alice Guy-Blanche? This seminar will take you on an exciting exploration of films directed by women, from the time of the birth of cinema to the present day. We will watch, discuss, analyze and write about films by women from around the world: Hollywood, Bollywood, Europe and other national and independent cinemas. The journey will reveal the world of women's cinema, enrich your love and appreciation for film, enhance your analytical, writing and speaking skills. And you will never see films again the same way you have been!

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

WRT 107-ARTH 100 - The Power of Images: An Introduction to Art and Its Histories (1.0)

Why does art matter? Because images, buildings, and environments shape our ways of understanding our world and ourselves. Learning how to look closely and analyze what you see, therefore, is fundamental to a liberal arts education. Within a global frame, this course provides an introduction to art and its histories through a series of case studies, from ancient China's terra cotta army to Picasso's "Demoiselles d'Avignon." Meeting three times weekly, the class will draw on these case studies to explore concepts of gender and race, cultural appropriation, political propaganda, and other issues. Assignments focus on developing analytical and expressive writing skills and will engage with the rich resources of Wellesley College and of Boston's art museums. The course fulfills both the Writing requirement and the ARTH 100 requirement for art history, architecture, and studio majors.

Instructor: Lynn-Davis
Prerequisite: None. Open only to first-year students.
Distribution: ARS, W
Term(s): Fall; Spring
This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Art History, Architecture, or Studio Art. Includes a third session each week.

ARTH 200 - Architecture and Urban Form (1.0)

An introduction to the study of architecture and the built environment. This course is limited to majors or prospective majors in architecture, art history, studio art, or urban studies, or to those students with a serious interest in theoretical and methodological approaches to those fields.

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

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

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

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

ARTH 202 - Iraq's Antiquities, Then and Now (1.0)

Iraq's antiquities have long mediated conflicts. The palaces at Nineveh may have made headlines after their destruction in 2015, but many prior groups had assaulted the site too, including ancient Babylonians and modern treasure-seekers. This course considers Iraq's antiquities in a sequence of contexts: their initial creation and reception, their appropriation or destruction by rival groups in antiquity, their imperializing excavation by European archaeologists, and their conservation, looting, and destruction in recent decades. Students will leave the course with a keen understanding of how Iraq's ancient art and architecture have been used to negotiate power from antiquity to today.

Instructor: Cassibry
Prerequisite: None. Prior coursework in Art History, Classical Civilization, or Middle Eastern Studies recommended.
Distribution: ARS
Term(s): Not Offered

ARTH 206 - American Art, Architecture, and Design: 1600-1950 (1.0)

This course will explore artistic expression in America from the time of European contact to the mid-twentieth century. Proceeding both thematically and chronologically, the course will highlight the range of diverse practices and media Americans deployed to define, shape, enact, and represent their changing experience. We will explore mapping and the platting of towns during the 17th and 18th centuries; the role of portraiture in colonial society; gender and domestic interiors; landscape painting and national identity; print culture, photography and the industrialized image; utopian societies and reform; World's Fairs, city planning and urban culture; moving images, advertising, and mass consumption. As much as possible, the class will include site visits to area museums and historic landscapes.

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

ARTH 215 - The Mediterranean (1.0)

This course surveys the circulation of artistic forms and aesthetic values in premodern times. We will first focus on art transfers around the Mediterranean Sea, between Europe, Islam and Byzantium in the Middle Ages. This should help us conceptualize the Mediterranean as a Medi-terranean, that is, an intermediary space, a space that mediates different lands. We will then apply this concept of the Medi-terranean to other geo-cultural zones of interaction, such as the Road Sea, the Indian Ocean, and Central Asia in the same period.

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

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

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

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

ARTH 221 - Dutch Painting in the Golden Age (1.0)

When the Dutch Republic gained its independence in the seventeenth century and emerged as a thriving center for intercontinental trade, secular art genres proliferated (landscapes, flower-pieces, portraits, and scenes of daily life), as did painters of extraordinary talent and inventiveness. This class will survey the art of that era, paying particular attention to those masters of light, Rembrandt and Vermeer. Field trips to museums in Boston and New York.

Instructor: Carroll
Prerequisite: None. ARTH 101 recommended.
Distribution: ARS
Term(s): Spring
ARTH 224 - Modern Art to 1945 (1.0)
A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as cubism, expressionism, Dada, and surrealism) as well as alternate practices. Painting, sculpture, photography, cinema, and the functional arts will be discussed, and critical issues, including the art market and gender, national, and cultural identities, will be examined.

Instructor: Berman
Prerequisite: None. ARTH 101 recommended.
Distribution: ARS
Term(s): Spring

Normally offered in alternate years.

ARTH 225 - Modern Art Since 1945 (1.0)
An analysis of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, social and intermedial practices, and the mass media. Critical issues to be examined include the art market, feminist art practices, the politics of identity, and artistic freedom and censorship. This course will include a trip to New York City.

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

Normally offered in alternate years.

ARTH 226 - History of Photography: From Invention to Media Age (1.0)
Photography is so much a part of our private and public lives, and it plays such an influential role in our environment, that we often forget to examine its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, aesthetic directions, markets, and meanings.

Instructor: Berman
Prerequisite: None. ARTH 100 and ARTH 101 strongly recommended.
Cross-Listed as: CAMS 207
Distribution: ARS
Term(s): Fall

Normally offered in alternate years.

ARTH 228 - Modern Architecture (1.0)
A survey of the major movements in architecture in Europe and the Americas from neoclassicism to the present.

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

ARTH 230 - Frank Lloyd Wright and the American Home (1.0)
An investigation of Wright's domestic architecture in its cultural and historical context.

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

Normally offered in alternate years.

ARTH 231 - Architecture and Urbanism in North America (1.0)
This course is a survey of the art and architecture of North America from the Neolithic period to the turn of the twenty-first century in two simultaneous approaches: chronologically through time and thematically with art in the tomb, at court, in the temple, in the life of the elite, and in the marketplace. It is designed to introduce students to the major monuments and issues of Chinese art and architecture by exploring the interactions of art, religion, culture, society, and creativity, especially how different artistic styles were tied to different intellectual thoughts, historical events, and geographical locations.

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

Normally offered in alternate years.

ARTH 232 - Architecture and Urbanism in North America (1.0)
This course will present a survey of American architecture and urbanism from prehistory to the late twentieth century. Lectures and discussions will focus particularly on placing the American-built environment in its diverse political, economic, and cultural contexts. We will also explore various themes relating to Americans' shaping of their physical surroundings, including the evolution of domestic architecture, the organization and planning of cities and towns, the relationships among urban, suburban and rural environments, the impact of technology, and Americans' ever-changing relationship with nature.

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

ARTH 233 - Chinese Art and Architecture (1.0)
A survey of visual culture in China from the Neolithic to the late twentieth century. Lectures and discussions will include a trip to New York City.

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

ARTH 234 - South Asian Art and Architecture (1.0)
This course covers the visual culture of India from ancient Indus Valley civilization through Independence. It follows the stylistic, technological, and iconographical developments of painting, sculpture, architecture, and textiles as they were created for the subcontinent's major religions - Hinduism, Buddhism, Jainism, and Islam. We will examine the relationship between works of art and the political, economic, and social conditions that shaped their production. It will emphasize such themes as religious and cultural diversity, mythology and tradition, and royal and popular art forms. Attention will also be paid to colonialism and the close relationship between collecting, patronage, and empire.

Instructor: Oliver
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Cross-Listed as: SAS 239
Distribution: ARS
Term(s): Fall

ARTH 235 - Asian Art and Architecture (1.0)
This course is a survey of the major artistic traditions of Asia—including India, Southeast Asia, China, Korea, and Japan—from Neolithic times to the turn of the twentieth century. It introduces students to Asian art and architecture by exploring the interactions of art, religion, culture, and society, especially how different artistic styles were tied to different intellectual thoughts, political events, and geographical locations. Students are expected to acquire visual skills in recognizing artistic styles, analytical skills in connecting art with its historical contexts, and writing skills in expressing ideas about art. Field trips to the Museum of Fine Arts in Boston, Harvard’s Sackler Museum, the Metropolitan Museum of Art in New York, and/or the Peabody Essex Museum in Salem, depending on available exhibitions.

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

ARTH 236 - The Arts of the Ancient Americas (1.0)
This course will provide an introduction to the arts of the Ancient Americas from before the Spanish Conquest. Rather than a survey, we will concentrate on courtly ceremonial life in major cities from the Teotihuacan, Maya, Moche, Aztec, and Inca civilizations. We will explore specific artistic forms viewed across time and space, including palace architecture; stone sculpture; luxury arts of gold and feathers; textiles and costume; and manuscript painting. The course will also examine the history of collecting, with attention to legal and ethical concerns. We will consider the roles of archaeologists, curators, collectors, and fakers in creating our image of the Ancient American past. Class discussion will be combined with the study of original objects and forms of display at the Davis and area museums, meetings with leading curators, and a field trip to see “Golden Kingdoms: Luxury and Legacy of the Ancient Americas” at the Metropolitan Museum of Art.

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

normally offered in alternate years.

ARTH 237 - Art, Architecture, and Culture in Post-Conquest Mexico (1.0)
A survey of visual culture in Mexico from the Spanish conquest in the 1520s to current developments in contemporary art. Against a rich spectrum of historical events, we will examine key works of art and architecture - from colonial monasteries to paintings of Aztec history; from modernist housing blocks to conceptual art - focusing on how the arts have served to build a sense of cultural or national identity. Specific topics to be addressed include the construction of race and gender, official patronage of public art, and the myths that have shaped, and continue to shape, what it means to be "Mexican."

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

Normally offered in alternate years.

ARTH 238 - Chinese Art and Architecture (1.0)
This course is a survey of the art and architecture of China from the Neolithic period to the turn of the twenty-first century in two simultaneous approaches: chronologically through time and thematically with art in the tomb, at court, in the temple, in the life of the elite, and in the marketplace. It is designed to introduce students to the major monuments and issues of Chinese art and architecture by exploring the interactions of art, religion, culture, society, and creativity, especially how different artistic styles were tied to different intellectual thoughts, historical events, and geographical locations.

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

Normally offered in alternate years.

ARTH 243 - Cities of the Roman Empire (1.0)
Gladiators and Vestal Virgins, empresses and emperors, senators and slaves all wrote themselves into history with the monuments they commissioned in the Roman Empire’s leading cities. From Spain to Syria and from Egypt to England, their cities bear witness to a “global” system of cultural exchange, one in which London had an amphitheater and Rome had offerings for Egyptian gods. With a focus on ancient urbanism, we will use new digital tools to plot journeys across the empire, to analyze recently excavated art and architecture, and to study sites such as Palmyra now at risk from ongoing warfare. Collections nearby will offer us direct encounters with coins, sculptures, paintings, and mosaics from the empire’s many cultural zones.

Instructor: Cassibarb
Prerequisite: None. Prior coursework in Art History or Classical Civilization recommended
Distribution: ARS
Term(s): Fall

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

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

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

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

This course surveys a selection of the arts in Italy from circa 1575 to circa 1750. The works of artists such as the Carracci, Canavaggio, Bernini, Gentileschi, and Longhi will be examined within their political, social, religious, and economic settings. Particular emphasis will be placed on Rome and the impact of the papacy on the arts, but Bologna, Florence, and Venice will also play a part, especially in regard to the papacy on the arts, but Rome? How do revivals of Celtic art—from the medieval Book of Kells to modern Irish pubs—complicate our understanding of ancient ethnicities? In answering these questions, we will sharpen skills in the visual analysis of art and in the interdisciplinary analysis of agency, ethnicity, and empire.

Instructor: Liu
Prerequisite: None. Prior coursework in Art History or Classical Civilization recommended
Distribution: ARS
Term(s): Not Offered

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

The course provides a thematic chronological survey of Islamic art and architecture from their inception around 650 C.E. to the dawn of the modern empires in 1500 C.E. Until recently, most scholarship approached Islamic art through stylistic taxonomies or technical studies of materials. In contrast, this course seeks to bridge Islamic art and social history, in order to uncover the dynamics between objects and users or viewers in specific social settings. We will look at the use of early Islamic monuments as stages for religious and political spectacles, at the exchange of portable objects designed as gifts and commodities around the Mediterranean, at the female patronage of religious buildings, among other things.

Instructor: Balafrej
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Distribution: ARS
Term(s): Not Offered
Normaly offered in alternate years.

**ARTH 248 - Chinese Painting: Theories, Masters, and Principles (1.0)**

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

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

**ARTH 249 - Japanese Art and Architecture (1.0)**

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

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

**ARTH 250H - Research or Individual Study (0.5)**

Prerequisites: ARTH 100 or ARTH 101 or permission of the instructor.
Distribution: None
Term(s): Fall, Spring

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

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

Instructor: Musacchio
Prerequisite: None.

**ARTH 255 - Twentieth-Century Chinese Art (1.0)**

This course examines Chinese art in the socially and politically tumultuous twentieth century, which witnessed the end of imperial China, the founding of the Republic, the rise of the People’s Republic, the calamity of Mao’s cultural revolution, the impact of the West, and the ongoing social and economic reforms. Critical issues of examination include the encounters of East and West, the tensions of tradition and revolution, the burdens of cultural memory and historical trauma, the interpretations of modernity and modernism, the flowering of avant-garde and experimental art, and the problems of globalization and art markets. The course is designed to develop an understanding of the diverse threads of art and society in twentieth-century China.

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

**ARTH 256 - Celtic Art: Agency, Ethnicity, and Empire (1.0)**

The Celts of ancient Europe crafted golden jewelry and coins, bronze banquetting vessels, and stone sculptures of warriors and gods that still mesmerize us today. How did their intricate designs mediate power, and what do they reveal about cross-cultural encounters? How did this art counter the ethnic stereotypes invented by neighboring Greeks and Romans, and how did its esthetics survive conquest by Rome? How do revivals of Celtic art—from the medieval Book of Kells to modern Irish pubs—complicate our understanding of ancient ethnicities? In answering these questions, we will sharpen skills in the visual analysis of art and in the interdisciplinary analysis of agency, ethnicity, and empire.

Instructor: Cassibarb
Prerequisite: None. Prior coursework in Art History or Classical Civilization recommended
Distribution: ARS
Term(s): Not Offered

**ARTH 258 - The Global Americas, 1400 to Today (1.0)**

This innovative course explores how and why we "art" by examining the arts and cultures of North and South America from pre-Hispanic times to the twenty-first century. We will investigate new ways of looking at canonical and non-canonical practices and figures, issues of race and class, and the dynamism of rural life vs. metropolises (like Havana, Miami, São Paulo and Mexico City). Emphasis is on the formative role of international encounters and cross-cultural exchanges with Africa, Europe and Asia. Diverse topics include: caste paintings in Mexico, Native Americans in painting and photography, carnival practices in the Caribbean, the Harlem and Mexican Renaissances, Brazil in the 1920s, biennials, film, and contemporary art. Visits to the Davis Museum and field trips to area galleries and museums.

Instructor: Greene, Oles
Prerequisite: None
Distribution: ARS
Term(s): Spring

**ARTH 259 - The Art and Architecture of the European Enlightenment (1.0)**
This course will present thematic survey of 18th-century European art and architecture from the reign of Louis XIV to the French Revolution (1660-1789). We will examine works of art in relation to the social, political, and cultural debates of the period, and how artistic practice engaged with new approaches to empiricism, secularism, and political philosophy spurred by the Enlightenment. Topics include French art in the service of absolutism, debates between classicism and the Rococo, public and private spaces of social reform, the Grand Tour and the rediscovery of antiquity, collecting, global trade, and imperialism. We will also consider Enlightenment and counter-Enlightenment trends in Spain, Austria, and in Great Britain. In Spring 2017, students will also author essays for an online exhibition of Giovanni Battista Piranesi’s 18th-century representations of Rome to accompany an actual exhibition of his work at the Davis Museum.

Instructor: Oliver  
Prerequisite: None. ARTH 100 and ARTH 101 recommended.  
Distribution: ARS  
Term(s): Not Offered  
Normally offered in alternate years.

ARTH 262 - African American Art (1.0)  
This course will study art made by African Americans from early colonial America to the present. We will also examine images of African Americans by artists of diverse cultural backgrounds. Throughout the course we will analyze construction(s) of subjectivity of African-American identity (black, Negro, colored) as it relates to visual worlds. Although the course is outlined chronologically, the readings and class discussions will revolve around thematic topics each week. The course is interdisciplinary, incorporating a variety of social and historical issues, media, and disciplines, including music, film, and literary sources.

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

ARTH 264 - African Art: Powers, Passages, Performances (1.0)  
As an introduction to the arts and architecture of Africa, this course explores the meaning and the contexts of production within a variety of religious and political systems found throughout the continent, from Ethiopia, the Democratic Republic of Congo, and Mali, to name a few. We will consider important topics such as the ancient art outside the Nile Valley sphere, symbols of the power of royalty, and the aesthetic and spiritual differences in masquerade traditions. We will pay special attention to traditional visual representations in relation to contemporary African art and artist institutions.

Instructor: Greene  
Prerequisite: None  
Cross-Listed as: AFR 264  
Distribution: ARS  
Term(s): Fall

ARTH 266 - New Perspectives on the Global City (1.0)  
This team-taught course introduces students to the study of the global city through an examination of key topics in urban history, planning, architecture, culture, economics and environment. Focusing on major sites from New York to Mumbai, we will look at the ways in which cities have been designed and represented, analyze the use of public and private space by men and women, and explore the construction of urban narratives, both in the past and in the age of cybertecture. The course will include guest lectures and site visits.

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

ARTH 267 - Art and the Environmental Imagination (1.0)  
Nature, according to the environmental historian William Cronon, "serves as the mirror onto which societies project the ideal reflections they wish to see." Focusing on the land of the United States as it has been shaped into forms ranging from landscape paintings to suburbia, lawns, national parks, and our own Wellesley College campus, we will investigate the social, political, economic, religious, scientific, and aesthetic imperatives that have underlain these creations and molded our responses to them. Among the questions we will consider are: What is "nature"? What do we value in a landscape and why? How have artists and architects responded to environmentalist concerns?

Instructor: Bedell  
Prerequisite: None  
Cross-Listed as: ES 267  
Distribution: ARS  
Term(s): Not Offered

ARTH 269 - Nineteenth-Century European Art (1.0)  
This course surveys European art from the French Revolution of 1789 to the Paris Universal Exhibition of 1900. Focusing on such major movements as Neo-classicism, Romanticism, Realism, Impressionism, and Art Nouveau, we will examine the relationship of art to tradition, revolution, empire, social change, technology, and identity. Emphasis is placed on the representation and experience of modern life, in paintings by David, Goya, Turner, Manet, Seurat, and others, and in venues ranging from political festivals to avant-garde art galleries to London’s Crystal Palace. Topics include the expanded audience for art, Orientalism, gender and representation, and the aesthetics of leisure.

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

ARTH 270 - Pompeii (1.0)  
Frozen in time by the eruption of Vesuvius in 79 C.E., Pompeii’s grand public baths, theatres, and amphitheater, its seedy bars and businesses, its temples for Roman and foreign gods, and its lavishly decorated townhouses and villas preserve extremely rich evidence for daily life in the Roman Empire. Lecture topics include urbanism in ancient Italy; the structure and rituals of the Roman home; the styles and themes of Pompeian wall paintings and mosaics; and the expression of non-elite identities. We conclude by analyzing Pompeii's rediscovery in the eighteenth century and the city's current popularity in novels, television episodes, and traveling exhibitions.

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

ARTH 271 - Persuasive Images (1.0)  
Visual images have always been enlisted to influence individual and collective decision-making, action, and identity. However, the rise of the mass media in the nineteenth-century, and the multiplication of visual technologies in the twentieth century have created unprecedented opportunities for the diffusion of persuasive images. This seminar enlists case studies to examine the uses and functions of visual images in advertising and propaganda and considers, in particular, graphic arts, photography, film, and other reproductive media. It also considers the interplay between elite and popular arts. The goal of the course is to refine our critical understanding and reception of the visual world.

Instructor: Green  
Prerequisite: 200-level courses in Art or Media Arts and Sciences.  
Distribution: ARS  
Term(s): Not Offered

ARTH 292 - African Art and the Diaspora: From Ancient Concepts to Postmodern Identities (1.0)  
We will investigate the transmission and transformation of African art and culture and their ongoing significant impact on the continent, in Europe, and in the Americas. This course explores the arts of primarily western and central Africa, including the communities of the Bakongo, Yoruba, and Mende, among many others. The influences of early European contact, the Middle Passage, colonialism, and postcolonialism have affected art production and modes of representation in Africa and the African Diaspora for centuries. Documentary and commercial films will assist in framing these representations. The study of contemporary art and artists throughout the African Diaspora will allow for a particularly intriguing examination of postmodern constructions of African identity.

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

ARTH 299 - History of the Book from Manuscript to Print (1.0)  
A survey of the evolution of the book, both as a vessel for the transmission of text and image and as evidence of material culture. Through close examination of rare books in Clapp Library’s Special Collections, we will explore the social and political forces that influenced the dissemination and reception of printed texts. Lectures will cover the principle techniques and materials of book production from the ancient scroll to the modern codes, including calligraphy, illumination, format and composition, typography, illustration, papermaking, and bookbinding. Weekly reading, discussion, and analysis of specimens will provide the skills needed to develop a critical vocabulary and an investigative model for individual research. Additional sessions on the hand press in the Book Arts Lab and in the Pendleton paper studio.

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

ARTH 302 - Seminar: Ancient Palaces and Villas (1.0)  
This seminar will focus on the palatial art and architecture of the ancient Mediterranean, Mesopotamia, and Persia. We will analyze the surprisingly diverse functions of these ancient
complexes, which could include residences for kings and queens, tombs for their dynasties, offices for administrators, spaces for religious ceremonies, and even elaborate circuits for chariot-racing. We will also examine the urban significance of palaces, some of which redefined the spaces of cities already hundreds of years old, and some of which rejected the city altogether in favor of the countryside. We will also consider the art of adornment. Genres of art deemed appropriate for palaces ranged from historical relief sculptures detailing violent military campaigns to whimsical floor mosaics imitating unswept floors.

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

ARTH 309 - Seminar: Problems in Architectural History (1.0)
Distribution: ARS
Term(s): Not Offered

ARTH 312-01-S - Seminar: Topics in Nineteenth-Century Art (1.0)
Topic for 2017-18: Imperial Entanglements: Art and Empire in the Long Nineteenth Century

What were the possibilities and limits of representing foreign lands, cultures, and peoples in the long nineteenth century? How did discourses of empire, race, and power inform or complicate these representations? This course examines Europe's imperial and colonial engagements with India, the Pacific, North Africa, and the West Indies from 1750-1900 and representations of these engagements in the visual realm. Thematically and methodologically driven, a comparative approach will be taken to theories of travel, colonialism, and cross-cultural interactions. Such theories include, but are not limited to, Orientalism, postcolonialism, transnationalism, and their attendant critiques.

Instructor: Oliver
Prerequisite: ARTH 101 or permission of the instructor.
Distribution: ARS
Term(s): Spring
Ann E. Maurer '51 Speaking Intensive Course

ARTH 313 - Seminar: Eurasia: Empires, Merchants, and Missionaries (1600 - 1800) (1.0)
This course examines forms of artistic and material exchange across the diverse cultures of Europe and Asia in the early modern era (c.1600-1800). Its aim is to realign Western Europe's art and history of the early modern period in relation to its continental neighbors. Case studies will be drawn from the Ottoman and Mughal Empires, the Dutch Republic, the British East India Company, and many more. We will examine how trade networks united various artistic traditions, and how arts, merchants, missionaries and other intermediaries reinterpreted and disseminated practices of representation across geographic and cultural boundaries.

Instructor: Oliver
Prerequisite: Recommended ARTH 100 and ARTH 101 or by permission of instructor.
Distribution: ARS
Term(s): Not Offered

ARTH 316-01-S - Topics in African/African American Art (1.0)
Topic for 2017-18: The Body: The Race and Gender in Modern and Contemporary Art
This course charts past and present artistic mediations of racial, ethnic, and gendered experiences throughout the world, using the rubric of the body. In the struggle to understand the relationship between self and other, artists have critically engaged with the images that define our common sense of belonging, ranging from a rejection of stereotypes to their appropriations, from the discovery of alternative histories to the rewriting of dominant narratives, from the concepts of difference to theories of diversity. The ultimate goal of the course is to find ways of adequately imagining and visualizing various identities today. We will discuss socio-political discourses, including essentialism, structuralism, postmodernism, and post-colonialism and we will question the validity of such concepts as diaspora, nationalisms, transnationalism, and identity in an era of global politics that celebrates the hybrid self.

Instructor: Greene
Prerequisite: Permission of the instructor.
Distribution: ARS
Term(s): Spring

ARTH 317 - Historic Preservation: Theory and Practice (1.0)
Using the campus of Wellesley College as a case study, this course will explore the theory and practice of historic preservation. Beginning with a focus on the history of preservation in the United States, we will trace the development of legal, economic, public policy, and cultural frameworks that have shaped attitudes and approaches toward the preservation of our built environment. To ground these theoretical discussions, we will use the Wellesley College campus as a laboratory for understanding the benefits and challenges of historic preservation. Students will engage in both individual and group projects that will emphasize field study of buildings and landscapes, archival research, planning, and advocacy. The course is designed for Architecture and Art History majors, but could also be of interest to students in History, American Studies, Environmental Studies and Policy Science.

Instructor: McNamara
Prerequisite: ARTH 200 or permission of instructor
Distribution: ARS
Term(s): Not Offered

ARTH 318 - Seminar: New England Arts and Architecture (1.0)
This seminar will introduce students to the visual and material culture of New England from the period of European contact to the end of the twentieth century, with particular emphasis on Boston and environs. Course readings, lectures, and discussion will address the broad range of artistic expression from decorative arts to cultural landscapes, placing them in their social, political, and economic contexts as well as in the larger context of American art and architecture. A major theme of the course will be the question of New England’s development as a distinct cultural region and the validity of regionalism as a category of analysis. The course will include a number of required field trips to New England museums and cultural institutions.

Instructor: McNamara
Prerequisite: ARTH 101 or permission of instructor
Distribution: ARS
Term(s): Fall
Ann E. Maurer '51 Speaking Intensive Course

ARTH 331 - Seminar: The Art of Northern Europe (1.0)
Distribution: ARS
Term(s): Not Offered

ARTH 333-01-S - Seminar: Visual Analysis of Film (1.0)
Topic for 2017-18: The Melodramatic Tradition in Painting and Cinema: from Baroque Masters to Wong Kar-Wai
The focus of this course will be a series of films that take as their theme the disruptive tensions - between the sexes and between generations - that emerge with shattering force in seemingly ordinary domestic settings. After considering the pictorial roots of this tradition in seventeenth-century painting by Caravaggio, Rubens, and Rembrandt, the class will...
turn to twentieth-century melodramas directed by D.W. Griffith, Satyajit Ray, Douglas Sirk, Todd Haynes, David Lynch, Pedro Almodovar, and Wong Kar-Wai, among others. Students may register for either ARTH 333 or CAMS 343 and credit will be granted accordingly.

Instructor: Carroll
Cross-Listed as: CAMS 343-01-S
Distribution: ARS
Term(s): Spring

ARTH 335-01-S - Topics in Modern Art (1.0) Topic for 2017-18: The Arts of Dissent
The visual arts play a critical role in shaping identity and formulating opinion. Recognizing the power of images and performance, participants in social and political movements enlist the arts in support of their work. In this case-study based seminar, we will explore ways in which the visual arts have been central features of social protest movements in the twentieth- and twenty-first centuries. The class will take a trip to New York. In some meetings, we will work with Studio Art instructors to create and analyze student production.

Instructor: Berman
Prerequisite: Permission of the instructor.
Distribution: ARS
Term(s): Spring

Ann E. Maurer ’51 Speaking Intensive Course.

ARTH 336 - Seminar: Museum Studies (1.0)
This seminar will examine the art museum through perspectives around the "Politics of Presentation." It will consider the evolution of the institution and its architectures, the philosophical and social implications of categorizing, collecting and displaying, ethical issues in museum practice, the competing demands of new and traditional stakeholders, and contemporary challenges. Using the Davis Museum’s permanent collections galleries as one primary resource, students will investigate the historical, critical, and museological contexts for collecting strategies, exhibition development, and audience engagement, and examine museums at the nexus of curatorial practice, collecting strategy, patronage, and pedagogy.

Instructor: Fischman and Fluke
Prerequisite: ARTH 100 or ARTH 101 and permission of the instructor required. Preference given to senior art majors.
Distribution: ARS
Term(s): Spring

ARTH 337 - Seminar: Topics in Chinese Painting (1.0)
Instructor: Liu
Distribution: ARS
Term(s): Not Offered

ARTH 338-01-S - Seminar: Topics in Latin American Art (1.0)
Topic for 2017-18: The Arts of the Ancient Americas
This course will provide an introduction to the arts of the Ancient Americas from before the Spanish Conquest. Rather than a survey, we will concentrate on courtly ceremonial life in major cities from the Teotihuacan, Maya, Moche, Aztec, and Inca civilizations. We will explore specific artistic forms viewed across time and space, including palace architecture; stone sculpture; luxury arts of gold and feathers; textiles and costume; and manuscript painting. The course will also examine the history of collecting, with attention to legal and ethical concerns. We will consider the roles of archaeologists, curators, collectors, and fakers in creating our image of the Ancient American past. In-class discussion will be combined with the study of original objects and forms of display at the Davis and area museums, meetings with leading curators, and a field trip to see "Golden Kingdoms: Luxury and Legacy of the Ancient Americas" at the Metropolitan Museum of Art.

Instructor: Oles
Prerequisite: None
Distribution: ARS
Term(s): Spring

There are no prerequisites; the class meets once per week, but students can register for ARTH 236, which requires short exams and a final exam, or ARTH 338-01-S, which requires an extended research project. Students who have previously enrolled in ARTH 236 may only register for this course as ARTH 338-01-S.

ARTH 340 - Seminar: Disney and American Culture (1.0)
One of the most-visited tourist attractions in the world, subject of thousands of books and articles, adopted by millions, yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland as an expression of middle-class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, and as an influence upon architecture and urban design. In a broader sense, we will use Disney to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture.

Instructor: Bedell
Prerequisite: AMST 101 or ARTH 101 and a 200-level course in American or modern culture (history, art, literature, economics, etc.). Permission of the instructor required.
Cross-Listed as: AMST 340
Distribution: ARS, HS
Term(s): Not Offered

ARTH 341 - Seminar: The Landscape Painting of China, Korea, and Japan (1.0)
Landscape or shanshui (literally "mountains" and "rivers" in Chinese) rose as an independent and major painting category in the tenth century in East Asia and is among the great traditions of world art. How did it develop so early? What did it mean? How was it used? Why is landscape still a popular subject in East Asian art that at its best is technically superlative and deeply moving. This seminar will consider how landscape painting from the early periods to the twentieth century, the course explores such issues as landscape and national development, landscape and power, landscape as representation of nature, landscape as images of the mind, and the tension of tradition and creativity in painting landscape. Comparisons will be made with Dutch, English, French, and American landscape painting to provide a global perspective.

Instructor: Berman
Prerequisite: ARTH 101 or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

ARTH 342 - Seminar: Domesticity and Its Discontents (1.0)
The course will study changing representations of domestic life and domestic interiors from the seventeenth century through the present. The first part of the course will focus on paintings of family life in the home from the seventeenth through the nineteenth centuries. The second part of the course will focus on the analysis of films, particularly domestic melodramas, that are concerned with family life and interior spaces.

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

ARTH 343 - Seminar: Roman Monuments: Memory and Metamorphosis (1.0)
Monuments like the Colosseum, Trajan’s Column, and the Arch of Constantine have stood for nearly 2,000 years, but every generation has reframed their meaning. Each of our sessions will therefore evaluate the long life of a different monument from ancient Rome. We will consider both the commemorative strategies that generated the art and architecture and the changing historical values that have prompted preservation or plunder of carved stone. The seminar will also help research the Davis Museum’s upcoming exhibit presenting Piranesi’s etchings of the monuments as they appeared in the 18th century.

Instructor: Cassibry
Prerequisite: Prior coursework in Art History or Classical Civilization or permission of instructor
Distribution: ARS
Term(s): Not Offered

ARTH 344 - Seminar: Topics in Islamic Art (1.0)
Instructor: Balafrej
Prerequisite: ARTH 100 or one 200-level course, or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

ARTH 345 - Seminar: Methods of Art History (1.0)
What are the ways in which art has been defined, evaluated, theorized, and researched? What assumptions underlie the discipline of art history? This seminar provides a survey of all major approaches to the critical understanding of visual art. These include connoisseurship, iconography, Marxism, psychoanalysis, semiotics, gender and postcolonial theory, and cultural studies. Critical reading and intensive class discussion will be emphasized. Recommended for all majors.

Instructor: Balafrej
Prerequisite: ARTH 100 or ARTH 101 and one 200-level course, or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

ARTH 346 - Seminar: Poetic Painting in China, Korea, and Japan (1.0)
Poetic painting is a conspicuous visual phenomenon in East Asian art that at its best is technically superlative and deeply moving. This seminar investigates the development of this lyrical mode of painting first in China and then in Korea and Japan from the eighth century to the twentieth through the practices of scholar-officials, emperors and empresses, masters in and outside of the Imperial Painting Academy, literati artists, and modern intellectuals. Literary ideals and artistic skills, tradition and creativity, patronage and identity, censorship and freedom of expression, and other tensions between paintings and poetry/poetry theories will be examined.

Instructor: Liu
Prerequisite: ARTH 101 or permission of the instructor.
Distribution: ARS
Term(s): Spring
ARTH 350 - Research or Individual Study (1.0)
Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor.
Distribution: None
Term(s): Fall; Spring

ARTH 350H - Research or Individual Study (0.5)
Prerequisite: ARTH 100 and ARTH 101 or permission of the instructor.
Distribution: None
Term(s): Fall; Spring

ARTH 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall

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

ARTH 364 - Women Filmmakers: History and Theory of Subversion (1.0)
A survey of the history of women making films and an exploration of the issues of representation using films directed by women from around the world. We will review the history and emergence of women/feminist filmmakers and examine the impact of feminism and feminist film theory on women filmmakers in particular, and the film industry in general. Required activities include weekly screenings of films, written analytical reports, and classroom presentations.

Instructor: Mekuria
Prerequisite: One of the following courses: ARTH 224, ARTH 225, ARTH 226/CAMS 207; or WGST 120 or WGST 222; or by permission of the instructor.
Cross-Listed as: CAMS-328
Distribution: ARS
Term(s): Not Offered

ARTH 369 - Seminar: Conservation Studies: The Materials and Techniques of Painting and Sculpture (1.0)
This seminar will provide an introduction to the materials and techniques used by painters and sculptors. Units on painting will focus on ancient painting from the earliest cave paintings through ancient Egypt and classical antiquity; wall paintings from various parts of the world, with emphasis on the fresco painting technique; Western easel painting of the medieval, Renaissance, and later periods; and modern paintings on silk and paper supports; and modern painting. Units on sculpture will focus on metal and ceramics, using artifacts from many cultures and periods of time, ranging from ancient China to the Italian Renaissance and later. Modern sculptural materials, including plastics, will also be introduced.

Instructor: Newman
Prerequisite: ARTH 100 or ARTH 101 or by permission of the instructor.
Distribution: ARS
Term(s): Fall

ARTH 370 - Senior Thesis (1.0)
Prerequisite: ARTH 360 and permission of the department.
Distribution: None
Term(s): Spring

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

ARTH 373 - Antiquities Today: The Politics of Replication (1.0)
New technologies that enable the 3D scanning and fabrication of art and architecture have become integral in attempts to combat the decay, destruction, and disputed ownership of ancient works. Our seminar contextualizes the development of these current approaches within the longer history of collecting and replicating artifacts from the ancient Mediterranean. We will think critically about the role that replicated antiques play in site and object preservation, college and museum education, and the negotiation of international political power. Potential case studies include the Bacton of Nefertiti, the Parthenon Marbles, the Venus de Milo, and the Arch of Palmyra, all of which now exist globally in multiple digital and material iterations. The seminar will culminate in a critique of the digitization and replication of Wellesley’s own antiquities collections.

Instructor: Burns, Cassibry
Prerequisite: Prior college-level coursework in Art History and/or Classical Civilization.
Cross-Listed as: CLCV 373
Distribution: ARS
Term(s): Fall

ARTS - Art Studio Courses
Due to the nature of studio-based investigation, enrollment in all studio art courses is limited and prerequisites apply. Please note that many studio classes will be offered in alternate facilities in 2016-17 while the Pendleton studios are under renovation, and any student registered for a studio art course must attend the first class session in order to retain a spot in the course. Those who are unable to register initially are encouraged to attend the first week of classes to see if space becomes available. Once the first week of instruction begins, students must obtain an override from the instructor in order to add the course.

100-level courses are intended for first-year and second-year students, regardless of intended major. Majors in Studio Art, Architecture, MAS, Art History and CAMS will be granted priority whenever possible.

ARTS 105 - Drawing I (1.0)
A foundational course in observational drawing with attention to the articulation of line, shape, form, gesture, perspective, and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects including the human figure. Recommended for all students and required for those majoring in studio art or architecture.

Instructor: Mowbray, Smith (Fall), Dorrien, Rivera (Spring)
Prerequisite: None.
Distribution: ARS
Term(s): Fall; Spring

ARTS 109 - Two-Dimensional Design (1.0)
This foundational studio course addresses the issue of composition in two-dimensional media. It focuses on the fundamental elements of visual design (eg., line, shape, value, space, color) and their compositional impact. Studio projects emphasize visual problem-solving skills as a means of achieving more effective communication, with some attention to the issues of typographic. Assignments explore a range of media, including digital processes.

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

ARTS 110 - 4D Design Intro to New Media (1.0)
This introductory time-based media production course explores the moving image, which includes motion graphics, performance art, social practice, installation, Internet art, game design, animation, and the expanding digital domain of ‘new media.’ Our focus will be on experimental, artistic practice using various methods of animation, video, and motion graphics. Production tools will include Photoshop, Final Cut, Maya, and Animate, and will include other imaging and audio programs. Aimed at first- and second-year students; juniors and seniors should check the Art Department website for override application forms prior to registration.

Instructor: Olsen
Prerequisite: None.
Distribution: ARS
Term(s): Fall

ARTS 111 - Color Theory (1.0)
In this studio-based course students are introduced to color theory through observation, experimentation, lectures, readings, discussion, and course studio projects. Color will be approached from a wide variety of fields covering sciences, philosophy, cultural and social studies, history and perception. The course will encourage students to consider the role of color in their personal work empowering them with its effective and expressive use. The goal of the course is to broaden the students’ understanding of color for students via experience and its innumerable applications.

Instructor: Smith
Prerequisite: None.
Distribution: ARS
Term(s): Spring

ARTS 113 - Three-Dimensional Design (1.0)
This introductory course explores the basic formal and spatial considerations when working with three-dimensional structure and form. Studio projects incorporate a range of materials and methods of visualization. Outside assignments and class discussions are aimed toward helping students enhance their creativity and spatial awareness while acquiring sensitivity for placement, process, and materials. Required for Architecture majors.

Instructor: Dorrien (Fall), Mowbray (Spring)
Distribution: ARS
Term(s): Fall; Spring

ARTS 165 - Introduction to the Moving Image (1.0)
This course will introduce students to the production and examination of video through a critical look at
photography through cultivating research, planning, creative, and spatial responsiveness. Class work explores various forms of drawing in two and three dimensions. Some digital work, and temporary site-built installations. Following a series of studio projects and discussions considering issues of space and representation in art as well as shifting cultural conceptions of the body. Recommended for architecture majors as well as those interested in the figure as an expressive vehicle. May be repeated for degree credit.

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

ARTS 271 - Life Drawing (1.0)
Understanding the human form through sustained observational drawing from the nude model. A highly structured drawing course that balances empathetic, gestural awareness with careful visual analysis and tactile exploration of wet and dry media. Ongoing drawing exercises with the model are complemented by readings, discussions, and projects exploring figurative patterns of representation in art as well as shifting cultural conceptions of the body. Recommended for architecture majors as well as those interested in the figure as an expressive vehicle. May be repeated for degree credit.

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

ARTS 216 - Spatial Investigations (1.0)
An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, and plaster. With an emphasis on working from direct observation of the model. Note that this class takes advantage of swing space facilities and addresses more site-based studio projects which the Pendleton sculpture studios are under renovation.

Instructor: Dorrien
Prerequisite: ARTS 105 or ARTS 113 or permission of the instructor required.
Distribution: ARS
Term(s): Fall

ARTS 207 - Sculpture I (1.0)
An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, and plaster. With an emphasis on working from direct observation of the model. Note that this class takes advantage of swing space facilities and addresses more site-based studio projects which the Pendleton sculpture studios are under renovation.

Instructor: Dorrien
Prerequisite: ARTS 105 or ARTS 113 or permission of the instructor required.
Distribution: ARS
Term(s): Fall

ARTS 208 - Intermediate Photography: The digital/analog rut (1.0)
Building on the foundation of ARTS 108/CAMS 138, Intermediate Digital Photography continues to develop students’ conceptual photographic acumen, while introducing advanced studio and location lighting, digital retouching, inkjet printing, and basic multimedia production. Contemporary and historic theories of photography as contemporary art and the aesthetic and cultural implications of the ubiquity of digital photography will guide assignments. Emphasis is on developing project-based photography through cultivating research, planning, conceptual, and production skills.

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

ARTS 219 - Introductory Print Methods: Lithography/Screenprint (1.0)
An exploration of the planographic methods of graphic production, i.e. stone and plate lithography, screenprint, image transfers, monotype, and digital printing. Students develop visual and creative flexibility through hands-on manipulation of image sequences, text, color layering, and multiplicity. Some projects incorporate photo-digital processes as well as book forms. Field trips, discussions with visiting artists, and a group print exchange will complement the individual assignments. Recommended for students interested in media arts and book studies. Note that ARTS 219, ARTS 220, ARTS 221, and ARTS 222 are complementary graphic arts courses and may be elected in any order.

Instructor: McGibbon
Prerequisite: ARTS 105, ARTS 106, or ARTS 109, or ARTS 250 or permission of the instructor required.
Distribution: ARS
Term(s): Fall

ARTS 220 - Introductory Print Methods: Intaglio/Relief (1.0)
An introduction to intaglio and relief-print methods, including copperplate etching, collagraph, and woodcut. Students develop visual and creative flexibility through hands-on work with image sequences, text, and multiples. Several projects explore color and typography as well as digital methods. Students participate in a collaborative print exchange in addition to completing individual projects. ARTS 219, ARTS 220, and ARTS 221 are complementary graphic arts courses and may be elected in any order.

Instructor: McGibbon
Prerequisite: ARTS 105 or ARTS 109 or permission of the instructor required.
Distribution: ARS
Term(s): Not Offered

ARTS 221 - Digital Imaging (1.0)
Introduction to artistic production through electronic imaging, manipulation, and output. Emphasis on expression, continuity, and sequential structuring of visuals through the integration of image, text, and motion. Image output for print, screen, and adaptive surfaces are explored in conjunction with production techniques of image capture, lighting, and processing. Lectures and screenings of historic and contemporary uses of technology for artistic and social application of electronic imaging.

Instructor: Olsen
Prerequisite: Any 100-level ARTS course.
Cross-Listed as: CAMS 239
Distribution: CAMS 139
Term(s): Spring

ARTS 222 - Introductory Print Methods: Typography/Book Arts (1.0)
This studio course explores the relationship between text and image through letterpress relief printing techniques and handmade book structures. Studio projects will include the production of limited edition artist’s books that focus on the interplay of two and three dimensions in the book form. Emphasis will be placed on creative problem solving within the limitations of technology, and on the importance of the act of revision. Class sessions in the Papemarking Studio and Special Collections will augment intensive studio work in Clapp Library’s Book Arts Lab. Note that ARTS 219, ARTS 220, ARTS 221, and ARTS 222 are complementary graphic arts courses and may be elected in any order.

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

ARTS 223 - Alternative Print Methods: The Graphic Impulse (1.0)
An exploration of hybrid forms of graphic production, integrating old and new technologies in experimental ways. Based in Clapp Library’s Book Arts Lab, students develop visual and creative flexibility through hands-on manipulation of image sequence, wordplay, color layering, photo-digital processing and alternative forms of distribution/display. This highly interactive studio group travels to NYC for the annual print fairs, interacts with visiting artists and hosts a large scale, outdoor printing event on the Davis Plaza to consider how the graphic impulse drives Art and visual culture. Recommended for students interested in media arts, design or book studies.

Instructor: McGibbon
Prerequisite: At least one of the following: ARTS 105, WRIT 115/ARTS 115, ARTS 108/CAMS 138, or ARTS 109/CAMS 139
Distribution: ARS
Term(s): Not Offered

ARTS 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall

ARTS 255 - Dynamic Interface Design (1.0)
Critical examination of the expanding field of information and interface design for interactive media. Emphasis will be on effective visual communication, information design, and creative content within online media. Hands-on production
will focus on design methods, multimedia Web, vector-based media, and dynamic audio. Screenings and discussions on contemporary practices, theoretical, artistic, and cultural issues.

Instructor: Olsen  
Prerequisite: ARTS 108 / CAMS 138, ARTS 109 and CS 110 or CS 111.  
Cross-Listed as: CAMS 255  
Distribution: ARS  
Term(s): Not Offered

ARTS 260 - Moving Image Studio (1.0)  
Creative exploration of the moving image as it relates to digital methods of animation, video, and motion graphics. Hands-on production of audio, image, text, and time-based media synthesis, with a conceptual emphasis on non-narrative, communication design, and visual expression. Screenings and lectures on historical and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the moving image.

Instructor: Olsen  
Prerequisite: ARTS 108/CAMS 138 or ARTS 165/CAMS 135 or ARTS 221/CAMS 239.  
Cross-Listed as: CAMS 230  
Distribution: ARS  
Term(s): Fall  
 Normally offered in alternate years.

ARTS 265 - Intermediate Video: Experimental Production (1.0)  
In this production-oriented course, a series of assignments guide students through different approaches to experimental moving image making. The focus is on expanding the foundation of their production experience by challenging linear narrative and documentary conventions. Students experiment with non-narrative approaches to content, structure, and technique emphasizing a range of approaches to video production. Investigations of space and performance are informed by poetry, literature, sound, color, fragmentation, and abstraction. Building upon the historical legacy of the moving image, students incorporate self-exploration, social critique, and manipulation of raw experience into an aesthetic form. Further development of critiquing skills and survey study of the independent media and video fields are also essential components of the course.

Instructor: Green (Fall), Jaskowicz (Spring)  
Prerequisite: ARTS 165/CAMS 135 or permission of the instructor  
Cross-Listed as: CAMS 235  
Distribution: ARS  
Term(s): Fall; Spring  
 Fall section is a Ann E Maurer ’51 Speaking Intensive Course.

ARTS 307 - Advanced Sculpture (1.0)  
An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, and assemblage. A continuation on a more advanced level of sculptural issues raised in ARTS 207. Note that this class takes advantage of swing space studio facilities and incorporates more site-based studio projects while the Pendleton sculpture studios are under renovation.

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

ARTS 308 - Photography III (1.0)  
Advanced explorations of aesthetic and content issues through the use of both traditional light-sensitive and digital methodologies. Advanced photographic techniques and equipment will be presented to solve visual problems arising from each student’s work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work.

Instructor: Kelby  
Prerequisite: ARTS 208/CAMS 238, and either ARTS 109, ARTS 221/CAMS 239, or permission of the instructor required.  
Cross-Listed as: CAMS 338  
Distribution: ARS  
Term(s): Spring

ARTS 313 - Virtual Form (1.0)  
Introduction to the design and production of three-dimensional objects and spaces using industry-standard modeling software. Overview of basic modeling, surface design, and camera techniques. Emphasis on creative application of the media, in relation to architectural, experimental, and time-based forms. Screenings and lectures on traditional and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the virtual world.

Instructor: Olsen  
Prerequisite: ARTS 113 or MIT 4.11. Strong computer familiarity needed.  
Cross-Listed as: CAMS 313  
Distribution: ARS  
Term(s): Spring  
 Normally offered in alternate years.

ARTS 314 - Advanced Drawing (1.0)  
An intensive studio course for juniors and seniors, considering the visual, conceptual, and spatial issues driving contemporary drawing. This course explores the act of drawing as a speculative and critical thinking process as well as a visual language. Class work addresses various observational methods as well as the intersection of drawing and sound. In-depth studio critiques, field trips, and interaction with visiting artists and musicians will augment the projects. Following a period of intense studio exploration and dialogue, each student develops and harnesses an independent body of work.

Instructor: Rivera  
Prerequisite: ARTS 105 and at least one 200-level studio course in two-dimensional media.  
Distribution: ARS  
Term(s): Not Offered  
ARTS 314 may be repeated, ordinarily for a maximum of two semesters.

ARTS 315 - Advanced Painting (1.0)  
A project-based painting course that aims to challenge pre-established perceptions about the discipline. This studio provides an opportunity for advanced students to share their painting practice and benefit from an intensive, well-informed creative dialogue. The group interacts in a seminar fashion, in which topics are formulated and students are asked to develop independent projects around them. Students will be asked to explore painting as object, painting in space, site specificity, and digital technologies. Each student will continue to explore the elements pertaining to the construction of painting while developing an independent vocabulary and well-informed body of work.

Instructor: Rivera  
Prerequisite: ARTS 218 or permission of the instructor required.

ARTS 317 - Advanced Independent Senior Projects (0.5)  
Yearlong seminar divided in one half-credit session offered during the fall semester and second half credit session offered during the spring semester. This is a yearlong methodology seminar in which students will work independently to formulate their personal approach to creative research and production. In order to foster uninterrupted process, students enrolled in the course will have access to independent workspace for the year. The seminar will have an emphasis in professional development. Writing for grants, proposals and artist statements will be produced. This course functions as an overlay to advanced work developed in classes and thesis projects. Students in this course will benefit from close interaction with visiting artists coming hosted through the Frank Williams Visiting Artists Lecture Series. This course is mandatory for Studio Art majors and strongly recommended though not mandatory for Studio Art minors graduating in 2012 and beyond.

Instructor: Mowbray  
Prerequisite: ARTS 105, 2 other 100 level studio courses, at least two 200 level studio art courses or one 200 level and one 300 level studio art courses.  
Distribution: ARS  
Term(s): Fall  
 Each semester of ARTS 317 and ARTS 318 earns one half unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

ARTS 318 - Advanced Independent Senior Projects (0.5)  
Yearlong seminar divided in one half-credit session offered during the fall semester and second half credit session offered during the spring semester. This is a yearlong methodology seminar in which students will work independently to formulate their personal approach to creative research and production. In order to foster uninterrupted process, students enrolled in the course will have access to independent workspace for the year. The seminar will have an emphasis in professional development. Writing for grants, proposals and artist statements will be produced. This course functions as an overlay to advanced work developed in classes and thesis projects. Students in this course will benefit from close interaction with visiting artists coming hosted through the Frank Williams Visiting Artists Lecture Series. This course is mandatory for Studio Art majors and strongly recommended though not mandatory for Studio Art minors graduating in 2012 and beyond.

Instructor: Mowbray  
Prerequisite: ARTS 317  
Distribution: ARS  
Term(s): Spring  
Each semester of ARTS 317 and ARTS 318 earns one half unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

ARTS 321 - Advanced New Media (1.0)  
Various topics in New Media are explored through research, creative activity, and theoretical discussion. Topics address historical as well as contemporary issues that bridge art and technology. This is an advanced level New Media course giving students the opportunity to focus in on their craft
and concepts as well as receive critiques from other students with similar goals. Lectures on the historic and contemporary practices of intermedia artists, designers, thinkers and scientists, coupled with readings and discussions. Collaboration will be encouraged between, Studio Art, Music, CAMS, Media Arts, Theater and Computer Science.

Instructor: Olsen
Prerequisite: Two 200-level courses in ARTS, CAMS, or MAS.
Cross-Listed as: CAMS 321
Distribution: ARS
Term(s): Not Offered
ARTS 321/CAMS 321 may be repeated, ordinarily for a maximum of two semesters.

**ARTS 322 - Advanced Print Concepts (1.0)**

What are graphic conventions and how does graphic studio production shape contemporary artistic inquiry? A conceptually driven studio aimed for juniors and seniors who have successfully completed at least one print, architecture, or media arts course at the 200 level. Readings, discussions, and field trips address sequential imagery, text/image interactions and the use of multiplicity in a range of visual formats, from the artist book to the site-based installation. Following a period of interactive studio experimentation and dialogue, each student develops a comprehensive self-directed project. May be repeated for degree credit.

Instructor: McGibbon
Prerequisite: ARTS 219, ARTS 220, ARTS 221/CAMS 239, ARTS 222, or by permission of the instructor.
Distribution: ARS
Term(s): Spring

**ARTS 323 - Advanced Graphic Projects: Theories of Travel and the Print (1.0)**

Print studios are packed with metaphors of travel, and for good reason: the movement of an image from here to there is the central narrative guiding all graphic production. This advanced studio course is aimed for juniors and seniors able to work independently in at least one print medium and ready to inaugurate our new print studio with in-depth projects considering notions of travel and transformation. Students will interact with several visiting artists who address theories of travel, while developing sustained, self-directed projects using the new press facilities. Studio projects will be complemented by discussions, critiques, readings, and travel to a major print conference in March.

Instructor: McGibbon
Prerequisite: At least one of the following: WRIT 115/ARTS 115, ARTS 219, ARTS 220, ARTS 221/CAMS 239, ARTS 222, or ARTS 223
Distribution: ARS
Term(s): Not Offered

**ARTS 324 - The Space In-Between: Filling the Gap Between 2D and 3D (1.0)**

This advanced studio seminar reconsiders the space between 2 dimensional and 3 dimensional modes of thinking and visual production. Architects and Visual artists often explore similar conceptual territory and the distinction between the fields has become increasingly blurred. This course provides students with an opportunity to move between 2 and 3 dimensional projects and patterns of thought with greater confidence and understanding. The course combines theoretical discourse with studio projects while challenging traditional disciplinary boundaries.

Instructor: Mowbray
Prerequisite: ARTS 105
Distribution: ARS

**ARTS 336 - From Mark to Sound, From Sound to Mark: Music, Drawing, and Architecture (1.0)**

This advanced, project-based course is aimed at students able to work independently in one of two broad categories of contemporary art-making: Drawing (including visual art, new media art, architecture, sculpture, and/or art theory) and Sound (composition, performance, analog or digital sound production, and/or sound studies). Together we will explore elements such as rhythm, line, space, and composition from the perspectives of sound studies and drawing, focusing in particular on the graphic mark. Students will interact with several visiting artists, and will visit working artists in their studios and observe relevant art installations and performances. Students will develop semester-long studio projects, which will be supplemented by discussions, critiques, and readings.

Instructor: Johnson and Rivera
Prerequisite: None
Cross-Listed as: MUS 336
Distribution: ARS
Term(s): Fall

**ARTS 350H - Research or Individual Study (0.5)**

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

**ARTS 360 - Senior Thesis Research (1.0)**

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

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

**ARTS 365 - Advanced Video Production (1.0)**

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

Instructor: TBD
Prerequisite: ARTS 165/CAMS 135, ARTS 265/CAMS 235, or permission of the instructor.
Cross-Listed as: CAMS 335
Distribution: ARS
Term(s): Fall

**ARTS 370 - Senior Thesis (1.0)**

Prerequisite: ARTS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
See American Studies
Astronomy Faculty Profiles
Astronomy is the study of the universe—from planets and stars to the Milky Way and distant galaxies, from the instant of the Big Bang to the current era of rapid expansion and beyond to the distant future. Modern astronomers rely on careful observations of the cosmos and on their understanding of physical laws to make sense of our often baffling, but always fascinating universe. The astronomy curriculum emphasizes hands-on observations at the Whitin Observatory, using a fleet of small telescopes in introductory courses and the 24-inch research telescope for advanced classes and student research. The underlying physical principles of astronomy are elucidated at all levels, from introductory courses for nonscience majors to upper level classes in advanced astrophysics.

Astronomy Department Information
The astronomy department offers introductory courses accessible to the nonscience major. Among them are the broad survey courses ASTR 100 and ASTR 101, which may be taken in any order, and either one may be taken with the nighttime lab ASTR 102. ASTR 206 fulfills the Quantitative Reasoning Overlay course requirement.

Astronomy Major
Goals for the Astronomy Major
For students intending to pursue a Ph.D. in Astronomy, we offer, jointly with the Department of Physics, a major in Astrophysics. For students interested in other pursuits, such as education, journalism, computing, and public outreach in museums, we offer a major in Astronomy. Majors in Astronomy will have a broad understanding of the varied phenomena in the heavens, from the solar system and stars to the realm of galaxies and the large-scale structure and evolution of the universe. They will understand the motions of the night sky, be familiar with modern observational techniques and computational tools, and have carried out an independent project using our 24-inch telescope. They will have the problem solving and critical-thinking skills necessary to understand astronomical research, and the ability to communicate these results with clarity and precision, both orally and in writing.

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

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

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

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

ASTR - Astronomy Courses

ASTR 100 - Life in the Universe (1.0)
This course investigates the origin of life on the Earth and the prospects for finding life elsewhere in the cosmos, and begins with an overview of the Earth’s place in the solar system and the universe. The course examines the early history of the Earth and the development of life, changes in the sun that affect the Earth, characteristics of the other objects in our solar system and their potential for supporting life, the detection of planets around stars other than the sun, and the search for extraterrestrial life. Some nighttime observing will be required; optionally, students may co-enroll in ASTR 102 for a lab.

Instructor: French
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS
Term(s): Fall; Spring
Students wishing to satisfy the laboratory requirement must enroll in ASTR 102 in the same semester in which they are taking this course.

ASTR 101 - Introduction to Stars, Galaxies, and Cosmology (1.0)
This course examines the life stories of stars, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. It also explores the makeup and structure of galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, it presents modern cosmological models for the origin and ultimate fate of the universe. The course emphasizes the interaction of observations and the mathematical models developed from these data. Some nighttime observing will be required; optionally, students may co-enroll in ASTR 102 for a lab.

Instructor: Watters (F), McLeod (S)

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS
Term(s): Fall; Spring
Students wishing to satisfy the laboratory requirement must enroll in ASTR 102 in the same semester in which they are taking this course.

ASTR 102 - Introductory Astronomy Laboratory (0)
This laboratory is intended to accompany our introductory astronomy courses. Lab sections meet weekly, at night, at the Whitin Observatory. Students will learn constellations and sky motions through a combination of naked-eye observing and hands-on exercises. They will learn to operate our telescopes and will use them to carry out observations using both historical and modern techniques.

Instructor: Silver
Corequisite: ASTR 100 or ASTR 101
Distribution: Lab: None
Term(s): Fall; Spring
Students enrolled in ASTR 102 must co-enroll and pass either ASTR 100 or ASTR 101 to satisfy the Laboratory Requirement. The lab (ASTR 102) will carry 0 units of credit, and will be offered mandatory CR/NG. Numerical grades from the lab will be folded into the ASTR 100/ASTR 101 course grade.

ASTR 105Y - First-Year Seminar: Critical Thinking in Science (1.0)
Have humans landed on the moon? Not according to the FOX News special: “Conspiracy Theory: Did we land on the moon?” How strong is the evidence for global warming? Do vaccines cause autism? Have aliens visited Earth? Does astrology work? Do sunspots cause earthquakes? In this age of information overload and conflicting evidence, how can we reliably distinguish science fact from science fiction in everyday life? Using case studies, we will develop skills in scientific reasoning, identify common logical fallacies, expose hidden biases, and critically examine the power and limits of common sense and statistical arguments. Armed with this toolkit, students will evaluate extraordinary scientific claims in history and in the news today, presenting their results orally and in writing.

Instructor: French
Prerequisite: None
Distribution: NPS
Term(s): Fall
Ann E. Maury ’51 Speaking Intensive Course.

ASTR 110Y - First-Year Seminar: Einstein and the Dark Universe (1.0)
This seminar explores Einstein’s theory of relativity and two fundamental puzzles in physics: dark matter and dark energy. Taught in a hands-on/workshop format, students will carry out an experimental test of relativity, as well as computational analyses which reveal that the Universe expansion is accelerating and that 80% of the matter in the Universe is fundamentally different from all known particles in the Standard Model of particle physics. We will also discuss the ongoing experimental search for the elusive dark matter particle, as well as efforts to understand the nature of dark energy. No prior physics background is assumed. We will make use of high school algebra and geometry in our work. Not to be counted toward the minimum physics major or to fulfill the physics entrance requirement for medical school.
Instructor: Battat (Physics)
Prerequisite: Open to first-year students only.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Cross-Listed: PHYS 100
Distribution: NPS; MM
Term(s): Not Offered

ASTR 120 - Planetary Habitability: Past, Present, Future with Laboratory (1.25)
Overall, Earth is a pretty fine place to live. But how did it get this way, and will it always be so nice? We will explore Earth's place in the Universe in both space and time, focusing on processes that led to the Earth as we know it. We then will examine cosmic, geologic, and human processes that are altering our planet at a time when humans have become change agents on a global scale. This interdisciplinary, studio-style course features two long blocks per week with hands-on activities including group work, discussions, and projects with non-traditional assessment tailored to individual student goals. There will be opportunities for nighttime telescopic observing along with field trips to rock outcrops that preserve evidence of a very different early Earth climate.
Instructor: McLeod, Brabander (Geosciences)
Prerequisite: Open to first years and sophomores only.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken a 100-level ASTR or GEOS course.
Cross-Listed as: GEOS 120
Distribution: NPS, MM, LAB
Term(s): Not Offered

ASTR 202 - Hands-on Planetary Exploration with Laboratory (1.0)
Design your own planetary mission and build your own scientific probe in this project-based course about the practice of planetary exploration! Students will learn about the science and technology of exploring extreme environments through (a) investigating historical missions to other planets and extreme environments on Earth; (b) using spaceflight simulation software to design and simulate human and robotic missions to other planets; and (c) building their own instrumented telescopes to observe along with field trips to rock outcrops that preserve evidence of a very different early Earth climate.
Instructor: McLeod, Brabander (Geosciences)
Prerequisite: Open to first years and sophomores only.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken a 100-level ASTR or GEOS course.
Cross-Listed as: GEOS 120
Distribution: NPS, MM, LAB
Term(s): Not Offered

ASTR 206 - Astronomical Techniques with Laboratory (1.25)
This course provides an introduction to modern methods of astronomical observation. Students will learn to use the Whitten Observatory's 24-inch research telescope. Topics include planning observations, modern instrumentation, and the acquisition and quantitative analysis of astronomical images. This course requires substantial nighttime telescope use and culminates with an independent observing project.
Instructor: McLeod
Prerequisite: Any 100-level course in astronomy with laboratory.
Distribution: NPS, MM; QRF; LAB
Term(s): Fall
This course is also offered at the 300-level as ASTR 303/GEOS 313. Normally offered in alternate years.

**ASTR 210 - Cosmology: 13.7 billion years and counting (1.0)**

The 21st century Universe is wider than 20th century astronomers could imagine. It is mostly dark, its evolution is dominated by the effects of dark energy and it is expanding at an accelerating rate. In this class, we will explore how we know about the history of the Universe. We will develop some of the basic laws of physics necessary to understand theoretical cosmology and apply them to the interpretation of modern cosmological observations.

Instructor: McLeod
Prerequisite: MATH 116 and either PHYS 107 or an introductory course in ASTR
Distribution: NPS, MM
Term(s): Not Offered

**ASTR 220 - The Lives of Stars and Their Companions (1.0)**

This course will focus on the lives of stars with an emphasis on how we use multiwavelength observational techniques to learn about them and the planetary systems they host. Topics include star formation, properties of stars and their white dwarf and neutron star remnants, and the evolution of multiple star systems. Students will practice application of physical principles and build data analysis skills.

Instructor: McLeod
Prerequisite: PHYS 107, MATH 116 or the equivalent, and any introductory course in ASTR
Distribution: NPS
Term(s): Spring

**ASTR 223 - Planetary Atmospheres and Climates (1.0)**

Have you wondered what Earth's climate was like 3 billion years ago? What about weather patterns on Titan and climate change on Mars? In this course, we will explore the structure and evolution of atmospheres on Earth, Mars, Venus, and Saturn's moon Titan. We'll examine the techniques and tools that geologists use to learn about the history of Earth's climate and that planetary scientists use to learn about the atmospheres and surface environments on other worlds. Students will also gain experience simulating the climate system and computing atmospheric properties. Other topics include: the super-rotation of Venus's atmosphere and its Runaway Greenhouse climate, the destruction of atmospheres on low-gravity worlds, and the future of Earth's climate as the Sun grows steadily brighter.

Instructor: Watters
Prerequisite: PHYS 107 and one of the following: ES 101 or any 100-level course in ASTR or GEOS; or by permission of instructor.
Cross-Listed as: GEOS 223
Distribution: NPS, MM
Term(s): Spring

**ASTR 250 - Research or Individual Study (1.0)**

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

**ASTR 250GH - Research or Group Study (0.5)**

Instructor: Staff
Prerequisite: Permission of Instructor
Distribution: None
Term(s): Fall/Spring

**ASTR 303 - Advanced Planetary Geology (1.0)**

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

Instructor: Watters
Prerequisite: Must satisfy prerequisites for ASTR 203/GEOS 213 and have taken at least one of the following: PHYS 107, GEOS 203, GEOS 218, GEOS 220. Not open to students who have taken ASTR 203/GEOS 213 or GEOS 223.
Cross-Listed as: GEOS 313
Distribution: NPS
Term(s): Not Offered

**ASTR 360 - Senior Thesis Research (1.0)**

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

**ASTR 350 - Research or Individual Study (1.0)**

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

**ASTR 360 - Senior Thesis Research (1.0)**

Instructor: Battat (Physics)
Prerequisite: Any 100 level course in ASTR or GEOS, or by permission of instructor. High school physics recommended.
Cross-Listed as: GEOS 213
Distribution: NPS
Term(s): Not Offered

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

**DEPARTMENT OF ASTRONOMY | 47**
Prerequisite: Permission of the department.  
Distribution: None  
Term(s): Fall

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

**ASTR 370 - Senior Thesis (1.0)**

Prerequisite: ASTR 360 and permission of the department.  
Distribution: None  
Term(s): Spring

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

Astronomy and Physics Faculty Profiles

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

Astrophysics Major

Goals for the Astrophysics Major

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

Requirements for the Astrophysics Major

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

Honors in Astrophysics

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

Accessibility of Astrophysics Facilities

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

ASPH - Astrophysics Courses

ASPH 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the director.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ASPH 370 - Senior Thesis (1.0)
Prerequisite: ASPH 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
AN INTERDEPARTMENTAL MAJOR

Biochemistry Faculty Profiles

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

Biochemistry Major

Goals for the Biochemistry Major

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

Requirements for the Biochemistry Major

**BIOC** 219, BIOC 220, BIOC 223; BIOC 324; BIOC 332

**CHEM**

- a) both CHEM 105/105P and CHEM 205, or CHEM 116 and 205, or CHEM 120; b) CHEM 211

**BISC**

- a) BISC 110 or BISC 112 or BISC 116; b) two 300-level courses from among the following: BISC 311; BISC 314; BISC 316; BISC 319; BISC 320; BISC 326; BISC 331; BISC 334; BISC 335; BISC 336 or other course if relevant to the major and approved by the director. At least one of the two 300-level courses must be a laboratory course, excluding 350, 355, 360, 365, 370.

**PHYS**

- PHYS 104 or PHYS 107.

**MATH**

- MATH 116, MATH 120, or equivalent.

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

The following BIOC courses are cross-listed in either BISC or CHEM: BIOC 219; BIOC 220; BIOC 223; BIOC 227; BIOC 320; BIOC 323; BIOC 331.

BIOC majors should register with the BIOC designation.

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

**Year 1:** Fall: CHEM 105/105P (or CHEM 120) and Math or Physics; BISC 116/CHEM 116; Spring: CHEM 205 or CHEM 211 and BISC 110/BISC 112 or Math or Physics.

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

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

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

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

**Honors in Biochemistry**

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

**BIOC - Biochemistry Courses**

**BIOC 219 - Genetics with Laboratory (1.25)**

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

**Students must attend lab during the first week in order to continue in the course.**

Lab requires students to come in outside of scheduled lab time - generally 3 days after the scheduled lab. Please plan your schedule accordingly.

**Instructor:** Sequeira (Biological Sciences), Beers (Biological Sciences), Okumura (Biological Sciences)

**Prerequisite:** BISC 110/BISC 112 and one unit of college chemistry, or BISC 116/CHEM 116. Not open to first-year students.

**Cross-listed as:** BISC 219

**Distribution:** NPS; LAB

**Term(s):** Fall; Summer I

**BIOC 220 - Cell Biology with Laboratory (1.25)**

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

**Students must attend lab during the first week in order to continue in the course.**

**Instructor:** Darling (Biological Sciences), Matthews (Biological Sciences), Okumura (Biological Sciences), Roden (Biological Sciences)

**Prerequisite:** BISC 110/BISC 112 and one unit of college chemistry, or BISC 116/CHEM 116. One semester of organic chemistry is recommended. Not open to first-year students.

**Cross-listed as:** BISC 220

**Distribution:** NPS; LAB

**Term(s):** Spring

**BIOC 223 - Fundamentals of Biochemistry with Laboratory (1.25)**

This course brings together the fundamental multidisciplinary concepts governing life at the molecular level and opens a gateway to our advanced biochemistry offerings. Grounded in an understanding of aqueous equilibria, thermodynamic, kinetic, and spectroscopic principles, the course will emphasize the structure and function of proteins, nucleic acids, carbohydrates, and lipids. The laboratory introduces modern laboratory techniques for the study of biomolecules and develops experimental design and critical data analysis skills. The laboratory component can be of particular value to students planning or engaged in independent research and those considering graduate level work related to biochemistry. This is the biochemistry course that counts towards Chemistry or Biochemistry major requirements.

**Instructor:** Elmore (Chemistry)

**Prerequisite:** CHEM 205 or 120, CHEM 211, and either BISC 110/112 or CHEM 212. Not open to those who have taken CHEM 222.

**Cross-listed as:** CHEM 223

**Distribution:** NPS; LAB

**Term(s):** Fall; Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIOC 227 - Principles of Biochemistry (1.0)</td>
<td>A survey of the chemical foundations of life processes, with focus on theory and applications relevant to medicine. Topics include bioenergetics, metabolism, and macromolecular structure. Essential skills such as data analysis and understanding of the primary literature will be approached through in-class discussions and application to current biomedical problems. This course is suitable for students wanting an overview of biochemistry, but it will not contain the experimental introduction to biochemical methods and laboratory instrumentation required for the Chemistry and Biochemistry majors. Instructor: Núñez (Chemistry) Prerequisite: CHEM 205 or 120, CHEM 211, CHEM 212, and BISC 110/112/116. CHEM 212 may be taken as corequisite with permission of the instructor. Cross-Listed as: CHEM 227 Distribution: NPS Term(s): Spring</td>
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<tr>
<td>BIOC 331 - Physical Chemistry of Biological Systems: The Fundamental Models of Biological Molecules and Processes (1.0)</td>
<td>Provides a survey of fundamental principles in physical chemistry and how they relate specifically to the study of biological molecules and processes. Emphasis is placed on empowering students to understand, evaluate, and use models as approximations for the biomolecular world. Models are mathematically represented and provide both qualitative and quantitative insight into biologically relevant systems. Commonly used experimental techniques such as spectroscopy and calorimetry are explained from first principles with quantum mechanical and statistical mechanical models, and computational applications such as protein structure prediction and molecular design are explained through physical models such as molecular mechanics and dynamics. Instructor: Radhakrishnan (Chemistry) Prerequisite: BIOC 223/CHEM 223 (for BIOC majors) or CHEM 222 (for CHEM minors), and MATH 116. Not open to students who have taken CHEM 232. Cross-Listed as: CHEM 331 Distribution: NPS, MM Term(s): Spring</td>
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<tr>
<td>BIOC 350 - Research or Individual Study (1.0)</td>
<td>Prerequisite: Permission of the instructor. Distribution: None Term(s): Fall, Spring</td>
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<tr>
<td>BIOC 350H - Research or Individual Study (0.5)</td>
<td>Prerequisite: Permission of the instructor. Open to juniors and seniors. Distribution: None Term(s): Fall, Winter, Spring</td>
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<tr>
<td>BIOC 355 - Biochemistry Thesis Research (1.0)</td>
<td>The first course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Biochemistry program. Students will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. Prerequisite: Open only to seniors by permission of the instructor. Distribution: None Term(s): Fall</td>
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<tr>
<td>BIOC 356 - Biochemistry Thesis (1.0)</td>
<td>The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Biochemistry program. Students will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. Prerequisite: BIOC 355 and by permission of the instructor. Distribution: None Term(s): Fall, Spring</td>
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<tr>
<td>BIOC 370 - Senior Thesis (1.0)</td>
<td>Prerequisite: BIOC 360 and permission of the department. Distribution: None Term(s): Fall, Spring Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.</td>
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<tr>
<td>BIOC 380 - Integrated Biophysical Chemistry Advanced Laboratory (1.0)</td>
<td>An intensive laboratory course offering a multweek independent research project and training in experimental applications of physical chemistry and biochemistry. Topics will include spectroscopy, chemical thermodynamics of biomolecules and enzyme kinetics. This course will emphasize independent hypothesis development and experimental design skills as well as professional conference-style presentation of results. Students will read primary literature, conduct a research proposal, develop their own laboratory protocols manual, conduct experiments using a variety of instrumentation, and present their research in a poster format at the end of the semester. One class period per week plus one lab and mandatory weekly meetings with instructor. Instructor: Oakes (Chemistry) Prerequisite: BIOC 223 Cross-Listed as: CHEM 320 Distribution: NPS, LAB Term(s): Spring Ann E. Maurer '51 Speaking Intensive Course</td>
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<tr>
<td>BIOC 385 - Biochemistry Thesis (1.0)</td>
<td>The first course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Biochemistry program. Students will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. Prerequisite: Open only to seniors by permission of the instructor. Distribution: None Term(s): Fall</td>
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<tr>
<td>BIOC 386 - Senior Thesis (1.0)</td>
<td>The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Biochemistry program. Students will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. Prerequisite: BIOC 385 and by permission of the instructor. Distribution: None Term(s): Fall, Spring</td>
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<tr>
<td>BIOC 390 - Research Seminar (1.0)</td>
<td>In-depth consideration of the functions of biomolecules and macromolecular assemblies. Topics will vary each semester, but will focus on one or more of the core concepts described by the American Society of Biochemistry and Molecular Biology: bioenergetics; structure-function relationships; information storage and flow; scientific discovery and communication. The class will focus on shared reading, analysis, and discussion of research based on the primary biochemical literature. Throughout the semester, each student will develop an independent research proposal. Instructor: Núñez (Chemistry) Prerequisite: BIOC 223 or BIOC 223 [or CHEM 222]. Cross-Listed as CHEM 323 Distribution: NPS Term(s): Fall</td>
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<tr>
<td>BIOC 495 - Senior Honors Thesis (1.0)</td>
<td>In-depth consideration of the functions of biomolecules and macromolecular assemblies. Topics will vary each semester, but will focus on one or more of the core concepts described by the American Society of Biochemistry and Molecular Biology: bioenergetics; structure-function relationships; information storage and flow; scientific discovery and communication. The class will focus on shared reading, analysis, and discussion of research based on the primary biochemical literature. Throughout the semester, each student will develop an independent research proposal. Instructor: Núñez (Chemistry) Prerequisite: BIOC 223 or BIOC 223 [or CHEM 222]. Cross-Listed as CHEM 323 Distribution: NPS Term(s): Fall</td>
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<tr>
<td>BIOC 496H - Senior Honors Thesis (0.5)</td>
<td>In-depth consideration of the functions of biomolecules and macromolecular assemblies. Topics will vary each semester, but will focus on one or more of the core concepts described by the American Society of Biochemistry and Molecular Biology: bioenergetics; structure-function relationships; information storage and flow; scientific discovery and communication. The class will focus on shared reading, analysis, and discussion of research based on the primary biochemical literature. Throughout the semester, each student will develop an independent research proposal. Instructor: Núñez (Chemistry) Prerequisite: BIOC 223 or BIOC 223 [or CHEM 222]. Cross-Listed as CHEM 323 Distribution: NPS Term(s): Fall</td>
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<tr>
<td>BIOC 498 - Independent Study (1.0)</td>
<td>In-depth consideration of the functions of biomolecules and macromolecular assemblies. Topics will vary each semester, but will focus on one or more of the core concepts described by the American Society of Biochemistry and Molecular Biology: bioenergetics; structure-function relationships; information storage and flow; scientific discovery and communication. The class will focus on shared reading, analysis, and discussion of research based on the primary biochemical literature. Throughout the semester, each student will develop an independent research proposal. Instructor: Núñez (Chemistry) Prerequisite: BIOC 223 or BIOC 223 [or CHEM 222]. Cross-Listed as CHEM 323 Distribution: NPS Term(s): Fall</td>
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<tr>
<td>BIOC 498H - Independent Study (0.5)</td>
<td>In-depth consideration of the functions of biomolecules and macromolecular assemblies. Topics will vary each semester, but will focus on one or more of the core concepts described by the American Society of Biochemistry and Molecular Biology: bioenergetics; structure-function relationships; information storage and flow; scientific discovery and communication. The class will focus on shared reading, analysis, and discussion of research based on the primary biochemical literature. Throughout the semester, each student will develop an independent research proposal. Instructor: Núñez (Chemistry) Prerequisite: BIOC 223 or BIOC 223 [or CHEM 222]. Cross-Listed as CHEM 323 Distribution: NPS Term(s): Fall</td>
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</table>
Biological Sciences Major

Goals for the Biological Sciences Major

- An understanding of the fundamental principles and concepts of biology at all levels of organization, from molecules to ecosystems
- The ability to think in a broad context about new biological problems and to use critical thinking and problem-solving skills to arrive at defensible conclusions within the framework of current knowledge
- The ability to frame focused biological questions, to formulate hypotheses and test them through well-designed experiments, to quantitatively analyze and interpret data, and to model, simulate, and statistically evaluate data
- The ability to develop a broad laboratory skill set including experience with the operation of complex instrumentation and software as well as an understanding of general lab protocols and safety issues
- The ability to analyze and interpret the primary biological literature
- The ability to effectively communicate both orally and in writing about biological topics
- The ability to work successfully as a member of a diverse team
- An appreciation of the relevance of biology in our lives and the biological literacy required to address ethical and public policy issues of biological significance

Requirements for the Biological Sciences Major

A major in Biological Sciences includes nine biological sciences courses, at least seven of which must be taken at Wellesley, plus two units of college chemistry (CHEM 105, CHEM 105P, CHEM 116, CHEM 120 or higher). All BISC majors must take either BISC 110 or BISC 112 or BISC 116 and either BISC 111, BISC 111T or BISC 113. Four 200-level courses are required, with at least one course from each of the following three groups: cell biology (BISC 219, BISC 220); systems biology (BISC 203, BISC 207, BISC 216); and community biology (BISC 201, BISC 202, BISC 204, BISC 209, BISC 210, BISC 214). A minimum of two 300-level courses are also required for the major. One of these courses must include laboratory and must be taken at Wellesley. Your ninth course can be any BISC course in addition to those requirements listed above. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. BISC 250, BISC 250H, BISC 255, BISC 350, BISC 355, BISC 356, BISC 365, and BISC 370 do not count toward the minor major. BISC 101, BISC 103, BISC 104, BISC 105, BISC 106, BISC 107, BISC 108, BISC 109, and BISC 198 count toward the minimum major in Biological Sciences and may also be used to fulfill the College distribution requirements; BISC 106, BISC 108, and BISC 109 as laboratory sciences; BISC 101, BISC 103, BISC 104, BISC 105, and BISC 107 as non-laboratory science courses. BISC 109, BISC 111/BISC 111T/BISC 113, BISC 198, and BISC 201 fulfill the Quantitative Reasoning overlay course requirement.

Independent Research and Honors in Biological Sciences

The Biological Sciences Department strongly encourages students to get involved in independent research. Such opportunities can serve to improve skills in conducting laboratory or field based studies. Data analysis, scientific writing, and oral communication are likely components of independent research projects. Research opportunities in the biological sciences major can be fulfilled in the following ways:

1. Independent Study in Biological Sciences (BISC 250/BISC 250H or BISC 350/BISC 350H):
   Independent research projects may be supervised by a member of the faculty of the Department of Biological Sciences or an off-campus director. Please note that off-campus independent research experiences require active participation of a department faculty member throughout the research period. Advisor approval is required for acceptance into a research program. Students are expected to devote to their projects 10-12 hours per week for BISC 250/BISC 350 and 5-6 hours per week for BISC 250H/BISC 350H. (Note: Paid internships are not eligible for BISC 250/BISC 250H or BISC 350/BISC 350H.)

2. Thesis in the Biological Sciences (BISC 355/BISC 365):
   The thesis program is a two-semester investigation of a significant research problem, culminating in the preparation of a written thesis and defense of that thesis before a faculty committee. The primary goals of the thesis project are the development of independent research capabilities, the improvement of scientific writing skills, and oral communication of scientific data. Independent research projects may be supervised by a member of the faculty of the Department of Biological Sciences or an off-campus director. Please note that off-campus independent research experiences require active participation of a department faculty member throughout the research period. Advisor approval is required for acceptance into the thesis program.

3. Honors thesis in the Biological Sciences (BISC 360/BISC 370):
   Honors in the Biological Sciences is earned by the demonstration of excellence in both course work and a thesis research project. All junior majors are invited to apply for the honors program. Advisor approval is required for acceptance into the thesis program and final acceptance is contingent upon a vote of the department faculty and a grade point average of 3.5 or higher in courses in the major above the 100 level. The primary goals of the thesis program are the development of independent research capabilities, the improvement of scientific writing skills, and oral communication of scientific data. Honors candidates prepare a written thesis and defend their thesis before an examination committee. After the oral examination, the thesis committee evaluates the candidate’s performance and may recommend approval of the degree with honors in the major. For more information regarding any of the above options, please see the Department’s “Guide to Independent Research.”

Graduate Study in Biological Sciences

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

Advanced Placement Policy in Biological Sciences

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

Transfer Credit and International Study in Biological Sciences

In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, approval must be obtained from the chair of the department. After a student has enrolled at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to obtain credit for biology courses taken prior to enrollment at Wellesley should consult the chair of the department. Students wishing to apply courses taken overseas toward their major at Wellesley should also consult the chair.

Interdepartmental Majors

Students interested in an interdepartmental major in Biochemistry, Environmental Studies or Neuroscience are referred to the sections of the course catalog where those programs are described. They should consult with the director of the appropriate program.

Biological Sciences Related Courses - Attention Called

- CS 112: Computation for the Sciences
- GEOS 200: Evolution of Earth Systems through Time with Laboratory
- PE 205: Sports Medicine-Lower Extremity
- PHIL 249: Medical Ethics

Courses for Credit Toward the Biological Sciences Major

- ES 212/RAST 212: Lake Baikal: The Soul of Siberia
- EXTD 225: Biology of Fishes
- EXTD 226: Biology of Whales

Biological Sciences Minor

Requirements for the Biological Sciences Minor

A minor in Biological Sciences (five courses) consists of the following:

1. BISC 110/BISC 112/BISC 116 and BISC 111/BISC 111T/BISC 113
BISC - Biological Sciences Courses

BISC 101Y - First-Year Seminar: What's up with Men & Women? ... The Science Behind Female/Male Differences (1.0)

Beyond the social construct of gender, what are the actual differences between the sexes? How do variations in the hard wiring of our brains, in our hormones and in our biochemistry make women and men different? Do men and women fall into distinct categories or onto a continuum? We will investigate the biochemical origins and consequences of female/male differences in our minds, our bodies, our affections and our abilities. Lectures, active learning exercises and class discussions of papers from the primary literature will allow students to acquire a basic understanding of biochemical processes and gain insights into the methods used to address scientific questions. Writing assignments will challenge students to investigate what it means to be a woman in the 21st century.

Instructor: Königer, Reisberg (Chemistry)
Prerequisite: None. Open to First-Year students only.
Cross-Listed as: CHEM 101Y
Distribution: NPS
Term(s): Fall

BISC 104 - Science or Science Fiction? (1.0)

This course will examine the scientific facts behind phenomena portrayed in a variety of Hollywood and foreign movies. We will cover topics ranging from the definition and recreation of life, genetics and behavior to evolution and environmental issues. The course will include weekly screenings of movies outside of class time as well as lectures, assigned readings and discussions. While obtaining an introduction to key concepts in biology, students will also explore misconceptions about science and scientists that are perpetuated by these movies.

Instructor: Königer
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS
Term(s): Summer I

BISC 105 - Stem Cells: A New Frontier in Biomedicine (1.0)

In this interdisciplinary course, we will focus on the unique biological properties of stem cells and how these cells might lead to novel patient therapies. Questions to be addressed include: How were stem cells discovered? Where do stem cells come from, and how can they be used to study human diseases? What are the similarities and differences between embryonic stem cells, adult stem cells, and induced pluripotent stem cells? We will also discuss the scientific, ethical and political controversies associated with recent stem cell discoveries. Promising areas of current research will be described.

Instructor: O'Donnell
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS
Term(s): Not Offered

BISC 108 - Environmental Horticulture (1.25)

This course will examine how plants function, both as individual organisms and as critical members of ecological communities, with special emphasis on human uses of plants. Topics will include plant adaptations, reproduction, environmentally sound landscape practices, urban horticulture, and the use of medicinal plants. The laboratory involves extensive use of the greenhouses, experimental design, data collection and analysis, and field trips.

Instructor: Jones, McDonough, Thomas
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS; LAB
Term(s): Spring

BISC 109 - Human Biology with Laboratory (1.25)

This course focuses on human anatomy, physiology, and evolution. Lecture topics will include: human origins and evolution; the structure and function of the major physiological systems; exercise physiology; and human genetics. Laboratories explore human physiology, focusing on the development and application of skills in experimental design, statistical analysis, and scientific writing.

Instructor: Staff
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS; QR; LAB
Term(s): Fall; Summer I

BISC 110 - Introductory Cellular and Molecular Biology with Laboratory (1.25)

A gateway course that focuses on the study of life at the cellular and molecular level, including eukaryotic and prokaryotic cell structure, function of biological macromolecules, cellular metabolism, molecular genetics, and mechanisms of growth and differentiation. This course will provide the fundamental tools for exploration of this field with the aim of enhancing conceptual understanding. Laboratories focus on experimental approaches to these topics and are shared with BISC 112. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 117/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110 or BISC 116.
Distribution: NPS; LAB
Term(s): Fall; Spring; Summer I

BISC 111 - Introductory Organismal Biology with Laboratory (1.25)

A study of life, ranging from the physiology of organisms to the structure of ecosystems. The main themes of the course are evolution and biodiversity, form and function in plants and animals, and ecological interactions among organisms. The course provides the fundamental tools for exploration of organismal biology with the aim of enhancing conceptual understanding. Laboratories focus on experimental approaches to these topics and are shared with BISC 113. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 117/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff

Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110/BISC 113.
Distribution: NPS; QR; LAB
Term(s): Fall; Spring

BISC 117T - Introductory Organismal Biology with Laboratory (Tropical Island) (1.25)

Introduction to the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology with a focus on tropical island biology. Topics include evolution, ecology, and plant and animal structure and physiology. Lectures and discussions during the Spring semester will prepare students for the field laboratory taught at the Central Caribbean Marine Institute in Little Cayman. Laboratory work will be carried out primarily in the field and includes introductions to the flora and fauna of the island and the coral reefs, as well as group projects. The nine-day field portion of the class will take place in mid-May.

Instructor: Königer
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 111/BISC 113.
Application necessary.
Distribution: NPS; QR; LAB
Term(s): Spring

BISC 112 - Exploration of Cellular and Molecular Biology with Laboratory (1.0)

Seminar-style introduction to life at the cellular and molecular level, designed as an alternative to BISC 110 for students with strong high school preparation (such as AP, IB, or other). The course will include eukaryotic and prokaryotic cell structure, function of biological macromolecules, cellular metabolism, molecular genetics, and mechanisms of growth and differentiation, with an emphasis on experimental approaches to investigating these topics. This course will aim to develop students' skills in data analysis and scientific writing along with building foundational knowledge in the field. Lab sections are shared with BISC 110. This course differs from BISC 110 in its small class size and discussion-based format; it meets for one discussion and one lab session per week. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 117/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff
Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of the instructor.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110 or BISC 116.
Distribution: NPS; LAB
Term(s): Fall; Spring

BISC 112Y - First-Year Seminar: Exploration of Cellular and Molecular Biology with Laboratory (1.0)

Seminar-style introduction to life at the cellular and molecular level, designed as an alternative to BISC 110 for students with strong high school preparation (such as AP, IB, or other). The course will include eukaryotic and prokaryotic cell structure, function of biological macromolecules, cellular metabolism, molecular genetics, and mechanisms of growth and differentiation, with an emphasis on experimental approaches to investigating these topics. This course will aim to develop students' skills in data analysis and scientific writing along with building foundational knowledge in the field. Lab sections are shared with BISC 110. This course differs from BISC 110 in its small class size and discussion-based format; it meets for one discussion and one lab session per week. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 117/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff

Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of the instructor.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110/BISC 113.
Distribution: NPS; QR; LAB
Term(s): Fall; Spring

BISC 118 - Introduction to Genetics and Evolution (1.0)

Introduction to the central concepts of genetics and evolution, with an emphasis on experimental approaches to these topics. Students will be introduced to the concepts of heredity, molecular genetics, population genetics, and speciation. The laboratory includes a study of Mendelian inheritance in peas and a survey of genetic variation in Drosophila. Students will also explore the genomic basis of evolutionary change.

Instructor: Staff
Prerequisite: BISC 110 or equivalent experience.
Distribution: NPS; QR; LAB
Term(s): Fall; Spring; Summer I

BISC 119 - Molecular Biology (1.0)

This course will provide an introduction to the central concepts of molecular biology, including the structure and function of macromolecules, cellular metabolism, molecular genetics, and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics and are shared with BISC 112. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 117/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110/BISC 113.
Application necessary.
Distribution: NPS; QR; LAB
Term(s): Spring

BISC 120 - Comparative Vertebrate Biology (1.0)

This course will provide an introduction to the central concepts of vertebrate biology, focusing on the diversity of vertebrates and their adaptations to different environments. Laboratories focus on experimental approaches to these topics and are shared with BISC 112. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 117/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110/BISC 113.
Application necessary.
Distribution: NPS; QR; LAB
Term(s): Spring
session per week. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 111T/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff
Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of the instructor.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110 or BISC 116.
Distribution: NPS; LAB
Term(s): Fall

BISC 113 - Exploration of Organismal Biology with Laboratory (1.0)

An exploration of the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology, designed as an alternative to BISC 111 for students with strong high school preparation (such as AP, IB, or other). Topics include: the evolution and diversification of life, the form and function of plants and animals, and ecological interactions among organisms, with an emphasis on laboratory methods, data analysis, and science writing. Lab sections are shared with BISC 111. This course differs from BISC 111 in its smaller class size, a seminar-style format, and a focus on discussion of landmark scientific studies that shape this field; it meets for one discussion and one lab session per week. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 111T/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff
Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of the instructor.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110/BISC 112/BISC 116.
Distribution: NPS; QRF; LAB
Term(s): Fall, Spring

Ann E. Maurer ’51 Speaking Intensive Course, Fall sections only.

BISC 113Y - First-Year Seminar: Exploration of Organismal Biology with Laboratory (1.0)

An exploration of the central questions, concepts, and methods of experimental analysis in selected areas of organismal biology, designed as an alternative to BISC 111 for students with strong high school preparation (such as AP, IB, or other). Topics include: the evolution and diversification of life, the form and function of plants and animals, and ecological interactions among organisms, with an emphasis on laboratory methods, data analysis, and science writing. Lab sections are shared with BISC 111. This course differs from BISC 111 in its smaller class size, a seminar-style format, and a focus on discussion of landmark scientific studies that shape this field; it meets for one discussion and one lab session per week. Either BISC 110/BISC 112/BISC 116 or BISC 111/BISC 111T/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Instructor: Staff
Prerequisite: A score of 4 or 5 on the Biology AP exam or equivalent experience or permission of the instructor.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 110/BISC 111T.
Distribution: NPS; QRF; LAB
Term(s): Fall

This gateway course provides an integrated introduction to the application of chemical principles to understand biological systems and covers the content of both BISC 110/112 and CHEM 105. It is designed for students whose interests lie at the interface of chemistry and biology and must be taken concurrently with CHEM 116. Students will learn how structure and function of biological systems are shaped by principles of chemistry and chemical bonding. Cellular metabolism and molecular genetics are integrated with quantitative introductions to thermodynamics, equilibrium, and kinetics. Other topics include the application of chemistry to biology include nuclear chemistry and cellular growth and differentiation. The laboratory is a hands-on introduction to spectroscopy, microscopy, and other experimental techniques, as well as quantitative analysis, experimental design, and scientific writing. Successful completion of this course enables a student to take any course for which either CHEM 105 or BISC 110/112 is a prerequisite.

Instructor: Matthews, Radhakrishnan (Chemistry), Hall (Chemistry)
Prerequisite: One year of high school chemistry, math equivalent to two years of high school algebra, and fulfillment of the basic skills component of Quantitative Reasoning Requirement. Not open to students who have taken CHEM 105, BISC 110, BISC 112, CHEM 105, CHEM 105F, or CHEM 120. Students must attend lab during the first week to continue in the course.
Corequisite: CHEM 116
Distribution: NPS; MM; LAB
Term(s): Fall

CHEM 116-01 and BISC 116-01 are co-requisite courses and students must register for both sections at the same time. Students must also register simultaneously for a lab section (either BISC 116 L01 or BISC 116 L02). Students must attend the first lab session in order to continue in the course. Students with AP or IB credit in chemistry who elect this course forfeit the AP or IB credit.

BISC 198 - Statistics in the Biosciences (1.0)

This course combines statistical theory and practical application, the latter using examples from ecology and experimental biology to illustrate some of the more common techniques of experimental design and data analysis. Students will learn how to plan an experiment and consider the observations, measurements, and potential statistical tests before data are collected and analyzed. Other topics include graphical representation of data, probability distributions and their applications, one- and two-way ANOVA and t-tests, regression and correlation, goodness-of-fit tests, and nonparametric alternatives. Students also learn to use statistical computer software.

Instructor: Hughes
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and one course in biology, chemistry, or environmental science.
Distribution: NPS; QRF
Term(s): Spring

BISC 201 - Ecology with Laboratory (1.25)

An introduction to the scientific study of the interrelationships among organisms and their interactions with their environment. Topics include evolutionary adaptation in dynamic environments, behavioral ecology and life-history strategies, population growth and regulation, species interactions (competition, parasitism, mutualism, predation) and their consequences, and the structure and function of biological communities and ecosystems. Emphasis is placed on experimental ecology and its uses in addressing environmental issues such as the stability and resilience of ecosystems, conservation of endangered species, and effects of global climate change. Laboratory sessions occur primarily in the field, where students explore and study local habitats, including meadows, forests, bogs, dunes, marshes, lakes, and streams.

Instructor: König, Thomas
Prerequisite: BISC 108 or BISC 111/BISC 111T/BISC 113 or ES 101 or by permission of the instructor.
Distribution: NPS; QRF; LAB
Term(s): Fall

BISC 202 - Evolution with Laboratory (1.25)

Examination of evolution, the central paradigm of biology, at the level of populations, species, and lineages. Topics include the genetics of populations, the definition of species, the roles of natural selection and chance in evolution, the reconstruction of phylogeny using molecular and morphological evidence, and patterns in the origination, diversity, and extinction of species over time.

Instructor: Sequeira, Doke
Prerequisite: BISC 116/BISC 112/BISC 116 and BISC 111/BISC 111T/BISC 113.
Distribution: NPS; LAB
Term(s): Spring

BISC 203 - Comparative Physiology and Anatomy of Vertebrates with Laboratory (1.25)

The physiology and functional anatomy of vertebrate animals, with an emphasis on comparisons among representative groups. The course covers topics in thermoregulation, osmoregulation, reproductive, cardiovascular, respiratory, digestive, neural, and ecological physiology. The laboratories incorporate the study of preserved materials and physiological experiments.

Instructor: Buchholtz, Doke
Prerequisite: BISC 108 or BISC 111/BISC 111T/BISC 113, or permission of the instructor.
Distribution: NPS; LAB
Term(s): Fall

BISC 204 - Biological Modeling with Laboratory (1.25)

Can we anticipate the effects that genetic variation will have on the future of a species? How can we predict the spread of an impending epidemic? How many fish will be in the ocean next year? Mathematical models liberate biologists from only being able to draw inferences from what we can directly observe, and these models allow us to develop a deeper understanding of complex systems. In this course students will develop skills in conceptualizing, writing, programming, and interpreting results from biological models through theoretical examples and laboratory exercises.

Instructor: Matthes
Prerequisite: BISC 116/BISC 112/BISC 116 or BISC 111/BISC 111T/BISC 113, and MATH 116 (or equivalent), or permission of instructor.
Distribution: NPS; MM; LAB
Term(s): Spring

BISC 207 - The Biology of Plants with Laboratory (1.25)

An introduction to experimental plant biology. Topics will include growth and development, physiology, plant defense, applications of genetic engineering to the study and improvement of plants, and the properties of medicinal plants. The project-oriented laboratory sessions will provide an introduction to some of the techniques currently employed in answering research questions ranging from the organismal to the cellular level.

Instructor: Peterman

term
In this course, we will explore animal development beginning with the process of fertilization. We will consider how a single cell gives rise to the many specialized cell types of the adult and how the development of tissues is coordinated. The mechanisms that determine cell fate during embryonic development will be discussed. Topics will include: embryonic induction, pattern formation, organ development, regeneration, stem cells, and aging. Laboratory sessions will focus on experimental approaches to development.

Instructor: O’Donnell, Suzuki, Beers
Prerequisite: BISC 110/BISC 112/BISC 116 and BISC 111/BISC 111T/BISC 113 or permission of the instructor.
Distribution: NPS; LAB
Term(s): Spring

### BISC 219 - Genetics with Laboratory (1.25)

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

Students must attend lab during the first week in order to continue in the course.

Lab requires students to come in outside of scheduled lab time - generally 3 days after the scheduled lab. Please plan your schedule accordingly.

Instructor: Sequeira, Beers, Okumura
Prerequisite: BISC 110/BISC 112 and one unit of college chemistry or BISC 116/CHM 116.
Distribution: NPS; LAB
Term(s): Fall/Summer I

### BISC 220 - Cell Biology with Laboratory (1.25)

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

Students must attend lab during the first week in order to continue in the course.

Instructor: Darling, Matthews, Okumura, Roden
Prerequisite: BISC 110/BISC 112 and two units of college chemistry or BISC 116/CHM 116.1 and one unit of college chemistry. One semester of organic chemistry is recommended. Not open to first-year students.
Cross-Listed as: BIOC 220
Distribution: NPS; LAB
Term(s): Spring

### BISC 224 - Animal Behavior with Laboratory (1.25)

In meeting the challenges of survival and reproduction, animals have evolved behaviors that can be spectacular and sometimes unpleasant. With an eye to how behaviors ultimately shape an animal's fitness, we will explore the aspects of life processes central to life. Considerable emphasis is placed on experimental approaches for investigating the following topics: protein structure and enzyme kinetics, biological membranes and transport, cytoskeletal assembly and function, protein biogenesis and trafficking, cell communication and signaling, the cell cycle, and intercellular interactions. Laboratory investigations will provide students with experience in classical and modern approaches to examine and quantify cellular processes.

Students must attend lab during the first week in order to continue in the course.

Instructor: Cameron, Killpack
Prerequisite: BISC 111/BISC 111T/BISC 113 or NEUR 100, and either BISC 203 or NEUR 200.
Distribution: NPS; LAB
Term(s): Spring

### BISC 227 - Plant Diversity and Ecology with Laboratory (1.25)

This course is a combination of “What's that wildflower?” and “Why does it grow over there and not here?” We begin by examining large-scale patterns of plant diversity from an evolutionary and phylogenetic perspective and then shift to an ecological perspective. Along the way, we zoom in to specific concepts and processes that help us understand overall patterns. Laboratories will primarily be taught in the field and greenhouses and will include plant identification, observational and experimental studies, and long-term study of forests communities on the Wellesley campus. Laboratories will also include aspects of experimental design and data analysis. The goal of the course is not only to train students in botany and plant ecology, but to engage them in the world of plants every time they step outside.

Instructor: Griffith (Environmental studies)
Prerequisite: ES 101 or BISC 108 or BISC 111 or BISC 113 or permission of instructor
Cross-listed as: ES 247
Distribution: NPS; LAB
Term(s): Fall
Not open to students who have completed ES 347/BISC 347.

### BISC 250 - Research or Individual Study (1.0)

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

### BISC 250G - Research or Individual Study (1.0)

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

### BISC 250H - Research or Individual Study (0.5)

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

### BISC 300 - Human Physiology with Laboratory (1.25)

This course takes an integrated approach to the study of organ system function in humans. We will examine control mechanisms that allow the body to maintain a constant balance in the face of environmental challenges, such as exercise, temperature change, and high altitude. Our particular focus will be recent findings in the areas of neural, cardiovascular, respiratory, renal, and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research at both the cellular and organ systems levels.

Instructor: Cameron, Kilpack
Prerequisite: BISC 111/BISC 111T/BISC 113 or NEUR 100, and either BISC 203 or NEUR 200.
Distribution: NPS; LAB
Term(s): Spring

### BISC 303 - Seminar in Reproductive Medicine: From Bench to Bedside (1.0)

In some countries, 3-5% of births are achieved with assisted reproductive technologies, and this number is projected to grow as societies become increasingly interested in beating the biological clock. This class will introduce the basic biology behind fertility and explore the etiology and diagnosis of infertility. We will cover the latest developments in reproductive science and consider the clinical challenges of translating research findings into medical treatments. We will discuss gametocyte stem cells and their use for rejuvenation of fertility, oocyte and embryo cryopreservation, and mouse models with abnormal reproductive phenotypes. This class will highlight open questions in reproductive biology, familiarize students with both tried-and-true and emerging reproductive technologies, and explore the advantages and pitfalls of each. A major goal of the class is to teach students to read and critically
evaluate the primary research literature. Student participation in discussions will be emphasized.

Instructor: Michelle Carmel
Prerequisite: BISC 216 or BISC 219 or permission of the instructor.
Distribution: NPS
Term(s): Spring

**BISC 305 - Seminar: Evolution (1.0)**

A brief history of life. Topics include the origin of life from nonlife, evolution of replicatory molecules, the early history of photosynthesis and eukaryotic structure, the diversification of domains, kingdoms and animal phyla, and the stepwise appearance of strategies for life in terrestrial and aerial environments. The course will emphasize student participation and make extensive use of the primary literature.

Instructor: Buchholtz
Prerequisite: Two units in Biological Sciences at the 200 level or permission of the instructor.
Distribution: NPS
Term(s): Not Offered

**BISC 306 - Principles of Neural Development (1.0)**

This course will discuss aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance, synaptogenesis, and the development of behavior will be discussed, with an emphasis on the primary literature and critical reading skills.

Instructor: Beltz (Neuroscience)
Prerequisite: BISC 216 or NEUR 200, or permission of the instructor.
Cross-Listed as: NEUR 306
Distribution: EC; NPS
Term(s): Spring

**BISC 307 - Ecosystem Ecology with Laboratory (1.25)**

Ecosystems are essential to sustaining life on Earth. The emergent structure and function of ecosystems are regulated by feedbacks between biological and physical systems from the microscopic to the global scale. We will study how ecosystems cycle carbon and nutrients and how the energy balance of ecosystems creates critical feedbacks with climate. We will also examine the role that humans play in managing, creating, and using services from ecosystems in our current era of rapid global change. Students will develop statistical skills working with real datasets from the Long-Term Ecological Research (LTER) network and will gain experience collecting new field data to understand temporal and spatial patterns of ecosystem processes.

Instructor: Matthes
Prerequisite: Two units in Biological Sciences at the 200-level or above, or permission of the instructor.
Cross-Listed as: ES 307
Distribution: NPS; LAB
Term(s): Fall

**BISC 311 - Evolutionary Developmental Biology with Laboratory (1.25)**

The diversity of organismal forms has fascinated human beings for centuries. How did butterflies get eyespots? What is the evolutionary origin of bird feathers? How did snakes get to be so long? How did humans evolve? The field of evolutionary developmental biology, or evo-devo, integrates the long-separate fields of evolutionary biology and developmental biology to answer these questions. In this course, we will explore topics such as the evolution of novelties, body plan evolution, developmental constraints, convergent evolution, and the role of environmental changes in evolution. Through reading of original papers, we will examine recent advances made in evo-devo and critically analyze the role of evo-devo in biology and the implications beyond biology. Students will have the opportunity to design and conduct an independent research project using arthropods.

Instructor: Suzuki
Prerequisite: BISC 202, BISC 216, or BISC 219, or by permission of the instructor.
Distribution: NPS; LAB
Term(s): Fall

**BISC 314 - Environmental Microbiology with Laboratory (1.25)**

This course explores current advances in our understanding of microbial diversity, community structure, metabolic activities and interactions between microbes. Topics will span the microbial ecology of natural environments including the human body. Student participation and discussion of original scientific literature will be emphasized. In laboratory, students will learn how to characterize microorganisms, microbial communities, and microbial interactions using a suite of classical and molecular techniques.

Instructor: Klepac-Ceraj
Prerequisite: CHEM 211 plus any of the following: BSC 201, BSC 202, BSC 209, BSC 210, BSC 219, or BSC 220, or permission of the instructor.
Distribution: NPS; LAB
Term(s): Spring

**BISC 315 - Neuroendocrinology with Laboratory (1.25)**

Hormones act throughout the body to coordinate basic biological functions such as development, reproduction, and development. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis, and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular, and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior.

Instructor: Teter (Neuroscience)
Prerequisite: NEUR 200, or both BISC 110/BISC 112/BISC 116 and BISC 203, or by permission of the instructor.
Cross-Listed as: NEUR 315
Distribution: EC; NPS; LAB
Term(s): Fall

**BISC 316 - Molecular Genetics with Laboratory (1.25)**

Molecular genetic techniques, which allow us to identify, analyze and manipulate genes, have revolutionized our understanding of how organisms develop and function. This course focuses on the use of molecular genetic and genomic approaches to dissect and manipulate complex biological systems. In this semester-long project-based course, students will use these approaches to pursue an original research question in a genetic model organism. Seminar-style class sessions will focus on critical analysis, presentation and discussion of the primary literature relevant to the research project. In the laboratory, students will gain experience with a variety of current molecular genetic methods (e.g. DNA cloning and sequencing, PCR, genomic analysis, RNAi, gene knock-outs, mutagenesis, bioinformatics) with an emphasis on experimental design and data analysis.

Instructor: Peterman
Prerequisite: BISC 219 or permission of the instructor.
Distribution: NPS; LAB
Term(s): Fall

**Ann E. Maurer ’51 Speaking Intensive Course.**

**BISC 319 - Evolutionary and Conservation Genetics with Laboratory (1.25)**

Oceanic archipelagos such as Galápagos stand at a crossroads: while many still retain most of their original species, ecological degradation is proceeding rapidly. We will focus on the study of the components of accumulation of species diversity in island systems and of the forces or agents that can threaten that endemic diversity. By looking at relationships among organisms, populations, and species, we can interpret how historical processes can leave evolutionary footprints on the geographic distribution of traits. Additionally, by analyzing genetic patterns within island populations we can detect signals of demographic growth or decline and evaluate the role of genetic factors in population persistence. The course will involve student presentations and discussion of primary literature examining cases of species threatened by habitat destruction and introduction of exotic species in island archipelagos (Hawaii, Canaries, and Galápagos) and habitat islands. In the laboratory, we will explore computational biology tools for analysis of DNA sequences, and apply methods of phylogeny, reconstruction, and population genetics and demographics.

Instructor: Sequeira
Prerequisite: BISC 201 or BISC 202 or BISC 210 or BISC 219, or by permission of the instructor.
Distribution: NPS; LAB
Term(s): Not Offered

**BISC 327-01-S - Seminar: Topics in Biodiversity (1.0)**

**Topic for 2017-18: Global Change Biology**

We live on a rapidly changing planet, one in which natural ecosystems are strongly influenced by human activity. The global human footprint is vast and the realization of some of our greatest achievements has reshaped terrestrial landscapes and waterways, moved plants and animals around the world, and facilitated climate change. We have created new conditions under which all organisms now live, yet the consequences for life on Earth remain poorly understood. This course will examine the causes of ongoing environmental change and scientific evidence highlighting how plants and animals are responding to the planet they have inherited. The format for the course will consist of discussion of groundbreaking current research and an analysis of the public’s response to evidence that complex biological systems are undergoing dramatic change globally.

Instructor: Mattila
Prerequisite: Two units in biological sciences at the 200 level or above, or permission of the instructor.
Cross-Listed as: ES 327-01-S
Distribution: NPS
Term(s): Spring

**BISC 327 - Seminar: Topics in Biodiversity (1.0)**

Cross-Listed as: ES 327
Distribution: NPS
Term(s): Not Offered

**BISC 328 - Seminar: Modern Imaging for the Biomedical Sciences (1.0)**

Cross-Listed as: ES 328
This course will take an interdisciplinary approach to examine how scientists and clinicians address physiologically significant questions in cell and molecular biology using imaging-based techniques and modalities. We will examine the development and utilization of both qualitative and quantitative optical microscopy techniques, with a focus on fluorescent microscopy. Student exploration and analysis of reviews and primary literature will be integral to the course. Additionally, topics that afford the opportunity to interact with outside speakers may include biomedical imaging (MRI, CT, ultrasound, etc.), electron microscopy, and atomic force microscopy (AFM). The course incorporates a combination of introductory lectures, seminar-style discussions, "guest artist" speakers, hands-on experience, and student presentations throughout the semester.

Instructor: Darling
Prerequisite: CHEM 211 and either BISC/BIOC 219 or 220 or permission of the instructor
Distribution: NPS
Term(s): Fall

BISC 331 - Seminar: Cancer Genomics (1.0)
Cancer can be attributed to disruption of gene structure and function. Functional genomics has contributed more to the understanding and treatment of cancer in the last 10 years than the previous half century of oncology research. This course will provide a comprehensive study of the biological basis of malignancy from pathophysiology to the genetics of the transformed phenotype with a view to use of genomics in diagnosis, prognosis, and treatment directed at specific molecular targets. Topics to be discussed include pharmacogenomics, immunotherapy, tumor stem cells, RNAi, biomarkers, oncolytic viruses, nanotechnology, tumor metabolism and microenvironment, transcriptional profiling of both coding and non-coding RNAs, and reprogramming of epigenomic as well as epithelial-mesenchyme transition profiles. Class discussion and student presentation of recent original literature will be an integral part of the course.

Instructor: Staff
Prerequisite: BISC 219 or BISC 220, or by permission of the instructor
Distribution: NPS
Term(s): Not Offered

BISC 334 - Seminar: The Biology of Stem Cells (1.0)
In this course, we will study stem cells in terms of molecular, cellular, and developmental biology. We will focus on different types of stem cells, particularly embryonic stem cells, adult stem cells, and induced pluripotent stem cells. More specifically, we will explore how stem cells develop, the criteria by which stem cells are defined, and stem cell characteristics under investigation. Current research in the areas of disease, potential stem cell therapies, and regenerative medicine will also be discussed. Bioethical issues related to stem cell biology will be described. Students will present and discuss original literature throughout the course.

Instructor: O'Donnell
Prerequisite: BISC 216 or BISC 219 or BISC 220
Distribution: NPS
Term(s): Fall

BISC 335 - Seminar: Cellular and Molecular Mechanisms of Disease (1.0)
This course will explore the underlying mechanisms of a variety of human diseases whose causes have been heavily studied at the cellular and molecular level. We will take a research-oriented approach to the material through critical reading and analysis of primary literature on each topic and we will explore how this knowledge informs the design, development and implementation of treatments. Topics of study may include diseases related to metabolism, genetics, protein folding, cytoskeleton, membrane trafficking, inflammation, and/or pathogenic infection. This course will utilize a combination of lectures to introduce general concepts, seminar-style discussions of primary literature articles, and student presentations throughout the semester.

Instructor: Goss
Prerequisite: BISC 220
Distribution: NPS
Term(s): Not Offered
Ann E. Maurer '51 Speaking Intensive Course

BISC 336 - Seminar: Immunology (1.0)
In this course, we will analyze the molecular, cellular, and biochemical mechanisms involved in the development and function of the immune system. We will also explore the immunological basis of infectious diseases (e.g. influenza and tuberculosis), allergic disorders, autoimmune diseases (e.g. multiple sclerosis and rheumatoid arthritis), immunodeficiency syndromes (e.g. AIDS), transplantation, and cancer. This course will utilize a combination of lectures to introduce new material, seminar-style discussions of primary research articles, and student presentations.

Instructor: Matthews
Prerequisite: BISC 219 or BISC 220
Distribution: NPS
Term(s): Spring

BISC 338 - Seminar: The Biology of Social Insects (1.0)
Warfare, communication, agriculture, and caring for family are phenomena that are typically attributed to human societies, but social insects do some of the same things. In this course, we will explore the weird and wonderful world of social insects to discover their diverse strategies for success. We will learn about how conflict and selfishness have shaped the cooperative effort that characterizes these seemingly utopian communities. Topics will include the natural history of social insects, self-organization in systems, models of division of labor, communication, and an examination of some of the biological oddities that have arisen as a result of kin selection. The format for the course will consist of demonstrations of basic principles, followed by discussion and presentation of classic literature and groundbreaking current research.

Instructor: Mattila
Prerequisite: BISC 201, BISC 202, or BISC 214, or by permission of the instructor
Distribution: NPS
Term(s): Fall

BISC 339 - Seminar: Biology of Parasites (1.0)
Parasites hold a fascination for biologists. The lifestyles of these ubiquitous and sometimes dangerous organisms, perhaps seeming bizarre to us, have proven very successful evolutionary adaptations to life on or within their hosts. Parasites belong to many different protozoan groups and animal phyla, and many families of plants. We will explore this great diversity of parasite forms and specializations, including parasite biogeography, life cycles, life histories and evolution, immunomodulation and behavioral alteration of hosts, and host defenses. An important emphasis in our course will be the human health impacts of parasites, methods of parasite control, and prospects for treatment and prevention of parasitic diseases.

Instructor: Hughes
Prerequisite: Two units in biological sciences at the 200 level or permission of the instructor
Distribution: NPS
Term(s): Spring

BISC 340 - Calderwood Seminar in Public Writing: Biology in the News (1.0)
While scientists have made great progress understanding the intricate details of many biological processes, the scientific literacy of the general public has not kept pace with these exciting developments. The goal of this writing-intensive seminar is to synthesize knowledge from a wide range of biological disciplines and to learn how to communicate important biological concepts to a broad audience. Students will review articles from the primary literature, decide which findings are relevant, and work on making the information and the scientific process transparent, accessible, and interesting to non-experts. The goal of the work is to help people to make educated choices, e.g., about health and environmental issues, by writing short articles for media ranging from the newspaper to the website of an NGO.

Instructor: König
Prerequisite: Any two BISC 200-level courses; juniors and seniors only.
Distribution: NPS
Term(s): Fall

BISC 347 - Advanced Plant Diversity and Ecology with Laboratory (1.25)
This course meets along with ES 247/BISC 247 and offers an opportunity for students to engage more deeply with the material and perform independent research. Students will be expected to more thoroughly review and reference peer-reviewed literature and assist in leading in-class discussions. Additionally, each student will develop and conduct an experiment (or observational study) over courses of the semester that examines mechanisms of plant diversity and coexistence.

Instructor: Griffith (Environmental studies)
Prerequisite: BISC 201 or ES 220 or BISC 207 or permission of instructor
Cross-listed as: ES 347
Distribution: NPS; LAB
Term(s): Fall
This course is not available to students that have completed ES 247/BISC 247.

BISC 348 - Seminar: Muscle and Movement (1.0)
Muscle driven movement is a defining feature of animal life. This course will explore the evolution, structure, and mechanical performance of muscle. Topics will include: the evolutionary origins of muscle; the molecular basis for force production; the excitation and control of muscle contraction; the role of muscle motors in animal movement; and changes in muscle performance associated with training, aging and disease. Emphasis will be placed on discussion of the primary literature, including foundational studies and recent research in the field.

Instructor: Elderby
Prerequisite: Two units in the biological sciences at the 200 level or above, or permission of the instructor
Distribution: NPS
Term(s): Fall

BISC 350 - Research or Individual Study (1.0)
Participants will present both primary and review literature for discussion, augmented with introductory material for each major topic.

Instructor: Hughes
Prerequisite: Two units in biological sciences at the 200 level or permission of the instructor
Distribution: NPS
Term(s): Spring
Independent research supervised by a member of the faculty of the Department of Biological Sciences or an off-campus director. Off-campus projects require an on-campus advisor from the department. Students will be expected to devote 10-12 hours per week to their research.

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

**BISC 350H - Research or Individual Study (0.5)**
Independent research supervised by a member of the faculty of the Department of Biological Sciences or an off-campus director. Off-campus projects require an on-campus advisor from the department. Students will be expected to devote 5-6 hours per week to their research.

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

**BISC 355 - Biological Sciences Thesis Research (1.0)**
The first course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Department of Biological Sciences. This route does not lead to departmental honors.

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

**BISC 360 - Senior Thesis Research (1.0)**
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester. This route can lead to departmental honors.

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

**BISC 365 - Biological Sciences Thesis (1.0)**
The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the Department of Biological Sciences. This route does not lead to departmental honors.

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

**BISC 370 - Senior Thesis (1.0)**
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester. This route can lead to departmental honors.

Prerequisite: BISC 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Calderwood Seminars in Public Writing are advanced-level, writing-intensive courses that engage students in a review of their majors or areas of special interest. These seminars challenge students to integrate what they have learned in other courses and to communicate this knowledge to a broad audience.

Calderwood Seminars will rotate among departments and programs. Class size will remain small and enrollment, ordinarily, will be limited to juniors and seniors. The Seminars may fulfill major requirements.

The Calderwood Seminars in Public Writing are named after Stanford Calderwood, a patron of the arts and benefactor of Wellesley College. Throughout his career, Mr. Calderwood realized the value of written communication. To improve the capabilities of Wellesley College students as public writers, the Calderwood Charitable Foundation has provided generous support for this program.

Key elements for the Calderwood Seminars in Public Writing:

• Seminars targeted at juniors and seniors that draw on skills learned in prior courses and that empower a student’s “voice” in her major field or area of study

• Seminars that offer a reflective overview of a major or area by covering topics central to the field or that explore a defining theme

• Seminars that emphasize public writing, rather than writing for a specialized and professional audience. Public writing—the ability to translate complex arguments and professional jargon to a broad audience—is a central feature of a liberal arts education

• Seminars that encourage a more collaborative experience, with students writing frequently and rewriting their work in response to comments by their professors and input from classmates

Calderwood Seminars in Public Writing Courses

AMST 355 Calderwood Seminar in Public Writing: Critiquing American Popular Culture

BISC 340 Calderwood Seminar in Public Writing: Biology in the News

CAM S 327 Calderwood Seminar in Public Writing: Public Writing on Film and TV

CPLT 359/FREN 359 Calderwood Seminar for Public Writing: You Say You Want to Change the World: Advocating for Other Cultures (in English)

ECON 335 Calderwood Seminar in Public Writing: Economic Journalism

ENG 390 Calderwood Seminar in Public Writing: The New York Review of Books at Fifty

ES 399 Calderwood Seminar in Public Writing: Environmental Synthesis and Communication

MATH 340 Calderwood Seminar in Public Writing: Explaining Mathematics

PHIL 330 Calderwood Seminar in Public Writing: Ethics for Everyone

POL 333 Calderwood Seminar in Public Writing: Perspectives on American Politics

PSYC 343 Calderwood Seminar in Public Writing: Psychology in the Public Interest

SOC 324 Calderwood Seminar in Public Writing: Public Sociology

SPAN 340 Calderwood Seminar in Public Writing: Unity and Diversity in the Hispanic World

WRIT 390 Calderwood Seminar in Public Writing: Law, Medicine, and Ethics
DEPARTMENT OF CHEMISTRY

Chemistry Faculty Profiles

Chemistry has often been referred to as "The Central Science." Knowledge of the properties and behavior of atoms and molecules is crucial to our understanding of medicine, biological systems, neuroscience, nanotechnology, environmental science and myriad other areas. All of the traditional subfields of chemistry—analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry, as well as environmental chemistry, computational chemistry, nanotechnology, and polymer chemistry—are represented on the faculty, in the course offerings and in opportunities for student-faculty collaborative research.

Unless otherwise noted, all courses meet for three periods of lecture/discussion and one 3.5-hour laboratory appointment weekly. CHEM 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in CHEM 105, CHEM 105P, CHEM 116 (BISC 116), or CHEM 120 according to their previous preparation, Advanced Placement (AP) scores, A-level grades, International Baccalaureate (IB) scores, and department placement exams. Students with a 4 or 5 on the Chemistry AP exam (or C or better on the A-level or 5 or higher on the higher level IB exam) typically elect CHEM 120. They may elect CHEM 211 if they demonstrate sufficient mastery of material from CHEM 120 on the department's exemption exam. Details of the AP/IB/A-level policy are on the department's website, http://www.wellesley.edu/chemistry/prospective/courses. Students who have taken one year of high school chemistry should elect CHEM 105 or 105P followed by either CHEM 205 or CHEM 211.

Chemistry Major

Goals for the Chemistry Major

- Be able to think both concretely and abstractly about the world on a molecular level
- Learn fundamental lab techniques and understand how concepts learned in lecture and laboratory can be implemented in the real world
- Perform scientific research in the form of independent study or thesis program
- Approach and model problems using concepts and related fields in an interdisciplinary way
- Be able to present chemically relevant material clearly and accurately to an expert or a non-expert audience
- Be prepared for graduate study and/or professional school in fields such as chemistry, medicine, teaching, marketing and sales, government, banking, consulting, and business management

Requirements for the Chemistry Major

Any student who plans to take chemistry beyond CHEM 205 or CHEM 120 should consult one or more members of the Chemistry Department faculty. The department website (www.wellesley.edu/Chemistry/chem.html) contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs, and careers of former majors.

The major will consist of the following:

- CHEM 105/CHEM 105P or CHEM 116 and CHEM 205, or CHEM 120
- CHEM 211 and CHEM 212
- CHEM 330
- Three from among CHEM 223; CHEM 334/335; CHEM 341; CHEM 361
- One unit of research/thesis chemistry course at the 300 level not including CHEM 320 or CHEM 331

Additionally:

- MATH 215 (strongly recommended) or MATH 205; and PHYS 106 or PHYS 108
- Students planning to go to graduate school in chemistry should choose PHYS 108, MATH 215, and CHEM 335. Students planning to study physical chemistry in graduate school should consider taking CHEM 334/335 in their junior year and PHYS 310 in their senior year.
- The required mathematics and physics courses (PHYS 108 but not PHYS 106) may also be counted toward a major or a minor in those departments. Early completion of the mathematics and physics requirements is strongly encouraged.

Normally no more than three courses of chemistry taken at another institution may be counted toward the major.

Students interested in the interdepartmental major in Biochemistry are referred to the section of the catalog where that major is described. They should also consult with the director of the Biochemistry program.

Students interested in the interdepartmental major in Chemical Physics are referred to the section of the catalog where that major is described.

Independent Research in Chemistry

The chemistry major requires one semester or summer of research. The research requirement for the chemistry major can be fulfilled in the following ways:

1. Independent Study in Chemistry (CHEM 250 or CHEM 350): Research is supervised by a member of the Wellesley College Chemistry Department. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. In order to fulfill the research requirement for the major, the student must complete a paper of 8-10 pages on the research and give a presentation to the Chemistry Department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the department. If the student completes the second semester (CHEM 365 or CHEM 370), the thesis and the thesis defense fulfill the paper and presentation requirement.

2. Thesis in Chemistry (CHEM 355/CHEM 365 or CHEM 360/CHEM 370): If the first semester of thesis (CHEM 355 or CHEM 360) is used to fulfill the research requirement, the student must complete a paper of 8-10 pages on the research and give a presentation to the Chemistry Department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the department. If the student completes the second semester (CHEM 365 or CHEM 370), the thesis and the thesis defense fulfill the paper and presentation requirement.

3. Other Research Experiences: A student may participate in an approved off-campus research program during the academic year (10 hours per week minimum for one semester) or an approved summer research program (eight weeks minimum length), write a paper of 8-10 pages on the research, and give a presentation to the Chemistry Department during one of the two research seminar presentation periods. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the department. Students electing to use an off-campus research experience to fulfill the research requirement must have the research project approved by a faculty member in the Chemistry Department before starting the program.

Honor in Chemistry

The only route to honors in the major is writing a thesis and passing an oral examination (CHEM 360 and CHEM 370). To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level. Students with a GPA below the cut-off should register for CHEM 355; if that course is completed successfully, the department may petition on the student’s behalf if her GPA in the major is between 3.2 and 3.5. See Academic Distinctions.

Chemist Accreditation

The American Chemical Society has established a set of requirements in various areas which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chair of the department.

Teacher Certification in Chemistry

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the chair of the education department.

Transfer Credit in Chemistry

In order to obtain Wellesley credit for any chemistry course taken at another institution, during the summer or the academic year, approval must be obtained via the Wellesley College Registrar’s Office from the chair of the department prior to enrolling in the course. Students, especially those taking chemistry courses abroad, may be required to contact the course professor to obtain specific details about the course because the online course description may be insufficient to make an informed decision. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to...
For students entering in Fall 2016 and later: If a student scores a 4 or 5 on the AP or 5 or higher on the IB higher level examination or C or higher on the A-levels, she automatically fulfills CHEM 120. Students who score 4 or 5 on the AP exam or 5 or higher on the IB higher level examination who complete CHEM 120 may count one unit of AP or IB course credit toward graduation. The department offers exemption examinations at the beginning of the fall semester. If a student scores a 5 on the AP or 5 or higher on the IB higher level examination or C or higher on the A-levels and does well on the CHEM 120 exemption exam, she can go directly into CHEM 211.

Withdrawal from Courses with Laboratory in Chemistry
Students who withdraw from a course that includes laboratory and then elect that course in another semester must complete both the lecture and laboratory portions of the course the second time.

Chemistry Minor
Requirements for the Chemistry Minor
A minor in chemistry includes:
- CHEM 105/CHEM 105P or CHEM 116 and CHEM 205, or CHEM 120
- CHEM 211
- CHEM 330 or CHEM 331 (see Note, below)
- A choice of CHEM 223, or CHEM 341, or CHEM 361
- One additional 200- or 300-level unit, excluding CHEM 250/CHEM 350/CHEM 351/CHEM 355/CHEM 365

Note: In order to satisfy the physical chemistry requirement for the minor, students must choose one of the following two options:
- For students interested in biological applications of chemistry: CHEM 331, for which the prerequisites include CHEM 222 (recommended) or CHEM 223.
- For students interested in the mathematical foundations of chemistry: CHEM 330, for which the prerequisite is one of the following courses: MATH 215 (strongly recommended) or MATH 205.

Normally no more than one unit in chemistry from another institution may be counted toward the minor.

CHEM - Chemistry Courses
CHEM 101Y - First-Year Seminar: What's Up With Men & Women? ... The Science Behind Female/Male Differences (1.0)

Beyond the social construct of gender, what are the actual differences between the sexes? How do variations in the hard wiring of our brains, in our hormones and in our biochemistry make women and men different? Do men and women fall into distinct categories or onto a continuum? We will investigate the biochemical origins and consequences of female/male differences in our minds, our bodies, our affections and our abilities. Lectures, active learning exercises, and class discussions of papers from the primary literature will allow students to acquire a basic understanding of biochemical processes and gain insights into the methods used to address scientific questions. Writing assignments will challenge students to investigate what it means to be a woman in the 21st century.

Instructor: König (Biological Sciences). Reese
Prerequisite: None. Open to first-year students only.
Cross-listed as: BISC-101Y
Distribution: NPS
Term(s): Fall

CHEM 102 - Contemporary Problems in Chemistry with Laboratory (1.25)

This course is designed for students majoring in the physical and biological sciences as well as those wishing an introduction to modern molecular science. Core principles and applications of chemistry are combined to provide students with a conceptual understanding of chemistry that will help them in both their professional and everyday lives. Topics include principles of nuclear chemistry, atomic and molecular structure, molecular energetics, chemical equilibrium, and chemical kinetics. The laboratory work introduces students to synthesis and structural determination by infrared and other spectroscopic techniques, periodic properties, computational chemistry, statistical analysis, and various quantitative methods of analysis. This course is intended for students who have taken one year of high school chemistry and have a math background equivalent to two years of high school algebra. Students who have AP or IB credit in chemistry, and who elect CHEM 105, forfeit the AP or IB credit.

Instructor: Staff
Prerequisite: One year of high school chemistry.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken CHEM 105P, CHEM 116, or CHEM 120.
Distribution: NPS, MM, LAB
Term(s): Fall, Spring, Summer 1

CHEM 105P - Fundamentals of Chemistry with Laboratory (1.25)

This course is designed for students majoring in the physical and biological sciences as well as those wishing an introduction to modern molecular science. Core principles and applications of chemistry are combined to provide students with a conceptual understanding of chemistry that will help them in both their professional and everyday lives. Topics include principles of nuclear chemistry, atomic and molecular structure, molecular energetics, chemical equilibrium, and chemical kinetics. The laboratory work introduces students to synthesis and structural determination by infrared and other spectroscopic techniques, periodic properties, computational chemistry, statistical analysis, and various quantitative methods of analysis. This course is intended for students who do not meet the prerequisites for CHEM 105 and for students who, because of their previous chemistry and math experiences, require additional academic support for the study of introductory chemistry. Includes two additional class meetings each week. Students in CHEM 105P must enroll in CHEM 105P lab.

Instructor: Miwa
Prerequisite: Open by permission of the instructor to students regardless of high school background or QR basic skills completion. Not open to students who have taken CHEM 105, CHEM 116, or CHEM 120.
Distribution: NPS, MM, LAB
Term(s): Fall

CHEM 107Y - First-Year Seminar: The Science and Culture of Blood (1.0)

This course will use the central topic of blood as an introduction to biochemistry and cultural anthropology and as a mechanism for making interdisciplinary connections between the natural and social sciences. We will touch on such scientific aspects as mechanics of fluid movement, solubility, intermolecular forces, immunity, blood typing, sickle cell disease, AIDS, and hemophilia. The social science aspects will include discussions of family and kinship, vampires and other mythologies, menstruation, taboos or rituals around blood as food, blood in art, human/animal sacrifice, and the culture of AIDS. Case studies will introduce students to scientific thinking and integrative skills.

Instructor: Wolson (Chemistry), Armstrong (Anthropology, Writing)
Prerequisite: None. Open to first-year students only.
Cross-listed as: ANTH 107Y
Distribution: SBA; NPS
Term(s): Fall
No letter grade.

CHEM 116 - Fundamentals of Chemistry and Molecular/Cellular Biology with Lab: An Integrated Approach (1.25)

This gateway course provides an integrated introduction to the application of chemical principles to understand biological systems and covers the content of both BISC 110/112 and CHEM 105. It is designed for students whose interests lie at the interface of chemistry and biology and must be taken concurrently with BISC 116. Students will learn how structure and function of biological systems are shaped by principles of atomic properties and chemical bonding. Cellular metabolism and molecular genetics are integrated with quantitative introductions to thermodynamics, equilibria, and kinetics. Other topics motivated by the application of chemistry to biology include nuclear chemistry and cellular growth and differentiation. The laboratory is a hands-on introduction to spectroscopy, microscopy, and other experimental techniques, as well as quantitative analysis, experimental design, and scientific writing. Successful completion of this course enables a student to take any course for which either CHEM 105 or BISC 110/112 is a prerequisite.

Instructor: Matthews, Radhakrishnan (Chemistry), Hall (Chemistry)
Prerequisite: One year of high school chemistry, math equivalent to two years of high school algebra, and fulfillment of the basic skills component of Quantitative Reasoning Requirement. Not open to students who have taken BISC 110, BISC 112, CHEM 105, CHEM 105P, or CHEM 120. Students must attend lab during the first week to continue in the course.
Corequisite: BISC 116
Distribution: NPS; MM, LAB
Term(s): Fall

CHEM 116-01 and BISC 116-01 are co-requisite courses and students must register for both sections at the same time. Students must also register simultaneously for a lab section (either BISC 116L01 or BISC 116L02). Students must attend the first lab session (Wed Sept 7) in order to continue in the course. Students with AP or IB credit in chemistry who elect this course forfeit the AP or IB credit.

CHEM 120 - Intensive Introductory Chemistry with Laboratory (1.25)
A one-semester course for students who have completed more than one year of high school chemistry, replacing CHEM 105 and CHEM 205 as a prerequisite for more advanced chemistry courses. It presents the topics of nuclear chemistry, atomic structure and bonding, periodicity, kinetics, thermodynamics, electrochemistry, equilibrium, acid/base chemistry, solubility, and transition metal chemistry. All of these topics are presented in the context of both historical and contemporary applications. The laboratory includes experiments directly related to topics covered in lecture, an introduction of statistical analysis of data, molecular modeling and computational chemistry, instrumental and classical methods of analysis, thermochemistry, and solution equilibria. The course meets for four periods of lecture/discussion and one 3.5-hour laboratory.

Instructor: Arumainayagam
Prerequisite: Open to students who have a score of 4 or 5 on the Chemistry AP exam or an IB Chemistry higher level score of 5 or above. Students must have fulfilled the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed CHEM 105/CHEM 105P or CHEM 116 and/or CHEM 205. Students who score 4 or 5 on the AP exam or 5 or higher on the IB higher level examination may count one unit of AP or IB credit towards graduation even if they enroll in CHEM 120.

Distribution: NPS; MM; QRF; LAB
Term(s): Fall

CHEM 205 - Chemical Analysis and Equilibrium with Laboratory (1.25)

This course builds on the principles introduced in CHEM 105, with an emphasis on chemical equilibrium and analysis, and their role in the chemistry of the environment. Topics include chemical reactions in aqueous solution with particular emphasis on acids and bases, solubility and complexation; electrochemistry; atmospheric chemistry; photochemistry and smog; global warming and acid deposition; sampling and separations; modeling of complex equilibrium and kinetic systems; statistical analysis of data; and solid state chemistry of ceramics, zeolites and new novel materials. The laboratory work includes additional experience with instrumental and noninstrumental methods of analysis, sampling, computational chemistry, and solution equilibria.

Instructor: Staff
Prerequisite: CHEM 105 or CHEM 105P or CHEM 116 and fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken CHEM 120.

Distribution: NPS; MM; QRF; LAB
Term(s): Fall; Spring

CHEM 211 - Organic Chemistry I with Laboratory (1.25)

Topics covered include: stereochemistry, synthesis and reactions of alkanes, alkenes, alkynes, halides, alcohols and ethers, nomenclature of organic functional groups, IR, and GC/MS.

Instructor: Staff
Prerequisite: CHEM 105, CHEM 105P, CHEM 116, or CHEM 120, or permission of the department.

Distribution: NPS; LAB
Term(s): Fall; Spring Summer I

During Summer Session this is a six-week course.

CHEM 212 - Organic Chemistry II with Laboratory (1.25)

A continuation of CHEM 211. Includes NMR spectroscopy, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. In addition, students are expected to study the chemical literature and write a short chemistry review paper.

Instructor: Staff
Prerequisite: CHEM 211
Distribution: NPS; LAB
Term(s): Fall; Spring

CHEM 223 - Fundamentals of Biochemistry with Laboratory (1.25)

This course brings together the fundamental multidisciplinary concepts governing life at the molecular level and opens a gateway to advanced biochemistry offerings. Grounded in an understanding of aqueous equilibria, thermodynamic, kinetic, and spectroscopic principles, the course will emphasize the structure and function of proteins, nucleic acids, carbohydrates, and lipids. The laboratory introduces modern laboratory techniques for the study of biomolecules and develops experimental design and critical data analysis skills. The laboratory component can be of particular value to students planning or engaged in independent research and those considering graduate level work related to biochemistry. This course counts toward Chemistry or Biochemistry major requirements.

Instructor: Elmore
Prerequisite: CHEM 205 or 120, CHEM 211, and either BISC 110/112/116 or CHEM 212. Not open to those who have taken CHEM 222.

Cross-Listed as: BIOC 223
Distribution: NPS; LAB
Term(s): Fall; Spring

CHEM 227 - Principles of Biochemistry (1.0)

A survey of the chemical foundations of life processes, with focus on theory and applications relevant to medicine. Topics include bioenergetics, metabolism, and macromolecular structure. Essential skills such as data analysis and understanding of the primary literature will be approached through in-class discussions and application to current biomedical problems. This course is suitable for students wanting an overview of biochemistry, but it will not contain the experimental introduction to biochemical methods and laboratory instrumentation required for the Chemistry and Biochemistry majors.

Instructor: Núñez
Prerequisite: CHEM 205 or 120, CHEM 211, CHEM 212, and either BISC 110/112/116. CHEM 212 may be taken as corequisite with permission of the instructor.

Cross-Listed as: BIOC 227
Distribution: NPS
Term(s): Spring

Does not count toward the minimum major in Chemistry. Not open to students who have completed CHEM 222 or CHEM/BIOC 223.

CHEM 250 - Research or Individual Study (1.0)

Research is supervised by a member of the Wellesley Chemistry department. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. Course fulfills the research requirement for the major only upon completion of a paper of 8-10 pages on the research and a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 250.)

Instructor: Stanley
Prerequisite: CHEM 205 or CHEM 120
Distribution: NPS
Term(s): Fall

CHEM 250H - Research or Individual Study (0.5)

Research is supervised by a member of the Wellesley College Chemistry Department. Students will be expected to devote (per week) 10-12 hours for CHEM 250 and five to six hours for CHEM 250H.

Prerequisite: Open by permission to students who have completed at least one chemistry course and are not eligible for CHEM 350 or 350H

Distribution: None
Term(s): Fall; Spring

CHEM 306 - Seminar (1.0)

Topic for 2017-18: The Chemistry of Drug Discovery and Drug Actions

This course will cover a variety of aspects about drugs: discovery, development, metabolism, pharmacokinetics, pharmacodynamics, toxicity, clinical trials, and legal aspects. Utilizing clinically important drugs as examples, chemistry principles will be reviewed and applied to understand the concepts of medicine at a molecular level. Such understanding can be the foundation for the further drug discovery and elucidation of the mechanism of drug action. One of the objectives of this course is to provide students with the ability to integrate concepts from chemistry and medicine in an interdisciplinary way. This course will prepare the students for future study or career in fields such as chemistry, medicine, law, and business management.

Instructor: Huang
Prerequisite: One semester organic chemistry course or permission of instructor
Distribution: NPS
Term(s): Summer I

CHEM 306-01F - Seminar (1.0)

Topic for 2017-18: Communicating and Teaching Chemistry

Making scientific discoveries is clearly important, but it is also vital to be able to communicate science effectively to non-expert audiences. How do people learn? And in particular, how do inquiry-based learning techniques improve the learning experience? This course provides students the opportunity to explore and apply current research on learning and instructional strategies by developing a series of hands-on in-class chemistry activities. Students will read primary literature on pedagogical approaches from a range of sources, including chemical education journals. Students will synthesize and apply numerous chemical concepts that they have learned in-depth in previous chemistry classes in order to design and teach a chemistry lesson at a local elementary school. Additionally, students will design a chemistry activity to be implemented in a science museum. This class will be useful to students considering careers in the medical profession, so that they can clearly explain science to their patients; careers in research science, so they can inform the public of their discoveries; and careers in education, so they can teach science in an exciting and meaningful fashion.

Instructor: Stanley
Prerequisite: CHEM 205 or CHEM 120
Distribution: None
Term(s): Fall

CHEM 306-01S - Seminar (1.0)

Topic for 2017-18: The Organic Chemistry of Drug Design and Discovery

This discussion-based seminar course will examine the ways in which the methods of synthetic organic chemistry are used in the design and discovery of
new medications. Families of drugs—such as antibiotics, neuroleptics, anti-arthritis and many others—will be used to demonstrate the relationships between compound structure and drug activity. The emphasis will be on the processes by which organic chemists devise structure changes to improve drug efficacy or to minimize drug side effects.

Instructor: Heam  
Prerequisite: CHEM 211  
Distribution: NPS  
Term(s): Spring

CHEM 309 - Computational Chemistry (1.0)  
Computational chemistry now plays a crucial role in both the design and the analysis of molecules and systems across industries including pharmaceuticals, materials, and manufacturing. This course will provide students with a conceptual understanding of computational modeling techniques pertinent to chemistry along with practical experience applying these methods. Specific techniques considered in the course may include quantum mechanical ab initio and sememipirical models, molecular mechanics, molecular dynamics simulations, optimization and sampling frameworks, and chemical informatics, with case studies coming from current literature. Emphasis will be placed on the trade-offs between these methods. Hardware, software, and applications will be introduced as they relate to this trade-off. Application of these methods to solve problems in diverse areas, such as protein structure, drug design, organic reactivity, and inorganic systems, will also be emphasized. In addition to regular computer-based exercises, the course will culminate in an independent project utilizing techniques presented in the course.

Instructor: Radhakrishnan  
Prerequisite: CHEM 205 or CHEM 120 and CHEM 211 and MATH 116, or permission of the instructor.  
Distribution: NPS; MM  
Term(s): Fall

CHEM 317 - Advanced Organic Chemistry: Physical Organic Chemistry (1.0)  
Exploration of organic reactions and mechanisms through an understanding of the physical fundamentals of organic chemistry. Emphasis will be on the experimental study of reaction mechanisms. Topics include photochemistry, cycloaddition reactions, transition state theory, and molecular orbital theory as applied to organic chemistry. The course draws extensively from primary literature.

Instructor: Miwa  
Prerequisite: CHEM 212  
Distribution: NPS  
Term(s): Not Offered

CHEM 318 - Advanced Organic Chemistry: Reactions, Mechanisms, and Modern Synthetic Methods (1.0)  
This course will cover strategies and tactics for assembling complex organic molecules. Considerable emphasis will be placed on the mechanistic derivations, including the stereoselective construction of ring systems, acyclic stereocontrol, and asymmetric catalysis. Reaction mechanisms will also be emphasized throughout the semester. Lecture topics will be accompanied by case studies drawn from the current chemical literature. The course will culminate in an independent project involving pharmaceuticals and other molecules of medicinal importance.

Instructor: Carrico-Moniz  
Prerequisite: CHEM 212  
Distribution: NPS  
Term(s): Spring

CHEM 320 - Integrated Biophysical Chemistry Advanced Laboratory (1.0)  
An intensive laboratory course offering a multiview independent research project and training in experimental applications of physical chemistry and biochemistry. Topics will include spectroscopy, chemical thermodynamics of biomolecules and enzyme kinetics. This course will emphasize independent hypothesis development and experimental design skills as well as professional conference-style presentation of results. Students will read primary literature, construct a research proposal, develop their own laboratory protocols manual, conduct experiments using a variety of instrumentation, and present their research in a poster format at the end of the semester. One class period per week plus one lab and mandatory weekly meetings with instructor.

Instructor: Oakes  
Prerequisite: CHEM 223  
Cross-Listed as: BIOL 320  
Distribution: NPS; LAB  
Term(s): Spring  
Ann E. Maurer '51 Speaking Intensive Course

CHEM 323 - Advanced Seminar in Biochemistry (1.0)  
In-depth consideration of the functions of biomolecules and macromolecular assemblies. Topics will vary each semester, but will focus on one or more of the core concepts described by the American Society of Biochemistry and Molecular Biology: bioenergetics; structure-function relationships; information storage and flow; scientific discovery and communication. The class will focus on shared reading, analysis, and discussion of research based on the primary biochemical literature. Throughout the semester, each student will develop an independent research proposal.

Instructor: Nübler  
Prerequisite: BIOL/CHIM 223 or CHEM 222.  
Cross-Listed as: BIOL 323  
Distribution: NPS  
Term(s): Fall

CHEM 330 - Physical Chemistry I with Laboratory (1.25)  
Molecular basis of chemistry; intensive overview of theories, models, and techniques of physical chemistry; extensive coverage of quantum mechanics; applications of quantum mechanics to atomic and molecular structure, and spectroscopy; classical thermodynamics of gases and solutions; intermediate topics in chemical kinetics and introduction to reaction dynamics; basic statistical mechanics to calculate thermodynamic variables and equilibrium constants.

Instructor: Arumainayagam  
Prerequisite: CHEM 211 or by permission of the department; PHYS 104 or PHYS 107, MATH 215 (strongly recommended) or MATH 205. Not open to students who have taken CHEM 331, CHEM 334, or CHEM 335.  
Distribution: NPS; MM; QRB; LAB  
Term(s): Fall

CHEM 330X - Introduction to Physical Chemistry (1.0)  
Molecular basis of chemistry; intensive overview of theories, models, and techniques of physical chemistry; extensive coverage of quantum mechanics; applications of quantum mechanics to atomic and molecular structure, and spectroscopy; classical thermodynamics of gases and solutions; intermediate topics in chemical kinetics and introduction to reaction dynamics; basic statistical mechanics to calculate thermodynamic variables and equilibrium constants.

Instructor: Stanley  
Prerequisite: CHEM 205 or CHEM 120  
Corequisite: /Prerequisite: CHEM 212

CHEM 331 - Physical Chemistry of Biological Systems: The Fundamental Models of Biological Molecules and Processes (1.0)  
Provides a survey of fundamental principles in physical chemistry and how they relate specifically to the study of biological molecules and processes. Emphasis is placed on empowering students to understand, evaluate, and use models as approximations for the biomolecular world. Models are mathematically represented and provide both qualitative and quantitative insight into biologically relevant systems. Commonly used experimental techniques such as spectroscopy and calorimetry are explained from first principles with quantum mechanical and statistical mechanical models, and computational applications such as protein structure prediction and molecular design are explained through physical models such as molecular mechanics and dynamics.

Instructor: Radhakrishnan  
Prerequisite: BIOL 223/CHIM 223 (for BIOL majors) or CHEM 222 (for CHEM minors), and MATH 116. Not open to students who have taken CHEM 232.  
Distribution: NPS; MM  
Term(s): Spring

CHEM 335 - Physical Chemistry II with Laboratory (1.25)  
This course provides an in-depth study of the physical models used in the study of chemical systems, including both first-principle derivations and cutting-edge applications of such models. Topics include statistical mechanics and thermodynamics, computational chemistry, molecular mechanics and dynamics, philosophical foundations of quantum mechanics, time-dependent quantum mechanics, and kinetics. Additionally, there is an emphasis on implementing statistical and numerical models using the Matlab programming environment, culminating in an independent project.

Instructor: Radhakrishnan  
Prerequisite: CHEM 330, CHEM 331 by permission of the instructor, PHYS 106 or PHYS 108, and MATH 215. Not open to students who have taken CHEM 334.  
Distribution: NPS; MM; LAB  
Term(s): Spring

CHEM 341 - Inorganic Chemistry with Laboratory (1.25)  
Atomic structure, multi-electron atoms, the periodic table and periodicity, chemical applications of group theory, molecular orbital theory, the chemistry of ionic compounds, generalized acid/base theories, transition metal complexes, organometallic chemistry, catalysis, and bioinorganic chemistry. The laboratory introduces a number of experimental and computational techniques used in inorganic chemistry.

Instructor: Stanley  
Prerequisite: CHEM 205 or CHEM 120  
Corequisite: /Prerequisite: CHEM 212
CHEM 350 - Research or Individual Study (1.0)
Research is supervised by a member of the Wellesley College chemistry department. Students will be expected to devote (per week) 10-12 hours for CHEM 350 and five to six hours for CHEM 350H. Student projects will be planned accordingly. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. Course fulfills the research requirement for the major only upon the completion of a paper of 8-10 pages on the research and a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 350.)
Prerequisite: Open by permission to students who have taken at least three chemistry courses.
Distribution: None
Term(s): Fall, Spring

CHEM 350H - Research or Individual Study (0.5)
Research is supervised by a member of the Wellesley College chemistry department. Students will be expected to devote (per week) 10-12 hours for CHEM 350 and five to six hours for CHEM 350H.
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall, Spring

CHEM 355 - Chemistry Thesis Research (1.0)
The first course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. If the first semester of thesis is used to fulfill the research requirement, the student must complete a paper of 8-10 pages on the research and give a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 355.)
Instructor: Staff
Prerequisite: Open only to seniors by permission of the instructor.
Distribution: None
Term(s): Fall, Spring

CHEM 356 - Chemistry Thesis (1.0)
The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. Course counts toward the research requirement if the student completes the thesis and the thesis presentation. (Note: Paid internships are not eligible for CHEM 356.)
Prerequisite: CHEM 355 and permission of the department.
Distribution: None
Term(s): Fall, Spring

CHEM 360 - Senior Thesis Research (1.0)
CHEM 360 is the first course in a two-semester investigation of a significant research problem, culminating in departmental honors upon the completion in the second semester of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students in 360 and 370 will be expected to attend the weekly departmental honors seminar, listed in the schedule of classes. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty. (See Academic Distinctions.) If the first semester of thesis is used to fulfill the research requirement, the student must complete a paper of 8-10 pages on the research and give a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department. (Note: Paid internships are not eligible for CHEM 360.)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall, Spring

CHEM 361 - Analytical Chemistry with Laboratory (1.25)
Classical and instrumental methods of chemical analysis. Topics include statistical analysis, electronics and circuitry, electrochemistry, spectroscopy, and separations science with special attention to instrument design and function. The course work emphasizes the practical applications of chemical instrumentation and methods to address questions in areas ranging from art history to biochemistry to materials science. The laboratory work focuses on the design, construction, and use of chemical instrumentation along with the interfacing of instruments with computers.
Instructor: Hyrm
Prerequisite: CHEM 205 and CHEM 211 or CHEM 120 and CHEM 211.
Distribution: NPS, QRF, LAB
Term(s): Fall

CHEM 365 - Chemistry Thesis (1.0)
The second course in a two-semester investigation of a significant research problem, culminating in the preparation of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. This route does not lead to departmental honors. Course counts toward the research requirement if the student completes the thesis and the thesis presentation. (Note: Paid internships are not eligible for CHEM 365.)
Prerequisite: CHEM 355 and permission of the department.
Distribution: None
Term(s): Fall, Spring

CHEM 370 - Senior Thesis (1.0)
CHEM 370 is the second course in a two-semester investigation of a significant research problem, culminating in departmental honors upon the completion of a thesis and defense of that thesis before a committee of faculty from the chemistry department. Students will participate in a regular weekly seminar program, in which they will discuss their research progress informally with faculty and student colleagues and gain familiarity with contemporary research through presentations by outside seminar speakers. Course counts toward the research requirement if the student completes the thesis and the thesis presentation. See Academic Distinctions. (Note: Paid internships are not eligible for CHEM 370.)
Prerequisite: CHEM 360 and permission of department.
Distribution: None
Term(s): Fall, Spring
Chemical Physics Major

Goals for the Chemical Physics Major

- Develop solid foundations in, and reliable facility with, the principles of chemistry and physics. Recognize the physical situations each field is suited to address, and the interconnections between the two fields.
- Develop the ability to integrate concepts and techniques from chemistry and physics in the context of interdisciplinary problems associated with systems ranging from atomic nuclei to biological molecules.
- Develop strong quantitative skills and facility with the mathematical and computational techniques at the center of modern science. Learn to apply those skills in problem-solving contexts in chemistry and physics.
- Gain experience with laboratory practices throughout the curriculum with an emphasis on applying the scientific method, learning the skills of thoughtful experimental design, and exploring independent experimentation.
- Be prepared for postgraduate study and/or public/private sector employment in fields informed by the principles and methods of chemistry and physics.

Requirements for the Chemical Physics Major

A major in Chemical Physics includes:
- CHEM 105/CHEM 105P and CHEM 205, or CHEM 120
- PHYS 107 and PHYS 108
- MATH 215 and PHYS 216
- PHYS 202 or PHYS 207
- CHEM 211 and CHEM 341
- CHEM 330 and CHEM 335
- PHYS 302
- two from among PHYS 305, PHYS 310, PHYS 314

Students with a strong background in math (e.g., MATH 205) are encouraged to take CHEM 330 in their sophomore year (concurrently with MATH 215) if they plan not to take PHYS 202. (MATH 215 and PHYS 216) may be replaced by (MATH 205, MATH 206, and MATH 210).

PHYS 320 (offered in alternate years) is highly recommended and may be substituted for PHYS 302 for students with a strong grounding in quantum mechanics and who have taken PHYS 207.

Students are encouraged to participate in research projects via CHPH 250 or CHPH 350 or CHPH 360/CHPH 370.

Students planning to take the Chemistry GRE in their senior year should consider taking CHEM 212 and CHEM 361 in their junior year.

Students planning to take the Physics GRE in their senior year should consider taking PHYS 314 and PHYS 305 in their junior year.

If a student is considering pursuing graduate-level chemical theory/modeling, she is encouraged to take CHEM 309 in addition to the standard requirements.

Honors in Chemical Physics

To earn honors in Chemical Physics, a student must have a minimum grade point average of at least 3.5 in all work in the major field above the 100 level not counting grades in independent research courses; the program director may petition on her behalf if her GPA in the major is between 3.0 and 3.5. The student must complete a significant research project culminating in an honors thesis and an oral examination. See Academic Distinctions.

CHPH - Chemical Physics Courses

CHPH 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHPH 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

CHPH 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CHPH 370 - Senior Thesis (1.0)
Prerequisite: CHPH 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
See East Asian Languages and Cultures
AN INTERDEPARTMENTAL MAJOR AND MINOR

Cinema and Media Studies Faculty Profiles

The Cinema and Media Studies program (CAMS) offers an innovative, interdisciplinary major and minor focused on the history, theory, and practice of the media that characterize modernity and those new media that are currently emerging. CAMS engages with all forms of still, moving-image, and screen-based audio-visual media, from the dominant forms of the last century (film, television, and still photography) through today’s emergent forms (digital, Web, gallery-based, and more). While the major requires students to select one of two distinct tracks—in Cinema/Media Studies or Video/Media Production—an innovative feature of the major is that we expect students in all tracks to be conversant in both theory and production. Students in the program come to understand theory through practice, and practice through theory.

Cinema and Media Studies Major

Goals for the Cinema and Media Studies Major

Students in the CAMS major will learn that the various media we use/interact with are not only the products of human imagination and expression, but are an influential, perhaps primary, means by which we come to understand the world and ourselves in it as thinking, communicating, and interacting members of communities, genders, classes, societies, nations, and global communities.

Students who complete the CAMS major will have:

- Acquired a broad-based contemporary and historical knowledge of international film and audio-visual media
- Acquired a set of critical and analytical tools for the study of film and audio-visual media
- Developed a critical awareness of the cultural, political and economic role of film and media in modern societies
- Produced media works in the form or forms of their choice
- Explored, through their own processes of image-making, the relationships between technology, aesthetic process, and social impact of modern media culture.

Requirements for the Cinema and Media Studies Major

The major in Cinema and Media Studies requires 10 units and offers two areas of concentration, Cinema/Media Studies and Video/Media Production. Students choose either the Studies track or the Production track at the time they elect the major.

Common Requirements

Students in both tracks are required to take the following:

1. CAMS 101, Introduction to Cinema and Media Studies
2. CAMS 201, Between Magic and Reality: A Century of Cinema, Part I
3. CAMS 202, Between Reality and Magic: A Century of Cinema, Part II
4. One theory course, which can be fulfilled by one of these two courses:
   - CAMS 218, Theories of Media from Photography to the Internet
   - PHIL 203, Philosophy of Art
5. One production course, to be chosen among:
   - CAMS 135/ARTS 165, Introduction to Video Production
   - CAMS 138/ARTS 108, Photography I
   - CAMS 234/ENG 204, The Art of Screenwriting
6. All majors must ensure that they take at least two courses in CAMS (or as approved by the directors) at the 300 level. Normally all 300-level work must be taken at Wellesley. CAMS 360 and CAMS 370 do not count toward the 300-level requirement, but are honors-level courses taken in addition to the 10 courses required for the major.

In addition to the common requirements, students electing the Studies track must take:

1. Two core courses, to be chosen from among these:
   - CAMS 213, From Berlin and London to Hollywood
   - CAMS 222, "Being There": Documentary Film and Media
   - CAMS 225, The Great Beauty: Italian Transnational Cinema and Its Legacy
   - CAMS 227, Television
   - CAMS 228, Avant-Garde and Experimental Film
   - CAMS 266, Power to the Imagination: the Animated Film
   - CAMS 270, Dark and Light of the Internet
   - CAMS 272, The Ludic Imagination: Histories and Theories of Games and Play
   - CAMS 276, Media Public: An Introduction to Civic Media
   - CAMS 286, Fantasy Factories: Film and Propaganda in Nazi Germany and Beyond
   - CAMS 287, Leaps and Bounds: Technological Development and the Shaping of the Cinematic Medium in Germany and Beyond
   - CAMS 292, Film Noir
2. At least one additional CAMS course, which may be chosen from among the CAMS cross-listed and related courses.

In addition to the common requirements, students electing the Production track must take:

1. One core course (to be chosen from the list above)
2. Four additional studio courses to be selected among the following (or equivalent) courses:
   - CAMS 235/ARTS 265, Intermediate Video Production/The Documentary Form
   - CAMS 335/ARTS 365, Advanced Video Production
   - CAMS 238/ARTS 208, Photography II
   - CAMS 338/ARTS 308, Photography III
   - CAMS 230/ARTS 260, Moving Image Studio
   - CAMS 239/ARTS 221, Digital Imaging
   - CAMS 255/ARTS 255, Dynamic Interface Design
   - MUS 275, Computer Music: Synthesis Techniques and Compositional Practice
   - ARTS 313, Virtual Form
   - ARTS 321, Advanced New Media

Honors

Candidates for Departmental Honors in CAMS complete a senior thesis in two units of independent study/thesis (CAMS 360, CAMS 370) undertaken in the fall and spring of the senior year. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the program may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

For majors in the Studies track, the route to honors is writing a thesis paper and passing an oral examination on the content and argument of the paper. A senior thesis engages a topic involving year-long research resulting in a polished paper of 50-100 pages in length. For a student who has a clear idea of what she wants to investigate, a well-considered plan of research, and a willingness to accept the responsibility of working independently, a senior thesis can be a rewarding experience.

Honors in the Production track is earned by the demonstration of excellence in a self-directed senior thesis project. A Production thesis consists of an extended piece or body of visual work produced over two semesters; this work normally involves research, script-writing, and pre-production, production, and post-production phases. The final work is accompanied by a paper of 15-20 pages documenting the development of the project, and is exhibited at a public showing at the end of the semester.

Courses for Credit Toward the Cinema and Media Studies Major

For the following courses to count toward the major, CAMS majors are advised to request approval from the Program Director before registering.

- AMST 274/WGST 274 Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns
- AFR 207 Images of Africana People Through the Cinema
- AFR 222 Blacks and Women in American Cinema
- AFR 261 History of Black American Cinema
- ANTH 219/CAMS 219 Balkan Cinematic Representations
- ANTH 239 Visual Culture of South Asia
- CS 114 The Socio-Technological Web
- ENG 385-01-F Advanced Studies in a Genre
- FREN 222 French Cinema from the Lumière Brothers to the Present: The Formation of Modernity
- FREN 314 A Cinematic History of Intellectual Ideas in Post-WWII France: The Politics of Art
- FREN 331 Desire, Sexuality, and Love in African Francophone Cinema
- ITAS 261 Italian Cinema (in English)
- JPG 130/THST 130 Japanese Animation (in English)
- JPG 259 The Historical Imaginaries of Japanese Cinema (in English)
- THST 130/JPN 130 Japanese Animation (in English)
- MUS 275 Introduction to Electronic and Computer Music: History and
and Media Studies, and should ideally be taken before any other CAMS course.

Distribution: ARS
Term(s): Fall; Spring

CAMS 105Y - First-Year Seminar: Twenty-first-Century Cinema (1.0)
An introduction to the cinematic experience, this course explores the excitement of recent global filmmaking with a special focus on independent and foreign art films to which students are unlikely to have been exposed so far (e.g., slow cinema). Through selected films and readings, the seminar examines the basic elements of filmic language including mise-en-scène, editing, cinematography, the relation of sound to image, and narrative structure. The major novelty of this seminar is its emphasis on the production of audiovisual essays. Students will learn the basics of videography, engaging with the material in a hands-on fashion. The kind of cinemas examined and the videography component make this seminar a must for adventurous minds interested in the multifaceted potential of audiovisual language.

Instructor: Viano
Prerequisite: None. Open to first-year students only.
Distribution: ARS, W
Term(s): Fall
Shadow graded.

CAMS 135 - Introduction to the Moving Image (1.0)
This course will introduce students to the production and examination of video through a critical look at the medium as an art form. Organized around a series of assignments designed to survey a range of production strategies, the course will be a primer to the technical and conceptual aspects of video production and to its historical, critical, and technical discourse. Relationships between video and television, film, installation, and performance art are investigated emphasizing video as a critical intervention in social and visual arts contexts. Through weekly readings, screenings, discussions, and critique, students explore contemporary issues in video and develop individual aesthetic and critical skills. Practical knowledge is integrated through lighting, video/sound production and editing workshops.

Instructor: Jeskowski
Prerequisite: Open to Firstyears and Sophomores, Juniors and Seniors by permission of instructor.
Cross-Listed as: ARTS 165
Distribution: ARS
Term(s): Fall; Spring
Meets the Production requirement for CAMS majors.

CAMS 138 - Photo I: Introduction to Photography (1.0)

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

Instructor: Kelly (Studio Arts)
Prerequisite: None.
Cross-Listed as: ARTS 108
Distribution: ARS
Term(s): Fall; Spring
Meets Production requirement for CAMS majors.

WRIT 111-CAMS-115 - Hitchcock, Auteur (1.0)
What is it that draws filmmakers, critics, writers, and scholars back to the films of Alfred Hitchcock, time and time again? What shots and frame compositions tempt filmmakers to imitation and homage? What narrative themes seduce critics? What paradoxes puzzle scholars and writers? To what extent is Hitchcock the master of his own films—in the words of film theorists, an auteur as much as a director? To what extent did he collaborate with others—screenwriters, actors, cinematographers, and, yes, his own wife and daughter—to produce enduring works of art? In reading, viewing, analyzing, and writing about films from all periods of Hitchcock’s working life, this course will use these questions to shape our understanding of film and film theory.

Instructor: Wood (The Writing Program and CAMS)
Prerequisite: None. Open only to first-year students.
Distribution: ARS, W
Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Cinema and Media Studies. Includes a third session each week.

CAMS 201 - Between Magic and Reality: A Century of Cinema, Part 1 (1.0)
Cinema’s first century is a vast, wondrous universe where art, media technology, and political economy variously intertwine. This course charts a path through this universe by casting a spotlight on exemplary constellations: films that captured our imagination, significant artists, groundbreaking movements, transnational synergies. Part 1 explores how in less than 20 years a fairground attraction spread to every country in the world, and became the greatest industrialized art form of the twentieth century, agent of modernity and globalization; how the marvelous creativity of silent films laid the stylistic foundations for everything that followed; how the advent of sound played out in a world in the grip of economic depression and totalitarian regimes; and how World War II brought about neorealism’s cinematic revolution.

Instructor: Viano
Prerequisite: CAMS 101 or ARTH 101 or permission of the instructor. Required for all students majoring in or minoring in Cinema and Media Studies.
Distribution: ARS
Term(s): Spring

CAMS 202 - Between Reality and Magic: A Century of Cinema, Part 2 (1.0)
Cinema’s first century is a vast, wondrous universe where art, media technology, and political economy variously intertwine. This course charts a path through this universe by casting a spotlight on exemplary constellations: films that captured our imagination, significant artists, groundbreaking movements, transnational synergies. Part 2 surveys postwar film history until the end of the twentieth century. We examine the worldwide emergence and energy of new cinemas during the epochal changes brought about by sexual and cultural revolutions, postcolonialism, and multiculturalism against the background of a shifting world order and technological transformations affecting how films are made, distributed, and viewed; we shall explore the vexed question of art cinema’s implicit opposition to the ethos of fast consumption, asking ourselves: Whither cinema after its hundredth anniversary?

Instructor: Viano
Prerequisite: CAMS 101, CAMS 201, or permission of the instructor. Required for all students majoring in Cinema and Media Studies.
Distribution: ARS
Term(s): Fall
CAMS 203 - Chinese Cinema (in English) (1.0)

This course explores the cinematic conventions and experiments employed by Chinese filmmakers over the past hundred years. Unique Chinese film genres such as left-wing melodrama, martial arts films, and model play adaptations, as well as the three "new waves" in China's recent avant-garde cinema, will be examined and discussed. Individual filmic visions and techniques experimented with by important directors such as Fei Mu, Hou Hsiao-hsien, Zhang Yimou, and Jia Zhangke will be closely analyzed. Class discussions will aim to help students understand the history, politics, and aesthetics of Chinese cinema. Theoretical aspects of film studies will also be incorporated into class readings and discussions. No prior knowledge of China or film studies is required.

Instructor: Song (East Asian Languages and Cultures)
Prerequisite: None
Cross-Listed as: CHIN 243
Distribution: LL; ARS
Term(s): Not Offered

CAMS 205 - History of Japanese Cinema (in English) (1.0)

From stories of rebellious geisha in Kyoto to abandoned children in Tokyo, Japanese directors harness the everyday language of cinema to explore trenchant social and political questions in a nation undergoing rapid change. Moving chronologically, from Yasujirō Ozu's domestic comedies to Naoko Ogigami's contemporary films about eccentric women, we trace the skein of love and family relationships that weave together the great works of a national cinema. Because Japanese directors forged an idiosyncratic visual style that counters certain conventions of Hollywood, we also devote class time to learning how to read film. No knowledge of Japan, Japanese or film studies is required.

Instructor: Zimmerman (East Asian Languages and Cultures)
Prerequisite: None
Cross-Listed as: JPN 256
Distribution: LL; ARS
Term(s): Not Offered

CAMS 207 - History of Photography: From Invention to Media Age (1.0)

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

Instructor: Berman (Art)
Prerequisite: None. ARTH 100 and ARTH 101 strongly recommended.
Cross-Listed as: ARTH 226
Distribution: ARS
Term(s): Fall
Normally offered in alternate years.

CAMS 213 - From Berlin and London to Hollywood (in English) (1.0)

This course offers an introduction to the formative years of Hollywood by tracing the impact of European cinema on the American movie industry. Focusing on the work of film directors who in the first half of the twentieth century left the European centers of film-making for Hollywood, we will discuss the commercial competition between Berlin, London, and Hollywood as well as notions of aesthetic transfer. Among the directors to be discussed are Max Ophüls, Alfred Hitchcock, F.W. Murnau, Fritz Lang, Ernst Lubitsch, Billy Wilder, Douglas Sirk, and others.

Instructor: Nolden (German Studies)
Prerequisite: None
Cross-Listed as: GER 288
Distribution: LL; ARS
Term(s): Not Offered

CAMS 216 - Creative Media Manipulation (1.0)

The arts and humanities are infused with media, from the printed word to digital images, videos, and sound. Knowing how these media are constructed at a fundamental material level means that one can be an active producer of digital artifacts, rather than a passive consumer who cedes creative control to someone else. In this course students will learn programming skills that allow them to create and manipulate images, text, video, sound, and the physical world. Programming languages and environments may include Processing, Python, Arduino, and LHyph. Lectures, assignments, and programming experiments will ensure that all students understand the material regardless of experience or background. We will regularly illustrate the intersection of the arts and humanities with computation and digital technologies through the reading of historical texts and the close examination of specific works. Skills learned in the course will be useful for future work in the digital humanities among other domains.

Instructor: Knouf
Prerequisite: CAMS 101, MAS 115, or permission of instructor
Cross-Listed as: MAS 216
Distribution: MM
Term(s): Spring

CAMS 218 - Theories of Media From Photography to the Internet (1.0)

Considering media as diverse as photography, film, radio, television, video, sound recording, and the Internet, this course is an introduction to the major theoretical works of media theory through a close attention to both texts and media artifacts. Topics include theories of ideology, spectatorship and reception, structuralism and poststructuralism, modernism and postmodernism, semiotics, psychoanalysis, postcolonialism, feminism, and queer theory. Through class discussions and writing assignments, students will consider both prevailing conceptual current as well as alternative formulations in order to question the various forces that work to shape media as material and discursive systems. Readings will be structured so that media works are paired with historical and contemporary texts in order to draw out the connections between the theory, history, and practice of media.

Instructor: Knouf
Prerequisite: CAMS 101
Distribution: ARS
Term(s): Fall
Required for all students majoring or minorning in Cinema and Media Studies. Note: For students who entered prior to Fall 2013, this course satisfies the theory requirement normally fulfilled by CAMS 200.

CAMS 219 - Balkan Cinematic Representations (1.0)

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

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

CAMS 222 - "Being There": Documentary Film and Media (1.0)

This course surveys the history, theory, and practice of documentary film, considering the ways its forms and ethics have changed since the beginning of cinema. We study the major modes of the documentary, including cinema verité, direct cinema, investigative documentary, ethnographic film, agit-prop and activist media, and the personal essay, as well as recent forms such as the docudrama, the archival film, "mockumentary," and Web-based forms. We will examine the "reality effects" of these works, focusing on the ways in which they create their authority. We will ask: How do these films shape notions of truth, reality, and point of view? What are the ethics and politics of representation and who speaks for whom when we watch a documentary? What do documentaries make visible or conceal?

Instructor: Wood
Prerequisite: CAMS 101 or ARTH 101 or permission of the instructor. CAMS core course. Meets core requirement for CAMS major and minor.
Distribution: ARS
Term(s): Not Offered

CAMS 227 - Television (1.0)

Television today is omnipresent and, it sometimes seems, omnipotent: seen by millions worldwide, generating massive revenue, enormously influential in shaping conceptions of ourselves and our world. The course will begin with a study of the specific form of television and of the development of televisual style (and spectator perception) since the invention of the medium. We will consider how television sells not just consumer goods but cultural myths and self-images: of family, class, and national identity; gender roles, sexuality, and lifestyle; and race and ethnicity. We will explore the ways in which both industrial and regulatory practices operate parallel the scenes to shape and control what and who gets broadcast, and how. The course will conclude with a look ahead to television's next frontiers.

Instructor: Wood
Prerequisite: CAMS 101, CAMS 135/ARTS 165, or ARTH 101 or permission of the instructor. CAMS core course. Meets core requirement for CAMS major and minor.
Distribution: ARS
Term(s): Not Offered

CAMS 228 - Experimental Cinema (1.0)

"Experimental Cinema" will sample the history and aesthetics of forms of the moving image considered
to be outside of dominant cinematic modes, from the turn of the 20th Century to the present day. The course explores these forms and practices in relation to the larger artistic, cultural, and intellectual contexts from which they arise. Of primary importance will be the artists and filmmakers for whom an impulse toward inventiveness was consistent across all aspects of their work, not only within the manipulation and expansion of film language, but also with the invention of new imaging technologies, as well as the creation of modes of production, distribution, exhibition and display. Included in our survey will be essay films, activist media, structural film, and installation-based or post-cinematic forms, among many others.

Instructor: Green
Prerequisite: CAMS 101, ARTH 10 I, or permission of instructor.
Distribution: ARS
Term(s): Spring

**CAMS 234 - The Art of Screenwriting (1.0)**

A creative writing course in a workshop setting for those interested in the theory and practice of writing for film. The course focuses on the full-length feature film, both original screenplays and screen adaptations of literary work. Enrollment is limited to 15 students.

Instructor: Cezair-Thompson
Prerequisite: None
Cross-Listed as: ANTH 232
Distribution: SBA
Term(s): Spring

**CAMS 239 - Transnational Journeys in European Women's Filmmaking (1.0)**

The purpose of this course is to examine award winning films directed by European women, from activist documentaries to experimental and mainstream features. These artists set their narratives in a milieu of national contexts, diasporic identities, and post-national transformations. They also weave together private spheres and public events, revisit historical wounds, explore contemporary realities and assemble these elements as the tiles of a socio-cultural mosaic. Examined through feminist theory, the films selected for this course explore the poetics of presence and (in)visibility. This course also aims to develop a transnational comparative film analysis.

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

**CAMS 230 - Moving Image Studio (1.0)**

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

Instructor: Olsen (Studio Art)
Prerequisite: CAMS 138/ARTS 108, CAMS 135/ARTS 165, or CAMS 239/ARTS 221.
Cross-Listed as: ARTS 260
Distribution: ARS
Term(s): Fall
Normaly offered in alternate years.

**CAMS 232 - Anthropology of Media (1.0)**

This course introduces students to key analytic frameworks through which media and the mediation of culture have been examined. Using an anthropological approach, students will explore how media as representations and as cultural practice have been fundamental to the transformation of modern sensibilities and social relations. We will examine various technologies of mediation—from the Maussian body as “Man’s first technical instrument” to print capitalism, radio and casette cultures, cinema and television, publics, mass journalism, the digital revolution, and the political milieu of spin and public relations. Themes in this course include: media in the transformation of the senses; media in the production of cultural subjectivities and publics; and the social worlds and cultural logics of media institutions and sites of production.

Instructor: Matzner (Anthropology)
Prerequisite: None
Cross-Listed as: ANTH 232
Distribution: SBA
Term(s): Spring

**CAMS 236 - Intermediate Video: Experimental Production (1.0)**

In this production-oriented course, a series of assignments guide students through different approaches to experimental movie image making. The focus is on expanding the foundation of their production experience by challenging linear narrative and documentary conventions. Students experiment with non-narrative approaches to content, structure, and technique emphasizing a range of approaches to video production. Investigations of space and performance are informed by poetry, literature, sound, color, fragmentation, and abstraction. Building upon the historical legacy of the moving image, students incorporate self-exploration, social critique, and manipulation of raw experience into an aesthetic form. Further development of critiquing skills and survey study of the independent media and video fields are also essential components of the course.

Instructor: Jokowsicz
Prerequisite: CAMS 135/ARTS 165 or permission of the instructor required.
Cross-Listed as: ARTS 265
Distribution: ARS
Term(s): Fall; Spring

**CAMS 238 - Intermediate Digital Photography: the digital/analog rift (1.0)**

Building on the foundation of ARTS 108/CAMS 138, Intermediate Photography will address contemporary art photography practices that engage both traditional darkroom and digital processes. Students will develop photo-based projects while learning experimental darkroom techniques, advanced studio and location skills, digital scanning and retouching, inkjet printing, and multimedia production. Emphasis is on experimentation, research, and hybrid practices.

Instructor: Kelley
Prerequisite: CAMS 138/ARTS 108 or permission of the instructor required.
Cross-Listed as: ARTS 208
Distribution: ARS
Term(s): Fall

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

Instructor: Olsen (Studio Art)
Prerequisite: Any 100-level ARTS course.
Cross-Listed as: ARTS 221
Distribution: ARS
Term(s): Spring

**CAMS 240 - Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film (1.0)**

The history of Chican@ and Latin@ on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chican@s/Latin@s, this course proposes an analysis of films that traces various stereotypes to examine how those images have been perpetuated, altered, and ultimately resisted. From the Anglicizing of names to the erasure of racial backgrounds, the ways in which Chican@s and Latin@s are represented has been contingent on ideologies of race, gender, class, and sexuality. We will be examining how films have typcast Chican@s/Latin@s as criminals or as “exotic” based on their status as women of color, and how Chican@/Latino filmmakers continue the practice of casting Chicanas/Latinas solely as supporting characters to male protagonists.

Instructor: Mata (Women’s and Gender Studies)
Prerequisite: None
Cross-Listed as: WGST 223
Distribution: ARS
Term(s): Fall

**CAMS 241 - Asian American Women in Film (1.0)**

This course will serve as an introduction to representations of Asian/American women in film beginning with silent classics and ending with contemporary social media. In the first half of the course, we examine the legacy of Orientalism, the politics of interracial romance, the phenomenon of “yellow face”, and the different constructions of Asian American cinema” where our focus will be on sexuality. In the second half of the course, we look at ways in which Chican@s/Latin@s, this course proposes an analysis of films that traces various stereotypes to examine how those images have been perpetuated, altered, and ultimately resisted. From the Anglicizing of names to the erasure of racial backgrounds, the ways in which Chican@s and Latin@s are represented has been contingent on ideologies of race, gender, class, and sexuality. We will be examining how films have typcast Chican@s/Latin@s as criminals or as “exotic” based on their status as women of color, and how Chican@/Latino filmmakers continue the practice of casting Chicanas/Latinas solely as supporting characters to male protagonists.

Instructor: Creef (Women's and Gender Studies)
Prerequisite: None
Cross-Listed as: WGST 249
Distribution: ARS
Term(s): Not Offered

**CAMS 243 - Digital Imaging (1.0)**

Introduction to artistic production through electronic imaging, manipulation, and output.
and performance in a medium imported from Europe.

Instructor: Shakla-Bhatt
Prerequisite: None
Cross-Listed as: SAS 243
Distribution: ARS
Term(s): Not Offered

CAMS 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor and director of Cinema and Media Studies required.
Distribution: None
Term(s): Fall; Spring

CAMS 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor and director of Cinema and Media Studies required.
Distribution: None
Term(s): Fall; Spring

CAMS 255 - Dynamic Interface Design (1.0)
Critical examination of the expanding field of information and interface design for interactive media. Emphasis will be on effective visual communication, interface design, and creative content within online media. Hands-on production will focus on design methods, multimedia Web, vector-based media, and dynamic audio. Screenings and discussions on contemporary practices, theoretical, artistic, and cultural issues.

Instructor: Olsen (Studio Arts)
Prerequisite: ARTS 108/CAMS 138, ARTS 109, and CS 110 or CS 111.
Cross-Listed as: ARTS 255
Distribution: ARS
Term(s): Not Offered

CAMS 259 - History, Imagination and Japanese Film (1.0)
History, memory, and the passage of time loom large in Japanese cinema. This course explores this preoccupation with the past in films made in Japan by world-renowned directors such as Mizoguchi Kenji, Kurosawa Akira, Kinoshita Keisuke, Ichikawa Kon, Kobayashi Masaki, Shinoda Masahiro, Imamura Shohei, and Kurosawa Hirokazu. By analyzing the historical visions of these and lesser-known filmmakers, students become familiar with Japanese history and the enduring impact of Japan's rich cultural heritage up to the present time. The course is thus designed for students interested in learning about Japanese culture and history through visual narratives, but it is equally for students of film, media, and art, since critical reflection about the theories we study and the embodied experience of hands-on encounters with new and old games in the complex relationships between visual culture and literature in Japan.

Instructor: Gogoe (East Asian Languages and Cultures)
Prerequisite: None
Cross-Listed as: JPN 259
Distribution: LL, ARS
Term(s): Not Offered

CAMS 266 - Power to the Imagination: The Animated Film (1.0)
Subversive of status, animation is an art of metamorphosis and transformation. It imparts movement to lines and makes bodies elastic. It also celebrates the human imagination, occupying a space between the uncanny and the spectral. This course, designed to expand the students' awareness of this significant twentieth-century art form, begins by surveying and contextualizing the development of animation's multiple forms—from pre-film influences and stop-motion cinema to Disney, anime and computer-generated images. During the rest of the semester, we shall examine a few vital moments in the history of animated cinema, prioritizing a global perspective and concentrating on marginal treasures between the experimental and the avant-garde.

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

CAMS 270 - The Light and the Dark of the Net: Histories and Theories of the Internet (1.0)
The Internet is often described in binary terms: as an unmitigated good promising positive social change, or a place of great danger that enables unparalleled amounts of surveillance and bad behavior. Charting a route between these poles, this course explores the Internet through a close attention to its materiality and history. Topics include the intersection of the state, corporations, the military, and academia in the Internet's construction; the formation of identity; representations of gender, race, class, and ethnicity; artistic interventions; the role of free software movements and hacking; legal questions; changes in commerce; and forms of participatory media. Important to our investigation is an experience with the Internet-as-material; as such, we will conduct exercises that explore the technical makeup of the Internet (no prior technical knowledge necessary). The course will show how the technical and social dimensions of the Internet mutually constitute each other.

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

CAMS 272 - The Ludic Imagination: Histories and Theories of Games and Play (1.0)
Videos games have become a major cultural force, with budgets for new titles rivalling those of feature films. Yet video games are oft maligned as time wasters or contributors to deviant behavior. This course takes a different stance, and shows that games are not simply frivolous activities, but rather are emblems of societal desires. Introducing the burgeoning field of "game studies", we will examine not only contemporary video games but also their connection to earlier forms of games and play. Topics will include the relationships between industry and indie games; forms of representation in video games; artistic uses of games for cultural critique; the connections between video games and other forms of screen-based media; and the ways in which new forms of play may merge the physical and the digital worlds. Important to our investigation will be hands-on encounters with new and old games in order to highlight the connections between the theories we study and the embodied experience of play.

Instructor: Knouf
Prerequisite: CAMS 101, or permission of instructor
Distribution: SBA
Term(s): Spring

CAMS 274 - British Cinema and English Literature in the Hollywood Century (1.0)
Our primary study will be British movies, in their self-defining struggle against three gargantuan competitors: (1) Hollywood, with its huge resources of money and talent, seemingly not bound by restrictions of class, ethnicity, or academy; (2) the greatness of England's own narrative "high art," which may have begun as merely "popular" forms but by the advent of film had become safely enshrined as great; and (3) theatre itself, film's closest and most jealous grand relative—still the prime source of trained actors, and for decades unshrinking of its resources with the upstart medium of film. Struggles such as these gather their meanings through anecdote, like the transmutation of Brooklyn's Stanley Kubrick into an English director; the converse movement of Alfred Hitchcock to Hollywood; and the often self-parodied "use" of Holywood by British writers like Evelyn Waugh, Christopher Isherwood, Aldous Huxley, Graham Greene, W.H. Auden, and—though without their intent—Shakespeare and Austen.

Instructor: Tyler (English)
Prerequisite: None.
Cross-Listed as: ENG 274
Distribution: LL, ARS
Term(s): Not Offered

CAMS 276 - Media Publics: An Introduction to Civic Media (1.0)
This course will examine how media (such as print, the telephone, radio, film, television, video, mobile phones, and the Internet, among others) intersect with civil society. We will explore how these media function in the development of publics and counterpublics, and how communities repurpose these media for their own ends. While we regularly hear how some new form of social media is going to "revolutionize" public participation by fostering the development of new communities and toppling repressive regimes, we will take a more skeptical stance, examining how "new" media have always been imbued with revolutionary potential, but also how they often fail prey to entrenched commercial interests. Nevertheless, we will examine cases where bottom-up development of new forms of participation and engagement with media have enabled otherwise marginalized voices to be expressed. Students will have the opportunity to create their own civic media projects for the public(s) of their choice.

Instructor: Knouf
Prerequisite: CAMS 101, or permission of instructor
Distribution: SBA
Term(s): Not Offered

CAMS 286 - Fantasy Factories: Film and Propaganda in Nazi Germany and Beyond (1.0)
This course examines the cinematic output of Nazi Germany as a test case for the development of film as propaganda. We consider the cinematic medium as entertainment and as a cultural event with the potential to influence a population. We trace the forebears of Nazi film, including WWI propaganda produced in Britain, France and Germany and Soviet films made to serve the revolutionary agenda. We examine the ways in which Goebbels' Ministry of Propaganda deployed both overtly propagandist films and films that couched Nazi ideals in narratives from melodrama to fantasy, and examine whether films could exceed their official aims and become subversive. And we consider post-WWII developments: the continuing careers of producers of propaganda and the ways that modern media shapes new forms of propaganda.

Instructor: Hans (German Studies)
Prerequisite: None
Cross-Listed as: GER 286
Distribution: LL, ARS
Term(s): Not Offered
By its very nature, film depends on technological innovation. This course will examine some of the key technological developments that shaped film, as well as the ways in which these medial changes were theorized and argued for (and against). Beginning with the inventions of projectors that allowed the Skladanowsky brothers to present the first public movie showing at the Berlin Wintergarten in 1895, we will consider these leaps and bounds, examining not only the ways in which they shaped cinema, but also how technology responded to the desires of the audience and the needs of the industry. While the course considers international cinema, our emphasis will be on some of the key changes introduced in the American and German industries, both of which functioned as leaders during some of the key periods of change and innovation.

Instructor: Hans (German Studies)
Prerequisite: None
Cross-Listed as: GER 287
Distribution: ARS
Term(s): Fall

CAMS 292 - Film Noir (1.0)
A journey through the dark side of the American cinematic imagination. Emerging during World War II and its aftermath, Film Noir presents a pessimistic, morally ambiguous inversion of Hollywood uplift, delivered in glamorous visual style. This course will explore Film Noir from its origins, through the revival of the genre in the early 1970s, to its ongoing influence in contemporary cinema. We'll pay particular attention to noir's redefinition of American cinematic style, and to its representations of masculinity and femininity. Films that may be studied include Fritz Lang's The Big Sleep, Billy Wilder's Double Indemnity, Robert Altman's The Long Goodbye, Roman Polanski's Chinatown, and David Lynch's Mulholland Drive.

Instructor: Shetley (English)
Prerequisite: None
Cross-Listed as: ENG 292
Distribution: ARS
Term(s): Spring
Not open to students who have previously completed this course as a topic of ENG/AMST 385.

CAMS 300 - Listening to Film (1.0)
An intensive study of sound and music, and their relationship to image, in a wide range of cinematic contexts: mainstream movies, "art," and experimental film. We will consider case studies in the the history of film music, "classic" scores by composers such as Bernard Herrmann and Ennio Morricone, techniques of cinematic sound production (including sound effects as well as music) and questions of form, structure, and aesthetics. Assignments will include opportunities to produce simple film scores as well as analytical or historical essays. Students with a primary interest in either visual or aural studies are welcome.

Instructor: Brody (Music)
Prerequisite: MUS 125 or permission of the instructor
Distribution: ARS
Term(s): Not Offered

CAMS 305 - Ethnographic Film (1.0)
This seminar explores ethnographic film as a genre representing "reality," anthropological knowledge, and cultural lives. We will examine how ethnographic film emerged in a particular intellectual and political economic context as well as how subsequent technological and formal innovations have shaped the genre. We will also consider social responses to ethnographic film in terms of the contexts for producing and circulating these works; the ethical and political concerns raised by cross-cultural representation; and the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we will situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices, including written ethnography, museum exhibitions, and documentary film.

Instructor: Matzner (Anthropology)
Prerequisite: ANTH 301 or two 200-level units in anthropology, cinema and media studies, economics, history, political science, or sociology, or permission of the instructor.
Cross-Listed as: ANTH 305
Distribution: SBA
Term(s): Not Offered

CAMS 308 - Seminar: Imagining Mexico and the Border in Films (1.0)
This seminar explores how Mexico and the U.S.-Mexican border have been represented in the (mainly) commercial cinema. We will study about 12-15 films in depth, by directors ranging from D.W. Griffith to Sergei Eisenstein to Emilio "El Indio" Fernandez. From the earliest moving pictures of Mexico (produced by Thomas Alva Edison in 1898) to recent productions, certain themes are repeated and transformed: idealized images of the peasant and traditional culture; revolution, bandits, and violence; and the moral and social complexity of the border region. We will also consider how positions on race, gender, and national identity are negotiated in the movies. Along with understanding the complexities of plot and characterization, the seminar will focus on the formal language of the medium itself.

Instructor: Olsen (Art)
Prerequisite: Permission of the instructor required.
Distribution: ARS
Term(s): Not Offered

CAMS 313 - Virtual Form (1.0)
Introduction to the design and production of three-dimensional objects and spaces using industry-standard modeling software. Overview of basic modeling, surface design, and camera techniques. Emphasis on creative application of the media, in relation to architectural, experimental, and time-based forms. Screenings and lectures on traditional and contemporary practices, coupled with readings and discussions of the theoretical, artistic, and cultural issues in the virtual world.

Instructor: Olsen (Studio Art)
Prerequisite: ARTS 113 or MIT 4.11. Strong computer familiarity needed.
Cross-Listed as: ARTS 313
Distribution: ARS
Term(s): Fall

CAMS 327 - Calderwood Seminar in Public Writing: Public Writing on Film and TV (1.0)
This course will explore a wide range of writing on current film and television, thinking about the forms of contemporary discourse on the moving image and ways our own writing can join the conversation. We will read and write reviews, trend pieces, and star studies, bringing our specialized knowledge as moving image enthusiasts to bear on pieces intended to speak to and engage a broad reading public. Students will develop and present their writing in workshop discussions, and serve as editors to their peers. Readings from classic and contemporary writers on film and television will help us refine our sense of what makes writing on media illuminating, accessible, and compelling.

Instructor: Shetley
Prerequisite: CAMS 202 or permission of the instructor
Distribution: ARS
Term(s): Not Offered

CAMS 328 - Women Filmmakers: History and Theory of Subversion (1.0)
A survey of the history of women making films and an exploration of the issues of representation using films directed by women from around the world. We will review the history and emergence of women/feminist filmmakers and examine the impact of feminism and feminist film theory on women filmmakers in particular, and the film industry in general. Required activities include weekly screenings of films, written analytical reports, and classroom presentations.

Instructor: Meckuria
Prerequisite: One of the following courses: ARTH 224, ARTH 225, ARTH 226/CAMS 207; or WGST 120 or WGST 222; or by permission of the instructor.
Cross-Listed as: ARTH 364
Distribution: ARS
Term(s): Not Offered

CAMS 329 - Seminar: You May Say I Am a Dreamer: Art Cinema Surrealisms (1.0)
Dream logic, convulsive identity, and a questioning attitude: these tenets of historical Surrealism have fueled narrative art films radiating bizarre beauty and aiming to reach spectators through channels beyond rational comprehension. This interdisciplinary seminar begins by examining Surrealist classics (from Buñuel to Lynch). We then consider how, in the shade of Surrealism’s porous borders (with magical realism, for example), films were/are made worldwide that honor the above tenets and prompt us to unthink the movement’s Eurocentrism. Since the wonders of the digital revolution are seen by some as enabling a physical and metaphysical manifestation of all the Surrealists sought out, this seminar’s critical revision of Surrealism’s theory and practice is not just timely—it is a must. What would a Surrealist questioning attitude be today?

Instructor: Viano
Prerequisite: CAMS 202 or ARTH 101 or permission of the instructor.
Cross-Listed as: ARTH 329
Distribution: ARS
Term(s): Spring

CAMS 335 - Advanced Video Production (1.0)
An intensive course in story development, writing screenplays, directing actors and technical crew, and producing short, dramatic, or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording, and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short narrative, experimental, or mixed-genre videos.

Instructor: TBD
Prerequisite: CAMS 135/ARTS 165, CAMS 235/ARTS 265 or permission of the instructor.
Cross-Listed as: ARTS 365
Distribution: ARS
Term(s): Fall

CAMS 338 - Photography III (1.0)
Advanced explorations of aesthetic and content issues through the use of both traditional light-sensitive and digital methodologies. Advanced photographic techniques and equipment will be presented to solve visual problems arising from each student’s work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through gallery visits, guest lecturers, and library work.

Instructor: Kelley (Studio Arts)
Prerequisite: CAMS 230/ARTS 208, and either ARTS 109 or CAMS 239/ARTS 221 or permission of the instructor required.
Cross-Listed as: ARTS 365
Distribution: ARS
Term(s): Fall

CAMS 343 - Seminar: Visual Analysis of Film (1.0)
Topic for 2017-18: The Melodramatic Tradition in Painting and Cinema: from Baroque Masters to Wong Kar-Wai, among others. Students may register for either ARTH 333 or CAMS 343 and credit will be granted accordingly.

Instructor: Carroll
Cross-Listed as: ARTH 333-01-S
Distribution: ARS
Term(s): Spring

Not open to students who have completed ARTH 263.

CAMS 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

CAMS 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CAMS 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the director.
Distribution: None
Term(s): Fall; Spring

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

CAMS 362 - Experimental Ethnography: At the Boundaries of Art and Anthropology (1.0)
This course explores the territory of ethnography as it is practiced at the intersection of art and anthropology. Ethnography is a practice of anthropological knowledge production that involves engaging with cultural identity and difference. It raises issues about the relationship between the Self and Other, representation and reality. Although traditionally, ethnographies are written manuscripts, anthropologists are experimenting with ethnographic representation in other media and formats. Artists engaged in conceptual, social and site-specific modes are engaging in parallel ethnographic practices. Through this course, students will be introduced to the history and contemporary efflorescence of these experiments and cross-pollinations.

Prerequisite: A 200-level course in ARTS, ANTH, or CAMS
Cross-Listed as: ANTH 362
Distribution: ARS, SBA
Term(s): Not Offered

CAMS 370 - Senior Thesis (1.0)
Prerequisite: CAMS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

CAMS 378 - Deconstructive Audio: Early Electronic Music and the Aesthetics of Outmoded Technology (1.0)
Glitch-core, bit-crushing circuit bending, hardware hacking, tape splicing, record scratching—in response to the hegemony of laptops among contemporary composers, many sound artists are now turning for musical expressivity to electronic objects thought to be long-obsolete. The beat-up synthesizer, the rewired amplifier, the Speak & Spell toy, the 8-bit Nintendo system. In this course we will investigate this trend by looking backwards, towards the histories of these objects and their relationship to the earliest forms of electronic music. In addition to developing a rigorous understanding of the history of electronic music through the parallel technological adolescences of other electronics, we will also learn to build electronic music-making machines of our own, using largely analog and outmoded technologies, as well as emulating the sounds of the past using present-day digital materials, including Arduino microprocessors, speaker cones, transducers, and 3D printers.

Instructor: J. Johnson (Music) and Knouf
Prerequisite: MUS 100 or MUS 122 or CAMS 101, or permission of the instructors
Cross-Listed as: MUS 378
Distribution: ARS
Term(s): Not Offered
Classical Studies Faculty Profiles

Classical Studies explores ancient Greek and Roman culture across the Mediterranean basin, from the second millennium B.C.E. to the fall of the Roman Empire in the West. The organizing idea of the field is not a single method or a discipline, but the study of Greco-Roman antiquity (and its influence up to the present day) in all its richness and diversity; its familiarity and its strangeness. Classical Studies encompasses languages and literatures, archaeology, epigraphy, history, art history, politics, law, science, philosophy, religion, and mythology. In this respect, it is the original and most wide-ranging of interdisciplinary fields. It can thus stand alone as a dynamic and challenging field of study or complement almost any other major in a liberal arts program.

The Department of Classical Studies offers two major programs: Classics and Classical Civilization. The Classics major combines work in both Greek and Latin with course work in English on the history, literature, society, and material culture of the ancient world. The Classical Civilization major requires the study of either Greek or Latin, together with course work in English on different aspects of the ancient world. Classes in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with an emphasis on their literary and historical values. Students interested in studying classical archaeology can do so within either the Classics or Classical Civilization majors. Students wishing to pursue graduate work in Classics should plan to take course work in both Greek and Latin at the 300 level and to begin the study of German, French, or Italian.

The Classical Studies Department offers students the opportunity to explore the ancient world through an integrated, cohesive program of courses worked out by the student and her advisor (a faculty member of her choice or the department chair). Individual programs are tailored to meet students’ specific interests, such as classical literature, archaeology, ancient theatre, ancient philosophy, law, political theory, ancient religion, material culture, and the classical tradition.

Majors in Classics or Classical Civilization

Goals for the Majors in Classics and Classical Civilization

The goals of both the Classics and Classical Civilization Major are as follows:

- To develop the ability to read and interpret texts in Greek and/or Latin
- To work with primary texts and/or artifacts to develop an understanding of the historical, political, and cultural worlds of ancient Greece and Rome on their own terms
- To develop and use appropriate critical reasoning skills in the analysis and interpretation of classical antiquity

Requirements for the Majors in Classics and Classical Civilization

Classics: Ten units are required for the major in Classics, in two groups. Group 1: Language: Students majoring in Classics must do work in both Greek and Latin, totaling six units. At least two of these units must be at the 300 level, and no more than two 100 level courses will count toward the language requirement of the major. Group 2: Courses in Classical Civilization: In addition, Classics majors must complete four courses in Classical Civilization (or approved courses from related departments), chosen in consultation with and with the approval of their faculty Major Advisor to create a coherent but broad program of study; at least two of those four courses in Group 2 must be in Classical Civilization and no more than one can be at the 100-level.

Classical Civilization: Nine units are required for the major in Classical Civilization, in two groups. Group 1: Language: Students majoring in Classical Civilization must do work in either Greek or Latin (or two 300-level units). Group 2: Courses in Classical Civilization or further courses in Greek or Latin (or approved courses from related departments), including one unit each in at least two of the following three areas: literature, material culture, history and society. At least two of the nine units must be at the 300 level, one of which must be in CLCV or Greek or Latin. Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work.

Honors in Classics and Classical Civilization

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

Teacher Certification in Classical Studies

Students interested in obtaining certification to teach Latin and classical humanities in the Commonwealth of Massachusetts should consult the department chair and the chair of the Department of Education.

Advanced Placement Policies and Language Requirement in Classical Studies

A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. AP courses will not be counted toward either major offered by the Classical Studies department. All students who wish to elect a 200-level or higher Latin course must take Wellesley’s Latin placement examination. The department reserves the right to place a new student in the language course for which she seems best prepared regardless of her AP score or the number of units she has offered for admission.

International Study in Classical Studies

Qualified students are encouraged to spend a semester, usually in the junior year, on international study. Excellent programs are available in Rome and Athens.

Special Opportunities in Classical Studies

Limited departmental funds are available to support special opportunities for Classics-related research and travel.

Courses for Credit Toward the Classics and the Classical Civilization Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ANTH 103</td>
<td>Introduction to Archaeology</td>
</tr>
<tr>
<td>ARTH 100</td>
<td>The Power of Images: An Introduction to Art and its Histories</td>
</tr>
<tr>
<td>ARTH 203</td>
<td>Iraq’s Antiquities, Then and Now</td>
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CLCV - Classical Civilization Courses

CLCV 104 - Classical Mythology (1.0)

Achilles’ heel, the Trojan Horse, Pandora’s Box, an Oedipal complex, a Heraclean task—themes and figures from classical mythology continue to play an important role in our everyday life. We will read the original tales of classical heroes and heroines as depicted by Homer, the Greek tragedians, Vergil, Ovid, and others. Why do these stories continue to engage, entertain, and even shock us? What is the nature and power of myth? Readings from ancient sources in English translation.

Instructor: Spring: Burns, Summer: Dougherty
Prerequisite: None
Distribution: L, R
Term(s): Fall, Spring

CLCV 300 - Daily Life in the Ancient World (1.0)

Daily life in ancient Greece and Rome, from the ordinary activities of everyday life (family life; work and leisure; shopping, cooking and eating; games and entertainment; going to see a gladiatorial show or an...
athletic contest or a play; parties) to the turning points of an individual's life (birth, initiation into adulthood, marriage, childbirth, old age, death). The rhythm of a year as expressed in festivals and holidays. The practices, customs, and shared beliefs that gave meaning and structure to the lives of both individuals and cultures. A mix of lecture, discussion, and case studies based on the lives of real people. Assignments drawn from a wide variety of ancient sources in translation, from cookbooks to personal letters to tombstone inscriptions to some of the greatest literature in the Western tradition.

Instructor: Starr
Prerequisite: None
Distribution: HS
Term(s): Not Offered

This course may be taken as either CLCV 205, or, with additional assignments, CLCV 305.

Ann E. Maurer '51 Speaking Intensive Course.

CLCV 206 - Gods and Heroes (1.0)
The mythic tales of gods and heroes featured in the epic poems, sacred hymns, and tragic theatre of Greece and Rome were also present in material form as votive statues, on painted vessels, and in architectural decoration. This course will focus on the interplay between textual and visual representations of Olympian deities like Zeus, Hera, and Poseidon; legendary figures such as Heracles, Theseus, and the heroes of the Trojan War; and the infamous women of myth: Helen, Clytemnestra, and Medea. We will analyze how visions of the heroic age—replete with legendary battles, divine seductions, and exotic monsters—provided ancient societies with new opportunities to create a shared history, foster ethnic and civic identity, and transmit ideological values about age and gender. Regular trips to the Museum of Fine Arts, Boston.

Instructor: Burns
Prerequisite: None
Distribution: HS
Term(s): Fall

This course may be taken as either CLCV 206 or, with additional assignments, CLCV 306.

CLCV 207 - The Invention of Athens (1.0)
In the fifth century B.C.E., Athens was home to great intellectual ferment as well as political growth and crisis. This intellectual revolution resulted in significant artistic and intellectual accomplishments: Pericles oversaw the building of the Acropolis; citizens saw productions of Oedipus Tyrannos, Medea, and Lysistrata; and Herodotus and Thucydides invented the genre of history as we know it. On the political front, Athens defended itself against the Persian empire, developed into the most powerful city-state in the Mediterranean, and then dramatically fell as the result of failed imperial policy. In the early fourth century, Plato engaged in the emerging approach to literary studies that seeks to address the interplay between the arts and political institutions. The element of performance, competitive performances and rituals of power that helped shape ancient Greek and Roman society. Students will investigate ancient writings alongside art-historical and archaeological evidence to consider how social values and identities were constructed through these shared experiences. We will also consider how the modern performances of ancient texts, the Olympic Games, and cinematic representations have emphasized the splendor, drama, and gore of antiquity.

Instructor: Burns
Prerequisite: None
Distribution: HS
Term(s): Not Offered

This course may be taken as either CLCV 205, or, with additional assignments, CLCV 305.

CLCV 208 - On the Road with Odysseus, Huck, Thelma and Louise: Travel in Fiction and Film (1.0)
Every story is a travel story, and if you can't travel this summer, you can always read about it! This class explores the theme of travel in fiction and film. Beginning with Homer's Odyssey, a text that maps out the key themes of movement, homecoming, escape, and coming of age that resurface in the works of Mark Twain, Jamaica Kincaid and Michael Ondaatje and films like Thelma and Louise and O Brother Where Art Thou?

Instructor: Dougherty
Distribution: LL
Term(s): Not Offered

This course may be taken as either CLCV 210, or, with additional assignments, CLCV 310.

CLCV 210 - Political Archaeology: The City-States of Ancient Greece (1.0)
The Parthenon with its polished white and perfectly arranged marble columns symbolizes ancient Greece for many, but the story extends far beyond Athens. The rise of the polis (city-state) is a development attested primarily in archaeological excavations, and material evidence enables the study of Greek cities across the Mediterranean. This course examines the societal organization of Athens alongside other city-states in mainland Greece, such as Sparta, Corinth, and Thebes, as informed by the latest discoveries. Colonial sites established from North Africa to the Black Sea to Sicily offer important comparisons, especially since many aspects of a common Greek identity emerged through interaction with other Mediterranean cultures.

Instructor: Burns
Prerequisite: None
Distribution: HS
Term(s): Fall

This course may be taken as either CLCV 200 or, with additional assignments, CLCV 300.

CLCV 211 - Greek Drama (1.0)
The Athenian playwrights of the Classical period, Aeschylus, Sophocles, Euripides, and Aristophanes, produced brilliant tragedies and comedies that continue to engage us today and to define our notion of drama. At the same time, the Athenian people forged the principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theater and politics, and this class will combine the close reading (in English) of ancient Greek drama with a consideration of the plays in their context. We will also address the interplay between Greek tragedy and comedy, assessing each genre's capacity for social and political criticism as well as the subversion of Athenian values and norms.

Instructor: Gilhuly
Prerequisite: None
Distribution: LL, ARS
Term(s): Spring

This course may be taken as either CLCV 210, or, with additional assignments, CLCV 310.

CLCV 212 - On the Road with Odysseus, Huck, Thelma and Louise: Travel in Fiction and Film (1.0)
This course may be taken as either CLCV 213 or, with additional assignments, CLCV 313.

CLCV 213 - Gender in Antiquity (1.0)
Do notions of gender change over time? In this course, we will explore how gender was constructed in antiquity and how it functioned as an organizational principle. Through close readings of selections from Greek and Roman epics, lyric poetry and drama, as well as philosophical and historical texts, we will analyze ancient gender norms, exploring how they were bent, dressed up, and used.

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

This course may be taken as either CLCV 210, or, with additional assignments, CLCV 310.

CLCV 214 - Bronze Age Greece: Archaeology and Legend (1.0)
The legends of the Trojan War, the lost city of Atlantis, and the labyrinth of the Minotaur all represent Greek writers' attempt to understand the distant past. Archaeologists have also used these ancient narratives to understand the discoveries of Bronze Age Greece: how kingdoms functioned, the nature of interaction between neighboring societies, and the collapse of civilizations. This course includes written accounts, material evidence, and visual representations, as it surveys the cultures of Mycenaean Greece and Minoan Crete. The archaeological evidence of settlements, sanctuaries, and cemeteries will be contextualized through the detailed study of administrative records written on clay tablets and artistic representations, especially wall-paintings and luxury arts. Students will connect this varied evidence to chronological and cultural contexts through diverse technologies, and will work extensively with digital applications to map and represent the ancient world.

Instructor: Burns
Prerequisite: None
Distribution: SBA, HS

This course may be taken as either CLCV 213 or, with additional assignments, CLCV 313.

CLCV 215 - Ancient Greece: What Art Thou? (1.0)
Beginning with Homer's Iliad and Odyssey and ending with Thelma and Louise, this course will examine ancient Greek and Roman sculpture, painting, architecture, literature, and art history, as well as the artistic representations of the ancient world. Students will explore the key themes of movement, homecoming, escape, and coming of age that resurface in the works of Mark Twain, Jamaica Kincaid and Michael Ondaatje, and films like Thelma and Louise and O Brother Where Art Thou?

Instructor: Dougherty
Distribution: LL
Term(s): Not Offered

This course may be taken as either CLCV 210, or, with additional assignments, CLCV 310.

CLCV 216 - The Parthenon and its Polis (1.0)
This course explores the Parthenon, the temple dedicated to Athena in the Athenian Acropolis, as a reflection of Athenian society in the fifth century B.C.E. We will examine the Parthenon's architectural design, including its voussoirs, metopes, and cella, and discuss its political and social implications. We will also explore the Parthenon's role in Athenian civic life, including its use as a schoolhouse, gymnasium, and market.

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

This course may be taken as either CLCV 210, or, with additional assignments, CLCV 310.

CLCV 217 - Greek Drama (1.0)
The Athenian playwrights of the Classical period, Aeschylus, Sophocles, Euripides, and Aristophanes, produced brilliant tragedies and comedies that continue to engage us today and to define our notion of drama. At the same time, the Athenian people forged the principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theater and politics, and this class will combine the close reading (in English) of ancient Greek drama with a consideration of the plays in their context. We will also address the interplay between Greek tragedy and comedy, assessing each genre's capacity for social and political criticism as well as the subversion of Athenian values and norms.

Instructor: Gilhuly
Prerequisite: None
Distribution: LL, ARS
Term(s): Spring

This course may be taken as either CLCV 210, or, with additional assignments, CLCV 310.
The founders of Western civilization were not monotheists. Rather, from 1750 B.C.E. until 500 C.E., the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for more than 2,000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear?

Instructor: Rogers
Prerequisite: None
Distribution: REP, HS
Term(s): Not Offered
This course may be taken as either CLCV 236 or, with additional assignments, CLCV 336.

CLCV 240 - Romans, Jews, and Christians in the Roman Empire (1.0)

At the birth of the Roman Empire virtually all of its inhabitants were practicing polytheists. Three centuries later, the Roman Emperor Constantine was baptized as a Christian and his successors eventually banned public sacrifices to the gods and goddesses who had been traditionally worshipped around the Mediterranean. This course will examine Roman-era Judaism, Graeco-Roman polytheism, and the growth of the Jesus movement into the dominant religion of the late antique world.

Instructor: Rogers, Geller (Religion)
Prerequisite: None
Cross-Listed as: REL 240
Distribution: REP, HS
Term(s): Not Offered

CLCV 243 - Roman Law (1.0)

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

Instructor: Starr
Prerequisite: None
Distribution: SBA, HS
Term(s): Spring

CLCV 245 - Race and Ethnicity in the Classical World (1.0)

This course aims to introduce students to ancient thinking about race and ethnicity, and to consider how that thinking remains current and influential today. Tacitus’ Germania, for instance, played a fundamental role in shaping Nazi ideology of the “Aryan” race; and Aeschylus’ Persians is the first recorded usage of the word “Barbarian” — a word that would later provide many justifications for racial injustice. Race is a social construct, informed with psycho-social, post-enlightenment concepts; the racialized thinking in antiquity was thus radically different from how we perceive difference in the modern world. In this course, we will investigate how categories of race and ethnicity are presented in the literature of the Ancient Mediterranean from Homer, Herodotus, and Aeschylus to Vergil, Caesar, and Tacitus.

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

CLCV 250 - Research or Individual Study (1.0)

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

CLCV 250H - Research or Individual Study (0.5)

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

CLCV 300 - Political Archaeology: The City-States of Ancient Greece (1.0)

The Parthenon with its polished white and perfectly proportioned marble columns symbolizes ancient Greece for many, but the story extends far beyond Athens. The rise of the polis (city-state) is a development that was primarily in archaeological excavations, and material evidence enables the study of Greek cities across the Mediterranean. This course examines the societal organization of Athens alongside other city-states in mainland Greece, such as Sparta, Corinth, and Thebes, as informed by the latest discoveries. Colonial sites established from North Africa to the Black Sea to Sicily offer important comparisons, especially since many aspects of a common Greek identity emerged through interaction with other Mediterranean cultures.

Instructor: Burns
Distribution: HS
Term(s): Fall
This course may be taken as either CLCV 200 or, with additional assignments, CLCV 300.

CLCV 305 - Ancient Spectacle (1.0)

Roman chariot races and gladiatorial combat were not just entertainment for the masses, just as the ancient Olympic games were much more than sporting events. Athletic competitions, theatrical performances, and militaristic parades were all public enactments of political and religious ideology. This course examines the spectacle of competitive performances and rituals of power that helped shape ancient Greek and Roman society. Students will investigate ancient writings alongside art-historical and archaeological evidence to consider how social values and identities were constructed through these shared experiences. We will also consider how the modern performances of ancient texts, the Olympic Games, and cinematic representations have emphasized the sponsor, drama, and gore of antiquity.

Instructor: Burns
Prerequisite: Permission of the instructor required.
Distribution: HS
Term(s): Not Offered
This course may be taken as either CLCV 205, or, with additional assignments, CLCV 305.

Ann E. Maurer ’51 Speaking Intensive Course.

CLCV 310 - Greek Drama (1.0)

The Athenian playwrights of the Classical period, Aeschylus, Sophocles, Euripides, and Aristophanes, produced brilliant tragedies and comedies that continue to engage us today and to define our notion of drama. At the same time, the Athenian people forged the democratic principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theater and politics, and this class will combine the close reading (in English) of ancient Greek drama with a consideration of the plays in their context. We will also address the interplay between Greek tragedy and comedy, assessing each genre’s capacity for social and political criticism as well as the subversion of Athenian values and norms.

Instructor: Gilyahu
Prerequisite: Permission of the instructor required.
Distribution: LL, ARS
Term(s): Spring
### CLCV 313 - Gender in Antiquity (1.0)
Do notions of gender change over time? In this course, we will explore how gender was constructed in antiquity and how it functioned as an organizational principle. Through close readings of selections from Greek and Roman epics, lyric poetry and drama, as well as philosophical and historical texts, we will analyze ancient gender norms, exploring how they were bent, dressed up, and used.

**Instructor:** Gilhuly  
**Distribution:** LL  
**Term(s):** Not Offered

This course may be taken as either CLCV 213 or, with additional assignments, CLCV 313

### CLCV 316 - Performing Ancient Drama (1.0)
This studio course will integrate the literary and contextual analysis of all aspects of an ancient Greek drama with its performance. Focusing on a single ancient play, tragedy or comedy, students will learn about ancient dramatic conventions and then interpret them for the modern stage. Students will gain familiarity with the literary and cultural context in which the play was produced, with assignments geared toward historical and critical analysis, as well as doing significant work toward a dramatic performance of a play at the end of the term.

**Instructor:** Gilhuly, Arciniegas (Theatre Studies)  
**Prerequisite:** Permission of instructor.  
**Cross-Listed as:** THST-316  
**Distribution:** LL; ARS  
**Term(s):** Not Offered

This course may be taken as either CLCV 216 or, with additional assignments, CLCV 316

### CLCV 330 - War: From Troy to Baghdad (1.0)
War is undoubtedly bad. But human beings have always practiced war. Indeed, war preceded history itself by tens of thousands of years—if by history we mean the written inquiry into the past. But what causes war? How have wars been justified historically? How are wars won and lost? What are their effects? In this class, we examine a series of case studies in warfare, including the Trojan War, the Peloponnesian War, and the Roman Punic Wars. We will read classic accounts of warfare, theoretical literature about tactics, strategy, and logistics, and also will analyze how war is represented in other media, such as art and film.

**Instructor:** Rogers  
**Prerequisite:** Permission of the instructor required.  
**Distribution:** LL; HS  
**Term(s):** Not Offered

### CLCV 336 - Greek and Roman Religion (1.0)
The founders of Western civilization were not monotheists. Rather, from 1750 B.C.E. until 500 C.E., the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help humans to achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2,000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear?

**Instructor:** Rogers  
**Prerequisite:** Permission of the instructor required.  
**Distribution:** REP; HS  
**Term(s):** Not Offered

### CLCV 350 - Research or Individual Study (1.0)
This course may be taken as either CLCV 236 or, with additional assignments, CLCV 336.

**CLCV 350H - Research or Individual Study (0.5)**  
**Prerequisite:** Permission of the instructor.  
**Distribution:** None  
**Term(s):** Fall; Spring

### CLCV 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.

**Distribution:** None  
**Term(s):** Fall; Spring

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

### CLCV 373 - Antiquities Today: The Politics of Replication (1.0)
New technologies that enable the 3D scanning and fabrication of art and architecture have become integral in attempts to combat the decay, destruction, and disputed ownership of ancient works. Our seminar contextualizes the development of these current approaches within the longer history of collecting and replicating artifacts from the ancient Mediterranean. We will think critically about the role that replicated antiquities play in site object preservation, college and museum education, and the negotiation of international political power. Potential case studies include the Bust of Nefertiti, the Parthenon Marbles, the Venus de Milo, and the Arch of Palmyra, all of which now exist globally in multiple digital and material iterations. The seminar will culminate in a critique of the digitization and replication of Wellesley’s own antiquities collections.

**Instructor:** Burns, Cassibry  
**Cross-Listed as:** ARTH 373  
**Distribution:** ARS  
**Term(s):** Fall

### CLST - Classical Studies Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisite</th>
<th>Distribution</th>
<th>Term(s)</th>
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<tbody>
<tr>
<td>CLST 325</td>
<td>Greek Culture I</td>
<td>Permission of the instructor</td>
<td>None</td>
<td>Fall; Spring</td>
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<tr>
<td>CLST 335</td>
<td>Roman Culture</td>
<td>Permission of the instructor</td>
<td>None</td>
<td>Fall; Spring</td>
</tr>
<tr>
<td>CLST 345</td>
<td>Greek Philosophy</td>
<td>Permission of the instructor</td>
<td>None</td>
<td>Fall; Spring</td>
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</tbody>
</table>

### DEPARTMENT OF CLASSICAL STUDIES| 77

### Distribution:

- **None**
- **LL**
- **ARS**
- **Distribution:** None
- **Term(s):** Fall; Spring

### Prerequisite:

- Permission of the department.
- Permission of the instructor.

### Term(s):

- **Not Offered**
- **Spring**
- **Fall**
**GRK 250 - Research or Individual Study (1.0)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**GRK 250H - Research or Individual Study (0.5)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Not Offered

**GRK 290 - Sophocles (1.0)**
Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright Sophocles. Studies in translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.
Instructor: Dougherty
Prerequisite: GRK 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

**GRK 304 - Sophocles (1.0)**
Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright Sophocles. Studies in translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.
Instructor: Dougherty
Prerequisite: GRK 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

**GRK 305 - Greek Comedy (1.0)**
Readings from Greek comic poets such as Aristophanes and Menander. Close reading of the Greek combined with analysis of both primary and secondary sources. Texts will be considered in their broader social, political, and literary contexts.
Instructor: Dougherty
Prerequisite: GRK 202 or permission of the instructor
Distribution: LL
Term(s): Fall

**GRK 306 - Herodotus (1.0)**
In this course, students will read selections from Herodotus' *Histories*. We will consider the text in light of the historiographical and literary traditions, with a view toward understanding Herodotus' innovations and inheritance.
Instructor: Dougherty
Prerequisite: GRK 201 and 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

**GRK 307 - Archaic Greek Poetry (1.0)**
In this course, students will read selections from the important Greek poets of the archaic period such as Homer, Hesiod, Archilochus, Sappho, and Pindar. We will consider the poetry in light of the historical, cultural, and literary context of the archaic period, focusing in particular on issues of genre and performance.
Instructor: Dougherty
Prerequisite: GRK 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

**GRK 309 - Plato's Symposium (1.0)**
Plato's best-known dialogue provides an opportunity to consider the construction of desire in Greek antiquity. Close reading of the text will allow for the analysis of language and rhetoric, as well as the characterization of each speaker. Broader study of the symposium as a social institution will enrich the significance of the text's narrative structure and immediate relevance within classical Athens.
Instructor: Burns
Prerequisite: GRK 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

**GRK 350 - Research or Individual Study (1.0)**
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

**GRK 350H - Research or Individual Study (0.5)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**GRK 370 - Senior Thesis (1.0)**
Prerequisite: GRK 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

**LAT 101 - Beginning Latin I (1.0)**
Introduction to the Latin language; development of Latin reading skills.
Instructor: Starr
Prerequisite: Open to students who do not present Latin reading skills.
Distribution: None
Term(s): Fall

**LAT 102 - Beginning Latin II (1.0)**
Further development of Latin reading and language skills.
Instructor: Staff
Prerequisite: LAT 101
Distribution: None
Term(s): Spring

**LAT 200 - Intermediate Latin I: Introduction to Roman Literature and Culture (1.0)**
In conjunction with a thorough review of Latin grammar, we will make the transition to Latin literature and Roman culture. Selections in Latin may include Catullus (poetry), Ovid and the other love elegists, the emperor Augustus' *The Deeds of the Divine Augustus*, Perpetua (one of the earliest known women Latin authors) and the anonymous novel, *The Story of Apollonius King of Tyre*. Topics to be studied might include social status and identity (What defined you? Might your status/identity change, whether for better or worse?); Rome's relation to Greece, which Rome conquered but which long dominated Roman culture; or the nature and function of literature in Roman life.
Instructor: Dougherty
Prerequisite: LAT 102 or Wellesley's placement exam and permission of the instructor.
Distribution: LL
Term(s): Fall

**LAT 201 - Intermediate Latin II: Vergil and Augustus (1.0)**
Vergil's *Aeneid, Georgics, and Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Use of Internet resources on Vergil and Rome.
Instructor: Staff
Prerequisite: LAT 200 or Wellesley's placement exam and permission of the instructor.
Distribution: LL
Term(s): Fall; Spring

**LAT 250 - Research or Individual Study (1.0)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**LAT 250H - Research or Individual Study (0.5)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**LAT 301 - Reading Latin Literature (1.0)**
Romans read Latin as quickly and with as much pleasure as we read English. In this course you will learn `to read Latin more like a Roman: with increased reading speed, improved comprehension, richer appreciation of literary styles, and greater pleasure. This course focuses not on systematically reviewing grammar but on concrete reading techniques that go beyond just looking up every word and on large and small-scale literary and rhetorical analysis. We'll read major works of Latin literature, with the specific works chosen depending in part on the interests of the students in the class; possible choices might include selections from an ancient novel or a history, a philosophical essay, an oration, or a biography.
Instructor: Starr
Prerequisite: LAT 201 or a 300-level Latin course, or Wellesley's placement exam and permission of the instructor.
Distribution: LL
Term(s): Fall

**LAT 302 - Roman Poems and Poetry Books (1.0)**
How can we read Roman poetry the way a Roman would have read it, knowing what to expect in a poem and a poetry book? An exploration of features common to many Roman poems and books of poetry, with focused attention to the dramatic nature of Roman poetry (speaker, address, scene, monologue, dialogue), diction and poetic language, simile and metaphor, point of view, intertextuality (the relationship of one poem to another), elphrasis,
genre and generic composition (e.g., the song before the lover’s closed door, the drinking song, the letter),
the structure of a poetry book (opening poem, sphragis—or closing poem, internal balancing), and
the resonances of the various popular meters.
Readings from major Latin poems in Latin and from
various Roman works in translation; focused
exercises to build the skills necessary for reading
Latin poetry. Course includes hands-on sessions for
learning to make papyrus sheets and ancient ink and
to practice writing on papyrus with tools like those
used in the ancient world.

Instructor: Starr
Prerequisite: LAT 201 or a 300-level Latin course, or
Wellesley's placement exam and permission of the
instructor.
Distribution: LL
Term(s): Not Offered

LAT 307 - Catullus (1.0)
Tormented lover, urbane jester, obscene abuser,
political subversive, poetic revolutionary—the
personae of Catullus are as varied as the poems that
produce them. This course is a topical investigation
of Catullus’ poetry and its Roman contexts. Topics
will include poetry and biography; allusion,
aesthetics and the “New Poetry”; social performance
and self-representation; Roman masculinity and
femininity; obscenity and invective; sex, poetry, and
power. Readings will draw on a variety of theoretical
orientations that inform Catullan criticism: biography, psychoanalysis, intertextuality, feminism, New Historicism.

Instructor: Staff
Prerequisite: LAT 201 or a 300-level Latin course, or
Wellesley's placement exam and permission of the
instructor.
Distribution: LL
Term(s): Not Offered

LAT 308 - Imperial Latin Literature (1.0)
Latin literature flourished in the Imperial period,
even though it is referred to as “Silvan” instead of
“Golden” Latin literature. We'll explore various
authors and genres, including such authors as Seneca
(philosophy and drama), Lucan (epic), Tacitus
(history), Pliny (letters), Juvenal (satire), and Martial
(epigrams). We’ll also examine the impact of rhetoric
on the writing of Latin prose and poetry.

Instructor: Starr
Prerequisite: LAT 201 or a 300-level Latin course, or
Wellesley's placement exam and permission of the
instructor.
Distribution: LL
Term(s): Spring

LAT 310 - Roman Historical Myths (1.0)
Romans based their history in myth and made their
history into myths. This course includes reading
from major authors such as Livy, Vergil, Horace,
Ovid, Propertius, and Tacitus, focusing on historical
myths such as Romulus and Remus, the Rape of
the Sabine Women, Tarquinia Superbus, and Hercules
and Cacus. We will then examine how later Romans
rewove those myths to serve current political
purposes and how they transformed historical
events into powerful myths.

Instructor: Starr
Prerequisite: LAT 201 or a 300-level Latin course, or
Wellesley's placement exam and permission of the
instructor.
Distribution: LL; IS
Term(s): Not Offered

LAT 311 - The Roman Novel: Petronius and
Apuleius (1.0)
Petronius’ Satyricon and Apuleius’ The Golden Ass
are two novels from ancient Rome, filled with characters
from all walks of life, from aristocrats to professors
to poets to former slaves to robbers to ghosts and
werewolves and even a human in a donkey’s body
who returns to his original form and becomes a
priest of the Egyptian goddess Isis. Their wild and
sometimes preposterous plots range from magic
spells and love triangles to an outlandish dinner
party to the tale of Cupid and Psyche, the ancestor of
the Beauty and the Beast. We’ll look at the novel as a
literary genre and its relationship to satire, epic, and
comedy; its potential audiences in the ancient world;
the language of the characters; the real life behind
the narratives; and the reception of the Roman novel
in modern literature and film, such as Fellini
Satyricon.

Instructor: Ulrich
Prerequisite: LAT 201 or a 300-level Latin course, or
Wellesley's Latin placement exam and permission of the
instructor.
Distribution: LL
Term(s): Fall

LAT 315 - Ovid (1.0)
Many of our favorite mythological tales come down
to us from Ovid’s Metamorphoses, an iconoclastic
compendium of Greco-Roman myth that defies
categorization. We will read our way through key
portions of this kaleidoscopic poem, paying close
attention to Ovid’s luxuriant Latin while probing his
delightful, but often discomfiting, tales from a
number of angles. Domination and desire, political
and personal sovereignty, order versus entropy, and
the seductive powers of narrative are just some of
the issues probed by this irrepressible poem. We will
use our close engagement with Ovid’s text as an
opportunity to examine these and other literary and
philosophical questions.

Instructor: Staff
Prerequisite: LAT 201 or a 300-level Latin course, or
Wellesley's placement exam and permission of the
instructor.
Distribution: LL
Term(s): Not Offered

LAT 316 - Roman Didactic Poetry (1.0)
Does poetry have anything to teach us? The Romans
thought it did. They developed an entire genre of
“didactic” verse intended to instruct the reader in
topics ranging from the structure of the universe to
the art of seduction. In this course we will read
substantial portions of three didactic poems:
Lucretius’ philosophical poem on human happiness,
On The Nature of the Universe, Vergil’s panoramic
farming manual, The Georgics, and Ovid’s coy self-
help book, The Art of Love. We will also read later
examples of the form by modern authors. In the
process we will learn more about atoms, grafting,
bee-keeping, and flirting—as well as the history and
techniques of a strange and fascinating genre.

Instructor: Staff
Prerequisite: LAT 201 or a 300-level Latin course, or
Wellesley's placement exam and permission of the
instructor.
Distribution: LL
Term(s): Not Offered

LAT 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to
juniors and seniors.
Distribution: None
Term(s): Fall; Spring

LAT 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
AN INTERDEPARTMENTAL MAJOR
Cognitive and Linguistic Sciences Faculty Profiles

A major in cognitive and linguistic sciences is the interdisciplinary study of language and mind.

Cognitive and Linguistic Sciences Major

Goals for the Cognitive and Linguistic Sciences Major

The major is designed with two goals in mind:

- Provide students with a broad intellectual grounding in an interdisciplinary approach to the study of the mind. This goal is met by a group of required core courses which introduce students to techniques for studying language and cognition as well as background in the philosophical underpinnings of the cognitive and linguistic sciences
- Supply substantive training in one of the component disciplines (psychology, linguistics, computer science, or philosophy) through course work within a concentration area chosen by the student. The concentration will enable the student to strengthen and deepen her understanding of the mind within a single domain

Requirements for the Cognitive and Linguistic Sciences Major

Students majoring in cognitive and linguistic sciences must take a minimum of nine units for the major, including four core units, one from each of the following categories, and a minimum of four electives in a concentration. It is recommended, but not required, that the ninth course be in a different concentration. In addition to the courses eligible for the major, which are listed below, NEUR 100 and NEUR 200 can count as a ninth course in the major. Students may consult the MIT catalog for additional offerings in the major, but students are encouraged to take courses for the major at Wellesley College.

Cognitive and Linguistic Sciences Core Requirements

Students must fulfill the following four core requirements:

1. One course in Linguistics: Consult individual concentrations for requirement
2. One course in Formal Systems: Consult individual concentrations for requirement
3. PHIL 215
4. CLSC 300

Honors in Cognitive and Linguistic Sciences

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

Cognitive and Linguistic Sciences Concentrations Courses

In designing a concentration, students need to demonstrate the intellectual coherence of their choices. Therefore, concentrations must be designed in close collaboration with the director. In cases where the student's chosen concentration is in a discipline other than that of the director, a second advisor in the student's field of concentration must also be arranged. Students must take at least one 300-level course in their concentration. Courses numbered 350/360/370 do not count toward this 300-level requirement.

Linguistics Concentration

Students concentrating in linguistics must elect at least four courses beyond the formal systems requirement from the following list. Three of these courses must be linguistics (LING) courses, including one 300-level LING course: LING 238, LING 240, LING 244, LING 245, LING 248, LING 312, LING 315, LING 319 or LING 322; CHIN 231/CHIN 331, CPLT 209, CS 235, EDUC 308, EDUC 310, or EDUC 325; FREN 211 or FREN 308; PHIL 207, PHIL 216, or PHIL 333; CLSC 216 or PSYC 516. KOR 206 or KOR 256 may be taken after consultation with the student's linguistics advisor.

Students planning to do graduate work in sociolinguistics or experimental linguistics should take at least one course in statistics, preferably PSYC 205. Students are also encouraged to do research, for example, through an independent study or thesis, for which MIT UROP courses can only be used for elective credit within the major with prior approval of the major advisor. They do not count as LING courses or as 300-level units.

Linguistics Requirement: LING 114 or MIT 24.9

Psychology Concentration

Students concentrating in psychology must take PSYC 205 and one of PSYC 304R, 315R or PSYC 314R. PSYC 207R may be taken when approved by the student's advisor. In addition, students must elect at least two courses from the following list: CLSC 214, CLSC 215, CLSC 217, PSYC 218, PSYC 291, PSYC 316, PSYC 318, PSYC 319, PSYC 326, PSYC 345 (when the topic for PSYC 345 is approved by the student's advisor).

Psychology Requirement: CLSC 216

Students planning to do graduate work in psychology, CS 112 is recommended.

Philosophy Concentration

Students concentrating in philosophy must elect at least four of any of the following courses: PHIL 207, PHIL 216, PHIL 221, PHIL 245, PHIL 311, PHIL 340, or PHIL 333. PHIL 345 may be taken after consultation with the student's philosophy advisor.

Philosophy Requirement: LING 114 or CLSC 216

CLSC - Cognitive and Linguistic Sciences Courses

CLSC 214 - Evolution and Human Behavior (1.0)
Evolutionary Psychology is the scientific study of human nature as shaped by natural selection. It is grounded in evolutionary biology and the psychological sciences with connections to disciplines ranging from neuroscience to anthropology and economics. Topics covered will include adaptive solutions to major life challenges including survival, mating, family relations, and group living (e.g., cooperation, aggression, and status).

Instructor: Lucas
Prerequisite: PSYC 101 or NEUR 100, AP score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Cross-Listed as: PSYC 214

CLSC 216 - Psychology of Language (1.0)
Introduction to the study of the psychological processes underlying language ability. Topics covered will include the biological and evolutionary foundations of language, child and adult language acquisition, reading, and sound, word, and sentence processing. We will also consider whether language is unique to humans, whether it is innate, and the degree to which language influences thought.

Instructor: Lucas
Prerequisite: PSYC 101 or NEUR 100, AP score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.

CLSC 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.

CLSC 300-01F - Seminar: Topics in Cognitive and Linguistic Sciences (1.0)
**LING 240 - The Sounds of Language (1.0)**

What are all the possible linguistically relevant sounds of the human vocal tract? How does each language organize a subset of those sounds into a coherent system? Examination of the sounds of language from the perspective of phonetics and of phonology. Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

**Instructor:** Carpenter

**Prerequisite:** LING 114, CLSC 216/PSYC 216, or by permission of the instructor.

**Distribution:** EC

**Term(s):** Spring

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**LING 244 - Language: Form and Meaning (1.0)**

This course will consider some basic questions about language: What do we actually know when we know a language? How is the structure of language best described? Are there properties which all languages share, and what do those properties tell us about language itself? We will look at specific problems in morphology, syntax, and semantics, and the strengths and weaknesses of different linguistic theories will be considered. While many of the problems considered in this class will involve English, we will also be looking at other languages, both European and non-European.

**Instructor:** TBA

**Prerequisite:** LING 114

**Distribution:** EC

**Term(s):** Fall

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**LING 248 - Introduction to Historical Linguistics (1.0)**

An examination of all forms of language change, including sound change, analogical change, semantic and lexical change, and syntactic change. Students will learn and apply the techniques of the comparative method in order to reconstruct earlier stages of various languages and to understand how linguists determine the genetic relationships among languages. Several theories of linguistic change will be explored. Students will also be introduced to the history of the discipline of linguistics, which largely began with the development of the techniques for historical reconstruction.

**Instructor:** TBA

**Prerequisite:** LING 114 or permission of the instructor.

**Distribution:** EC

**Term(s):** Not Offered

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**LING 312 - Bilingualism: An Exploration of Language, Mind, and Culture (1.0)**

Exploration of the relationship of language to mind and culture through the study of bilingualism. The bilingual individual will be the focus for questions concerning language and mind: The detection of "foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government's establishing official bilingualism.

**Instructor:** Carpenter

**Prerequisite:** Open to juniors and seniors who have taken one of PSYC 214, PSYC 215, CLSC/PSYC 216, PSYC 217, PSY 218, PSYC 219, LING 114, PHIIL 215, or CS 111, or permission of the instructor.

**Cross-Listed as:** PSYC 300-01-F

**Distribution:** SBA; EC

**Term(s):** Fall

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**LING 315 - Invented Languages: From Wilkins' Real Character to Avatar's Na'vi (1.0)**

Over the centuries, invented, or artificial, languages have been devised for many reasons, including a desire to improve existing languages, an effort to unite the world, or a need to explore how languages are learned. The vast majority have failed, but why? Is there a place for invented language? What do invented languages teach us about natural language? We will look at invented languages from a variety of points of view: linguistic, historical, philosophical, psychological, and sociological. We will explore the linguistic underpinnings of various languages, from seventeenth century Real Character to Na'vi, with a look at a successful "reinvented" language, Modern Hebrew. Students will design their own miniature artificial language.

**Instructor:** Carpenter

**Prerequisite:** Open to juniors and seniors who have taken LING 114 or CLSC/PSYC 216 and a related 200-level course in linguistics, psychology, anthropology, or philosophy, or permission of the instructor.

**Distribution:** SBA; EC

**Term(s):** Fall

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**LING 350 - Research or Individual Study (1.0)**

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

**Distribution:** None

**Term(s):** Fall; Spring

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**CLSC 350 - Research or Individual Study (1.0)**

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

**Distribution:** None

**Term(s):** Fall; Spring

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**CLSC 360 - Senior Thesis Research (1.0)**

**Prerequisite:** Permission of the director.

**Distribution:** None

**Term(s):** Fall; Spring

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

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**CLSC 370 - Senior Thesis (1.0)**

**Prerequisite:** CLSC 360 and permission of the department.

**Distribution:** None

**Term(s):** Fall; Spring

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

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**LING - Linguistics Courses**

**LING 114 - Introduction to Linguistics (1.0)**

Designed to familiarize students with some of the essential concepts of linguistic analysis. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization—phonology, morphology, syntax, and semantics. Additional topics include introductions to language organization in the brain, child language acquisition, language change, and language in society.

**Instructor:** Carpenter (fall), TBA (spring)

**Prerequisite:** None

**Distribution:** EC

**Term(s):** Fall; Spring

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**LING 238 - Sociolinguistics (1.0)**

The application of linguistics to the analysis of sociocultural variation in language. We will examine the way information about age, gender, social class, region, and ethnicity is conveyed by variations in the structural and semantic organization of language. We will also examine language attitude and language planning in multilingual societies.

**Instructor:** TBA

**Prerequisite:** LING 114, CLSC 216/PSYC 216, or by permission of the instructor.

**Distribution:** SBA
AN INTERDEPARTMENTAL MAJOR

Comparative Literature Faculty Profiles

Using literary texts as its base of inquiry, Comparative Literature promotes the study of intercultural relations that cross national boundaries, and the interactions between literature and other forms of human activity, including the arts, the sciences, philosophy, and cultural artifacts of all kinds.

Comparative Literature Major

Goals for the Comparative Literature Major

- Acquaint students with the wide range of writing across national and linguistic borders and prepare them to read texts of different cultural traditions in their own languages
- Familiarize students with the ways in which literature can interact with various other forms of human activity and how literary texts can be read in interdisciplinary contexts
- Teach students to write well and to develop and use the skills of close reading

Requirements for the Comparative Literature Major

The comparative literature major introduces students to the study of literature across departmental, national, and linguistic boundaries. Students devise their own course of study in consultation with their advisor and with the director of the program, in relation to the major’s particular languages and concentration and mindful of the many and diverse courses that pertain to the study of literature. These include, but are not limited to, the following:

1. courses in literary history;
2. courses in particular literary genres, authors, or periods;
3. courses in the theory of literature;
4. courses in linguistics;
5. courses on the theory and practice of translation;
6. courses supplementing the study of literary texts offered in the humanities and social sciences.

Many courses combine or fall between these categories.

Majors in comparative literature shall complete a minimum of 10 units. All units must count toward the major in the departments in which they are offered (unless they are language courses, of which the major in the departments in which they are offered). When relevant, the student shall be obliged to satisfy departmental prerequisites for these courses.

Majors shall take a minimum of one 300-level course in their concentration.

3. Complementation: a) Pre-modern study. Majors shall take a minimum of one course outside of the modern period. b) Interdisciplinary study. Majors may complement their literary studies by taking courses that address issues of interest from the perspective of the sciences or the social sciences. Majors shall take at least one of our interdisciplinary courses: CPLT 208, CPLT 209, CPLT 260, or CPLT 294.

Capstone

Majors shall take CPLT 375 “Translation and the Multilingual World”.

Honors in Comparative Literature

There are two routes to honors in the major: Plan A entails writing a thesis. Plan B entails a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Both Plan A and Plan B require a student to pass an oral exam.

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

CPLT - Comparative Literature Courses

CPLT 113-01 F - Studies in Fiction (1.0)

Topic for 2017-18: Beyond Borders: Writers of Color Across the Globe

This course takes a whirlwind tour of the world through the imaginative literature of writers of color across the world. Although each work will provide a distinct and exhilarating experience, a number of overlapping threads will connect the works in various ways: generational change and conflict amidst cross-cultural encounters; evolving ideas of love and identity; the persistence of suffering, among others. The syllabus will likely include the following works: Chinua Achebe’s Things Fall Apart; Gabriel Garcia Marquez’s One Hundred Years of Solitude; Haruki Murakami’s Japanese love song to youth and the Beatles, Norwegian Wood; Marjane Satrapi’s graphic novel of an Iranian childhood, Persepolis; the Indian writer Arundhati Roy’s God of Small Things, and Min-Gyu Park’s contemporary novel about Korea, Pavana for a Dead Princess.

Instructor: Ko Prerequisite: None Cross-Listed as: ENG 113 Distribution: LL Term(s): Fall

CPLT 180 - What is World Literature? (1.0)

"World Literature" views a literary work as the product of local culture, then of regional or national culture, and finally of global culture. Critics of world literature argue that a text’s richness may be lost in translation, that too often a privileged Western literary tradition forces “other” literatures into a relationship of belittledness and inferiority, and that world literature leads to the globalization of culture—and as the global language becomes predominantly English, the world of literature will be known through that single language alone. This course offers an opportunity to not only read rich and exciting literary texts from ancient eras to the contemporary moment but also after reading key critical essays that defend and critique “World Literature” to reflect on the cultural politics that directly or indirectly determines who reads what. Likely texts among others: The Homeric Hymn to Demeter; Ovid, Metamorphoses; Murasaki, The Tale of the Genji; Qu, The Lament; Poe, Tales; Dove, Mother Love; Atagajawa, Stories; Soiyinka, Ake; Ma, Red Dust; Spivak, “Crossing Borders”; Sasssy, “Exquisite Cadavers Stitched from Fresh Nightmares: Of Memes, Hives, and Selfish Genes”; Cao, “Cross-Civilization Variation Theory.”

Instructor: Sides (English) Prerequisite: None Cross-Listed as: ENG 180 Distribution: LL Term(s): Spring

CPLT 200 - Graphic Novel - Digital Texts (1.0)

Intrigued by the complex relationship between image and text, this course will survey major moments in the emergence of the graphic novel and in the development of digital texts in general. We will develop a vocabulary to analyze both the narrative and visual dimensions of the texts, at hand to understand what it means to "read," to "play," or to interact with visual and computer-based texts. As a comparative literature course, the syllabus will include texts belonging to different literary traditions.

Instructor: Nolden (German Studies) Prerequisite: None Distribution: LL, ARS Term(s): Spring

CPLT 208 - Legend, Satire, and Storytelling in the Hebrew Bible (1.0)

The art of narrative composition in the Hebrew Bible. The literary techniques and conventions of ancient Israelite authors in the Bible’s rich corpus of stories. Philosophical and aesthetic treatment of themes such as kingship, power, gender, and covenant. Primary focus on the role of narrative in the cultural life of ancient Israel, with attention also to the difficulties of interpreting biblical stories from within our contemporary milieu.

Instructor: Silver (Religion) Prerequisite: None Cross-Listed as: REL 208 Distribution: REP, HS Term(s): Spring

CPLT 225 - Digital Media & Culture (1.0)

In this course, we will analyze some of the profound changes that digital media have brought to traditional ways of reading and writing, playing, interacting with others, and learning. Starting out with a discussion of digital texts / hyperfiction, we will look into new forms of narrating and reading before focusing on the way we connect with others - and ourselves - by using social media. The last unit of the course will cover the implications of digital media for the way we learn and know things.

Instructor: Nolden Prerequisite: None Distribution: LL, ARS Term(s): Spring

CPLT 209 - Literature On the Brain: Introduction to Cognitive Poetics (1.0)
What happens to your brain when you read a poem and find yourself laughing out loud or wrinkling your nose in disgust? What makes a story feel “nightmarish,” “trancelike” or “dreamy” and can we pinpoint the features that generate such impressions? Why do we care so much about characters we meet in books? Cognitive poetics is an emerging approach to literary studies that seeks to answer such questions. It applies insights drawn from cognitive science, psychology and linguistics to literary texts to reveal how novels and poems make us feel the way they do. Each week, we will read cutting-edge research in this exciting new field and ask how it helps us make sense of literary texts. These texts will range widely through different languages, cultures and times, from ancient Greek epics to contemporary science fiction. The course will appeal to students with interests in literature, linguistics, psychology, neuroscience, medicine and beyond but it requires no previous experience in any of these areas.

Instructor: Staff
Prerequisite: None
Cross-Listed as: GLVC 209
Distribution: LL; EC
Term(s): Not Offered

CPLT 236 - The Girl in Modern East Asian Culture (1.0)
In East Asia, the rise of the girl in literary and popular culture coincides with the appearance of modernity itself. Beginning with the ‘modern girl’, we move chronologically, exploring coming-of-age tropes in East Asian fiction, manga, anime and film. How does the objectification of the adolescent girl challenge language majors to rethink and repurpose foreign language instruction at the high school. You may have read Nikolai Chernyshevsky’s What’s to Be Done?, H.G. Wells’ The Time Machine and A Modern Utopia, J.R.R. Tolkien’s The Lord of the Rings or Agatha Christie’s Murder on the Orient Express. This course will explore writing that addresses the political, social and economic issues of our time.

Instructor: Zimmerman
Prerequisite: None
Cross-Listed as: EAIC 236
Distribution: LL; ARS
Term(s): Not Offered

CPLT 275 - Translation and the Multilingual World (1.0)
A study of translation in theory and in practice, in its literal and metaphorical senses alike, of the multilingual world in which translation takes place. Topics: translation of literary texts, translation of sacred texts, the history and politics of translation, the lives of translators, translation and gender, machine translation, adaptation as translation. Students will study the course at the 300 level and write a substantial independent project: a translation, a scholarly inquiry, a combination of the two.

Instructor: Weiner (Russian)
Prerequisite: One course in literature (in any language) or permission of the instructor. Competence in a language or languages other than English is useful but not necessary. Open to students who have taken WRIT 118/ENG 118.
Distribution: LL
Term(s): Spring

CPLT 284 - Magical Realism (1.0)
This course examines fictions whose basic reality would be familiar if not for the introduction of a magical element that undermines commonplace notions about what constitutes reality in the first place. The magical element can be a demon, talisman, physical transformation, miraculous transition in space or time, appearance of a second plane of existence, revelation of the unreality of the primary plane of existence, etc. Students will read Kafka’s Metamorphosis, Queuenu’s Blue Flowers, Bulgakov’s The Master and Margarita, Marquez’s One Hundred Years of Solitude, Calvino’s If on a Winter’s Night a Traveler, Pynchon’s The Crying of Lot 49, Murakami’s Hard-Boiled Wonderland and the End of the World and Sokolov’s School for Fools, and short stories by Borges, Cortazar, and Nabokov.

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

CPLT 294 - Utopia and Dystopia in Literature (1.0)
In his Republic Plato described his utopia as a land where people are divided into four classes depending on their intelligence, where a philosopher-king rules over all, and a guardian class spies and protects, where private property is forbidden and where children are taken from their parents to be raised for the state and taught only things that will increase their loyalty to the state. Eugenics is practiced, literature banished. Plato’s vision has inspired socialist utopian fantasies and dystopian warnings alike. Students will read Nikolai Chernyshevsky’s What’s to Be Done?, H.G. Wells’ The Time Machine and A Modern Utopia, J.R.R. Tolkien’s The Lord of the Rings or Agatha Christie’s Murder on the Orient Express. This course will explore writing that addresses the political, social and economic issues of our time.

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

CPLT 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the director. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

CPLT 359 - Calderwood Seminar for Public Writing: You Say You Want to Change the World: Advocating for Other Cultures (in English) (1.0)
Your local school board is considering eliminating foreign language instruction at the high school. You think it’s a bad idea. How will you make your voice heard? This seminar will explore writing that challenges language majors to rethink and repurpose their academic knowledge, shaping it to contribute to public debates. Such writing may include op-eds and letters to the editor; book, film and music reviews; blogs; and interviews with notables in the field. Students will write weekly and revise their work in response to comments from the instructor and their peers. The presence of majors in different languages will introduce students to the assumptions, perspectives and approaches of other cultures, with the goal of helping participants become advocates for a wider, more inclusive cultural literacy.

Instructor: Lydgate (French)
Prerequisite: At least two courses at the advanced 200 level or the 300 level in the major department.
Cross-Listed as: FREN 359
Distribution: LL
Term(s): Spring
COMPARATIVE RACE AND ETHNICITY

See Department of Sociology
Computer Science Faculty Profiles

Computer Science encompasses the systematic study of computing systems and computation. It is continually evolving and expanding, making it an exciting field of study. All of the traditional areas in computer science as well as newer directions are represented in our faculty’s expertise (including algorithms, programming languages, data structures, artificial intelligence, human-computer interaction, databases, computer architecture, networks, security, vision, graphics, parallel computing, robotics, bioinformatics, Web information retrieval, multimedia), allowing us to offer a large variety of courses and substantial research opportunities for students.

For advice on making a choice about an introductory Computer Science course, consult “Choosing an Introductory CS Course” online at www.wellesley.edu/cs/curriculum/introductory.

Computer Science Major

Goals for the Computer Science Major

The aim of our program for the major is to prepare students for a successful career in computer science or a related discipline, including a solid preparation for graduate work or direct entry into the computing profession. To achieve this success, computer science majors must possess the following knowledge and competencies upon graduation:

- A firm foundation in fundamental areas of computer science, encompassing its theoretical basis, software methodologies, computer hardware, and applications
- Strong problem-solving and critical, analytical thinking skills; confidence as independent learners who can apply computational thinking to new problems and adapt to new technologies
- Strong written and oral communication skills, including the ability to work on a team-based project and to solve problems in a collaborative setting

Computer science majors should understand the connections between computer science and other disciplines, and appreciate the importance of computer science to society.

Requirements for the Computer Science Major

Students majoring in computer science must complete CS 111, CS 230, CS 231, CS 235, CS 240, CS 251, two 300-level CS courses, and at least one additional CS course at the 200 or 300 level.

Independent study courses (CS 250, CS 250H, CS 350, CS 350H) and honors courses (CS 360, CS 370) do not count toward the required courses for the major. Students who do not take CS 111 must replace this requirement with an additional one-unit CS course at the 200 or 300 level. Computer science courses at other institutions used to meet the nine-course requirement must be approved in advance by the department chair on an individual basis. In addition, all majors in computer science are expected to complete (1) MATH 225 (Combinatorics and Graph Theory) and (2) at least one additional course in mathematics at the 200 or 300 level. Particularly relevant mathematics courses are MATH 206 (Linear Algebra), STAT 218 (Intro to Statistics), STAT 220 (Probability), MATH 221 (Statistical Inference), MATH 223 (Number Theory), MATH 305 (Abstract Algebra), MATH 309 (Foundations of Mathematics), and MATH 325 (Graph Theory). The MATH courses are considered prerequisites for the CS degree and could be counted toward another major. Students should consult a computer science faculty member for advice in choosing mathematics courses best suited to their interests. Students are encouraged to consult the department’s website (www.wellesley.edu/cs) for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are required to participate in the Computer Science Senior Poster Fair in the spring of their senior year, in which students present posters on a topic of interest related to computer science (see http://www.wellesley.edu/cs/events/cs-senior-poster-fair-for-graduating-juniors). Students who are graduating early should contact the department chair about alternative ways to satisfy this requirement.

Honors in Computer Science

Students can earn honors in computer science by successfully completing an honors-quality senior thesis. A detailed description of the senior thesis project in computer science can be found at the department’s website (www.wellesley.edu/cs/research/thesis). Majors who are interested in undertaking a senior thesis project are urged to discuss their plans with either their advisor or the department chair as early as possible in their junior year.

Graduate Study in Computer Science

Students who plan to pursue graduate work in computer science are strongly encouraged to develop their background in mathematics, particularly in the areas of linear algebra, logic, probability and statistics, number theory, and graph theory. In addition, students who are planning either graduate work or advanced technical research or development work are strongly encouraged to pursue at least one independent study or research project before graduating, in the form of a Wellesley course (CS 250, CS 350, CS 360), an MIT UROP, or a summer internship. Consult www.wellesley.edu/cs/research for more details.

Advanced Placement Policy in Computer Science

Students may receive a maximum of one unit of college credit for a score of 5 on the Computer Science Advanced Placement exam. This unit does not count toward the computer science major or minor. Students receiving AP credit for computer science should consult with the department regarding enrollment in CS 230 or CS 240. Computer science majors and minors should consult with a computer science faculty advisor before electing to take a computer science course as credit/noncredit.

Computer Engineering

Students interested in computer engineering should consult the course listings in Extradepartmental and enroll in ENGR 111, ENGR 120, or ENGR 160. These courses are intended to be a gateway experience for possible subsequent engineering studies, such as the engineering certificates from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley.

More information can be found at www.wellesley.edu/engineering.

Interdepartmental Majors

Students interested in an interdepartmental major in Cognitive and Linguistic Sciences, Media Arts and Sciences, or Neuroscience are referred to these listings in the catalog.

Students interested in engineering should consult the course listings in Extradepartmental.

Computer Science Minor

Requirements for the Computer Science Minor

The computer science five-course minimum minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of CS 111, CS 230, one of CS 231, CS 235, or CS 240, at least one CS course above the 100 level, and at least one 300-level CS course. Independent study courses (CS 250, CS 250H, CS 350, CS 350H) do not count toward the required courses for the minor. Students who do not take CS 111 must replace this requirement with one additional one-unit CS course at the 200 or 300 level.

CS - Computer Science Courses

CS 111 - Computer Programming and Problem Solving (1.0)

An introduction to problem solving through computer programming. Students learn how to read, modify, design, debug, and test algorithms that solve problems. Programming concepts include control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics and user interfaces using the Python programming language. Students are required to attend an additional two-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more advanced courses in the field.

Instructor: Anderson, Mustafa

Prerequisite: Placement exam

Distribution: MM

Term(s): Fall; Spring

Does not fulfill the laboratory requirement.

CS 112 - Computation for the Sciences (1.0)

An introduction to computer programming that provides the tools necessary for students to use computers effectively in scientific work, including physical sciences, biological sciences, medicine, mathematics, psychology, and economics. Students learn to write software to solve problems, visualize and analyze data, perform computer simulations, and implement and test computational models that arise in a wide range of scientific disciplines. The course introduces MATLAB, an extensive and widely used technical computing environment with advanced graphics, visualization, and analysis tools, and a rich high-level programming language. Students are required to attend an additional two-hour laboratory section each week.

Instructor: Faddeith
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. No prior background with computers is expected.
Distribution: MM
Term(s): Spring
Does not fulfill the laboratory requirement.

CS 115 - Computing for the Socio-Techno Web (1.0)
Technologies and services made available from Computer Science, such as online environments Facebook, Twitter, and Wikipedia, are integral today’s world. Many problems exist in our real world that transfer to and get amplified in the virtual world created by highly interconnected and ubiquitous computing. What are the basic technologies that enable all this innovation? How do these new environments affect our lives? This course aims to answer these questions through investigation of the socio-techno web. On the technical side we study three languages: HTML5, CSS, and basic JavaScript. We interweave the technical with the social aspects by examining issues introduced by the use of the Social Web. In the process we learn how computers work. Only open to first and second year students.
Instructor: Metaaxas, Dekourt
Prerequisite: None
Cross-Listed as: MAS 115
Distribution: MM
Term(s): Fall; Spring

CS 125Y - First-Year Seminar: Brains, Minds, and Machines: The Science of Intelligence (1.0)
How is intelligent behavior produced by the brain and how can it be replicated in machines? This seminar explores human intelligence through the perspectives of neuroscience, cognitive science, and computer science, integrating studies of the brain, the mind, and the computational models needed to create intelligent machines. This interdisciplinary approach has accelerated the pace of research aimed at understanding how intelligent agents use vision to recognize objects and events; navigate through a complex, dynamic environment; use language to communicate; and develop a conscious awareness of the world. Through exploration of current research and hands-on computer activities, students learn about methods used to probe neural circuits and visualize brain activity; investigate human performance and behavior; and build computer models that capture the remarkable abilities of biological systems.
Instructor: Hildreth, Wiest
Prerequisite: None
Cross-Listed as: NEUR 125
Distribution: NPS
Term(s): Not Offered

CS 204 - Introduction to Front-End Web Development (1.0)
This course introduces modern web development using HTML, CSS and JavaScript. JavaScript is explored in detail, including scoping, closures, objects, prototype inheritance, and namespacing. The jQuery library is also introduced, and the course covers event handling and Ajax interactions. Students will build web pages using front-end templates such as bootstrap and JavaScript libraries for client-side templating. Designed web pages will be modern, responsive and accessible. The course also covers the jQuery UI (User Interface) library and its capabilities. Other topics may include encryption, copyright, intellectual property and version control.
Instructor: Anderson
Prerequisite: CS 111 or CS 115
Distribution: MM
Term(s): Fall

CS 220 - Human-Computer Interaction (1.0)
Human-Computer Interaction is one of the areas that have transformed the way we use computers in the last 30 years. Topics include methodology for designing and testing user interfaces, interaction styles (command line, menus, graphical user interfaces, virtual reality, tangible user interfaces), interaction techniques (including use of voice, gesture, eye movements), design guidelines, and user interface software tools. Students will design a user interface, program a prototype, and test the results for usability.
Instructor: Shaer
Prerequisite: One of CS 110, CS 111, CS 112, CS/MAS 115, CS 117
Distribution: MM
Term(s): Fall; Spring

CS 225 - Making and Fabrication: Methods, Culture, and a Heuristic Approach to Technology (1.0)
Makerspaces often provide a grassroots workshop for members of a community to share ideas, identify needs, build technological skills, generate concepts and physically bring them into existence. This course will study the "maker movement" as a culture and ask students to become participants in our very own makerspace community. Students will investigate and utilize maker tools and techniques, including vector-based design, programming in Processing, VR, analog and digital microcontrollers, MAX/MSP/Jitter, image/video/compassion, photogrammetry, 3D modeling/scanning and printing. Students will be required to work collaboratively and independently in our makerspace to develop several projects that physically communicate their own academic interests.
Instructor: Tynes
Prerequisite: CS110 or CS115/MAS115 or CS111 or CS112
Cross-Listed as: MAS 225
Distribution: MM
Term(s): Fall

CS 230 - Data Structures (1.0)
An introduction to techniques and building blocks for organizing large programs. Topics include: modules, abstract data types, recursion, algorithmic efficiency, and the use and implementation of standard data structures and algorithms, such as lists, trees, graphs, stacks, queues, priority queues, tables, sorting, and searching. Students become familiar with these concepts through weekly programming assignments using the Java programming language. Students are required to attend an additional two-hour laboratory section each week.
Instructor: Metaaxas, Lemer, Shaer
Prerequisite: CS 111 or permission of the instructor.
Students who received a grade of C+ or lower in CS 111 must contact the instructor before enrolling.
Distribution: MM
Term(s): Fall; Spring
Does not fulfill the laboratory requirement.

CS 231 - Fundamental Algorithms (1.0)
An introduction to the design and analysis of fundamental algorithms. General techniques covered: divide-and-conquer algorithms, dynamic programming, greedyness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.
Instructor: Bassem
Prerequisite: CS 230 and either MATH 225 or permission of the instructor.
Distribution: MM
Term(s): Fall; Spring

CS 232 - Artificial Intelligence (1.0)
What is artificial intelligence (AI) and should humans fear it as one of our biggest existential threats? In this course we will grapple with these difficult questions and investigate them in different ways. We will follow the history of AI from Alan Turing’s “Can Machines Think?” seminal paper to the recent Elon Musk musings on AI’s threat to mankind. We will discuss the underlying theory of the symbolic, knowledge-rich approaches of the 20th century AI (e.g., rule-based systems) and the 21st century approaches relying on statistical learning from large amounts of data (e.g., machine learning algorithms). Finally, we will discuss some of the AI applications in modern life: personal assistant technology like Alexa and Siri, machine translation (Google Translate) and self-autonomous cars. By the end of the semester, students should be able to answer the starting questions in depth and with nuance.
Instructor: Mustafaraj
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Spring
Normally offered in alternate years.

CS 234 - Data, Analytics, and Visualization (1.0)
As the number of our digital traces continues to grow, so does the opportunity for discovering meaningful patterns in these traces. In this course, students will learn how to collect, clean, format, and store data from digital platforms. By adopting a computational approach to statistical analysis, students will then implement in code different statistical metrics and simulation scenarios for hypothesis testing and estimation. Finally, students will generate meaningful visualizations for data exploration and communicating results. Additionally, we will discuss the ethics of data collection and think critically about current practices of experimenting with online users. Students will work in groups to create their own datasets, ask an interesting question, perform statistical analyses and visualizations, and report the results.
Instructor: Mustafaraj
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM; QRF
Term(s): Fall

CS 235 - Languages and Automata (1.0)
This course offers an introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammar’s, pushdown automata, and Turing machines. The first half of the semester covers the Chomsky hierarchy of languages and their associated computational models. The second half of the semester focuses on decidability issues and unsolvable problems. The course closes with a brief introduction to complexity theory.
Instructor: Shull, Preire
Prerequisite: CS 230 and either MATH 225 or permission of the instructor.
Distribution: MM
Term(s): Fall; Spring

CS 240 - Foundations of Computer Systems with Laboratory (1.25)
This course examines how computers run programs, introducing key software and hardware abstractions and implementations between programming languages and transistors. The course traces representation and translation of data and programs through three broad topics in computer systems:
computer hardware implementation, including
digital logic, computer arithmetic, and machine
organization; the hardware-software interface,
including instruction set architecture, assembly code,
and the C programming language; and abstractions
for practical systems, including the physical memory
hierarchy, the operating system process model,
virtual memory, and memory management. Students
complete extensive hands-on projects in hardware
and software systems. Students are required to
attend one three-hour laboratory weekly.

Instructor: DeFlamere, Staff
Prerequisite: One of CS 111, CS 112, or permission of the
instructor. CS 230 is recommended.
Distribution: MM, LAB
Term(s): Fall, Spring
This course does satisfy the laboratory requirement.

CS 242 - Computer Networks (1.0)
A systems-oriented approach to data networks,
including a theoretical discussion of common
networking problems and an examination of modern
networks and protocols. Topics include point-to-
point links, packet switching, Internet protocols,
end-to-end protocols, congestion control, and security.
Projects may include client-server applications and
network measurement tools.

Instructor: Shull
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Fall
Normally offered in alternate years.

CS 250 - Research or Individual Study (1.0)
Prerequisite: CS 230 or permission of the instructor.
Distribution: None
Term(s): Fall, Spring
Normally mandatory credit/noncredit

CS 250H - Research or Individual Study (0.5)
Prerequisite: CS 230 or permission of the instructor.
Distribution: None
Term(s): Fall, Spring
Normally mandatory credit/noncredit

CS 251 - Theory of Programming Languages (1.0)
This course introduces principles underlying the
design, semantics, and implementation of modern
programming languages in major paradigms
including function-oriented, imperative, and object-
oriented. The course examines: language dimensions
including syntax, naming, state, data, control, types,
abstraction, modularity, and extensibility; issues in
the runtime representation and implementation of
programming languages; and the expression and
management of parallelism and concurrency.
Students explore core topics via programming
exercises in several languages, including the
development of programming language interpreters.

Instructor: Turbak
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Fall, Spring

CS 301 - Compiler and Runtime System Design (1.0)
This course covers principles and practice in the
design and implementation of modern compilers
and programming language runtime systems. Topics
include lexical analysis, parsing, symbols tables,
semantic analysis, type checking, intermediate
representations, program analysis and optimization,
code generation, garbage collection, and other
runtime support. As time permits, the course may
also survey topics including just-in-time compilation,
runtime optimization, concurrent runtime systems,
or extended automatic program error detection.

Students will construct a full compiler and runtime
system for a simple statically-typed programming
language over the course of the semester.

Instructor: Wood
Prerequisite: CS 230 and at least one of CS 240 or CS 251.
CS 235 is recommended, but not required.
Distribution: MM
Term(s): Not Offered

CS 304 - Databases with Web Interfaces (1.0)
A study of the three-layer architecture commonly
used for Web-based applications such as e-
commerce sites. We will learn to model and design
databases using entity-relationship diagrams and the
Standard Query Language (SQL) for managing
databases. We will learn PHP, CGI/Python, and Java
Servlets, which are three important technologies for
Web-based architectures. We will also discuss
performance, reliability, and security issues. Finally,
we will create dynamic websites driven by database
entries.

Instructor: Anderson
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Fall, Spring

CS 307 - Computer Graphics (1.0)
A survey of topics in computer graphics with an
emphasis on fundamental techniques. Topics
include: graphics hardware, fundamentals of three-
dimensional graphics including modeling, projection,
coordinate transformation, synthetic camera
specification, color, lighting, shading, hidden surface
removal, animation, and texture-mapping. We also
cover the mathematical representation and
programming specification of lines, planes, curves,
and surfaces.

Instructor: Hildreth
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Fall

CS 310 - Foundations of Cryptology (1.0)
When is a cryptographic system secure and how will
we ever know? This course introduces the
computational models and theory computer
scientists use to address these issues. Topics include
one-way functions, trapdoor functions, probabilistic
complexity classes, pseudorandom generators,
interactive proof systems, zero-knowledge proofs,
and the application of these theories to modern
cryptography.

Instructor: Shall
Prerequisite: CS 231 or CS 235 or permission of the
instructor.
Distribution: MM
Term(s): Not Offered

CS 312 - Logic in Computer Science (1.0)
This course will introduce mathematical logic and its
applications in Computer Science. Initially, we will
cover syntax and semantics of propositional and
first-order logics and how those theories are used in
Computer Science. From there we will cover
undecidability, logic programming, SAT solvers,
proving systems and model checking. The goal is to
prepare the students for using logic as a formal tool.

Instructor: Freire
Prerequisite: CS 230, MATH 225 or permission from
instructor
Distribution: MM
Term(s): Spring

CS 313 - Computational Biology (1.0)
Many elegant computational problems arise
naturally in the modern study of molecular biology.
This course is an introduction to the design,
implementation, and analysis of algorithms with
applications in genomics. Topics include
bioinformatic algorithms for dynamic programming,
tree-building, clustering, hidden Markov models,
expectation maximization, Gibbs sampling, and
stochastic context-free grammars. Topics will be
studied in the context of analyzing DNA sequences
and other sources of biological data. Applications
include sequence alignment, gene-finding, structure
prediction, motif and pattern searches, and
phylogenetic inference. Course projects will involve
significant computer programming in Java. No
biology background is expected.

Instructor: Tjaden
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Fall
Normally offered in alternate years.

CS 315 - Data and Text Mining for the Web (1.0)
In the past decade, we have experienced the rise of
socio-technical systems used by millions of people:
Google, Facebook, Twitter, Wikipedia, etc. Such
systems are on the one hand computational systems,
using sophisticated infrastructure and algorithms
to organize huge amount of data and text, but on the
other hand social systems, because they cannot
succeed without human participation. How are such
systems built? What algorithms underlie their
foundations? How does human behavior influence
their operation and vice-versa? In this class, we will
delve into answering these questions by means of:
a) reading current research papers on the inner-
workings of such systems; b) implementing
algorithms that accomplish tasks such as web
crawling, web search, random walks, learning to
rank, text-classification, topic modeling; and c)
critically thinking about the unexamined embrace of
techno-solutionism using a humanistic lens.

Instructor: Metaxas, Mustafaraj
Prerequisite: CS 230 or permission of the instructor.
Distribution: MM
Term(s): Not Offered
Normally offered in alternate years.

CS 320 - Tangible User Interfaces (1.0)
Tangible user interfaces emerge as a novel
human-computer interaction style that interlinks
the physical and digital worlds. Extending beyond
the limitations of the computer mouse, keyboard,
and monitor, tangible user interfaces allow users to
take advantage of their natural spatial skills while
supporting collaborative work. Students will be
introduced to conceptual frameworks, the latest
research, and a variety of techniques for designing
and building these interfaces. Developing tangible
interfaces requires creativity as well as an
interdisciplinary perspective. Hence, students will
work in teams to design, prototype, and physically
build tangible user interfaces.

Instructor: Shae
Prerequisite: CS 215, CS 220, or CS 230, or permission of
the instructor.
Distribution: MM
Term(s): Fall

CS 322 - Seminar: Learning and Teaching in a
Digital World (1.0)
Digital technologies are part of our social fabric. This
design-intensive seminar investigates the
intersection of digital technologies, learning, and
Digital technologies can inform the how of learning and teaching, whether within a public space, a classroom, or online. We will explore how effective and responsive educators use design methodologies to create inclusive teaching and learning experiences that leverage digital technologies. The course will include guest speakers and field trips.

Instructor: Chapman (Education)
Prerequisite: Permission of the instructor and one of EDUC 110, EDUC 215, or EDUC 216
Cross-Listed as: EDUC 322
Distribution: EC
Term(s): Fall

CS 332 - Visual Processing by Computer and Biological Vision Systems (1.0)
This course explores methods for deriving information about the three-dimensional world from visual images and using this information for tasks such as recognizing objects and events, navigating through a dynamic scene, and communicating between social agents. We use an interdisciplinary approach that combines computer science, psychology, and neuroscience, facilitating the design of effective computer vision systems while contributing to an understanding of human visual processing and how it is carried out in the brain. Topics include edge detection, stereo vision, motion analysis, the analysis of color, object and face recognition, activity recognition, visual attention and search, and image processing applications in medicine, security, information retrieval, and mobile robotics. The course uses vision software written in MATLAB.

Instructor: Hildreth
Prerequisite: CS 112 or CS 230, or permission of the instructor.
Distribution: MM
Term(s): Not Offered
Normally offered in alternate years.

CS 341 - Operating Systems (1.0)
This course is designed to provide a solid foundation in the design and implementation of key concepts in existing operating systems. These concepts include process management, scheduling, multitasking, synchronization, deadlocks, memory management, file systems, and I/O operations. Throughout the course, the mechanism design aspects of these concepts will be discussed and assessed from the point of view of a programmer. Moreover, more modern operating systems will be explored, such as virtual operating systems.

Instructor: Bassem
Prerequisite: CS 240 or permission of instructor
Distribution: MM
Term(s): Spring
Normally offered in alternate years.

CS 342 - Computer Security and Privacy (1.0)
An introduction to computer security and privacy. Topics will include privacy, threat modeling, software security, web tracking, web security, usable security, the design of secure and privacy preserving tools, authentication, anonymity, practical and theoretical aspects of cryptography, secure protocols, network security, social engineering, the relationship of the law to security and privacy, and the ethics of hacking. Emphasis will include hands-on experience and the ability to communicate security and privacy topics to laypeople as well as experts. Assignments will include exercises with security exploits and tools in a Linux environment; problem sets including exercises and proofs related to theoretical aspects of computer security; and opportunities to research, present, and lead discussions on security- and privacy-related topics. Students are required to attend an additional 70-minute discussion section each week.

Instructor: Lerner
Prerequisite: CS 230 and CS 240 or permission of the instructor. Recommended: At least 2 of CS 242, CS 220, CS 204, and Math 225.
Distribution: MM
Term(s): Spring
Normally offered in alternate years.

CS 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring
Normally mandatory credit/noncredit

CS 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring
Normally mandatory credit/noncredit

CS 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CS 370 - Senior Thesis (1.0)
Prerequisite: CS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
DEPARTMENT OF EAST ASIAN LANGUAGES AND CULTURES

East Asian Languages and Cultures Faculty Profiles

The Department of East Asian Languages and Cultures offers majors in Chinese Language and Culture and Japanese Language and Culture, and minors in Chinese Language and Culture, Japanese Language and Culture, and Korean Language and Culture. The languages and cultures of China, Japan, and Korea play a critical role in our increasingly interconnected world. Through rigorous study of these enduring and ever more relevant East Asian languages and cultures, our students experience the life-changing rewards of alternative perspectives, greater confidence, and sharper cognitive abilities. Deeply fulfilling on a personal level, coursework in EALC prepares students for the global world of professional possibility that lies beyond Wellesley.

Goals for all students taking East Asian Languages and Cultures courses

- Proficiency in the speaking, listening, reading and writing of Chinese, Japanese, or Korean in the first through fourth-year levels and beyond. By the fourth year of language study, students will be adept readers of authentic language materials and will be able to express themselves with sophistication on a wide range of topics both orally and in writing.
- Broad knowledge of an East Asian cultural tradition, ancient and modern, through a progression of courses taught in English from the 100-level “Gateways to East Asia” to 200 and 300-level courses on specific topics. Students may also choose to do upper-level work in independent studies and honors projects.
- Immersion experience in the country in which the student specializes, through a summer, semester or year spent at accredited study abroad programs and selected internships, allowing students to further hone language and cultural skills (strongly encouraged).
- Exposure to the broader traditions of East Asia in a series of courses with the EALC designation. These comparative courses trace themes that connect the cultures of China, Japan, and Korea and count toward all majors and minors in EALC. The department reserves the right to place a student in the language course for which she is best prepared regardless of the number of units she has offered for admission.

Honors in East Asian Languages and Cultures

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

Transfer Credits in East Asian Languages and Cultures

The transfer of credit (either from another American institution or from a program abroad) is not automatic. Students wishing to transfer credit from another institution must present proof of course content and performance to the EALC chair in the form of syllabi, written work, exams, and transcripts, as well as establish which EALC requirements are replaced by the transferred credits. Students wishing to transfer credit for language courses may additionally be required to take a placement test administered by the department upon their return to Wellesley. Relevant coursework at MIT (usually under the 21F or 21H designation) may be counted as Wellesley courses with the permission of the chair.

For students wishing to count transfer credit toward a major or minor in the department, the following restrictions apply:

- A maximum of four units toward the major and two units toward the minor may be transferred from another institution;
- A minimum of four units of coursework for the major or a minimum of two units of coursework for the Chinese minor and one unit for the Japanese and Korean minors must be completed within EALC at Wellesley;
- Non-language courses at the 300 level must be taken within the department for credit toward the major in Chinese and Japanese.

Advanced Placement Policies and Language Requirement in East Asian Languages and Cultures

A student entering Wellesley must have an Advanced Placement score of 5 or SAT II score of 690 to satisfy the foreign language requirement. AP courses will not be counted toward majors or minors offered by the EALC department. All students who wish to register for a Chinese, Japanese, or Korean class must take the appropriate placement examination. The department reserves the right to place a new student in the language course for which she seems best prepared regardless of her AP or SAT II score.

International Study in East Asian Languages and Cultures

In order to obtain credit for international study, students must obtain prior consent from the Office of International Study and the EALC department chair, as well as satisfy the requirements for transferring credit listed above.

Chinese Language and Culture Major

Requirements for the Major in Chinese Language and Culture

The Chinese program trains students to achieve fluency in the Chinese language and to think critically about Chinese literature and culture. Chinese majors take courses in Chinese language, linguistics, literature, and culture, in translation and in the original, culminating in advanced work on literature, linguistics, and culture at the 300 level. Students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. Students with Chinese language background must take a placement test to determine their proper courses.

In addition, the EALC department strongly recommends that all majors spend at least a summer or a semester studying at an approved program in China, Taiwan, or Hong Kong.

For students entering before 2014, the major consists of a minimum of eight courses distributed as follows:

1. Three core language courses to be fulfilled by either
   a) Track 1: CHIN 202, CHIN 301, and CHIN 302; OR
   b) Track 2: CHIN 203, CHIN 204, and either CHIN 306 or CHIN 307
2. Two non-language courses taken within the department, at least one of which must be a literature course (excluding CHIN 350) at the 300 level.
3. Three additional units in Chinese literature, linguistics, language, comparative East Asian literature, or East Asian Studies.

For students entering in Fall 2014 and later, the major consists of a minimum of eight courses distributed as follows:

1. Three core language courses to be fulfilled by either
   a) Track 1: CHIN 202, CHIN 301, and CHIN 302; OR
   b) Track 2: CHIN 203, CHIN 204, and one of the following: CHIN 306, CHIN 307, or CHIN 310
2. Two non-language courses drawn from the offerings of faculty in EALC, including:
   CHIN 208, CHIN 209, CHIN 211/CHIN 311, CHIN 212/CHIN 312, CHIN/OPLT 216, CHIN 220, CHIN 223/CHIN 323, CHIN 231/CHIN 331, CHIN 239, CHIN 243, CHIN 244/CHIN 344, CHIN 245/CHIN 345, CHIN 313, CHIN 326, CHIN 338, CHIN 343, CHIN 381, CHIN 382, and EALC 221, EALC 225/EALC 325, EALC/THST 253. One non-language course must be in premorden literature or culture. Two non-language courses must be at the 300-level.
3. Two additional courses in Chinese language, literature, culture, or linguistics. These two courses may be taken within the department or drawn from the courses approved by the program in East Asian Studies, providing they have a substantial China focus. With the chair’s permission, one of these two may be a course in Japanese or Korean language, literature, culture, or linguistics.

Other considerations:
   - CHIN 101, CHIN 102, CHIN 103, CHIN 104, and CHIN 201 may be counted toward the degree but not the major.
   - Students entering with advanced language preparation may, with departmental permission, substitute additional Chinese literature, culture, or linguistics courses, or up to 2 courses in another East Asian language offered within the department, for some or all of the core language classes listed above. Students should work out their program in consultation with their advisors.

Chinese Language and Culture

Related Courses

Related Courses
**Japanese Language and Culture Related Courses**

### Japanese Language and Culture Related Courses

**Attention Called**

**CPLT 236/EALC 236**

The Girl in Modern East Asian Culture

**EALC 221**

Gateways to East Asia (in English)

**EALC 225**

Traditional Romances of East Asia (in English)

**EALC 245**

The Book in East Asia: From the Beginning to World War II (in English)

**EALC 236/APC 236**

The Girl in Modern East Asian Culture (In English)

**EALC 253/THST 253**

Telling Stories in China, Japan, and Korea: The Performing Tradition in East Asia

**EALC 325**

Traditional Romances of East Asia (in English)

**THST 253/EALC 253**

Telling Stories in China, Japan, and Korea: The Performing Tradition in East Asia

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**Japanese Language and Culture Minor**

### Requirements for the Minor in Japanese Language and Culture

The minor in Japanese Language and Culture consists of five courses distributed as follows:

1. Two core language courses to be fulfilled by either
   - Two non-language CHIN or EALC courses drawn from the offerings of faculty in the department, including one at the 300-level (not including CHIN 310):
     - CHIN 150, CHIN 208, CHIN 209, CHIN 211/CHIN 311, CHIN 212/CHIN 312, CHIN 213/CHIN 313, CHIN 223/CHIN 323, CHIN 225, CHIN 230/CHIN 330, CHIN 231/CHIN 331, CHIN 232/CHIN 332, CHIN 243, CHIN 244/CHIN 344, CHIN 245/CHIN 345, CHIN 326, CHIN 338, CHIN 339, CHIN 343, CHIN 381 and EALC 121, EALC 225/EALC 325.
   - The fifth course may be a non-language course drawn from the above, an advanced language course (for Track 1, CHIN 302 or above; for Track 2, any of CHIN 306, CHIN 307, or CHIN 310), or, with the permission of the chair, a course with significant Chinese-related content taken outside the department.

Students entering with advanced language preparation may substitute alternative literature/language courses as necessary with departmental permission. Students should work out their program in consultation with their advisors.

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**Japanese Language and Culture Minor**

### Requirements for the Minor in Japanese Language and Culture

For students entering in Fall 2017, the Japanese minor consists of a minimum of five units of language or non-language courses at the 200-level or above with either JPN or EALC designations and normally includes JPN 201 and JPN 202. At least one course must be a non-language course and at least one course must be taken at the 300 level. Students must choose an advisor from within the Japanese program. Only one unit may be transferred from another institution to fulfill requirements for the minor.

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**Korean Language and Culture Related Courses**

### Korean Language and Culture Related Courses

**Attention Called**

**AMST 212**

Korean American Literature and Culture

**CPLT 236/EALC 236**

The Girl in Modern East Asian Culture

**EALC 221**

Gateways to East Asia (in English)

**EALC 225**

Traditional Romances of East Asia (in English)

**EALC 236/CPLT 236**

The Girl in Modern East Asian Culture (In English)

**EALC 253/THST 253**

Telling Stories in China, Japan, and Korea: The Performing Tradition in East Asia

**EALC 325**

Traditional Romances of East Asia (in English)

**THST 253/EALC 253**

Telling Stories in China, Japan, and Korea: The Performing Tradition in East Asia

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**CHIN - Chinese Language and Culture Courses**

### CHIN 101 - Beginning Chinese (1.25)

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Four 70-minute classes plus one blended learning session.

**Instructor:** Tang

**Prerequisite:** None. Open only to students with no Chinese language background.

**Distribution:** None

**Term(s):** Fall

Each semester of CHIN 101 and CHIN 102 earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

### CHIN 102 - Beginning Chinese (1.25)

An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Four 70-minute classes plus one blended learning session.

**Instructor:** Tang
Prerequisite: CHIN 101 or equivalent
Distribution: None
Term(s): Spring
Each semester of CHIN 101 and CHIN 102 earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 103 - Advanced Beginning Chinese (1.0)
An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Three 70-minute classes.
Instructor: Zhao
Prerequisite: Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters. Department placement test is required.
Distribution: None
Term(s): Fall
Each semester of CHIN 103 and CHIN 104 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 104 - Advanced Beginning Chinese (1.0)
An introductory course that teaches the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Emphasis is on pronunciation, vocabulary, grammar, and communication. Computer programs for pronunciation, listening comprehension, grammar, and writing Chinese characters will be used extensively. Three 70-minute classes.
Instructor: Zhao
Prerequisite: CHIN 103 or placement through the department’s placement exam.
Distribution: None
Term(s): Spring
Each semester of CHIN 103 and CHIN 104 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 201 - Intermediate Chinese (1.25)
Further training in listening comprehension, oral expression, reading, and writing. Four 70-minute classes plus one 30-minute small group session.
Instructor: Chen
Prerequisite: CHIN 101-CHIN 102 or placement by the department.
Distribution: None
Term(s): Fall
Each semester of CHIN 201 and CHIN 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 202 - Intermediate Chinese (1.25)
Further training in listening comprehension, oral expression, reading and writing. Four 70-minute classes plus one 30-minute small group session.
Instructor: Chen
Prerequisite: CHIN 101-CHIN 102 or placement by the department.
Distribution: LL
Term(s): Spring
Each semester of CHIN 201 and CHIN 202 earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 203 - Advanced Intermediate Chinese (1.0)
Further training in listening comprehension, oral expression, reading, and writing. Three 70-minute classes.
Instructor: Lam
Prerequisite: CHIN 103-CHIN 104 or placement by the department.
Distribution: None
Term(s): Fall
Each semester of CHIN 203 and CHIN 204 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 204 - Advanced Intermediate Chinese (1.0)
Further training in listening comprehension, oral expression, reading, and writing. Three 70-minute classes.
Instructor: Lam
Prerequisite: CHIN 203 or placement through the department’s placement exam.
Distribution: LL
Term(s): Spring
Each semester of CHIN 203 and CHIN 204 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

CHIN 208 - Writing Modern China (in English) (1.0)
Over the course of the twentieth century, China underwent enormous changes in the sweep of modernization, which opened the door to a wealth of experimentation, especially in literature and culture. The primary focus of this course is to explore how literary forms adapted to the dominant political and cultural movements of modern China. At the same time, individual Chinese writers crafted unique visions from their experiences “on the ground.” In works that date from the late Qing to the present, we will explore the varied representations of Chinese modernity, including topics such as the individual and society, revolution and tradition, the countryside and the city, gender and sexuality. No prior knowledge of Chinese literature or Chinese language is required.
Instructor: Song
Prerequisite: None
Distribution: LL, HS
Term(s): Fall

CHIN 209 - Chinese Ideas, Ideas of China (in English) (1.0)
The land and culture we call “China” and “Chinese” today have been shaped by the twin influences of China’s own past and the global present, when it is one among many nations competing for cultural and economic standing. Through readings and films, this course will explore the diversity of Chinese ideas, from antiquity to the present, about such topics as the family, the state, tradition and the burden of the past, changing views of female autonomy, notions of filial duty and “Confucian values,” tensions between public and private values and duties, and ideas about the supernatural. We will also consider what it means to study a civilization or culture, and look both at how China and the Chinese have been perceived by foreigners and how Chinese writers have presented China and its peoples to foreigners. No previous knowledge of China or the Chinese language expected.
Instructor: Allen
Prerequisite: None
Distribution: LL
Term(s): Not Offered

CHIN 211 - Dream of the Red Chamber in Chinese Literature and Culture (in English) (1.0)
Variously known in English as Dream of the Red Chamber, A Dream of Red Mansions, and The Story of the Stone, Honglou meng is the most widely discussed Chinese novel of all time. Written in the mid-eighteenth century, the novel offers telling insights into Chinese culture as it once was and as it remains today. The novel is still wildly popular due to its tragic love story, its sensitive depiction of the plight of the talented woman in late imperial culture, and its narrative intricacies. The goal of the course is to understand the novel both as a literary text and as a cultural phenomenon. Optional extra sessions will accommodate those who wish to read and discuss the novel in Chinese.
Instructor: Widmer
Prerequisite: None
Distribution: LL
Term(s): Spring

CHIN 212 - Speaking What’s On My Mind: Classical Chinese Poetry and Song (1.0)
To understand China and its culture it is imperative to understand its poetry. Poetry played complex and varied roles in Chinese society: emperors used poems to justify their rule; ordinary men and women used poems to comment on the times and to give voice to their innermost feelings. The poetry they wrote is still read and treasured as one of the highlights of Chinese civilization, and Chinese poems have influenced concepts of poetry around the world. What is the enduring appeal of these poems? How did poetry come to hold such an important place in Chinese culture? We will trace the development of the lyric voice in China, examining poems, the men and women who wrote them, and the historical contexts that produced them. Students will learn to read the poems in Chinese with the aide of glosses and annotations in English and, for advanced students, commentaries in modern Chinese.
Instructor: TBD
Prerequisite: At least two years of modern Chinese.
Distribution: LL
Term(s): Not Offered

CHIN 213 - Assessing China’s Ethnic Cultures in the 21st Century (in English) (1.0)
This course examines the cultural heritage of China’s four major ethnic groups: the Mongols, the Tibetans, the Uighurs, and the Hui. Their livelihood in the past millennium and their social adaptations after the founding of the People’s Republic of China in 1949 will be the focus of our discussion. Through required readings and various learning tools, including the Internet, students will acquire a fundamental knowledge of the cultural issues faced by these four ethnicities. At present, accelerated economic growth has brought about both opportunity and growing inequality to all of them, and their traditional values are met with new challenges. The ultimate goal of this course is to develop students’ understanding of the complex questions concerning China’s ethnicities.
Instructor: Lam
Prerequisite: None
Distribution: LL
Term(s): Not Offered

CHIN 220 - The Fall of the Ming in 1644, An Event in World Culture (in English) (1.0)
What caused the Ming Dynasty (1368-1644) to fall? What were the consequences of that fall? The course sets out a basic timeline of events, then turns to literary and philosophical sources to illustrate the dynasty's internal weaknesses during its last half century. Externally, the Japanese invasion of Korea was another destabilizer, as can again be shown through literary and philosophical readings. The fall had profound repercussions within China, paving the way for a new Qing (Manchu) Dynasty and reshaping some areas of Chinese culture, with additional repercussions in the literatures of England, Holland, and France, some of which seem quite fanciful if one knows the Chinese side of the story. Overall, this picture provides a sense of China's place in regional and world culture nearly four hundred years before the present day.

Instructor: Widmer
Prerequisite: None
Distribution: LL; HS
Term(s): Not Offered

CHIN 223 - When Women Rode Horses: The Tang Dynasty, China's Golden Age (in English) (1.0)
The Tang dynasty (618-907) was a great moment for Chinese civilization. Standing at the very end of China's medieval period, the Tang was a time when Chinese literary expression reached unprecedented heights. It was also one of the most cosmopolitan eras in Chinese history, when travelers from lands as distant as India and Rome brought new objects, art forms, and religious ideas into China, producing a large-scale intellectual renaissance. We will examine the history, religion, literature, and culture of this rich period, exploring such topics as the capital city as an urban space and a nexus of foreign and Chinese cultures; the intellectual transformations wrought by Buddhism; the status and social roles of women during this period; and the development of unprecedented personal expression in poetry.

Instructor: Allen
Prerequisite: Open to all students.
Distribution: LL; HS
Term(s): Not Offered

CHIN 231 - Chinese and the Languages of China (in English) (1.0)
What is "Chinese"? How are "Mandarin" and "Cantonese" related to "Chinese"? Is Taiwanese a Chinese language or is it a Chinese "dialect"? How did Mandarin become the "common language" (Putonghua)? This course introduces the various language families in China and examines the linguistic, historical, cultural, and sociopolitical factors that have played into our understanding of terms such as "Chinese," "Mandarin," "language," and "dialect." Topics to be discussed include: the differences in the sound systems of Mandarin and other Chinese languages, how Mandarin became the national language, the traditional importance of a national language in China, the writing system and the simplified/traditional divide, and minority languages in China. In English with some readings in Chinese.

Instructor: Tham
Prerequisite: Open to students who have taken one 200-level course in Chinese language (courses in English do not count) or the equivalent; first-year students may enroll only with permission of the instructor.
Distribution: LL; EC
Term(s): Not Offered

CHIN 239 - Popular Culture in Modern China (1.0)
This course provides a comprehensive examination of modern Chinese popular culture in mainland China, Taiwan, and Hong Kong from the late Qing to the present. From literature to film, from martial romance to science fiction, from theater to music, this course will probe popular culture as it has manifested itself, and trace its sociopolitical, aesthetic, and affective impact on modern China. Students are required to actively participate in class discussions and under the guidance of the instructor, design and conduct their own research projects to explore some extra dimensions of Chinese popular culture.

Instructor: Song
Prerequisite: None
Distribution: LL
Term(s): Spring

CHIN 243 - Chinese Cinema (in English) (1.0)
This course explores the cinematic conventions and experiments employed by Chinese filmmakers over the past hundred years. Unique Chinese film genres such as left-wing melodrama, martial arts films and model play adaptations, as well as the three "new waves" in China's recent avant-garde cinema, will be examined and discussed. Individual filmic visions and techniques experimented with by important directors such as Fei Mu, Hou Hsiao-hsien, Zhang Yimou, and Jia Zhangke will be closely analyzed. Class discussions will aim to help students understand the history, politics, and aesthetics of Chinese cinema. Theoretical aspects of film studies will also be incorporated into class readings and discussions. No prior knowledge of China or film studies is required.

Instructor: Song
Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

CHIN 244 - Classical Chinese Theater (in English) (1.0)
This course covers three basic categories of traditional theater in China. It begins with the short form known as juzi of the Yuan Dynasty (thirteenth to the fourteenth centuries), when dramatic works began to be written by identifiable authors. Next come the long and elaborate chuanqi (or kunqu) of the Ming and Qing Dynasties (fourteenth to nineteenth centuries), including the still performed Peony Pavilion by Tang Xianzu. The last category is Peking opera, a form that originated during the second half of the Qing Dynasty, around 1790, and is regularly performed today. Most of our dramas were written by men, but we will also look at a few by women. The interrelation between forms will be discussed, as well as the effects of the Cultural Revolution of 1966-76 on Peking opera and other opera forms. Lastly such perennial themes as Mulan and The White Snake will be surveyed. This course may be taken as CHIN 244 or, with additional assignments as CHIN 344.

Instructor: Widmer
Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

CHIN 245 - Chinese Women in a Century of Revolution (In English) (1.0)
The period 1850-1950 witnessed five political revolutions in China. Each one had an impact on the status of women. By the end of the hundred years, the stay-at-home, bound-footed gentlewoman was no more, and old-style dreams in which women changed gender to pursue careers or fight wars had faded away. Instead a whole new reality for women had emerged. This course explores these changes through the writings of male sympathizers, western missionaries, and most importantly Chinese women themselves. In pioneering the "late imperial" and "modern" eras and in its emphasis on women's voices, it offers a distinctive take on the period under review. Although the story is Chinese, it is a part of women's history worldwide.

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

CHIN 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHIN 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHIN 301 - Advanced Chinese I (1.0)
This course is designed to further expand students' comprehension, speaking, reading, and writing skills. Reading materials will be selected from a variety of authentic Chinese texts. Audio and video tapes will be used as study aids. Three 70-minute classes conducted in Chinese.

Instructor: Zhao
Prerequisite: CHIN 201-CHIN 202 or permission of the instructor.
Distribution: LL
Term(s): Fall

CHIN 302 - Advanced Chinese II (1.0)
Advanced language skills are further developed through reading, writing, and discussions. Reading materials will be selected from a variety of authentic Chinese texts. Audio and video tapes will be used as study aids. Three 70-minute classes conducted in Chinese.

Instructor: Zhao
Prerequisite: CHIN 301 or permission of the instructor.
Distribution: LL
Term(s): Spring

CHIN 306 - Advanced Reading in Twentieth-Century Literature and Culture (1.0)
This course is designed to further expand and refine students' language skills through intensive reading of authentic Chinese materials, such as novels, short stories, essays, and plays and through viewing of contemporary Chinese films. Particular attention will be paid to increasing levels of literary appreciation and to enriching understanding of the sociocultural contexts from which our readings have emerged.

Instructor: Lam
Prerequisite: CHIN 204 or CHIN 301; students entering the course through CHIN 301 are strongly encouraged to first complete CHIN 302 as well.
Distribution: LL
Term(s): Fall

CHIN 307 - Advanced Readings in Contemporary Issues (1.0)
A variety of authentic materials, including films and literary works, will be selected to cover the period from 1949 to the early twenty-first century.

Instructor: Lam
Prerequisite: CHIN 204 or CHIN 301; students entering the course through CHIN 301 are strongly encouraged to first complete CHIN 302 as well.
Distribution: LL
Term(s): Fall
CHIN 310 - Introduction to Classical Chinese (1.0)
Classical (or Literary) Chinese was the primary written language used in China from antiquity through the early twentieth century. Classical Chinese structures and vocabulary continue to be present in the modern Chinese language (especially in the formal language used in newspaper, legal, and academic prose), and a familiarity with the basic grammar and lexicon of Classical Chinese is essential to achieving full competency in modern Chinese. Classical Chinese is also a complex and elegant language in its own right, and the ability to read it brings access to a rich body of literature and texts that continue to define the Chinese cultural tradition. In this one-semester introduction to the language we will focus on reading and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770–481 BCE) through the Han (206 BCE–220 CE) periods, the formative period for Classical Chinese, but we will also touch on later works as time permits.
Instructor: Allen
Prerequisite: CHIN 301 and CHIN 302, or CHIN 306 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

CHIN 311 - Dream of the Red Chamber in Chinese Literature and Culture (in English) (1.0)
Variously known in English as Dream of the Red Chamber, A Dream of Red Mansions, and The Story of the Stone, Honglou meng is the most widely discussed Chinese novel of all time. Written in the mid-eighth century, the novel offers telling insight into Chinese culture as it once was and as it remains today. The novel is still widely popular due to its tragic love story, its sensitive depiction of the plight of the talented woman in late imperial culture, and its narrative intricacies. The goal of the course is to understand the novel both as a literary text and as a cultural phenomenon. Optional extra sessions will accommodate those who wish to read and discuss the novel in Chinese. This course may be taken as CHIN 211, or, with additional assignments, as CHIN 311.
Instructor: Widmer
Prerequisite: One previous course on Chinese history or culture.
Distribution: LL
Term(s): Spring

CHIN 312 - Speaking What's On My Mind: Classical Chinese Poetry and Song (1.0)
To understand China and its culture it is imperative to understand its poetry. Poetry played complex and varied roles in Chinese society; emperors used poems to justify their rule; ordinary men and women used poems to comment on the times and to give voice to their innermost feelings. The poetry they wrote is still read and treasured as one of the highlights of Chinese civilization, and Chinese poems have influenced concepts of poetry around the world. What is the enduring appeal of these poems? How did poetry come to hold such an important place in Chinese culture? We will trace the development of the lyric voice in China, examining the poems, the men and women who wrote them, and the historical contexts that produced them. Students will learn to read the poems in Chinese with the aid of glosses and annotations in English and, for advanced students, commentaries in modern Chinese. This course may be taken as CHIN 212, or, with additional assignments, as CHIN 312.
Instructor: Allen
Prerequisite: At least three years of modern Chinese.

CHIN 313 - Assessing China's Ethnic Cultures in the 21st Century (in English) (1.0)
This course examines the cultural heritage of China's four major ethnic groups: the Mongols, the Tibetans, the Uighurs, and the Hui. Their livelihood in the past millennium and their social adaptations after the founding of the People's Republic of China in 1949 will be the focus of our discussion. Through required readings and various learning tools, including the Internet, students will acquire a fundamental knowledge of the cultural issues faced by these four ethnicities. At present, accelerated economic growth has brought about both opportunity and growing inequality to all of them, and their traditional values are met with new challenges. The ultimate goal of this course is to develop students' understanding of the complex questions concerning China's ethnicities.
Instructor: Lam
Prerequisite: CHIN 302, CHIN 306, CHIN 307 or permission of the instructor.
Distribution: LL
Term(s): Fall

CHIN 323 - When Women Rode Horses: The Tang Dynasty, China’s Golden Age (in English) (1.0)
The Tang dynasty (618-907) was a great moment for Chinese civilization. Standing at the very end of China's medieval period, the Tang was a time when Chinese literary expression reached unprecedented heights. It was also one of the most cosmopolitan eras in Chinese history, when travelers from lands as distant as India and Rome brought new objects, art forms, and religious ideas into China, producing a large-scale intellectual renaissance. We will examine the history, religion, literature, and culture of this rich period, exploring such topics as the capital city as an urban space and a nexus of foreign and Chinese cultures; the intellectual transformations wrought by Buddhism; the status and social roles of women during this period; and the development of unprecedented personal expression in poetry. This course may be taken as CHIN 223, or, with additional assignments, as CHIN 323.
Instructor: Allen
Prerequisite: One previous course in Chinese literature, history, or culture.
Distribution: LI; HIS
Term(s): Not Offered

CHIN 326 - The City in Modern Chinese Literature and Film (in English) (1.0)
This seminar will focus on one of the most important topics of modern Chinese culture: the urban imagination. Analyzing how metropolis and urban life are represented and imagined is central to an understanding of the differently articulated forms Chinese modernity has taken throughout the twentieth century. We will examine the literary and visual representations of the city in modern China through close analyses of the novels, short stories, films, photographs, and paintings that illuminate Chinese urbanism. Cultural manifestations of such Chinese metropolises as Beijing, Shanghai, Hong Kong, and Taipei will be extensively discussed.
Instructor: Song
Prerequisite: One course at the 200 or 300 level in East Asian languages and cultures, East Asian arts, history, philosophy, or religion.
Distribution: LL; ARS
Term(s): Fall

CHIN 331 - Chinese and the Languages of China (in English) (1.0)
What is “Chinese”? How are “Mandarin” and "Cantonese" related to “Chinese”? Is Taiwanese a Chinese language? Is it a Chinese dialect? How did Mandarin become the "common language" (Putonghua)? This course introduces the various language families in China and examines the linguistic, historical, cultural and sociopolitical factors that have played into our understanding of terms such as “Chinese,” “Mandarin,” “language,” and “dialect.” Topics to be discussed include: the differences in the sound systems of Mandarin and other Chinese languages, how Mandarin became the national language, the traditional importance of a national language in China, the writing system and the simplified/traditional divide, and minority languages in China. In English with some readings in Chinese. This course may be taken as CHIN 231 or, with additional assignments, as CHIN 331.
Instructor: Tham
Prerequisite: One of the following: CHIN 302, CHIN 306, CHIN 307, or permission of the instructor.
Distribution: LL; EC
Term(s): Not Offered

CHIN 338 - Reading in Modern Chinese Literature (1.0)
This course guides students to explore Chinese literary modernity through authentic literary texts written by major Chinese writers of the past hundred years. It aims to give students the opportunity to deepen their understanding of modern China in both its historical and cultural practice. Instead of language training, literary and cultural analyses will be emphasized. Class discussions will be conducted in Chinese, and students are expected to offer their critical responses to readings through oral presentations and papers written in Chinese.
Instructor: Song
Prerequisite: CHIN 306, CHIN 307, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

CHIN 343 - The Monkey King Through Time (in English) (1.0)
The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk’s arduous journey to India in search of Buddhist learning through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore ideas about conformity and individual autonomy, morality and law, the boundaries between human and animal, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.
Instructor: Allen
Prerequisite: A course in Chinese, Japanese, or Korean literature or culture, or of another cultural tradition; or permission of the instructor.
Distribution: LL
Term(s): Not Offered

CHIN 344 - Classical Chinese Theater (in English) (1.0)
This course covers three basic categories of traditional theater in China. It begins with the short form known as zuju of the Yuan Dynasty (thirteenth to the fourteenth centuries), when dramatic works began to be written by identifiable authors. Next
come the long and elaborate chuanyi (or kunqu) of the Ming and Qing Dynasties (fourteenth to nineteenth centuries), including the still performed performed Peking Opera. The last category is Peking opera, a form that originated in the Qing Dynasty, around 1790, and is regularly performed today. Most of our dramas were written by men, but we will also look at a few by women. The interrelation between forms will be discussed, as will the effects of the Cultural Revolution of 1966-76 on Peking opera and other opera forms. Lastly such perennial themes as Mulan and The White Snake will be surveyed. This course may be taken as CHIN 244 or, with additional assignments as CHIN 344.

Instructor: Widmer
Prerequisite: One previous course in Chinese history or culture.
Distribution: LL; ARS
Term(s): Not Offered

CHIN 345 - Chinese Women in a Century of Revolution (In English) (1.0)
The period 1850-1950 witnessed five political revolutions in China. Each one had an impact on the status of women. By the end of the hundred years, the stay-at-home, bound-footed gentlewoman was no more, and old-style dreams in which women changed gender to pursue careers or fight wars had faded away. Instead a whole new reality for women had emerged. This course explores these changes through the writings of male sympathizers, western missionaries, and most importantly Chinese women themselves. In bridging the "late imperial" and "modern" eras and in its emphasis on women's voices, it offers a distinctive take on the period under review. Although the story is Chinese, it is a part of women's history worldwide. Additional reading and writings will be assigned to students with advanced-level Chinese reading proficiency. This course may be taken as CHIN 245 or, with additional assignments, as CHIN 345.

Instructor: Widmer
Prerequisite: One prior course in EALC, EAS or WCST
Distribution: LL
Term(s): Not Offered

CHIN 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

CHIN 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

CHIN 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

CHIN 370 - Senior Thesis (1.0)
Prerequisite: CHIN 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

EALC - East Asian Languages and Cultures Courses

EALC 221 - Gateways to East Asia (In English) (1.0)
What does it mean to live life to its fullest capacity—personally, socially and ethically? What does it mean to succeed? To fail? To love? To fight? To dream? In search of answers to these questions, we read the classic foundational texts of China, Japan, and Korea from Confucian and Taoist philosophy to romantic tales, harrowing diaries and exquisitely crafted haiku. Bringing our knowledge as a China and a Japan specialist to bear, we formulate critical perspectives on key works with the goal of understanding East Asian culture as a whole and as different regional expressions. Join us as we explore the complexities of East Asian identity while discovering something about the big questions we all confront today wherever—and whomever—we are.

Instructor: Widmer
Prerequisite: No prior background in the study of East Asia is required; all readings will be in English.
Distribution: LL
Term(s): Spring

EALC 225 - Traditional Romances of East Asia (In English) (1.0)
The course begins with a brief introduction to an eleventh-century novel from Japan, Murasaki Shikibu's The Tale of Genji. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetics typically Japanese. How do the differences in all between Genji and our next subject, Cao Xueqin's eighteenth-century masterpiece, The Dream of the Red Chamber, also known as The Story of the Stone. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. For students who have already studied The Tale of Genji or Dream of the Red Chamber, alternate reading will be assigned. Later on we will take up three other pieces, three of them two, five and a larger East Asian syndrome, but exhibit national characteristics at the same time.

Instructor: Widmer
Prerequisite: Open to all students.
Distribution: LL
Term(s): Not Offered

EALC 236 - The Girl in Modern East Asian Culture (In English) (1.0)
In East Asia, the rise of the girl in literary and popular culture coincides with the appearance of modernity itself. Beginning with the ‘modern girl,’ we move chronologically, exploring coming-of-age tropes in East Asian fiction, manga, anime, and film. How does the objectification of the adolescent girl illuminate issues around ethnicity, national identity, sexuality, even globalization? What national anxieties hover around girls’ bodies? We read texts in English translation and explore models of female development that might aid us in our exploration of this cultural phenomenon. Secondary readings include works by Sigmund Freud, Julia Kristeva, Marianne Hirsch, Carol Gilligan, Elizabeth Grosz, among others.

Instructor: Zimmermann
Prerequisite: None
Cross-Listed as: CPLT 236
Distribution: LL; ARS
Term(s): Not Offered

EALC 253 - Telling Stories in China, Japan, and Korea: The Performing Tradition in East Asia (1.0)
We will be reading and viewing a selection of the most popular and influential stories of the East Asian theatrical tradition, including Chinese drama from the Yuan, Ming, and Qing periods, the Japanese Noh and kabuki, and the Korean P’ansori tradition. We will be looking at the deep cultural significance of shamanism in theater, as well as later Buddhist, Confucian, Taoist, and Shinto influences. How do the performing arts enable us to tell our most private and intimate stories of love, friendship, and death? What do these stories reveal to us about the cultures from which they emerge? Are there common themes that cross cultural boundaries?

Instructor: Morley
Prerequisite: None
Cross-Listed as: THST 253
Distribution: LL; ARS
Term(s): Not Offered

EALC 325 - Traditional Romances of East Asia (In English) (1.0)
The course begins with a brief introduction to an eleventh-century novel from Japan, Murasaki Shikibu's The Tale of Genji. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetics typically Japanese. How do the differences in all between Genji and our next subject, Cao Xueqin's eighteenth-century masterpiece, The Dream of the Red Chamber, also known as The Story of the Stone. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. For students who have already studied The Tale of Genji or Dream of the Red Chamber, alternate reading will be assigned. Later on we will take up three other pieces, three of them two, five and a larger East Asian syndrome, but exhibit national characteristics at the same time.

Instructor: Widmer
Prerequisite: Open to all students.
Distribution: LL
Term(s): Not Offered
Shibib’s The Tale of Genji. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetic is typically Japanese. There is no influence at all between Genji and our next subject, Cao Xueqin’s eighteenth-century masterpiece, Dream of the Red Chamber, also known as The Story of the Stone. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. For students who have already studied The Tale of Genji or Dream of the Red Chamber, alternative readings will be assigned. Later on we will take up three other pieces, two from Korea and one from Vietnam. These two, as well, fit into a larger East Asian syndrome, but exhibit national characteristics at the same time. 

Instructor: Widmer  
Prerequisite: One 200-level course in either Chinese or Japanese language and culture required. 
Distribution: LL  
Term(s): Not Offered  

EALC 345 - Seminar: Language, Nationalism, and Identity in East Asia (In English) (1.0)  
Language constitutes an important marker of social identity at many levels, such as the individual, subcultures, ethnic groups, and nations. Language has contributed to establishing unity, socio-cultural diversity, and nationalism in East Asian Society. This course explores the function of language in forming national, ethnic, and cultural identity and nationalism throughout the modernization process for China, Korea, and Japan. The seminar will discuss how language has been interconnected with the shaping of intra-East Asian literary/cultural practices, modern identity, and globalization. Students will acquire fundamental knowledge of the dynamics of language and socio-cultural changes as well as comparative perspectives on nationalism/colonialism and national identity in East Asian communities. Basic knowledge of and familiarity with a particular language/region (China, Korea, or Japan) and its historical, socio-linguistic backgrounds are required. 
Instructor: S. Lee  
Prerequisite: One 200-level course in either Chinese, Japanese, or Korean language and culture required. 
Distribution: LL  
Term(s): Spring  
Ann E. Maurer '51 Speaking Intensive Course.  

JPN - Japanese Language and Culture Courses  

JPN 101 - Beginning Japanese (1.25)  
Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading, and writing, using basic expressions and sentence patterns. Four 70-minute classes plus one blended learning session. 
Instructor: Make, Torii  
Prerequisite: None  
Distribution: None  
Term(s): Fall  
Each semester of JPN 101 and JPN 102 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.  

JPN 102 - Beginning Japanese (1.25)  
Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading, and writing, using basic expressions and sentence patterns. Four 70-minute classes plus one blended learning session. 
Instructor: Torii  
Prerequisite: JPN 101 or equivalent  
Distribution: None  
Term(s): Spring  
Each semester of JPN 101 and JPN 102 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.  

JPN 130 - Japanese Animation (in English) (1.0)  
What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional aesthetics, arts, and values in a highly industrialized society enthranced by novelty. Through animation films (English subtitles) and readings on animation, we will explore this phenomenon from the inside. Focus is on the works of Tezuka Osamu, Hayao Miyazaki, and others. No Japanese language required. 
Instructor: Morley (Theatre Studies)  
Prerequisite: None  
Cross-Listed as: THST 130  
Distribution: LL; ARS  
Term(s): Fall  

JPN 201 - Intermediate Japanese (1.25)  
Continuation of JPN 101-JPN 102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Four 70-minute classes plus one blended learning session. 
Instructor: Maeno  
Prerequisite: JPN 101-JPN 102 or placement by the department. 
Distribution: None  
Term(s): Fall  
Each semester of JPN 201 and JPN 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.  

JPN 202 - Intermediate Japanese (1.25)  
Continuation of JPN 101-JPN 102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Four 70-minute classes plus one blended learning session. 
Instructor: Maeno  
Prerequisite: JPN 101-JPN 102 or placement by the department. 
Distribution: LL  
Term(s): Spring  
Each semester of JPN 201 and JPN 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.  

JPN 231 - Selected Readings in Advanced Japanese I (1.0)  
This course is designed for the students who have completed the second year of Japanese (JPN 201-JPN 202). Each lesson introduces you to practical vocabulary items, grammatical structures, and cultural orientations that give you the ability to discuss such topics in a more advanced and culturally appropriate manner. Throughout the course, the development of more fluent speech and stronger literacy will be emphasized by studying more complex and idiomatic expressions. Acquisition of an additional few hundred kanji characters will be part of the course. The class will be conducted entirely in Japanese. Three classes per week. 
Instructor: Zimmerman  
Prerequisite: JPN 201-JPN 202 or placement by the department. 
Distribution: LL  
Term(s): Spring  

JPN 250 - Research or Individual Study (1.0)  
Prerequisite: Permission of the instructor. 
Distribution: None  
Term(s): Fall; Spring  

JPN 250H - Research or Individual Study (0.5)  
Prerequisite: Permission of the instructor. 
Distribution: None  
Term(s): Fall; Spring  

JPN 251 - Japanese Writers Explore Their World (in English) (1.0)  
Longing, dreams, and transformations, recurrent subjects in early Japanese Literature, are familiar to us from animation and popular culture. We will return to the beginnings of these themes in the great works of Japanese poetry and prose in translation from the seventh through the eighteenth centuries: The Pillowbook, The Tale of Genji, medieval tales of miraculous transformations, puppet plays and kabuki, among others. Who were the writers, and for whom were they writing? What role did Buddhism and Shinto play? How were the concepts of longing and dream transformed into a unique esthetic that has continued to influence Japanese culture? 
Instructor: Morley (Theatre Studies)  
Prerequisite: None  
Cross-Listed as: THST 251  
Distribution: LL; ARS  
Term(s): Not Offered  
This course may be taken as either JPN 251 or, with additional assignments, JPN 355.  

JPN 252 - Supernatural Japan (in English) (1.0)  
In 1776, the Japanese writer Ueda Akinari set down a famous collection of ghost stories entitled Tales of Moonlight and Rain. Beginning with this collection, we will explore how representations of the supernatural were both embedded in and transformed by discourses of modernity. Throughout the twentieth century, writers such as Tanizaki Jun’ichiro, Akutagawa Ryunosuke, Izumi Kyoka, and Enchi Fumiko kept the supernatural strand alive. In tales of the fantastic and the strange, they also made trenchant commentary on the state of their society. We read (and contrast) literary and visual texts to explore alternative visions of Japan’s rush to modernize. 
Instructor: Maeno  
Prerequisite: JPN 201-JPN 202 or placement by the department. 
Distribution: LL  
Term(s): Spring  

JPN 256 - History of Japanese Cinema (in English) (1.0)  
A continuation of JPN 231, this course further develops literacy in Japanese. Students focus on intensive reading of various styles of written Japanese, writing on different topics, and development of fluent oral skills. Japanese movies will be used for reinforcement of grammar and for discussion. Class discussion will be conducted entirely in Japanese. Three classes per week. 
Instructor: Maeno  
Prerequisite: JPN 231 or placement by the department. 
Distribution: LL  
Term(s): Spring
From stories of rebellious geisha in Kyoto to abandoned children in Tokyo, Japanese directors harness the everyday language of cinema to explore trenchant social and political questions in a nation undergoing rapid change. Moving chronologically, from Yasujirō Ozu’s domestic comedies to Naoko Ogigami’s contemporary films about eccentric women, we trace the skein of love and family relationships that weave together the great works of a national cinema. Because Japanese directors forged an idiosyncratic visual style that counters certain conventions of Hollywood, we also devote class time to learning how to read film. No knowledge of Japanese, Japanese or film studies is required.

Instructor: Goree

**JPN 290 - Geisha, Samurai and the Birth of Tokyo (1.0)**

History, memory, and the passage of time loom large in Japanese cinema. This course explores this preoccupation with the past in films made in Japan by world-renowned directors such as Mizoguchi Kenji, Kurosawa Akira, Kinosita Keisuke, Ichikawa Kon, Kobayashi Masaki, Shinoda Masahiro, Imamura Shôhei, and Koreeda Hirokazu. By analyzing the historical visions and lesser-known filmmakers, students become familiar with Japanese history and the enduring impact of Japan’s rich cultural heritage up to the present time. The course is thus designed for students interested in learning about Japanese culture and history through visual narratives, but it is equally for students of film, media and art, since critical reflection about the history of Japanese cinema and the characteristics of film form more generally are also central to the course. Comparing films to the literary texts from which they were adapted enhances appreciation of the complex relationships between visual culture and literature in Japan.

Instructor: Goree

**JPN 280 - Japanese Pop Culture: From Haiku to Hello Kitty (in English) (1.0)**

A critical exploration of popular culture in Japan from its isolation in the 1600s to its globalization today. Topics include advertising, anime, architecture, art, fashion, film, food, games, literature, magazines, manga, music, performance, sports, television, and travel. Students engage directly with these topics by analyzing cultural phenomena, from geisha to baseball, in light of historical and theoretical perspectives drawn from the disciplines of literary criticism, cultural studies, film studies, and anthropology—all in an effort to understand Japan through patterns of consumption, cultural memory, gender, media, national identity, race, and sexuality. The course demonstrates the complexity and appeal of what is arguably the major alternative to American popular culture. No prior background in Japanese is required; all readings are in English translation.

Instructor: Goree

**JPN 295 - History, Imagination and Japanese Film (1.0)**

History, memory, and the passage of time loom large in Japanese cinema. This course explores this preoccupation with the past in films made in Japan by world-renowned directors such as Mizoguchi Kenji, Kurosawa Akira, Kinosita Keisuke, Ichikawa Kon, Kobayashi Masaki, Shinoda Masahiro, Imamura Shôhei, and Koreeda Hirokazu. By analyzing the historical visions of these and lesser-known filmmakers, students become familiar with Japanese history and the enduring impact of Japan’s rich cultural heritage up to the present time. The course is thus designed for students interested in learning about Japanese culture and history through visual narratives, but it is equally for students of film, media and art, since critical reflection about the history of Japanese cinema and the characteristics of film form more generally are also central to the course. Comparing films to the literary texts from which they were adapted enhances appreciation of the complex relationships between visual culture and literature in Japan.

Instructor: Goree
was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero? Why is he still appealing a millennium later? Focusing on The Genji and Murasaki’s diary, we examine the culture of the Heian court, Buddhist beliefs, the aesthetic of mono no aware (a beauty evocative of longing), and the literature (poetry, prose, and ladies’ diaries) of the court salons. Films, plays, animation, and modern novels modeled on The Genji will also be discussed in class. No Japanese language required.

Instructor: Morley (Theatre Studies)
Prerequisite: One course on Japan or by permission of the instructor.
Cross-Listed as: THST 353
Distribution: LL
Term(s): Spring

JPN 354 - Becoming Modern: Japanese Literature from 1680 to 1920 (1.0)
When did Japanese fiction become modern? The conventional answer: when Japanese writers turned to the West for inspiration as Japan sped toward industrialized nationhood in the late 19th century. An alternative proposition—and the one explored in this course—is that it started much earlier with the emergence of commercial publishing in the 17th century, when Japan was relatively secluded from the rest of the world and writers still sought inspiration from China. In order to think through what counts as "modern" in literary Japan before and after dawnning to the West, students read works by Ihara Saikaku, Higuchi Ichiyō, and Tanizaki Junichirō, among other celebrated writers, while considering the role of political change, class, gender, technology, and nationalism in the emergence of new forms and thematic preoccupations.

Instructor: Guree
Prerequisite: One of the following courses: JPN 251, JPN 252, JPN 255, JPN 256, JPN 259
Distribution: LL
Term(s): Not Offered

JPN 355 - Japanese Writers Explore Their World (1.0)
Longing, dreams, and transformations, recurrent subjects in early Japanese literature; are familiar to us from animation and popular culture. We will return to the beginnings of these themes in the great works of Japanese poetry and prose in translation from the seventh through the eighteenth centuries: The Pillowbook, The Tale of Genji, medieval tales of miraculous transformations, puppet plays and kabuki, among others. Who were the writers, and for whom were they writing? What role did Buddhism and Shinto play? How were the concepts of longing and dream transformed into a unique aesthetic that has continued to influence Japanese culture? For 300 level credit students will read selections from the works covered in class in the original Japanese during an extra weekly class meeting.

Instructor: Morley (Theatre Studies)
Prerequisite: JPN 232 or permission of the instructor.
Cross-Listed as: THST 355
Distribution: LL
Term(s): Not Offered
Not open to students who have taken JPN 251/THST 251

JPN 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall, Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

JPN 370 - Senior Thesis (1.0)
Prerequisite: JPN 360 and permission of the department.
Distribution: None
Term(s): Fall, Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

KOR - Korean Language and Culture Courses

KOR 101 - Beginning Korean (1.25)
An introductory course on standard conversational Korean for students who have little or no knowledge of Korean. The course will provide basic skills in speaking, listening, reading, and writing, with a focus on spoken language proficiency. The course will emphasize the development of communication skills in given situations and tasks, and provide an introduction to sociocultural interests and daily life in Korea. Four 70-minute classes with regular individual meetings.

Instructor: Jang
Prerequisite: None
Distribution: None
Term(s): Fall
Each semester of KOR 101 and KOR 102 earns 1.25 units of credit. Students who are placed into KOR 101 must complete both semesters satisfactorily to receive credit for either course; those who are placed into KOR 102 must continue at the 200 level to retain credit for 102.

KOR 102 - Beginning Korean (1.25)
An introductory course on standard conversational Korean for students who have little or no knowledge of Korean. The course will provide basic skills in speaking, listening, reading, and writing, with a focus on spoken language proficiency. The course will emphasize the development of communication skills in given situations and tasks, and provide an introduction to sociocultural interests and daily life in Korea. Four 70-minute classes with regular individual meetings.

Instructor: Jang
Prerequisite: KOR 101 or equivalent
Distribution: None
Term(s): Spring
Each semester of KOR 101 and KOR 102 earns 1.25 unit of credit. Students who are placed into KOR 101 must complete both semesters satisfactorily to receive credit for either course; those who are placed into KOR 102 must continue at the 200 level to retain credit for 102.

KOR 201 - Intermediate Korean (1.25)
A continuation of KOR 101-KOR 102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Four 70-minute classes with regular individual meetings.

Instructor: Jang
Prerequisite: KOR 201-KOR 202 or permission of the instructor.
Distribution: LL
Term(s): Fall
Each semester of KOR 201 and KOR 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

KOR 202 - Intermediate Korean (1.25)
A continuation of KOR 101-KOR 102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Four 70-minute classes with regular individual meetings.

Instructor: Lee
Prerequisite: KOR 101-KOR 201, or placement by the department.
Distribution: LL
Term(s): Spring
Each semester of KOR 201 and KOR 202 earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Those who are placed into KOR 202 must continue at the third year level (231 or 232) to retain credit for 202.

KOR 206 - An Introduction to Korean Language and Culture (in English) (1.0)
This course aims to provide a fundamental understanding of Korean culture, society, and the Korean people by focusing on the Korean language. The development of language occurs in dynamic relation to culture and community. Topics include the origin and history of the Korean language, the writing system (Hangul-Korean alphabet), different dialects (including North Korean dialects), cross-linguistic analysis, intercultural communication, language use in pop culture, language variation across generations, neologism (new word formation) and slang, etc. The historical trajectory of Korean will be examined in relation to relevant sociopolitical and cultural trends. We will also explore diverse issues in contemporary Korean and popular culture using articles, films, dramas, etc. This course is expected to develop cross-cultural perspectives on the Korean language and its rich cultural heritage.

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

KOR 231 - Advanced Intermediate Korean I - Selected Readings and Formal Writing (1.0)
This course is designed for students to develop an advanced level of oral and literacy (reading and writing) skills. Students will have opportunities to improve their oral and written communication skills through student-led group discussions, presentations and compositions based upon various readings. The integrated activities and applications are designed to expand vocabulary and grammar patterns for advanced intermediate learners. We will also develop knowledge of formal and business Korean. These activities will contribute to an understanding of contemporary issues, cultures, and traditions in Korea. The class will be conducted entirely in Korean.

Instructor: Jang
Prerequisite: KOR 201-KOR 202 or permission of the instructor.
Distribution: LL
Term(s): Fall

KOR 232 - Advanced Intermediate Korean II - Selected Readings and Formal Writing (1.0)
This course is a continuation of KOR 231. More emphasis will be placed on enhancing students’ reading and writing fluency. Students will read various authentic materials including newspaper articles, formal essays, short stories, and business letters. Class activities and assignments will help students learn how to write in formal and academic settings. These include writing analytical papers, critical reviews, resumes, job applications, business correspondence, etc. Under the guidance of the instructor each student will present and write a critical review as a final project. Through this course, students will be able to expand their linguistic capacity to an advanced level. The class will be conducted entirely in Korean.

Instructor: Jang
Prerequisite: KOR 231 or permission of the instructor.
Distribution: LL
Term(s): Spring

KOR 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

KOR 256 - Gender and Language in Modern Korean Culture (in English) (1.0)
Postwar modernization and industrialization have brought dramatic changes in Korean society. In spite of remarkable economic growth and rapid social progress, Korean women still struggle with gender inequality. This course explores the relationship between language use and cultural views of womanhood in modern Korea, using phonetics, semantics, discourse analysis, and sociolinguistics. By examining actual language use in myths, movies, ads, and popular culture, we explore how sociolinguistic factors shape gender dichotomies, notions of individual identity, and ethnicity. Substantial evidence of linguistic data will be used to clarify the connection between language and gender as we address the challenges faced by women of East Asia.

Instructor: Lee
Prerequisite: None
Distribution: EC
Term(s): Fall

KOR 309 - Professional Korean Through Contemporary Texts and Multimedia (1.0)
This course aims at achieving advanced level fluency in reading and writing Korean through the study of various texts and multimedia. Course “texts” include contemporary works of Korean literature, current newspaper articles, broadcast news, and clips of television shows and films. The course will develop sophisticated interpretive and presentational skills in formal contexts while enhancing the student’s level of literary appreciation and intellectual analysis. The focus is on mastery of a wide range of vocabulary and idiomatic expressions, individual writing projects, classroom discussion, and presentations on assigned topics.

Instructor: Lee
Prerequisite: KOR 202 or permission by the instructor.
Distribution: LL
Term(s): Not Offered

KOR 350 - Research or Individual Study (1.0)
Prerequisite: KOR 309 or permission of the department and instructor.
Distribution: None
Term(s): Fall; Spring
EAST ASIAN STUDIES PROGRAM

AN INTERDEPARTMENTAL MAJOR

East Asian Studies Faculty Profiles

East Asian Studies is an interdisciplinary major offered jointly by faculty from departments at the College whose research and teaching interests focus on East Asia and from the Department of East Asian Languages and Cultures (EALC). The major is designed for students with a broad interest in East Asia. It encourages students to familiarize themselves with one or more countries or societies of East Asia and also requires that students have an area of concentration, which may be based on a country/culture or academic discipline. To major in EAS, students must fulfill requirements in Language and cultures, Humanities, and History and Social Sciences (see below). Through this combination of breadth and depth, students learn about the historic links between East Asian societies and how ideas, cultures, and policies flow across and shape life in East Asia today.

East Asian Studies Major

Goals for the East Asian Studies Major

- To familiarize students generally with the arts, histories, languages and literatures, religions, and the social, political, and cultural systems of East Asia
- To develop fuller expertise in a specific area of study, whether by country, or scholarly discipline
- To ensure a firm foundation in at least one of three East Asian languages: Mandarin Chinese, Japanese, or Korean

Requirements for the East Asian Studies Major

Prospective East Asian Studies majors should begin study of an East Asian language as soon as possible in their first year. The program also recommends that students take one or more courses that explore East Asia (such as HIST 274, REL 108, or EALC 225) in their first two years to attain familiarity with the region. The program encourages students to:

- Familiarize themselves with several East Asian societies and cultures.
- Choose an area of concentration that is country/culture-based or based on an academic discipline. For example, students may select a focused study of one country or culture (e.g. China, Japan, Korea(s)), or select a disciplinary or interdisciplinary focus (see below).

Prospective majors should consult with a member of the East Asian Studies faculty as early as possible to discuss their academic plans. Majors devise their own programs of study in consultation with an advisor from the student’s area of concentration. Both the major advisor and the program director must approve proposals for the major.

Ten units are required for the major, consisting of the following:

1. Language courses: four units.

   All students must complete at least four language courses above the 100 level in the language most appropriate to their area of concentration. Students will not receive credit toward the major for the first year of language study. Those who begin their language study at Wellesley in a 100-level language class must still complete at least four language courses. Students with native or near-native fluency in an East Asian language must also complete at least four units of language, possibly in a different Asian language, in consultation with their advisor. Language study beyond what is required for the major is strongly recommended.

   All majors are also encouraged to spend at least a summer or a semester studying abroad in China, Japan, Korea, or Taiwan. The East Asian Languages and Literatures Department, through the chairperson of EALC, must approve plans for language study taken away from Wellesley and to be applied toward the major.

2. Non-language courses: six units

   (1) All majors must also take at least one non-language course on East Asia in each of the following categories:
   i. Humanities
   ii. History and Social Science

   (2) A minimum of three non-language courses are required to fulfill a selected concentration, and two must be at the 300 level.

      i. Country/culture-based concentrations may focus on one of the following: China, Japan, Korea(s).
      ii. Discipline or focused interdisciplinary-based concentrations that are normally possible at Wellesley include arts and visual studies, history, linguistics, literature, politics, religion, and women’s and gender studies. Under unusual circumstances, and with the approval of her advisor and the program director, a student may design her own disciplinary concentration. Majors normally declare their concentration no later than the spring semester of their junior year.

   (3) A minimum of four non-language courses must be taken at Wellesley, including the required two units of 300-level courses. Of the two required 300-level courses, only one may be a 350, 360, or 370.

   (4) A maximum of two non-language courses taken outside Wellesley can count toward the major.

   (5) Some courses can count as a language or non-language course for the purpose of fulfilling requirements for the major. Each course unit can be credited only once toward the major. No double-counting (e.g. as both a language course and non-language course) is permitted.

   (6) One course in Asian American studies may be counted toward the major, provided that the course addresses a significant aspect of East Asian traditions, culture, or society in its global, cross-cultural contexts. Students should consult with their advisors.

Honors in East Asian Studies

The only route to honors in the major is writing a thesis and passing an oral examination. A grade point average of at least 3.5 in the major, above 100-level courses, is the minimum requirement for application. Students must also submit a dossier of required material, including a thesis proposal, to the EAS director and the Faculty Advisory Committee, which will approve students for admission. The director will inform students of the dossier requirements and submission deadlines. The Faculty Advisory Committee may petition on behalf of a student whose GPA in the major is between 3.0 and 3.5, if her dossier is particularly strong. See Academic Distinctions.

Transfer Credits in East Asian Studies

In order to obtain Wellesley credit for any EAS-related course taken at another institution during the academic year or summer, the student must obtain approval from the College Registrar and the program director prior to enrolling in the course. First the Registrar must award the appropriate college credit for each unit. Second, the approval of the course/s to be credited to the EAS major must be granted by the program director. Students should present relevant syllabi and other materials about the prospective course to the director. Students, especially those taking EAS courses abroad, may be required to contact the course instructor in order to obtain specific details about the course in cases where the online course description may be insufficient to make an informed decision.

Courses for Credit Toward the East Asian Studies Major

Language Courses (Mandarin Chinese, Japanese, Korean):

See offerings in Department of East Asian Languages and Cultures (EALC)

Requirements List

Humanities:

- AMST 212 Korean American Literature and Culture
- ARTH 238 Chinese Art and Architecture
- ARTH 240 Asian Art and Architecture
- ARTH 248 Chinese Painting: Theories, Masters, and Principles
- ARTH 255 Twentieth-Century Chinese Art
- ARTH 337 Seminar: Topics in Chinese Painting
- ARTH 341 Seminar: The Landscape Painting of China, Korea, and Japan
- ARTH 346 Seminar: Poetic Painting in China, Korea, and Japan
- CAMS 203 CHIN 243 Chinese Cinema (in English)
- CAMS 205 JPN 256 History of Japanese Cinema (in English)
- CHIN 208 Writing Modern China (in English)
- CHIN 211 Dream of the Red Chamber in Chinese Literature and Culture (in English)
- CHIN 212 Speaking What’s On My Mind: Classical Chinese Poetry and Song
- CHIN 223 When Women Rode Horses: The Tang Dynasty, China’s Golden Age (in English)
- CHIN 231 Chinese and the Languages of China (in English)
- CHIN 243 CAMS 203 Classical Chinese Theater (in English)
- CHIN 245 Chinese Women in a Century of Revolution (in English)
### EAS - East Asian Studies Courses

#### EAS 250 - Research or Individual Study (1.0)
- **Prerequisite:** Permission of the instructor.
- **Distribution:** None
- **Term(s):** Fall; Spring

#### EAS 350 - Research or Individual Study (1.0)
- **Prerequisite:** Permission of the instructor. Open to juniors and seniors.
- **Distribution:** None
- **Term(s):** Fall; Spring

#### EAS 360 - Senior Thesis Research (1.0)
- **Prerequisite:** EAS 360 and permission of the director.
- **Distribution:** None
- **Term(s):** Fall; Spring

#### EAS 370 - Senior Thesis (1.0)
- **Prerequisite:** EAS 360 and permission of the director.
- **Distribution:** None
- **Term(s):** Fall; Spring

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

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, economics examines a broad range of institutions and focuses on their interactions within a structured analytical framework. The complete survey of economics consists of both ECON 101 and ECON 102. Any student who plans to take economics after ECON 101 and ECON 102 should consult a department advisor.

Economics Major

Goals for the Economics Major

Our majors should attain
1. a basic understanding of economic principles
2. an ability to engage in critical reasoning
3. competency in written and oral arguments

These skills are essential in helping each of our majors to graduate as more informed consumers, students, voters and workers. Included in a basic understanding of economics is an appreciation of trade-offs and opportunity costs, the role of government in a market economy, efficiency and equity in market outcomes, the costs and benefits of international trade, the challenge of stabilizing the macroeconomy, and the factors that raise the long-term growth rate of the economy. The critical reasoning skills our students should also develop include an ability to evaluate the logic of an argument, to employ analytical tools to construct an argument, and to use empirical evidence to support or reject a position. Our students develop rigorous quantitative skills. Having gained a core understanding of economics and having developed critical reasoning skills, our majors should be able to convey their insights in well-constructed written and oral presentations.

Requirements for the Economics Major

The economics major consists of a minimum of nine units. The major must include core course work in microeconomics (ECON 101 and ECON 201), macroeconomics (ECON 102 and ECON 202), and statistics (ECON 103 and ECON 203), as well as at least two 300-level units (ordinarily not counting ECON 350, ECON 360, or ECON 370). A minimum of two 300-level courses must be taken at Wellesley. With prior approval, a 300-level MIT economics course may be used to satisfy one of the 300-level requirements.

Students who have completed MATH 220 (by Spring 2018), STAT 218 or PSYC 205 need not complete ECON 103, but must take an additional economics elective to complete the major. Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the department handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with several other mathematical tools, is central to the discipline. One semester of mathematics at Wellesley at the level of MATH 115 or above is required for all ECON 201, ECON 202, and ECON 203 sections. We encourage students to consult a departmental advisor about whether additional mathematics courses might be desirable. Students interested in economics and its applications in international relations might want to consider the interdepartmental major in International Relations-Economics listed under International Relations in this bulletin.

Honors in Economics

The department offers majors two programs for pursuing departmental honors. Under program I, a student completes two semesters of independent research (ECON 360 and ECON 370) culminating in an honors thesis. Under program II, a student completes one semester of independent research (ECON 350) related to previous 300-level course work, and then submits to an examination in economics that includes the topic covered in her research project. Ordinarily, a student is expected to complete all of the core coursework and one 300-level course before enrolling in the honors program. Admission to the honors program requires students to have a GPA of 3.5 or higher in their economics courses above the 100 level. All honors candidates are expected to participate in the economics research seminar.

Transfer Credit in Economics

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department’s transfer credit advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere normally will not be transferred at the 300 level. ECON 201, ECON 202, and ECON 203 ordinarily should be taken at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department’s transfer credit advisor.

Advanced Placement Policy in Economics

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the remaining half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). Students who have AP or IB credit in statistics should consult the department chair regarding enrollment in ECON 103. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in economics.

Advanced Placement Policy in Economics

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the remaining half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). Students who have AP or IB credit in statistics should consult the department chair regarding enrollment in ECON 103. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in economics.

Economics Minor

Requirements for the Economics Minor

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in area studies, business, international relations, law, public administration, public health, or other such professions. The minor consists of ECON 101, ECON 102, and ECON 103, plus two additional 200-level units, ordinarily excluding ECON 201, ECON 202, and ECON 203. A student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics. Students who have completed MATH 220 or PSYC 205 need not complete ECON 103 but must take an additional economics elective to complete the minor.

Students are urged to supplement their major or minor program in economics with related courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science, and sociology.

ECON - Economics Courses

ECON 101 - Principles of Microeconomics (1.0)

This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Instructor: Staff
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: SBA
Term(s): Fall; Spring

ECON 102 - Principles of Macroeconomics (1.0)

This course follows ECON 101 and analyzes the aggregate dimensions of a market-based economy. Topics include the measurement of national income, economic growth, unemployment, inflation, business cycles, the balance of payments, and exchange rates. The impact of government monetary and fiscal policies is considered.

Instructor: Staff
Prerequisite: ECON 101. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: SBA
Term(s): Fall; Spring

ECON 103 - Introduction to Probability and Statistical Methods (1.0)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications.

Instructor: Levine, McKnight, Swingle (Sociology)
Prerequisite: ECON 101, ECON 102, or one course in sociology and fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 220, PSYC 205, or POL 199.
Cross-Listed as: SOC 190
Distribution: SBA; QRF
Term(s): Fall; Spring; Summer I

Students must register for a laboratory section, which meets for an additional 70 minutes each week. Does not satisfy the laboratory requirement.

WRIT 112-ECON 104 - Contemporary Economic Issues (1.0)

We are living through the most turbulent economic times in recent history, and we find ourselves facing
The credit/noncredit grading option is not available for this course.

Emphasis will be placed on real-world applications.

serial correlation, and others will be considered.
inference, dummy variables, hetero-skedasticity,
the First-Year Writing requirement and counts as a
audiences.

students.

Term(s): Fall; Spring

ECON 210 - Financial Markets (1.0)

Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Instructor: Joyce
Prerequisite: ECON 101, ECON 102, and ECON 103.
Distribution: SBA
Term(s): Not Offered

ECON 213 - International Finance and Macroeconomic Policy (1.0)

This course introduces the study of macroeconomics in an open economy. Topics include basic features of foreign exchange markets, the structure of the balance of payments accounts, and the effectiveness of macroeconomic policy under fixed and flexible exchange rates and varying degrees of capital mobility. The course also examines the evolution of the international financial system, the role of the IMF, the creation of the European Monetary Union, and the recent financial crises in East Asia, Russia, and Brazil.

Instructor: Weerapana
Prerequisite: ECON 101 and ECON 102.
Distribution: SBA
Term(s): Fall

ECON 214 - Trade Policy (1.0)

An introduction to international trade in theory and practice. Emphasis on the microeconomic dimensions of trade relations between countries, examining why nations engage in international trade and evaluating the benefits and costs of such activity. Topics to be covered include trade and the welfare of workers in developed and developing nations; arguments for and against trade protection; the use of tariffs, quotas, and other trade barriers; and the choice of trade strategies in developing economies.

Instructor: Poterack
Prerequisite: ECON 101 and ECON 102.
Distribution: SBA
Term(s): Not Offered

ECON 220 - Development Economics (1.0)

Survey and analysis of problems and circumstances of less-developed nations. Examination of theories of economic growth for poor nations. Review of policy options and prospects for low- and middle-income economies. Specific topics include: population growth, poverty and income distribution, foreign aid, and human resource strategies.

Instructor: Abeberese
Prerequisite: ECON 101, ECON 102, ECON 103 recommended.
Distribution: SBA
Term(s): Fall

ECON 222 - Games of Strategy (1.0)

Should you sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? The effects of decisions in such situations often depend on how others react to them. This course introduces some basic concepts and insights from the theory of games that can be used to understand any situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use is made of in-class experiments, examples, and cases drawn from business, economics, politics, movies, and current events.

Instructor: Shashtri
Prerequisite: ECON 101. Permission of the instructor required.
Distribution: SBA

ECON 223 - Health Economics (1.0)

An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care, health insurance markets, cost controlling insurance plans (HMOs, PPOs, IPAs), government health care programs (Medicare and Medicaid), variations in medical practice, medical malpractice, competition versus regulation, and national health care reform.

Instructor: Coile
Prerequisite: ECON 101
Distribution: SBA
Further development and application of the tools of analysis developed in ECON 201 (Intermediate Micro). Students will study advanced topics in consumer and producer theory, particularly addressing the existence of risk, uncertainty, asymmetric information, and noncompetitive market structures. Other areas to be covered include general-equilibrium analysis, game theory, and prospect theory.

Instructor: Skeath
Prerequisite: ECON 201. MATH 205 recommended.
Distribution: SBA
Term(s): Fall

ECON 302 - Advanced Macroeconomics (1.0)
In this course, students will learn about, and apply, mathematical techniques and econometric tools from doing macroeconomic analysis. In terms of mathematical preparation, students are expected to have a good knowledge of calculus and will be introduced to relevant topics in linear algebra, differential equations, and dynamic optimization. In terms of econometrics, students will learn about time-series econometrics and vector auto-regressions. Economic applications will include economic growth, search models of unemployment, New Keynesian models for macroeconomic policy evaluation, and dynamic stochastic general equilibrium models.

Instructor: Neumuller
Prerequisite: ECON 201, ECON 202, ECON 203, and MATH 205.
Distribution: SBA
Term(s): Not Offered

ECON 303 - Advanced Econometrics (1.0)
This course will develop students' understanding of causal inference in cutting-edge empirical research. Students will develop tools for their own work and enhance their ability to critically evaluate research in the social sciences. How should a researcher approach an empirical question? How should a policymaker evaluate the impact of a program? Topics include randomized experiments, instrumental variables, panel data, and regression discontinuity designs. Applications will emphasize research on the frontier of applied microeconomics.

Instructor: Fetter
Prerequisite: ECON 201, ECON 203, MATH 205. MATH 206 recommended. Students who have not taken MATH 206 should consult with the instructor.
Distribution: SBA
Term(s): Fall

ECON 306 - Economic Organizations in U.S. History (1.0)
This course will use the insights of organization theory to analyze the development of the U.S. economy. The main topics to be examined will include: the evolution of the U.S. banking and financial system and the institutional changes underlying each phase of its development; the contractual foundations of business organizations and the choice between partnerships and the corporate form; the rise of big business and the great merger wave of the 1890s and the legal changes that made these developments possible; and the regulatory innovations of the Securities and Exchange Commission in the 1930s. The course will employ a variety of sophisticated theoretical and empirical methods in analyzing these developments and will present them in comparative international perspective.

Instructor: Hett
Prerequisite: ECON 201, ECON 202, and ECON 203.
Distribution: SBA; HS
Term(s): Fall

ECON 310 - Public Economics (1.0)
This course explores the reasons for government intervention in the economy and the responses of households and firms to the government's actions. Economic models and empirical research are used to analyze tax policies and spending programs. Topics include the effect of taxes on savings and labor supply, externalities and public goods, and social insurance programs such as social security and unemployment insurance.

Instructor: Coile
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Not Offered

ECON 311 - Economics of Immigration (1.0)
This course examines the economic causes and consequences of international migration, both historically and in the present, with a focus on the U.S. experience. We explore changes in immigration law over time and the political debates surrounding immigration in the past and present. Topics include the effect of immigrants on the wages of the native born; immigrants' use of welfare and other social services; and immigrants' involvement in crime and their treatment in the criminal justice system. In each case, students will discuss the popular perception, the theory, and the empirical evidence, with a focus on the public policy alternatives for dealing with each issue.

Instructor: Butcher
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Not Offered

ECON 312 - Economics of Globalization (1.0)
The process of globalization has aroused great controversy. This course examines the reasons for the integration across borders of the markets in goods and the factors of production, and the consequences of these trends. In the first part of the course we discuss the meanings, measurement, and history of globalization. We then investigate the rationale and record of international trade, the immigration of labor, and global financial flows. We examine issues related to international public goods, and the need for collective solutions to such global problems as pandemics and pollution. We also investigate the records of international governmental organizations.

Instructor: Joyce
Prerequisite: ECON 201
Distribution: SBA
Term(s): Fall

ECON 313 - Seminar: International Macroeconomics (1.0)
Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange-rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance-of-payments deficits.

Instructor: Joyce
Prerequisite: ECON 202 and ECON 203.
Distribution: SBA
Term(s): Spring

ECON 314 - Advanced International Trade (1.0)
This course analyzes the causes and consequences of international trade. The theory of international trade and the effects of trade policy tools are developed in both perfect and imperfect competition, with reference to the empirical evidence. This framework
serves as context for the consideration of several important issues: the effect of trade on income inequality, the role of government in shaping social policy and its impact on households; and the ways in which actual behavior deviates from the classical assumptions of perfect rationality and narrow self-interest.

Instructor: Abeberese
Prerequisite: ECON 201 and ECON 203
Distribution: SBA
Term(s): Fall
ECON 318 - Economic Analysis of Social Policy (1.0)

This course uses economic analysis to evaluate important social policy issues in the United States, focusing on the role of government in shaping social policy and its impact on households. Students will study recent research in the field and examine empirical evidence on these topics.

Instructor: Levine
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Spring
ECON 320 - Economic Development (1.0)

This course examines what factors help to explain why some countries are rich and others poor and whether economic policies can affect these outcomes. We will study key aspects of life for poor households in developing countries, focusing on inequality, gender, and the intra-household division of resources; education; child labor; health; savings and credit; institutions; and globalization. Students will study recent research in the field and examine empirical evidence on these topics.

Instructor: Shastry
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Fall
ECON 319 - Economic Analysis of Social Policy (1.0)

This course uses economic analysis to evaluate important social policy issues in the United States, focusing on the role of government in shaping social policy and its impact on households. Students will study recent research in the field and examine empirical evidence on these topics.

Instructor: Abeberese
Prerequisite: ECON 201 and ECON 203
Distribution: SBA
Term(s): Fall
ECON 324 - Behavioral and Experimental Economics (1.0)

Why do people give to charity? What can be done to convince more people to save money in retirement plans? This course explores these and other questions by introducing psychological phenomena into standard models of economics. Evidence from in-class experiments, real-world examples, and field and laboratory data is used to illustrate the ways in which actual behavior deviates from the classical assumptions of perfect rationality and narrow self-interest.

Instructor: Shurkin
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Fall
ECON 326 - Seminar: Advanced Economics of Education (1.0)

This course applies modern econometric methods and evaluation design to the analysis of contemporary issues in education policy. Methods include randomized experiments, regression-discontinuity analysis, and the use of panel data. Issues include school accountability, private-school vouchers, and policies toward teacher labor markets. Students will conduct extensive empirical analysis of education data.

Instructor: McIwan, Patrick
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Spring
ECON 327 - The Economics of Law, Policy and Inequality (1.0)

This course uses an economic framework to explore the persistent issue of inequality in the U.S. The course will pay special attention to racial inequality. We will use economic theory to analyze the rules governing important societal institutions, like the criminal justice system, to understand their theoretical implications for inequality. After examining the theory, we will closely examine the empirical evidence that tests for discrimination in criminal procedures, school finance, residential choices, media coverage, labor market outcomes, and more.

Instructor: Park
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Fall
ECON 328 - Environmental Issues in Developing Countries (1.0)

Poor sanitation, inadequate waste management, contaminated water supplies and exposure to indoor air pollution affect millions of people in developing countries and pose continuing risks to their health. The objective of this course is to provide students with a set of theoretical, empirical and practical skills to estimate the causal impact of environmental policies and programs with a particular focus on less-developed countries. Examples from the readings will explore the effect of laws, NGO programs or natural experiments on environmental quality and sustainability. Students will learn to critically analyze existing studies and to gauge how convincingly the research identifies a causal impact. Students will use these skills to develop an evaluation plan for a topic of their choice at the end of the term.

Instructor: Keskin
Prerequisite: ECON 201 and ECON 203
Distribution: SBA
Term(s): Spring
ECON 329 - Labor Economics (1.0)

The course will use economic models and empirical research to analyze labor markets. The main topics include the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Students will explore the wage gap between men and women, the effects of immigration on the U.S. labor market, and the investment in human capital.

Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Not Offered
ECON 332 - Advanced Health Economics (1.0)

This course applies microeconomic theory to issues in health care, medical care, and health insurance. Emphasis is placed on policy-relevant empirical research. Topics include the impact of health insurance on health, the interaction between health insurance and the labor market, the government's role in health care, the economics of medical provider reimbursement, and the effects of medical malpractice policy.

Instructor: McKnight
Prerequisite: ECON 201 and ECON 203.
Distribution: SBA
Term(s): Spring
ECON 334 - Domestic Macroeconomic Policy (1.0)

This course will examine domestic macroeconomic policy from both an analytic and practical perspective. For both fiscal and monetary policy, the course will investigate the economics of how policy is meant to work, the process by which policy is made, and the evidence of its effectiveness. The class also will include a policy simulation exercise to provide insights into the challenges faced by decision-makers. This course will develop expertise needed to critically evaluate debates about macroeconomic policy, including stimulus spending, balancing the federal budget, and the actions taken by the Federal Reserve during the Great Recession.

Instructor: Sichel
Prerequisite: ECON 202 and ECON 203.
Distribution: SBA
Term(s): Spring
ECON 335 - Calderwood Seminar in Public Writing: Economic Journalism (1.0)

Students will combine their knowledge of economics, including macro, micro, and econometrics, with their skills at exposition, in order to address current economic issues in a journalistic format. Students will conduct independent research to produce weekly articles. Assignments may include coverage of economic addresses, book reviews, recent journal articles, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work.

Instructor: Lindauer
Prerequisite: ECON 201, ECON 202, and ECON 203.
Distribution: SBA
Term(s): Spring
ECON 341 - Industrial Organization (1.0)

This course uses applied microeconomic theory to study the relationships between firm conduct, market structure, and industry performance. Topics include monopoly power and imperfect competition, price discrimination, product differentiation, firm entry/exit, advertising, and standard setting. The course will introduce the possibility that free
markets may not produce the socially optimal set of products. Emphasis will be divided equally between the strategic implications of the models and the policy implications.

Instructor: Johnson
Prerequisite: ECON 201
Distribution: SBA
Term(s): Spring

**ECON 343 - Seminar: Feminist Economics (1.0)**
An exploration of the diverse field of feminist economics that critically analyzes both economic theory and economic life through the lens of gender and advocates various forms of feminist economic transformation. Areas of focus include: economic analysis of gender differences and inequality in the family and in the labor market; feminist critiques of current economic institutions and policies, and suggested alternatives; and feminist critiques of economic theory and methodology.

Instructor: Matthaei
Prerequisite: ECON 201, ECON 202.
Distribution: SBA
Term(s): Not Offered

**ECON 350 - Research or Individual Study (1.0)**
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

**ECON 360 - Senior Thesis Research (1.0)**
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

**ECON 370 - Senior Thesis (1.0)**
Prerequisite: ECON 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

**ECON 380 - Economics Research Seminar (0.5)**
A seminar for senior economics majors engaged in independent research. Students will learn about the use of empirical techniques in economics, including the opportunity to engage with the research of prominent economists, who present their work at the Calderwood and Goldman seminars hosted by the department. Students will also present and discuss their own research at weekly meetings. Students may not accumulate more than 0.5 credit for this course.

Instructor: Hilt
Prerequisite: Limited to senior Economics majors doing independent research.
Distribution: SBA
Term(s): Fall; Spring
Mandatory credit/noncredit.
Education Faculty Profiles

Associated in Education: Denis Cleary (History Teacher, Concord Carlisle High School); Charli Dalheim (Elementary Teacher, Heath School, Brookline); Jennifer Friedman (Elementary Literacy, Wellesley Public Schools); David Gottsch (Newton Public Schools); Heather Haskell (Elementary Teacher, Hunnewell School, Wellesley); Kristina Heavey (MIT Teacher Education Program Manager); Inna Kantor London (English Teacher, Framingham High School); Stacey Reed (Wayland Middle School).

Education is at the center of social and personal life. Its study is necessarily interdisciplinary. We offer a variety of courses, each one with its own distinct intellectual challenge, but all seeking to connect different points of view, whether the course is focused on urban education, school reform, diversity, policy, history, research, child welfare, literacy, language, play, or learning to teach. We invite students to try a single course (first-year seminars and many other different first courses are possible) and to consider one of the two minors we offer, the Teaching and Learning Studies and Education Studies minors.

Education Minors

Goals for Education Minors

- Teaching and Learning Studies minors will acquire the knowledge and skills needed to be teachers of their subject(s) with students in elementary, middle, or high schools. They will become able to collaborate, to reflect on and discuss critically their teaching and the situation of their students, and to learn from further experience and study.

- Education Studies minors will acquire a multifaceted, critical perspective on education in a variety of time periods and settings, including urban ones, and on policy issues and methods of educational research. They will be ready to continue learning through further study, discussion, and reflection.

Requirements for Education Minors

The education department offers two minors (but no major). one in Teaching and Learning Studies and one in Education Studies. The minors offer opportunities to explore teaching and education from the perspective of a classroom teacher or as a field of study. Students may choose to focus on urban education within either minor.

Teaching and Learning Studies with option for certification (licensure)

This minor explores teaching and its connection to learning from the viewpoint of a practicing teacher and can lead to state certification. The life of a teacher can be the most rewarding of all professions; the intellectual and personal challenges are endless. This minor offers the great opportunity to prepare for teaching in collaboration with other talented, dedicated Wellesley students.

For the interested candidate, we offer multiple paths to teaching. Some students complete our full teacher certification program and are prepared to teach full-time upon graduation. Student teachers are named Wellesley Teacher Scholars. Other students pursue a program with shorter internships and decide to enrol in graduate teacher preparation programs or other alternative teacher certification programs. We invite you to discuss with us the variety of courses, internships, and paths into teaching. We will support your work in any of these paths even if you decide not to declare a minor.

Internships (and possible certification) are available for high school (grades 9-12), middle school (grades 5-8), or elementary school (grades 1-6). Generally, the program requires students to take specified subject-matter courses within their teaching fields along with five to seven education and psychology courses. For the interested candidate, we offer multiple paths to teaching. Some students complete our full teacher certification program and are prepared to teach full-time upon graduation. Student teachers are named Wellesley Teacher Scholars. Other students pursue a program with shorter internships and decide to enrol in graduate teacher preparation programs or other alternative teacher certification programs. We invite you to discuss with us the variety of courses, internships, and paths into teaching. We will support your work in any of these paths even if you decide not to declare a minor.

The Teaching and Learning Studies minor consists of five courses chosen from the following:

(A) one or two of WRIT 114/EDUC 102, EDUC 110, EDUC 117, EDUC 200, EDUC 201, EDUC 212, EDUC 213, EDUC 215, EDUC 216, EDUC 335, PSYC 248, PSYC 321, MIT 11.124, MIT 11.125 or other approved course; (B) three or four of EDUC 200, EDUC 201, EDUC 300, EDUC 302, EDUC 303, EDUC 304, EDUC 305, EDUC 310, EDUC 314, EDUC 322, EDUC 325, or PSYC 207 (or PSYC 208) Specific requirements for teacher certification are:

- (A) at least one introductory course from list (A) above; and
- (B) arts and sciences coursework appropriate to the specific teaching field (please contact the department for details); and
- (C) for middle or high school certification, EDUC 325, EDUC 300, EDUC 302, and EDUC 303.

OR

(C) for elementary certification, EDUC 310, EDUC 314, EDUC 302, EDUC 303, EDUC 304, and EDUC 305. We recommend that, if possible, all those doing elementary certification take EDUC 310 and EDUC 314 before their senior year. Note: EDUC 310 and EDUC 314 must be completed by Wellesley Teacher Scholars before entering a full time student teaching practicum in the spring semester.

Education Studies

The Education Studies minor is designed to establish a foundation of knowledge about education as a field of study. It is intended for students interested in topics related to education, such as the origins of education and child welfare practices, the role of schools in society and communities, school reform, questions of educational theory and research, and the relation of education to social problems.

Education Studies minors should choose courses intentionally and fill out and file a coherent plan of study, optimally during the sophomore year, or as soon as possible thereafter, in consultation with Barbara Beatty or Soo Hong. Suggested subject-specific concentrations include historical and philosophical perspectives on education, childhood and youth studies, education policy, family and community engagement, and urban education. For all Education Studies minors, fieldwork in a school or educational program is highly recommended. The Education Studies minor may be pursued by students considering a career in teaching but does not satisfy requirements for teacher certification.

The Education Studies minor consists of five courses chosen from the following:

- (A) At least two of EDUC 212 or EDUC 215 or EDUC 216 and
- (B) three electives to be chosen from WRIT 114/EDUC 102, EDUC 110, EDUC 117, EDUC 213, EDUC 312, EDUC 334, EDUC 335 or MIT 11.125, with the possible substitution of no more than one of the courses listed in Courses for Credit Toward the Minor. No more than one 100-level course may be included in the minor. At least one 300-level education course must be included in the minor. Note: Not all of these courses are offered every year; some may be limited to majors in these fields.

Courses for Credit Toward the Education Minors

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ECON 226</td>
<td>Economics of Education Policy</td>
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<tr>
<td>ECON 326</td>
<td>Seminar: Advanced Economics of Education</td>
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<tr>
<td>ENG 205</td>
<td>Writing for Children</td>
</tr>
<tr>
<td>PSYC 207</td>
<td>Developmental Psychology</td>
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<td>PSYC 208</td>
<td>Adolescence</td>
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<td>PSYC 248</td>
<td>Psychology of Teaching, Learning, and Motivation</td>
</tr>
<tr>
<td>PSYC 306R</td>
<td>Research Methods in Developmental Psychology and the School Experience</td>
</tr>
<tr>
<td>PSYC 326</td>
<td>Seminar: Child and Adolescent Psychopathology</td>
</tr>
<tr>
<td>PSYC 333</td>
<td>Clinical and Educational Assessment</td>
</tr>
<tr>
<td>QR 180</td>
<td>Statistical Analysis of Education Issues</td>
</tr>
<tr>
<td>SOC 123</td>
<td>First-Year Seminar: Growing Up Unequal</td>
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<td>SOC 308</td>
<td>Children in Society</td>
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<tr>
<td>CHEM 306</td>
<td>Seminar</td>
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<tr>
<td>WGST 102Y</td>
<td>First-Year Seminar: Lessons of Childhood: Representations of Difference in Children’s Media</td>
</tr>
</tbody>
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Title II information can be viewed at https://www.wellesley.edu/education/minor/titles-ii

EDUC - Education Courses

EDUC 117Y - First-Year Seminar: Understanding Diversity and Promoting Equity in Schools (1.0)

Despite popular notions of increasing diversity, schools today have become more segregated by race, class and ethnicity. In a society that values diversity and inclusion, how have educational practices fallen short? In this course, we will explore the ways K-12 and higher education settings have responded to diversity and promoted equity in schools. To examine these questions, we use research texts, narrative, storytelling and documentary film to integrate theoretical perspectives with the lived
EDUC 213 - Seminar: Social and Emotional Learning and Development: Theoretically informed Practice for K-12 education (1.0)

Social and emotional learning is fast becoming one of the most exciting areas of teaching and learning in U.S. schools. This seminar will examine how social, emotional, and academic learning can be interwoven with what we understand about child and youth development, to inform practices in schools and in the care of children. It will also look at how social and emotional learning is correlated with civic participation and responsibility, and the critical role educators play in the development of these competencies in K-12 schools. We will study the connection between social-emotional skills and school climate, and explore the distinguishing features of cognitive, social, and emotional development at the elementary, middle, and high school levels. We will also look at historical and contemporary evidence-based, social-emotional practices and programs in a range of urban and suburban schools.

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

EDUC 215 - Understanding and Improving Schools (1.0)

Can schools remedy inequalities, or do they reflect and (re)produce them? Drawing from work in educational anthropology, sociology, history, and critical theory, we ask what schools are meant to produce and how this production functions in the everyday life of schooling. We will examine the proposition that schools can be oppressive spaces, and then consider how communities have organized their own struggles to demand and define humanizing and liberatory education. We ask—always—what the purpose of education should be.

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

EDUC 216 - Education and Social Policy (1.0)

An examination of education policy in recent decades as well as the social, political, and economic forces that have shaped those policies over the years. We will analyze the different—and sometimes conflicting—goals, motivations, and outcomes of educational policies. Why do policies exist? Why do they change? How are they enforced? What are the implications of different policy approaches?

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

Meets one of the course requirements toward Department of Education and Care Teacher Certification.

EDUC 212 - Seminar: History of American Education (1.0)

An intensive study of the role that education has played in American society and of the evolution of support and expectations for public schools. We will examine how schools have served the needs of immigrants and students from different gender, racial, ethnic, linguistic, social class, and religious backgrounds. We will focus on the education of teachers, the organization of urban school systems, the growth of high schools and preschools, attempts to reform schools and the curriculum, and efforts to promote equal educational opportunity and social justice through education.

Instructor: Beatty
Prerequisite: None
Distribution: HS
Term(s): Fall

WRIT 114-EDUC 102 - Education in Philosophical Perspective (1.0)

This course is guided by questions such as: What is education? How do an individual’s own efforts to make sense of the world and to guide her life relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and teaching. We will use the works of earlier writers (for example, Confucius, Plato, and Dewey) and contemporary writers as starting points in our investigations.

Instructor: Hong
Prerequisite: None. Open to first-year students only.
Distribution: SBA
Term(s): Not Offered
Mandatory credit/noncredit.

EDUC 200 - Theory and Practice in Early Childhood Care and Education (1.0)

Starting with a broad, historical overview of child development and developmental theories, we will connect ideas about children’s learning and teaching practices with current perspectives of early childhood education. Emphasis will be on recognizing the changing needs and developmental differences in infants, toddlers, and preschoolers as they grow in all skill areas—motor, cognitive, social, emotional, and language and communication. Through readings, focused observations, writing assignments, and reflective discussion, students will learn to make the connections between developmental understanding and appropriate curriculum planning in an Early Childhood setting.

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

Meets one of the course requirements toward Department of Education and Care Teacher Certification.

EDUC 230 - Practicum: Curriculum and Supervised Teaching (1.0)

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. Students interested in working with middle- or high-school students should enroll in section 302-01; students interested in working with elementary or preschool students should enroll in section 302-02.

Instructor: Hawes, Rubin
Prerequisite: EDUC 300 or EDUC 304 or by permission of the instructor.
Corequisite: EDUC 303, and EDUC 365 for students interested in working with elementary or preschool students.
Distribution: SBA
Term(s): Spring

Open to students seeking substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 303 - Practicum: Curriculum and Supervised Teaching (1.0)

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement required. Students interested in working with middle- or high-school students should enroll in section 303-01; students interested in working with elementary or preschool students should enroll in section 303-02.

Instructor: Hawes, Rubin
Prerequisite: Students seeking teacher certification must apply to the department for admission to this course in the semester before it is taken; otherwise, students should contact the instructor either before or soon after registration to plan their field placement.
Corequisite: EDUC 302, and EDUC 365 for students interested in working with elementary or preschool students.
Distribution: SBA
Term(s): Spring

Open to students seeking substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement. Mandatory credit/noncredit.

EDUC 304 - Curriculum and Instruction in Elementary Education (1.0)

Open to students seeking substantial observation and teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 300 - Teaching and Curriculum in Middle School and High School (1.0)

EDUC 200 - Theory and Practice in Early Childhood Care and Education (1.0)
A seminar taught by a team of experienced teachers. This course focuses on curriculum development, planning, instruction, assessment, and the use of technology in elementary school classrooms. Additional laboratory periods for teaching presentations and an accompanying field placement are required.

Instructor: Friedman, Haskell, Reed, Rubin, Tutin
Prerequisite: EDUC 304 or by permission of the instructor.
Distribution: EC
Term(s): Fall
Mandatory for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 305 - Curriculum, Instruction and Special Needs in Elementary Education (1.0)
A seminar taught by a team of experienced teachers. A continuation of EDUC 304, this course focuses on curriculum materials and instructional materials used in elementary school classrooms—particularly for serving the diverse needs of students. Strategies for teaching and learning will be addressed including behavior management and caring, working with children with disabilities and special needs, applying models of Sheltered English Immersion to serve English Language Learners, differentiating instruction, making use of technology in the classroom, and working in collaboration with parents and communities. Accompanying field placement is required.

Instructor: Dalsheim, Friedman, Haskell, Reed, Rubin, Tutin, and Son
Prerequisite: EDUC 304 or by permission of the instructor.
Distribution: EC
Term(s): Spring
Mandatory for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.

EDUC 310 - Seminar: Child Literacy and the Teaching of Reading (1.0)
An examination of how children acquire reading, writing, and oral language skills, and how this relates to cognition with a focus on current research and practice in literacy development for elementary-age children. Oral language, reading processes, assessment using a variety of techniques, phonemic awareness, phonics, and comprehension strategies will be addressed; a weekly 1.5-hour field placement experience at a nearby elementary school is required. Reading instruction across content areas and teaching strategies that address the needs of a diverse population of learners, including at-risk students, English language learners, and students with special needs will be studied. This course is structured to support students pursuing elementary education certification, but is open to all students and highly applicable to students considering teaching abroad or in urban schools.

Instructor: Tutin
Prerequisite: Open to students who have taken at least one education course or by permission of instructor.
Distribution: EC
Term(s): Spring

EDUC 312 - Seminar: History of Childhood and Child Policy (1.0)
An exploration of the construction and successive reconstructions of childhood as a concept in America and of the evolution of policies about children. We will examine the emerging and fading roles of the state in assuming responsibilities for child rearing, education, and child welfare. We will study the history of how institutions, social policies, experts, and advocates have attempted to shape the lives of children of differing genders, and economic, ethnic, racial, cultural, and linguistic backgrounds in the intersectional “space” of childhood. We will look at children’s agency as they have resisted adult prescriptions and created their own cultures. Is the United States a “child friendly” country?

Instructor: Betty
Prerequisite: Open to juniors and seniors. Open to sophomores who have taken at least one Education course. Not open to students who have taken EDUC 110.
Distribution: HS
Term(s): Spring

EDUC 314 - Learning and Teaching Mathematics: Content, Cognition, and Pedagogy (1.0)
An examination of how adults and elementary-school students learn basic mathematics content, specifically number and operations, functions and algebra, geometry and measurement, and statistics and probability. We will simultaneously study our own cognition as we learn mathematical concepts and principles, children’s cognition as they learn mathematics, and how mathematics can be taught to children in classroom settings. This course is team taught by Wellesley College faculty with a background in mathematics and quantitative reasoning and an elementary school teacher and mathematics specialist. Weekly fieldwork of 90 minutes in an elementary classroom is required. This course is structured to support students pursuing elementary education certification, but is open to all students.

Instructor: Polito (Quantitative Reasoning), Dalsheim
Prerequisite: One education course.
Distribution: EC
Term(s): Fall

EDUC 320 - Observation and Fieldwork (1.0)
Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required.

Instructor: Hawes, Rubin
Prerequisite: EDUC 100 or EDUC 304. Open only to students who plan to student teach. Permission of the instructor required.
Distribution: SBA
Term(s): Fall; Spring
Mandatory credit/noncredit.

EDUC 322 - Seminar: Learning and Teaching in a Digital World (1.0)
Digital technologies are part of our social fabric. This design-intensive seminar investigates the intersection of digital technologies, learning, and communities. Digital technologies can inform the how of learning and teaching, whether within a public space, a classroom, or online. We will explore how effective and responsive educators use design methodologies to create inclusive teaching and learning experiences that leverage digital technologies. The course will include guest speakers and field trips.

Instructor: Chapman
Prerequisite: Permission of instructor and one of EDUC 110, EDUC 215, or EDUC 216
Cross-Listed as: CS 322
Distribution: EC

EDUC 325 - Seminar: English as a Second Language via Immersion (1.0)
An examination of the pedagogy of Sheltered English Immersion and English as a Second Language, including the understanding of cultures of learners and their communities, and other contextual considerations. Students will develop skills necessary to shelter and adapt subject matter in a variety of content areas. Fieldwork is required. This course is structured to support students pursuing high-school and middle-school teacher licensure, but is open to all students and highly applicable to students considering teaching abroad or in urban schools, or pursuing other ELL interests.

Instructor: Tutin, Morris
Prerequisite: Open to students who have taken at least one education course or by permission of instructor. Spring semester course taught at MIT.
Distribution: EC
Term(s): Fall; Spring
Spring course taught at MIT and follows MIT schedule.

EDUC 334 - Seminar: Understanding Education Through Immigrant Narratives (1.0)
This seminar examines narratives of immigrant youth and families to understand ways in which race, culture, and migration shape educational experiences. Using ethnography as a conceptual and methodological lens, we will develop in-depth analyses of research on immigration and education and design inquiry-based research projects that contribute to our understanding of the impact of immigration on education. We study the educational experience broadly, examining the role of schools, families and community institutions, and we highlight the multidimensionality of immigration through issues such as identity, place, language and culture.

Instructor: Hong
Prerequisite: One course in education. Open to sophomores, juniors, and seniors.
Distribution: SBA
Term(s): Not offered

EDUC 335 - Seminar: Urban Education: Power, Agency and Action (1.0)
This seminar explores urban schools through examination of research and practice. We study the experiences of students, families and educators shaped by the social, political and economic contexts of urban communities. Students investigate policies such as bilingual education and school discipline dynamically through an analysis of power, race, and agency. Voices of traditionally marginalized yet profoundly impacted communities frame course discussion of urban education. Through the implementation of a field-based action research project, students study the interplay between research and practice. Fieldwork in an urban school or community non-profit arranged by the instructor and required for the course.

Instructor: Hong
Prerequisite: EDUC 212, EDUC 213, EDUC 215, or EDUC 216
Distribution: SBA
Term(s): Fall

EDUC 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring
EDUC 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring
ENGINEERING

For Engineering, see Extradepartmental
DEPARTMENT OF ENGLISH

English Faculty Profiles

English, as a discipline, stresses the intensive study of writers and their works in literary, cultural, and historical contexts. It is keyed to the appreciation and analysis of literary language, through which writers compose and organize their poems, stories, novels, plays, and essays. We offer a wide range of courses: introductory courses in literary skills; more advanced courses in influential writers, historical periods, and themes in English, American, and world literatures in English; and numerous courses in creative writing, including screenwriting and creative nonfiction.

Our course offerings strike a balance between great authors of past centuries and emerging fields of study. We teach courses on writers such as Shakespeare, Milton, Jane Austen, and James Joyce, and on Asian-American literature, writers from the Indian subcontinent, and film. We emphasize analysis and argument in paper-writing, critical thinking, and literary research, and we foster and develop a deep, complex, passionate response to literature.

English Department Information

Courses at the 100 level presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. ENG 120 (Critical Interpretation) is open to all students, but is primarily designed for prospective English majors. The course trains students in the skills of critical reading and writing. 200-level literature courses are open to all students without prerequisite. They treat major writers and historical periods, and provide training in making comparisons and connections among various works, writers, and ideas. 300-level literature courses encourage both students and instructors to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature.

We are normally open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of the instructor to other qualified students. For independent work (ENG 350), students with at least a 3.33 GPA in courses in the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors and available from the department administrative assistants.

Creative Writing. The English department offers beginning and advanced courses in poetry (ENG 202 and ENG 302), in fiction (ENG 103, ENG 203, and ENG 301), in children's literature (ENG 205), and in screenwriting (ENG 204/CMAS 204). A literary nonfiction writing course (ENG 206/WRIT 225) that covers different genres (for example, reviewing the arts, travel writing, personal essay, and memoir) is offered in collaboration with the Writing Program. The Theatre Studies department offers an introductory playwriting course (THST 221). These courses are open to all Wellesley College students. Creative writing courses are taught mandatory credit/noncredit.

English Major

Goals for the English Major

In short, the Wellesley English department seeks to acquaint all its majors with the following bodies of knowledge and to develop in them the following abilities:

- A knowledge of English literary history, including both the canonical works of the past and works from emerging traditions and multicultural literature;
- Familiarity with critical methodologies generally employed in the discipline of literary studies;
- An ability to write with clarity, originality, and style;
- An ability to recognize and construct a lucid and persuasive argument;
- An ability to read literature with close attention to language and form. Those who major in English and Creative Writing should fulfill all the goals above and in addition should develop a distinctive literary voice and knowledge of the history and cross-cultural diversity of the genres, traditions, and styles in which they are working.

Requirements for the English Major

The English major consists of a minimum of 10 units, at least eight of which must be in areas other than creative writing. At least seven units must be above 100 level, and of these at least two units must be earned in 300-level literature, film, or literary theory courses. At least eight of the units for the major must be taken in the department, including the two required units in 300-level courses dealing with literature, film, or literary theory; with the approval of a student's major advisor, two courses taught within language and literature departments and related interdisciplinary programs and departments at Wellesley and other approved schools may be offered for major credit; these may include literature courses taught in translation or in the original language. (Transfer students may apply to the chair to earn major credit for more than two literature-based courses taken outside the College.) Students planning to study for a full academic year in a program abroad in the United Kingdom should seek the counsel of their advisors or the department chair to avoid running up against the College's rule that 18 courses must be taken outside any one department; universities in the United Kingdom commonly require all courses to be taken within their English departments.

The First-Year Writing requirement does not count toward the major. Courses designated WRIT 105/ENG 120 satisfy both the ENG 120 requirement and the First-Year Writing requirement, and count as a unit toward the fulfillment of the major. Other combined sections, such as WRIT 106/ENG 122 (2012-13), count toward the major as well. Independent work (ENG 350, ENG 360, or ENG 370) does not count toward the minimum requirement of two 300-level courses for the major or toward the 10 courses required for the major. Students majoring in creative writing also do not count toward the minimum requirement of two 300-level courses for the major.

All students majoring in English must take ENG 120 (Critical Interpretation) or WRIT 105/ENG 120, at least one course in Shakespeare (200 level), and two courses focused on literature written before 1900, of which at least one must focus on literature before 1800. For students entering the College in 2017 and beyond, we also require at least one course that focuses on postcolonial, minority, or ethnic writing. This requirement can be fulfilled with a course from another department, but that course will count as one of two courses that majors can take elsewhere. Courses within the department that fulfill this requirement will be designated each year in the English Department Course Booklet. Courses taken in other departments at Wellesley College may not be used to satisfy any of the above distribution requirements for the major. With the chair's permission, courses taken abroad during junior year or on Twelve College Exchange may satisfy certain distribution requirements. ENG 112, ENG 223, ENG 224, and ENG 247/MER 247 do not satisfy the pre-1800 distribution requirement. Transfer students or Davis Scholars who have had equivalent to ENG 120 at another institution may apply to the chair for exemption from the critical interpretation requirement.

The Creative Writing Concentration in the English major

The creative writing concentration within the English major is designed for majors with a strong commitment to developing their own creative work. Students electing the creative writing concentration take a series of workshops in one or more creative genres (fiction, poetry, children's literature, playwriting, screenwriting, and creative nonfiction) and select, in consultation with their advisor, courses in literary study that provide the background in and knowledge of literary tradition necessary to make a contribution to that tradition.

Students interested in the creative writing concentration are urged to begin planning their programs early in their careers at Wellesley. It is expected that they will have taken at least one writing workshop by the time of election of the English major (spring semester sophomore year or fall semester sophomore year, for students studying internationally), and have in touch with a member of the creative writing faculty to plan the major. English majors electing the creative writing concentration must choose a member of the creative writing faculty as their advisor. Students who are interested in the creative writing concentration but who do not feel confident that they have had sufficient experience in writing to choose the concentration at the time of the election of the major should elect the English major; they may add the creative writing concentration later.

Students electing the creative writing concentration must fulfill all the requirements of the English major, including ENG 120, a course on Shakespeare, the period distribution requirements, and two 300-level literature courses. For students entering the College in 2017 and beyond, we also require at least one course that focuses on postcolonial, minority, or ethnic writing. This requirement can be fulfilled with a course from another department, but that course will count as one of two courses that majors can take elsewhere. Courses within the department that fulfill this requirement will be designated each year in the English Department Course Booklet. (Transfer students may apply to the chair to earn major credit for more than two literature-based courses taken outside the College.) It is expected that creative writing students will take a focused program of critical study in the genre or genres in which they specialize.

English Major
In addition to eight courses in the critical study of literature, majors in the creative writing concentration take a minimum of four units of creative writing work. Creative writing courses may be repeated once for additional credit. A student who is extremely motivated and capable of independent work and who has the permission of a faculty advisor may take an independent study (ENG 350); however, it includes two course units (ENG 360 and ENG 370), can only count as one of the four creative writing courses required by the concentration. Creative writing faculty generally direct creative theses; however, other English department faculty may direct creative theses.

Honors in English
The department offers a single path toward honors. The honors candidate does two units of independent research culminating in a critical thesis or a project in creative writing. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above 100 level) and must apply to the chair for admission to the program. Except in special circumstances, it is expected that students applying for honors will have completed five courses in the major, at least four of which must be taken in the English department at Wellesley. A more detailed description of the department's application procedure is available from the department's administrative assistants.

Graduate Study in English
Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of one and, if possible, two foreign languages. They should take ENG 362 (Literary Theory) or an equivalent course in literary theory. They should also consult with the department's graduate school advisor, and with their major advisor, about courses that are appropriate for those considering graduate work in English.

Teacher Certification in English
Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the chair of the Education department and the English department liaison to the Education department.

Advanced Placement Policy in English
Students may receive credits toward their Wellesley degree for their performance on AP or IB examinations. Because no high school course is considered the equivalent of a course in the English department, the English department does not grant credit toward the major for AP or IB courses. First-year students and other undeclared majors contemplating further study in English are encouraged to consult the department chair or the department pre-major advisor in relation to their course selection. Students majoring in English should discuss their programs with their chair or their major advisor, and should consult with them about any changes they wish to make during their junior and senior years.

English Minor
Requirements for the English Minor
The English minor consists of five units:
1. ENG 120 or WRIT 105/ENG 20
2. at least one unit on literature written before 1900
3. at least one 300-level unit, excluding ENG 350
4. at least four units, including the 300-level course, taken in the department

One course taught within literature and language departments and related interdepartmental programs at Wellesley and other approved schools may be offered for minor credit; these may include literature courses taught in translation or language courses at the third-year level or higher. A maximum of two creative writing units may be included. A course on Shakespeare can count toward the minor, but it does not fulfill the pre-1900 requirement.

ENG - English Courses

ENG 103 - Beyond Borders: Writers of Color Across the Globe (1.0)
This course takes a whirlwind tour of the world through the imaginative literature of writers of color across the world. Although each work will provide a distinct and exhilarating experience, a number of overlapping threads will connect the works in various ways: generational change and conflict amidst cross-cultural encounters; evolving ideas of love and identity; the persistence of suffering, among others. The syllabus will likely include the following works: Chinua Achebe’s Things Fall Apart; Gabriel Garcia Marquez’s One Hundred Years of Solitude; Haruki Murakami’s Japanese love song to youth and the Beatles, Norwegian Wood; Marjane Satrapi’s graphic novel of an Iranian childhood, Persepolis; the Indian writer Arundhati Roy’s God of Small Things, and Min-Gyu Park’s contemporary novel about Korea, Pavane for a Dead Princess.

Instructor: Ko
Prerequisite: Not open to students who have taken this course as a topic of ENG 113.
Cross-listed as: CPLT 113
Distribution: LL
Term(s): Fall

ENG 110 - Harry Potter’s 19th Century (1.0)
Harry Potter is among the most famous of present-day literary orphans. But in creating him, J. K. Rowling was drawing on a long literary tradition. Nineteenth-century British fiction is especially full of orphan characters, and the Harry Potter novels are rich in allusions to the literature of this period. In this course we’ll read and discuss some of the greatest British novels of the nineteenth-century: Jane Austen’s Mansfield Park, Charles Dickens’s Oliver Twist, Charlotte Bronte’s Jane Eyre, Emily Bronte’s Wuthering Heights, and George Eliot’s Daniel Deronda or Silas Marner. We’ll end with a discussion of Rowling’s Harry Potter and the Sorcerer’s Stone, illuminated by a knowledge of the tradition in which she was writing.

Instructor: Meyer
Prerequisite: Not open to students who have taken this course as a topic of ENG 113.
Distribution: LL
Term(s): Fall

ENG 111D - Making Gloriana: Imagining Elizabeth I in Literature (1.0)
Queen Elizabeth I (1533-1603) was an anomaly. Ascending to the throne of a country that for centuries had passed royal power from father to son, she was a woman who remained unmarried and childless. Her reign was long and successful, and her era produced a flowering of literary greatness, by Shakespeare and others, unparalleled in English culture. How did she conquer the political odds against her and create a personal mythology that inspired a generation of poets? This course will explore the world of Elizabeth I and the courtiers and artists who adored her. Special attention will be paid to treasures from Wellesley’s rare books and museum collections that illuminate the life and culture of Gloriana, the Virgin Queen.

Instructor: Wall-Randell
Prerequisite: None
Distribution: LL
Term(s): Summer I
For more information please visit www.wellesley.edu/summer/generalinfo/online.

ENG 113S - Studies in Fiction (1.0)
Topic for 2017-18: Short Stories and Their Writers
Students will read and analyze short works by great world writers including Kafka, Wharton, Faulkner, Baldwin, Chekhov, O’Connor, and Marquez. We will pay close attention to the writer’s craft and to the socio-historic context of the stories.

Instructor: Meyer
Prerequisite: None
Distribution: LL
Term(s): Summer II

ENG 112 - Introduction to Shakespeare (1.0)
Shakespeare wrote for a popular audience and was immensely successful. Shakespeare is also universally regarded as the greatest playwright in English. In this introduction to his works, we will try to understand both Shakespeare’s popularity and greatness. To help us reach this understanding, we will focus especially on the theatrical nature of Shakespeare’s writing. The syllabus will likely be as follows: Romeo and Juliet, A Midsummer Night’s Dream, Twelfth Night, Othello, King Lear, and The Winter’s Tale.

Prerequisite: None. Especially recommended for the non-major and thus not writing-intensive. It does not fulfill the Shakespeare requirement for English majors.
Distribution: LL; ARS
Term(s): Not offered

ENG 115 - Great Works of Poetry (1.0)
A study of the major poems and poets of the English language, from Anglo-Saxon riddles to the works of our contemporaries. How have poets found forms and language adequate to their desires to praise, to curse, to mourn, to seduce? How, on shifting historical and cultural grounds, have poems over time, remained useful and necessary to human life? Approximately 1,000 years of poetry will be studied, but special attention will be brought in four cases: Shakespeare’s Sonnets; John Milton’s “Lycidas”; the odes of John Keats; the poems of Emily Dickinson. The course will conclude with a unit on contemporary poets (Sylvia Plath, Elizabeth Bishop, Philip Larkin, John Ashbery and others).

Instructor: Bidart
Prerequisite: None. Especially recommended to non-majors.
Distribution: LL
Term(s): Spring
Mandatory credit/noncredit

ENG 116 - Asian American Fiction (1.0)
At various times over the past century and a half, the American nation has welcomed, expelled, tolerated, interned, ignored, and celebrated immigrants from Asia and their descendants. This course examines the fictions produced in response to these experiences. Irony, humor, history, tragedy and mystery all find a place in Asian American literature. We will see the emergence of a self-conscious Asian American identity, as well as more recent transnational
structures of feeling. We will read novels and short stories by writers including Jhumpa Lahiri, Ha Jin, Le Thi Diem Thi, Maxine Hong Kingston, Chang-rae Lee, and Julie Otsuka. Prerequisite: None Cross-Listed as: AMST 116 Distribution: LL Term(s): Not Offered

ENG 117 - Musical Theater (1.0)

What is musical theater, what are its boundaries and powers, what conversations are the great musicals having with one another, who creates it and who doesn't? We'll have those questions and others in mind as we look at some distinguished musicals of the last hundred years, most but not all American. Some possible works: The Merry Widow, Show Boat, Porgy and Bess, Three Penny Opera, The Wizard of Oz, Carousel, West Side Story, Candide, Sunday in the Park With George, Evita, Wicked, Once More With Feeling (the musical episode of Buffy the Vampire Slayer),Caroline or Change, Fun Home, Hamilton. Opportunity for both critical and creative and performativistic work. Instructor: Rosenwald Prerequisite: None Cross-Listed as: AMST 117 Distribution: LL; ARS Term(s): Spring

ENG 120 - Critical Interpretation (1.0)

English 120 introduces students to a level of interpretative sophistication and techniques of analysis essential not just in literary study but in all courses that demand advanced engagement with language. In active discussions, sections perform detailed readings of poetry drawn from a range of historical periods, with the aim of developing an understanding of the richness and complexity of poetic language and of connections between form and content, text and cultural and historical context. The reading varies from section to section, but all sections involve learning to read closely and to write persuasively and elegantly. Required of English majors and minors. Instructor: Rosenwald, Cain, Hickey Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year. Distribution: LL Term(s): Fall; Spring

ENG 120 is also taught as part of the First-Year Writing program. Two of these combined sections are offered each semester, and open to first-year students only. A course description can be found below as WRIT 105, and in the Writing Program curriculum.

ENG 150Y - First-Year Seminar: Creating Memory (1.0)

Participants in this seminar will delve into the workings of memory—a term that encompasses several different kinds of remembering and recollecting. What makes something memorable? Can we choose or shape what we remember? Does memory constitute identity? How has technology altered what and how we remember? As we ponder such questions, our primary focus will be on literature (including Shakespeare, Wordsworth, Emily Bronte, Christina Rossetti, Proust, Conrad Doyle, Woolf, Borges, Nabokov, Morrison). We shall also draw on philosophy, psychology, and cognitive science and explore creative arts such as drawing, photography, painting, sculpture, book arts, film, and music. Students will write in several genres—creative, critical, and reflective—and experiment with different ways of collecting, curating, and presenting memories in media of their choice. Instructor: Hickey Prerequisite: None. Open only to first-year students. Distribution: LL Term(s): Fall Mandatory credit/noncredit.

ENG 180 - What Is World Literature? (1.0)

World Literature views a literary work as the product of local culture, then of regional or national culture, and finally of global culture. Critics of world literature argue that a text's richness may be lost in translation, that too often a privileged Western literary tradition forces "other" literatures into a relationship of belatedness and inferiority, and that world literature leads to the globalization of culture—and as the global language becomes predominantly English, the world of literature will be known through that single language alone. This course offers an opportunity to not only read rich and exciting literary texts from ancient era to the contemporary moment but also after reading key critical essays that defend and critique "World Literature" to reflect on the cultural politics that directly or indirectly determines who reads what. Likely texts among others: The Homeric Hymn to Demeter; Ovid, Metamorphoses; Murasaki, The Tale of the Genji; Qu, The Lament; Poe, Tales; Doyle, Mother Love; Akutagawa Stories; Soyinka, Aké Ma, Red Dust; Spivak, "Crossing Borders"; Sauzy, "Exquisite Cadavers Stitched from Fresh Nightmares: Of Memes, Hives, and Selfish Genes"; Cao, "Cross-Civilization Variation Theory.
Instructor: Sides Prerequisite: None Cross-Listed as: CPLT 180 Distribution: LL Term(s): Spring

WRIT 105-ENG 120 - Critical Interpretation (1.0)

This is the writing section of ENG 120 Critical Interpretation and includes a third session each week. This course introduces students to a level of interpretative sophistication and techniques of analysis essential not just in literary study but in all courses that demand advanced engagement with language. In active discussions, sections perform detailed readings of poetry drawn from a range of historical periods, with the aim of developing an understanding of the richness and complexity of poetic language and of connections between form and content, text and cultural and historical context. The reading varies from section to section, but all sections involve learning to read closely and to write persuasively and elegantly. Required of English majors and minors. Instructor: Wall-Randell, Sabin, Brogan Prerequisite: None. Open only to first-year students. Distribution: LL; W Term(s): Fall; Spring

ENG 203 - Short Narrative (1.0)

A workshop in the writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. Enrollment is limited to 15 students. Instructor: Newhouse, Cezair-Thompson, Sides Prerequisite: None Distribution: LL Term(s): Fall; Spring Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

ENG 204 - The Art of Screenwriting (1.0)

A creative writing course in a workshop setting for those interested in the theory and practice of writing for film. This course focuses on the full-length feature film, both original screenplays and screen adaptations of literary work. Enrollment is limited to 15 students. Instructor: Cezair-Thompson Prerequisite: None Cross-Listed as: CAMS 234 Distribution: LL; ARS Term(s): Fall; Spring Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

ENG 205 - Writing for Children (1.0)

What makes for excellence in writing for children? When Margaret Wise Brown repeats the word "moon" in two subsequent pages—“Goodnight cow jumping over the moon”—is this effective or clunky? What makes rhyming and repetition funny and compelling in one picture book (such as Rosemary Wells's Noisy Nora) but vapid in another? How does E.B. White establish Fern's character in the opening chapter of Charlotte's Web? What makes Cynthia Kadohata's Kira-Kira a novel for children rather than adults—or is it one? In this course, students will study many examples of children's literature from the point of view of writers and will write their own short children's fiction (picture book texts, middle-reader or young adult short stories) and share them in workshops. Enrollment is limited to 15 students. Instructor: Meyer Prerequisite: None Distribution: LL Term(s): Spring Mandatory credit/noncredit.

ENG 206-01-S - Nonfiction Writing (1.0)

Topic for 2017-18: Writing the Travel Essay

 Taken a trip lately—junior year abroad, summer vacation, spring break? Looked back fondly or in horror at a family road trip? Turn your experience into a travel essay. We will be studying both the genre of the literary travel essay as well as the more journalistic travel writing found in newspaper travel sections and travel magazines. And, of course, we will be writing our own travel narratives. The course focuses on the essentials of travel writing: evocation of place, a sophisticated appreciation of cultural differences, a considered use of the first person (travel narratives are closely related to the genre of memoir), and basic strong writing/ research skills.

Instructor: Sides Prerequisite: Fulfillment of the First-Year Writing requirement.

Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

ENG 207 - Poetry (1.0)

A workshop in the writing of short lyrics and the study of the art and craft of poetry. Enrollment is limited to 15 students. Instructor: Bidart Prerequisite: None Distribution: LL Term(s): Fall

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ENG 206-02 S - Nonfiction Writing (1.0)

**Topic for 2017-18: Memoir**

A workshop course on the study and practice of memoir, with the goal of making the autobiographical stories that matter to us, matter to our readers. We'll focus on the essentials of memoir: generating and evaluating material, and developing voice, character, sensory details, structure, plot, conflict and tension, and scenes and dialogue. You'll write two autobiographical stories, and then revise one. We'll workshop each story as a class, and learn how to critique others' work in order to better draft and revise our own work.

**Instructor:** Holmes  
**Prerequisite:** Fulfillment of the First-Year Writing requirement  
**Distribution:** LL  
**Term(s):** Spring  

**ENG 208 - Writing for Television (1.0)**

A workshop course on writing the television script, including original pilots and episodes of existing shows. We'll study both one-hour dramas and half-hour comedies, and practice the basics of script format, visual description, episode structure, and character and story development. Students will complete a final portfolio of 30-50 minutes (pages) of teleplay.

**Instructor:** Holmes  
**Prerequisite:** None  
**Distribution:** LL  
**Term(s):** Spring  

**ENG 210 - History of the English Language (1.0)**

In 1774, an anonymous author wrote of the perfection, the beauty, the grandeur & sublimity to which Americans would advance the English language. In this course, we will explore the complex history that allows us to conclude that American English is not perfect and is but one English among many. We will study Old English, later medieval English, the early modern English of Shakespeare’s day, and the varying Englishes of the modern British Isles as well as those of modern America. We will read linguistic and literary histories along with literary passages from multiple times and places. We will ask, how does the history of the language affect our views of the world and our selves? And how are we continually shaping English’s future?

**Prerequisite:** None  
**Distribution:** LL  
**Term(s):** Not Offered  

**ENG 213 - Chaucer (1.0)**

Feminist, misogynist, heretic, moralist, progressive, reactionary—these are some of the conflicting labels that have been attributed to Geoffrey Chaucer, the enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, and bawdy prankster in the Canterbury Tales and selected supplementary texts by Chaucer and his contemporaries.

**Instructor:** Lynch  
**Prerequisite:** None  
**Distribution:** LL  
**Term(s):** Fall  

**ENG 216 - A Survey of English Literature (1.0)**

Medieval, Renaissance, Eighteenth Century, Romantic, Victorian: these identify the major historical areas that organize English literary study. This course will survey foundational texts—prose, drama, poems—to which readers have turned over the centuries to understand the meanings of English literature. For all students who want a synoptic view of literary history, it offers prospective and beginning English literature majors a chance to explore possibilities for future study; helps students concluding their majors place what they've already learned in a continuous historical context; and provides non-majors with an overview of what English literature is all about. We will start with Beowulf; read some narrative medieval poets including Chaucer; sample major Renaissance works such as Milton’s Paradise Lost, study eighteenth-century satire and Romantic poetry, and conclude with great works of the Victorian age.

**Instructor:** Noggle  
**Prerequisite:** None  
**Distribution:** LL  
**Term(s):** Spring  

**ENG 217 - Milton (1.0)**

Milton helped set the standard of literary power for generations of writers after him. His epic Paradise Lost exemplifies poetic inspiration, sublimity, creativity, originality, and unconventionality, offering a richness of meaning and emotion that seems to provoke violently incompatible interpretations, even radical uncertainty about whether his work is good or bad. This course will focus on how this poem challenges and expands our views of God, evil, heroism, Hell, good, Heaven, pain, biles, sex, sin, and failure in startling ways. We will consider Milton as the prototype of a new kind of poet who pushes meaning to its limit, from his early writings, to Paradise Lost, to Paradise Regain’d at his career's end, and sample the range of critical responses his poetry has elicited.

**Instructor:** Wall-Randell  
**Prerequisite:** None  
**Distribution:** LL; ARS  
**Term(s):** Spring  

**ENG 222 - The Renaissance (1.0)**

This interdisciplinary survey of Europe between 1300 and 1600 focuses on aspects of politics, literature, philosophy, religion, economics, and the arts that have prompted scholars for the past seven hundred years to regard it as an age of cultural rebirth. These include the revival of classical learning; new fashions in painting, sculpture, architecture, poetry, and prose; the politics of the Italian city-states and Europe’s “new monarchies”; religious reform; literacy and printing; the emerging public theater; new modes of representing selfhood; and the contentious history of Renaissance as a concept. Authors include Petrarch, Vasari, Machiavelli, Erasmus, More, Castiglione, Rabelais, Montaigne, Sidney, Spenser, and Shakespeare. Lectures and discussions will be enriched by guest speakers and visits to Wellesley’s art and rare book collections.

**Instructor:** Wall-Randell, Grote  
**Prerequisite:** None  
**Cross-Listed:** as HIST 221  
**Distribution:** LL; HS  
**Term(s):** Spring  

**ENG 223 - Shakespeare Part I: The Elizabethan Period (1.0)**

A selective survey of the first half of Shakespeare’s career. We’ll read six plays: Measure for Measure, Othello, King Lear, Pericles, The Winter’s Tale, and The Tempest. The focus, first and last, will be on the close, careful, and responsive reading of these plays, working out together a sense of the meaningful and memorable experiences that they offer us. Because we are 21st century students and not 16th century playgoers, we necessarily encounter these plays primarily as readers and with a full and respectful consciousness of their status as acknowledged masterpiece of English literature. At the same time, however, because we recognize that these great plays were written originally as scripts for performance, we will seek to learn about and to re-imagine their life on the stage. Students will be expected to read each play at least twice and to watch each play either in live performance or in a filmed version that will be placed on digital reserve. There will be two or three in-class evaluations, a variety of smaller, ungraded homework assignments, and a final examination.

**Instructor:** Peltason  
**Prerequisite:** None  
**Distribution:** LL; ARS  
**Term(s):** Fall  

**ENG 224 - Shakespeare Part II: The Jacobean Period (1.0)**

A selective survey of the second half of Shakespeare’s career. We’ll read six plays: Lady Macbeth, Macbeth, Hamlet, Twelfth Night, which introduced to world literature Falstaff, Henry IV, Henry V, Romeo and Juliet, A Midsummer Night’s Dream, As You Like It, and Pericles. The focus, first and last, will be on the close, careful, and responsive reading of these plays, working out together a sense of the meaningful and memorable experiences that they offer us. At the same time, recognizing that these great plays were written originally as scripts for performance, we will seek to learn about and to re-imagine their life on the stage, exploring their historical context, watching filmed versions of the plays, and attending at least one live performance. Each in-class evaluation will include two essays, a midterm, and a final exam, and students will have the opportunity to undertake creative and performance projects.

**Instructor:** Wall-Randell  
**Prerequisite:** None  
**Distribution:** LL; ARS  
**Term(s):** Spring  

**ENG 227 - Restoration and Eighteenth-Century British Literature (1.0)**

This course will explore the richness of Restoration and eighteenth-century British literature by focusing on three related areas: its use of humor, sometimes generating and subtle, sometimes cruel, obscene, and outrageous, to define and police the limits of society; the new opportunities it afforded women to participate in public culture as readers and writers; and its rendering of encounters between Britons and
the wider world brought about by the nation’s engagement in slavery and other types of commerce, overseas exploration, and empire. The authors we will read include Alexander Pope, Jonathan Swift, Aphra Behn, John Wilmot, Earl of Rochester, Samuel Johnson, Lady Mary Wortley Montagu, and Oloudah Equiano.

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

ENG 241 - Romantic Poetry (1.0)
Emphasis on the great poems of six fascinating and influential poets—Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats—alongside writings by Dorothy Wordsworth and others. We’ll explore the central themes and concepts of Romanticism: imagination, feeling, originality, the processes of cognition and creativity, the correspondence between self and nature, the dark passages of the psyche, encounters with otherness, altered states of being, mortality and immortality, poetry and revolution. We’ll read collaborations as revolt, the ennobled hero, love, sexuality, gender, the meaning of art, and the bearing of history. This course is open to students at all levels of familiarity with poetry, majors and non-majors, first-years through seniors.

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

ENG 245 - Dead or Alive: The Object of Desire in Victorian Poetry (1.0)
Victorian poems stand among the most memorable and best-loved in all of English verse: they’re evocative, emotionally powerful, idiosyncratic, psychologically, physically, and morally engaging, daring, inspiring, and bizarre. We’ll study Tennyson, the Brownings, Emily Brontë, the Rossettis, Arnold, Hopkins, and Hardy, with attention to their technique and place in literary history. Themes will include the power and limits of language, tradition and originality, love and sexuality, gender roles, the literary expression of personal crisis, religious faith and doubt, evolution, industrialism, and the role of art. Supplementary prose readings and forays into art history will illuminate literary, aesthetic, and social contexts, particularly those surrounding the Woman Question, female authorship, and representations of female figures.

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

ENG 247 - Arthurian Legends (1.0)
The legends of King Arthur and the knights of the Round Table, with their themes of chivalry, magic, friendship, war, adventure, corruption, and nostalgia—as well as romantic love and betrayal—make up one of the most influential and enduring mythologies in European culture. This course will examine literary interpretations of the Arthurian legend, in history, epic, and romance, from the sixth century through the sixteenth. We will also consider some later examples of Arthuriana, on page and movie screen, in the Victorian and modern periods.

Instructor: Wall-Randall
Prerequisite: None
Cross-Listed as: ME/R 247
Distribution: LL
Term(s): Fall

ENG 251 - Modern Poetry (1.0)
The modernist revolution at the beginning of the twentieth century is one of the most important revisions in the history of English—writers radically rethought what a poem is, what a novel is, what writing itself is. We are still the heirs of the great innovators who emerged during that time: Yeats, Eliot, Pound, Frost, Moore, Stevens, Williams, Hughes. In this course we will look at what connects their work and the profound divisions among them.

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

ENG 253 - Contemporary American Poetry (1.0)
A survey of the great poems and poets of the last 50 years, a period when serious poetry has often had to remind us it even exists. Our poets articulate the inside story of what being an American person feels like in an age of mounting visual spectacle, and in an environment where identities are suddenly, often thrillingly, sometimes distressingly, in question. Poets include: Robert Lowell, Elizabeth Bishop, the poet of "The New York School" (John Ashbery, Frank O’Hara, Barbara Guest, James Schuyler), Allen Ginsberg, Sylvia Plath, A.R. Ammons, Louise Glück, Robert Pinsky, Anne Carson, Susan Howe, Frank Bidart, Jorie Graham, D.A. Powell, Terrance Hayes, Tracy K. Smith, and others.

Instructor: Bidart
Prerequisite: None
Distribution: LL
Term(s): Fall
Mandatory credit/noncredit.

ENG 254 - The Poetry of Louise Glück (1.0)
Louise Glück is undoubtedly a major poet—not only a great love poet, but a maker of books with enormous and unpredictable ambition. Each new book has been on the expanding frontier of aesthetic discovery. With the publication of her collected Poems 1962-2012, her poems can economically be seen as a whole. Poems 1962-2012 consists of 11 volumes; one volume will be studied each week. This will be supplemented by Faithful and Virtuous Night (her 2014 volume that won the National Book Award). After her first book she achieves, augments, and enlarges her mastery, book after book. The shifts in style and subject matter are never predictable but in retrospect seem inevitable.

Instructor: Bidart
Prerequisite: None
Distribution: LL
Term(s): Fall
Mandatory credit/noncredit. Not open to students who have taken this course as a topic of ENG 355.

ENG 257 - The American City in Literature, Film, Television, and Photography (1.0)
This course considers how literary and visual representations of the city’s public spaces and private enclosures—its crowds, streets, shops, apartments, and massive buildings—return us to central themes and concepts of Romanticism: imagination, feeling, originality, the processes of cognition and creativity, the correspondence between self and nature, the dark passages of the psyche, encounters with otherness, altered states of being, mortality and immortality, poetry and revolution. We’ll consider the Round Table, with their themes of chivalry, magic, friendship, war, adventure, corruption, and nostalgia—the charged and complex dynamics of these intersecting terms, ideas, and contested realities: we will see and examine this theme in literature, religion, social reform, sexual and racial liberation, and more. We will refer at the beginning to a range of key authors, including Emerson, Hawthorne, and Whitman. The main part of the course will be an intensive study of Henry David Thoreau, Frederick Douglass, and Harriet Beecher Stowe—three extraordinary figures who led fascinating (really, incredible) lives and wrote astonishing books. We will enrich our study by studying films dealing with the period—for example, Edward Zwick’s Glory (1989), about one of the first regiments of African-American troops, and Steven Spielberg’s Lincoln (2012). The literature that we will read and respond to was written 150 years or so ago, but the issues that these writers engage are totally relevant to who we are and where we are today. In important ways this is really a course in contemporary American literature.

Instructor: Cain
Prerequisite: None
Cross-Listed as: AMST 262
Distribution: LL
Term(s): Spring

ENG 263 - American Literature and Social Justice (1.0)
A study of American fictions, plays, songs, and films dealing with questions of justice in the relations
between races, ethnic groups, genders, and classes. General discussion of the relations between justice and literature, specific discussion of what particular works suggest about particular social questions. Possible authors and works: Harriet Beecher Stowe, Uncle Tom's Cabin; Edward Bellamy, Looking Backward; Charlotte Perkins Gilman, Herland; Upton Sinclair, The Jungle, Marc Blitzstein, The Cradle Will Rock; poems about the Sacco and Vanzetti case; poems by Langston Hughes, Edna St. Vincent Millay, Muriel Rukeyser, Robert Lowell, Adrienne Rich; memoirs by Jane Addams and Dorothy Day and Barbara Deming; John Steinbeck, Grapes of Wrath; accounts of the Japanese internment camps; songs by Joe Hill, Billie Holiday, Woody Guthrie, Pete Seeger, Nina Simone, Tracy Chapman. Opportunity for both critical and creative work.

Prerequisite: None
Distribution: LL; REP
Term(s): Not Offered

ENG 265 - African American Autobiographies (1.0)
This course traces the life stories of prominent African Americans, which, in their telling, have led to dramatic changes in the lives of African American people. Some were slaves; some were investigative journalists; some were novelists; and one is the president of the United States. We will examine the complex relationship between the community and the individual, the personal and the political and how these elements interact to form a unique African American person. The course also draws on related video presentations to dramatize these life stories. Authors include Linda Brent, Frederick Douglass, Ida B. Wells, Richard Wright, Maya Angelou, Malcolm X, and Barack Obama.

Instructor: Cudjoe (Africana Studies)
Prerequisite: None
Cross-Listed as: AFR 265
Distribution: LL
Term(s): Fall

ENG 266-01-F - American Literature from the Civil War to the 1930s (1.0)
Topic for 2017-18: From Page to Screen: American Novels and Films
This course will focus on important American novels from the late nineteenth century to the mid-twentieth century, and the attempts (sometimes successful, sometimes not, but always interesting) to turn them into movies, translating them from the page to the screen. Authors to be studied will include Henry James, Willa Cather, F. Scott Fitzgerald, Carson McCullers, and Edith Wharton. For comparison and contrast, we will move along the chronology of the course to consider books by two more recent authors, Malcolm X and Patricia Highsmith. Perhaps the main question we will ask is this: Is it possible to turn a great book into a great novel, into a great or even a good movie?

Instructor: Cain
Prerequisite: None
Cross-Listed as: AMST 266-01-F
Distribution: LL; ARS
Term(s): Fall

ENG 268 - American Literature Now: The Twenty-First Century (1.0)
An exploration of the richness and diversity of American writing since 2000. We’ll focus primarily on literary fiction, reading novels and short stories by both established authors, such as Claire Messud and Jennifer Egan, and rising talents like Ben Lerner and Teju Cole. We’ll also look at the work of some experimental writers, like Lydia Davis and Percival Everett, and some examples of the genre fiction against which literary writing has defined itself, such as Stephanie Meyer’s Twilight or Walter Mosley’s detective novels, to think about the ways that literary and cultural prestige are established in contemporary America.

Prerequisite: None
Cross-Listed as: AMST 268
Distribution: LL
Term(s): Not Offered

ENG 271 - The Rise of the Novel (1.0)
Fantasy, romance, “true” crime, experimental absurdity, Gothic—early English fiction originates narrative types that energize the novel throughout its history as literature’s most popular form. This course begins with the World of Wordslake romance, Oroonoko, and Daniel Defoe’s tale of a pickpocket and “whore,” Moll Flanders. Gulliver’s Travels by Jonathan Swift has captivated a world readership with its vertiginous mix of fantasy and satire. Henry Fielding laughs at his readers’ class and gender anxieties in Joseph Andrews, while Horace Walpole invents a whole new fictional sensibility with the first Gothic novel, The Castle of Otranto. The course concludes with a parody of storytelling itself, Laurence Sterne’s Tristram Shandy, and Frances Burney’s Evelina, which anticipates the courtship comedy of Austen and the humorous characterization of Dickens.

Instructor: Nogla
Prerequisite: None.
Distribution: LL
Term(s): Fall

ENG 272 - The Nineteenth-Century Novel (1.0)
An exploration of the changing relationships of persons to social worlds in some of the great novels of the nineteenth century. The impact on the novel of industrialization, the debate about women’s roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the commodification of culture—these and other themes will be traced in the works of some of the following: Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

Instructor: Rodensky
Prerequisite: None.
Distribution: LL
Term(s): Fall

ENG 273 - The Modern British Novel (1.0)
A consideration of the ways in which modernist writers reimage the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers conceive our notion of the novel, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, and Joseph Conrad.

Instructor: Rodensky
Prerequisite: None.
Distribution: LL
Term(s): Spring

ENG 274 - British Cinema and English Literature in the Hollywood Century (1.0)
Our primary study will be British movies, in their self-defining struggle against three gargantuan competitors: (1) Hollywood, with its huge resources of money and talent, seemingly not bound by restrictions of class, ethnicity, or academy; (2) the greatness of England’s own narrative “high art,” which may have begun as merely “popular” forms but by the advent of film had become safely etched as great; and (3) theatre itself, film’s closest and most jealous grand relative—still the prime source of trained actors, and for decades unshaping of its resources with the upstart medium of film. Struggles such as these gather their meanings through anachronism, like the transmutation of Brooklyn’s Stanley Kubrick into an English director; the converse movement of Alfred Hitchcock to Hollywood; and the often self-parodied “use” of Hollywood by British writers like Evelyn Waugh, Christopher Isherwood, Aldous Huxley, Graham Greene, W.H. Auden, and—though without their intent—Shakespeare and Austen.

Prerequisite: None
Cross-Listed as: AFR 274
Distribution: LL; ARS
Term(s): Not Offered
Not open to students who have taken this course as a topic of ENG 355.

ENG 277 - Modern South Asian Literature (1.0)
Prerequisite: None
Distribution: LL
Term(s): Not Offered

ENG 279 - Black Women Writers (1.0)
The Black woman writer’s efforts to shape images of herself as Black, as women, and as an artist. The problem of literary authority for the Black woman writer's criteria for a Black woman's literary tradition, and the relation of Black feminism or “womanism” to the articulation of a distinctively Black and female literary aesthetic.

Instructor: Cudjoe (Africana Studies)
Prerequisite: None
Cross-Listed as: AFR 212
Distribution: LL
Term(s): Spring

ENG 281 - American Drama and Musical Theater (1.0)
Study of some distinguished twentieth-century American plays, theatre pieces, and musicals. Possible musicals: The Cradle Will Rock, Showboat, West Side Story, A Chorus Line, Into the Woods, Chicago. Possible playwrights and ensembles: Eugene O’Neill, Arthur Miller, Tennessee Williams, Lorraine Hansberry, the Bread and Puppet Theatre, the Teatro Campesino, Maria Irene Forné, August Wilson, David Henry Hwang, Tony Kushner, Anna Devere Smith. Focus on close reading, on historical and social context, on realism and the alternatives to realism, on the relations between text and performance. Opportunities both for performance and for critical writing.

Prerequisite: None
Cross-Listed as: AMST 281
Distribution: LL; ARS
Term(s): Not Offered

ENG 283 - New Orleans In and Against America (1.0)
A study of the literature of the American South, with special focus on the region’s unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression. Anchoring the course will be literature haunted by New Orleans, including novels (part of Faulkner’s Absalom, Absalom!, Don Delillo’s Libra, Walker Percy’s The Moviegoer, J.K. Toole’s A Confederacy of Dunces) and other readings (the autobiography of Louis Armstrong, and shorter pieces by Welty,
ENG 286 - New Literatures: The Gay 1990s and Beyond (1.0)
Given their slow integration into the social mainstream, queer people have often made do with self-fashioning, a sensibility that identity is a work in progress. Literature and other artistic forms have been integral in sustaining and protecting the stories of queer lives and times. In this course, we will encounter various forms and transformations of queer expression, while focusing on a recent era that saw the dramatic visibility of LGBT folk: the 1990s. But we will not read this period in history in isolation. Instead, we will look backward too, considering early accounts of same-sex longing and sexuality in Southern literary expression. The course examines the development of race through discourses of linguistic, physical, geographic, and religious difference—from the Tower of Babel to Aristole, from the Crusades to nineteenth-century racial taxonomies, from Chaucer to Toni Morrison. Considering the roles physical appearance has played in each of these arenas, we will thoughtfully consider the question: What Is Racial Difference?

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

ENG 288 - Songs and Songwriting (1.0)
We will examine a wide range of American songs from the point of view of composers, lyricists, performers, and critics. The course will be divided into sections, each of which will focus on an important American songwriter or idiom: George and Ira Gershwin, Bob Dylan, Joni Mitchell, protest songs, blues, Broadway, the American songbook, etc. In each section of the course we will consider relationships between words and music, the stakes in different ways of performing the same song, and how to write lyrics and music in a particular idiom. Assignments in each unit will include a range of options. Students will be able to focus on songwriting, performing, or critical writing.

Instructor: Brody, Rosenwald
Prerequisite: No prerequisites. Students with a background in literature and creative writing, as well as musical composition, performance, and history are encouraged.
Cross-Listed as: MUS 288
Distribution: LL, ARS
Term(s): Fall

ENG 289 - London in Literature, Then and Now (1.0)
London started to become a global, multicultural city in the eighteenth century. How has it changed and how has it remained the same? This course examines how London has been experienced and represented in literary works from the eighteenth to the twenty-first century. We will explore how the city has been imagined in terms of disease, crime, power and pleasure. We will consider what kinds of stories London inspires, and who gets to tell them. Authors will include Charles Dickens, Arthur Conan Doyle, Virginia Woolf, and Zadie Smith.

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

ENG 291 - What Is Racial Difference? (1.0)
A study of the literature of the American South, with special focus on the region’s unique cultural traditions, the development of a distinctive body of stylistic and thematic characteristics, and the complex intersections of region, gender, ethnicity, and sexuality in Southern literary expression. The course will focus on black and white artists whose careers are defined by agnies of conversion. One white artist will be John Donne, a legendary “convert” from profane to sacred art; another will be John Newton, whose own conversion (from slave trader to abolitionist) led him to write “Amazing Grace,” a favorite hymn of both black and white congregations. Later in America, the true African-American equivalents of Donne differed from him by rejecting any “progressive” evolution of words away from music — they were singers and songwriters, not poets. Accordingly, the course will introduce African-American (1) gospel songs of the 1930s-60s; (2) sermons with their own refrains to evoke women from melody; (3) and finally, the secular soul music which emerged from, or against, sacred music: here the

Instructor: Tyler
Prerequisite: Not open to students who have taken this class as a topic of ENG 283.
Cross-Listed as: AMST 296
Distribution: LL
Term(s): Fall

ENG 295 - The Harlem Renaissance (1.0)
This is an exploration of the Harlem Renaissance, a movement of African American literature and culture of the early twentieth century, which encompassed all major art forms, including poetry, fiction, and drama, as well as music, the visual arts, cabaret, and political commentary. This movement corresponds with the publication of The New Negro anthology (1925). Literary authors we will study may include Langston Hughes, Jean Toomer, Nella Larsen, Zora Neale Hurston, Wallace Thurman, and Richard Bruce Nugent. We will also enter into contemporary debates about “the color line” in this period of American history, reading some earlier work by W.E.B. Du Bois, Booker T. Washington, or James Weldon Johnson, in the context of early Jim Crow, the Great Migration, the Jazz Age, and transatlantic Modernism.

Instructor: Gonzalez
Prerequisite: None
Cross-Listed as: AFR 295
Distribution: LL, HS
Term(s): Not Offered

ENG 296 - Diaspora and Immigration in 21st-Century American Literature (1.0)
This course explores the exciting new literature produced by writers transplanted to the United States or by children of recent immigrants. We’ll consider how the perspectives of recent immigrants redefine what is American by sustaining linkages across national borders, and we’ll examine issues of hybrid identity and multiple allegiances, collective memory, traumatic history, nation, home and homeland, and globalization. Our course materials include novels, essays, memoirs, and films. We’ll be looking at writers in the United States with cultural connections to China, Egypt, Nigeria, Dominican Republic, India, Greece, Viet Nam, Bosnia, Ethiopia, and Japan. Some authors to be included: André Aciman, Chimamanda Adichie, Junot Díaz, Kiran Desai, Jeffrey Eugenides, Aleksandar Hemon, Lê Thi Diem Thúy, Dinaw Mengestu, and Julie Otsuka.

Instructor: Brogan
Prerequisite: None
Cross-Listed as: AMST 296
Distribution: LL
Term(s): Spring
Not open to students who have previously completed this course as a topic of ENG/A/MST 385.

ENG 297 - Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga (1.0)
Transgender rights, gay marriage, and Hollywood and sports figures’ media advocacy are only the latest manifestations of the rich queer history of the United States. This course will explore American LGBT history and culture from the late nineteenth century to the present, with an emphasis on consequential developments in society, politics, and consciousness since Stonewall in 1969. The course will introduce some elements of gender and queer theory; it will address historical and present-day constructions of sexuality through selected historical readings but primarily through the vibrant cultural
form produced by queer artists and communities. The course will survey significant queer literature, art, film, and popular culture, with an emphasis on the inventive new forms of recent decades. It will also emphasize the rich diversity of queer culture especially through the intersectionality of sexuality with race, ethnicity, class, and gender. Instructor: Fisher (American Studies) Prerequisite: None Cross-Listed as: AMST 281 Distribution: HS Term(s): Spring

ENG 299 - American Nightmares: The Horror Film in America (1.0) An exploration of the horror film in America, from the early sound era to the present, with particular attention to the ways that imaginary monsters embody real terrors, and the impact of social and technological change on the stories through which we provoke and assuage our fears. We'll study classics of the genre, such as Frankenstein, Cat People, Dawn of the Dead, and The Shining, as well as a representative sampling of contemporary films, and read some of the most important work in the rich tradition of critical and theoretical writing on horror. Instructor: Shetley Prerequisite: None Cross-Listed as: AMST 299 Distribution: ARS Term(s): Not Offered

ENG 301 - Advanced Writing/Fiction (1.0) A workshop in the techniques of fiction writing together with practice in critical evaluation of student work. Instructor: Newhouse Prerequisite: ENG 203 or permission of the instructor. Distribution: LL Term(s): Spring Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit.

ENG 302 - Advanced Writing/Poetry (1.0) A workshop in intensive practice in the writing of poetry. Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit. Instructor: Bidart Prerequisite: ENG 202 or permission of the instructor. Distribution: LL Term(s): Spring

ENG 315 - Advanced Studies in Medieval Literature (1.0) Distribution: LL Term(s): Not Offered

ENG 320 - Literary Cross Currents (1.0) Topic for 2017-18: Literature, Medicine, and Suffering Suffering, with its consequent sadnesses, has always presented special claims among all the deep motives for making literature. Pain, whether chronic or acute, innate or acquired, visible or hidden, isolates the sufferer, whereas fiction is variously depicted as rescue, remedy, recompense, revenge, and other "re" words implying kinds of redemption, even rejoicing. The texts will be mainly English and American (Herbert, Stern, Dr. Johnson, Coleridge, DeQuincey, Keats, Henry James, McCullers, O’Connor), but there would inevitably be some Plato, Aristotle, Job, Psalms, Gospels, Nietzsche, Freud, Kafka, and Mann. The topics of readings include sympathy, trauma, sublimation, incarnation, and binaries like care/cure, memory and amnesia/anesthesia; inevitable names include Simone Weil, Susan Sontag, Eve K. Sedgwick, and Elaine Scarry. Prerequisite: Open to all students who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Distribution: LL Term(s): Not Offered

ENG 324-01-S - Advanced Studies in Shakespeare (1.0) Topic for 2017-18: Shakespeare in Performance Around the Globe The globalization of Shakespeare has only accelerated in the past quarter century, generating a trove of new stage productions, films and adaptations that continue to re-imagine, challenge and revitalize Shakespeare. This course will explore some of the more striking examples, in both English and other languages, from a Korean stage version of A Midsummer Night's Dream and a Chinese film adaptation of Hamlet (The Banquet) to Spanish and Italian retellings of Othello. In the process, we will also investigate what concepts like authenticity, translation, and adaptation mean in an intercultural context. The reading list will be finalized at a later date so that local productions can be considered, but will most likely include: A Midsummer Night's Dream, Hamlet, Othello, Macbeth and King Lear. Instructor: Ko Prerequisite: Open to all students who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Distribution: LL; ARS Term(s): Spring

ENG 325 - Advanced Studies in 16th- and 17th-Century Literature (1.0) Distribution: LL; ARS Term(s): Not Offered

ENG 345-01-S - Advanced Studies in Nineteenth-Century Literature (1.0) Topic for 2017-18: Love, Sex, and Imagination in Romantic Poetry Study of Romantic poems (and some prose), focusing on the role of eros in Romantic conceptions of imagination. Passion, sympathy, sensibility; the lover as Romantic subject; gendering the sublime and the beautiful; sexual/textual ambiguity; gender and genius; the sublime potential of unutterable or unspeakable love; the beloved as muse; enchantresses and demon lovers as figures of imagination; the attractions, dangers, excesses, and failures of idealizing erotic imagination (sentimentalism, narcissism, sophsism, disenchantment); desire as Romantic quest; sexual politics; marriage (and its discontents); non-normative or transgressive sex (free love, polyamory, homosexuality, incest, hypersexuality, adultery); homoerotics of Romantic literary friendship, rivalry, and collaboration. Texts by Coleridge, the Wordsworths, Hazlitt, Mary Robinson, “Sapphic” poets, Byron, Caroline Lamb, Felicia Hemans, Shelley, Keats, John Clare. Instructor: Hickey Prerequisite: Open to all students who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor. Distribution: LL Term(s): Fall

ENG 346 - George Eliot and Her Readers (1.0) In August 1872, Benjamin Jowett (the head of Oxford’s Balliol College and one of the century’s most eminent scholars) wrote George Eliot a letter. In it, Jowett not only identified Middlemarch, the novel Eliot published earlier that year, as her “great work,” but also reported that “It is a bond of conversation and friendship everywhere.” And so it has been ever since. In this course, we will explore the great novels of the greatest novelist of the Victorian period. In addition to reading Eliot’s novels, we will take up critical responses to them, beginning with those of Eliot’s contemporaries. In particular, we will consider readers’ objections to her representations of religion, female autonomy, and sexuality. As we ourselves become part of Eliot’s readership, we will think about her development as a novelist and critic who reimagined the novel as central to the moral and intellectual lives of the reading public. Eliot wanted her novels to make a deep and lasting impression on her readers, as indeed they do. Novels will include Scenes of Clerical Life, Adam Bede, The Mill on the Floss, The Lifted Veil, Middlemarch, and Daniel Deronda. Instructor: Rodensky Prerequisite: Open to all students who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this class as a topic of ENG 345. Distribution: LL Term(s): Spring

ENG 347 - Nineteenth-Century Novels of Romantic Mistake (1.0) “Reader, I married him,” Jane Eyre tells us as her novel draws to a close. Many nineteenth-century novels end with a marriage. So despite suggestions within the body of the novel that women’s traditional role is not a satisfying one, the heroine often seems contented in that role by the novel’s end. But what happens if the heroine chooses wrongly? In this course, we will consider novels that look at a heroine’s life after a marriage that she comes to regret, as well as some novels in which the bad romantic choices do not result in marriage. What do these novels of romantic mistake have to say about women’s lives? Probable authors: Anne Brontë, Charlotte Brontë, James, Austen, Eliot. Instructor: Meyer Prerequisite: Open to all students who have taken at least two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this class as a topic of ENG 345 or ENG 383. Distribution: LL Term(s): Fall

ENG 350 - Research or Individual Study (1.0) Prerequisite: Permission of the instructor. Open to juniors and seniors. Distribution: None Term(s): Fall; Spring

ENG 350H - Research or Individual Study (0.5) Prerequisite: Permission of the instructor. Distribution: None Term(s): Fall; Spring

ENG 351 - The Robert Garis Seminar (0.5)
An advanced, intensive writing workshop, open to six students, named for a late Wellesley professor who valued good writing. This is a class in writing non-fiction prose, the kind that might someday land a writer in The New Yorker or The Atlantic. Our genre is often called "literary journalism," and here we will read and emulate authors like Joan Didion, Hilton Als, Ian Frazier, John McPhee, and Joseph Mitchell, and each student will produce a 5,000 word-piece of her own. 

Prerequisite: Open to qualified students by permission of the instructor. 
Distribution: LL 
Term(s): Not Offered 
Mandatory credit/noncredit.

**ENG 354 - James Joyce, Ulysses (1.0)**

Close reading of Ulysses, after preliminary engagement with Dubliners and A Portrait of the Artist as a Young Man. Aided by supplementary biographical and critical readings, attention will be paid to the complex effects of Joyce's Irishness on his relation to modern English literature and language.

Instructor: Sabin

Prerequisite: Open to all students who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this course as a topic of ENG 355.

Distribution: LL

Term(s): Spring

**ENG 355 - Advanced Studies in Twentieth-Century Literature (1.0)**

This course will survey Hemingway’s literary career: his novels, including The Sun Also Rises, A Farewell to Arms, For Whom the Bell Tolls, and The Old Man and the Sea; his journalism; and his brilliant short stories from In Our Time and other collections. We will give special attention to the young Hemingway, who survived serious wounds in World War I and who worked hard to establish himself as a writer in the 1920s when he was living in Paris with his wife and child—a period that Hemingway evocatively recalls in his memoir, A Moveable Feast. Our goals will be to understand his extraordinary style—it's complexity, emotional power, and depth—and his charismatic personality as it is displayed in both his life and his writing.

Instructor: Cain

Prerequisite: Open to all students who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students. Not open to students who have taken this course as a topic of ENG 387.

Distribution: LL

Term(s): Fall

**ENG 360 - Senior Thesis Research (1.0)**

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

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

**ENG 370 - Senior Thesis (1.0)**

Prerequisite: ENG 360 and permission of the department. 
Distribution: None 
Term(s): Fall; Spring 

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

**ENG 381 - Literature, Truth, and Reality (1.0)**

Why do we distinguish between fiction and non-fiction? Should literature reflect reality, criticize it, or imagine it otherwise? Do its representations shape our experiences in helpful or misleading ways? This course will examine how different theorists have condemned literature, tried to defend it, or explained its relation to reality. We will read a wide range of critics ranging from Plato and Aristotle to important twentieth-century theorists including Auerbach, Adorno, Foucault, and Jacques Rancière.

Instructor: Lee

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

Distribution: LL

Term(s): Not Offered

**ENG 382 - Literary Theory (1.0)**

A survey of major developments in literary theory and criticism. Discussion will focus on important perspectives—including structuralism, post-structuralism, Marxism, and feminism—and crucial individual theorists—including Bakhtin, Empson, Barthes, Derrida, Foucault, Jameson, Sedgwick, and Zizek.

Instructor: Shetley

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

Distribution: LL; EC

Term(s): Fall

**ENG 387 - Authors (1.0)**

Distribution: LL

Term(s): Not Offered

**ENG 390 - Calderwood Seminar in Public Writing: The New York Review of Books at Fifty (1.0)**

This is a course on the art of the book review. The course is tied to the fiftieth anniversary, in 2013, of The New York Review of Books. We will study The New York Review and what has been written about its history; we will read in the digital archive of the Review and write our own reviews in its prevailing moods and styles. This remarkable periodical has been at the center of intellectual life in America over the past 50 years; in seeing what made, and makes, it “tick,” we will discover the changing nature and function of great reviewing in a changing America.

Instructor: Chiasson

Prerequisite: By permission of the instructor.

Distribution: LL

Term(s): Not Offered
AN INTERDEPARTMENTAL MAJOR AND MINOR

Environmental Studies Faculty Profiles

Environmental Studies is a particular way of thinking, conducting research, and posing questions. We recognize that knowledge of societies, the environment, and the complex and multifaceted relationship they share, emerges from a wide range of disciplines, including the sciences, social sciences, and humanities. An Environmental Studies major or minor aims to provide students with critical skills that will allow them to engage current environmental issues and prepare to recognize future ones. Central to this goal is helping students develop independent critical thinking problem framing, and problem solving skills across disciplines and cultures with which they can diagnose and prioritize a wide range of environmental issues, from the local to the international, from the most pressing to the most long-term. Because of the interdisciplinary nature of environmental issues, the program draws upon courses from multiple departments. Each student will choose electives in consultation with her advisor to help focus her studies on an issue or approach that interests her.

Environmental Studies Major

Goals for the Environmental Studies Major/Minor

The Environmental Studies program seeks to educate students to: Develop and compare potential solutions to environmental problems from local to global scales.

- Critically assess the relationships among the cultural, economic, ethical, scientific, and social dimensions of environmental issues.
- Integrate field-based, laboratory, and other forms of research used by scholars and practitioners.
- Build ability and confidence in communicating information to professional and public audiences.
- Create a cohesive and supportive interdepartmental community.

Requirements for the Environmental Studies Major

There are three components to the 10-course major:
1. Two introductory courses, which may be taken in any order. Students may choose any two courses from this list, provided that at least one course has an ES designation, and at least one course is a lab:
   a. ES 101 w Lab
   b. ES 102
   c. ES 103
   d. ES 104
   e. BISC 108 w Lab
   f. GEOS 101 w Lab
   g. GEOS 120/ASTRO 120 w Lab
2. One 200-level core course in each of these categories:
   a. Science: ES 201 or ES 220 or BISC 201
   b. Social Science: ES 214 or ES 228/ECON 228 (which requires ECON 101 as a prerequisite) or ES 265/ANTH 265
   c. Humanities: ES 203 or ES 299 or PHIL 233 or AFR 226 or ES 234/PHIL 234
3. Four electives from Environmental Studies courses and the list of Courses for Credit Toward the Major, at least two of which must be at the 300 level. (Students are encouraged to take more than four electives.)
4. One capstone course: ES 300 or ES 399

Note that ES 102, ES 103, ES 104, ES 201, ES 203, ES 214, ES 220, ES 299, ES 399, BISC 201, ES 228/ECON 228, PHIL 233, ES 265/ANTH 265, ES 234/PHIL 234, and AFR 226 can be taken as electives (but no single course can fulfill two requirements for the major). Two partial credit courses may be combined to count toward a single elective.

Students who have taken a core ES required course for another major or minor can substitute an ES elective (200-level or above) instead of taking an additional core ES course to fulfill the same requirement.

A student may petition to count a course not listed in the Courses for Credit Toward the Major list. Students should contact the Director for approval, and the Director will use her discretion in seeking guidance from the ES Advisory Faculty.

Students may count no more than three courses taken away from Wellesley toward the environmental studies major. These courses should be approved by the director prior to enrollment. AP credit in Environmental Science cannot be used to replace any Environmental Studies requirements.

Individual Study

ES 250 or ES 350 (Research or Individual Study) can be advised by any member of the advisory faculty in Environmental Studies. A partial unit course may only count as credit toward the major when combined with another partial unit course. Only two units of independent study may be counted toward the major. ES 350 courses may not be used to fulfill the minimum requirement that two electives be at the 300 level. ES 360 and ES 370 do not count toward the minimum major.

Honors in Environmental Studies

The only route to honors in the major is writing a thesis and passing an oral examination. A student whose GPA in courses in her environmental studies major is 3.5 or higher may apply to write an honors thesis. The proposal should be submitted in April of the student's junior year. Students should have identified a topic, an advisor, and a committee of two additional faculty members (one of whom must have expertise in areas outside the topic or approach of the proposed thesis) before applying. The applications are evaluated by the advisory faculty. Students planning international studies should discuss their interest in honors with potential advisors during their sophomore year, and plan to submit their application in April of their junior year abroad. During the spring semester of their senior year, students are expected to give a public presentation of their thesis research to the Wellesley Community. For the complete Honors Thesis Guidelines, please visit the Environmental Studies program website at www.wellesley.edu/EnvironmentalStudies/Curriculum/honors.html.

Off-Campus Programs in Environmental Studies

By special arrangement with the Ecosystems Center of the Marine Biological Laboratory and the Marine Studies Consortium, Wellesley College students in good standing may apply for courses in these off-campus programs. The number of participants in each program is limited. (See Special Academic Programs.) Students should also consider courses at MIT and Olin College. Courses at MIT and Olin, as well as EXT course, count as Wellesley courses rather than as courses taken off campus, for the purposes of the Environmental Studies major, but specific courses must be approved by the student's advisor to count toward the major. For courses offered during the Semester in Environmental Studies, Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Massachusetts, see www.mbl.edu/SES.

Sustainability Certificate Program in Environmental Studies

The Three College Sustainability Certificate Program is available to undergraduate students enrolled at Wellesley, Olin, and Babson Colleges, who will take it alongside the degree programs they are following on their respective campuses. See Sustainability Certificate Program in the Wellesley Course Catalog for details.

Courses for Credit Toward the Environmental Studies Major

The following courses may be used as electives. Courses not listed may be accepted by petition. (Note that some 200- and 300-level courses have prerequisites outside of required Environmental Studies courses.) Note that PHIL 338 requires an ES paper in order to count as an elective.

- AFR 226 Environmental Justice, "Race," and Sustainable Development
- ARTH 266 New Perspectives on the Global City
- ARTH 317 Historic Preservation: Theory and Practice
- ASTR 223/GEOS 223 Planetary Climates -- DELETE THIS ONE
- BISC 108 Environmental Horticulture
- BISC 198 Statistics in the Biosciences
- BISC 201 Ecology with Laboratory
- BISC 202 Evolution with Laboratory
- BISC 204 Biological Modeling with Laboratory
- BISC 210 Marine Biology with Laboratory
- BISC 308 Tropical Ecology with Winter Session Laboratory
- BISC 314 Environmental Microbiology with Laboratory
- BISC 319 Evolutionary and Conservation Genetics with Laboratory
- EXT 123 Water Resources Planning and Management
- EXT 128 Coastal Zone Management
- FREN 300 Post-Apocalyptic Cinema: French Visions of Ecological Trauma
- GEOS 101 Earth Processes and the Environment with Laboratory
- GEOS 102 The Dynamic Earth with Laboratory
- GEOS 120/ASTRO 120 Earth and the Universe with Laboratory
1. One introductory course from this List:

- a. ES 101 w Lab
- b. ES 102
- c. ES 103
- d. ES 104
- e. BISC 108 w Lab
- f. GEOS 101 w Lab
- g. GEOS 120/ASTRO 120 w Lab

2. One 200-level core course in two of these three categories (two courses total):

   a. Science: ES 201 or ES 220 or BISC 201
   b. Social Science: ES 214 or ES 228/ECON 228 (which requires ECON 101 as a prerequisite) or ES 265/ANTH 265
   c. Humanities: ES 203 or ES 299 or PHIL 233 or AFR 226 or ES 234/PHIL 234

3. Two electives from ES courses or Courses for Credit Toward the Major. (Introductory, core, and capstone courses may also count as electives, but no single course can fulfill two requirements for the major). A student may petition to count a course not listed in the Courses for Credit Toward the Major list. Students should contact the Director for approval, and the Director will use her/his discretion in seeking guidance from the ES Advisory Faculty.

Students who have taken a core ES required course for another major or minor can substitute an ES elective (200-level or above) instead of taking an additional core ES course to fulfill the same requirement.

Students may count no more than one course taken away from Wellesley toward the environmental studies minor. This course should be approved by the director prior to enrollment.

**Environmental Studies Courses**

**ES 101 - Fundamentals of Environmental Science with Laboratory (1.25)**

Environmental problems are some of the most complex issues that we face today, and addressing them requires skills and knowledge from a variety of scientific and non-scientific disciplines. This course seeks to provide the scientific foundation for approaching environmental problems. Using a systems-approach to problem formulation and solving, we will investigate environmental issues including soil degradation, human and natural energy flows, stratospheric ozone depletion, mercury pollution, and the conservation of biodiversity. The combined studio and laboratory format offers diverse approaches for understanding, applying, and constructing models to investigate the behavior of environmental systems as well as testing hypotheses and drawing conclusions.

**ES 104 - Environment and Society: Addressing Climate Change (1.0)**

This course offers an interdisciplinary introduction to Environmental Studies, with a focus on climate change. Major concepts that will be examined include: the state of scientific research, the role of science, politics, and economics in environmental decision-making, and the importance of history, ethics, and justice in approaching climate change. The central aim of the course is to help students develop the interdisciplinary research skills necessary to pose questions, investigate problems, and develop strategies that will help us address our relationship to the environment. ES 101, ES 102, and ES 103 may be taken in any order.

**ES 105Y - First-Year Seminar: How to Save the Planet: Making Change Happen (1.0)**

Where does our food come from? Is the way we grow, distribute, and consume it sustainable? What is the difference between organic and conventional agriculture? Are technologies such as genetic modification, ethically defensible? How does our assessment change if we consider agriculture in a developing country in Africa? To answer these questions, students will take an interdisciplinary approach to environmental studies that draws on economics, politics, history, ethics, and the sciences. Students will actively investigate these questions through activities such as hands-on research on a long-term agricultural research plot on campus, fieldtrips to investigate practices at nearby farms, and policy-relevant debates in class. This course fulfills the 100-level interdisciplinary course requirement for the Environmental Studies major; it does not fulfill any college-wide distribution requirements.

**ES 103Y - First-Year Seminar: Environment and Society: Food, Agriculture, and Sustainability (1.0)**

Where does our food come from? Is the way we grow, distribute, and consume it sustainable? What is the difference between organic and conventional agriculture? Are technologies such as genetic modification, ethically defensible? How does our assessment change if we consider agriculture in a developing country in Africa? To answer these questions, students will take an interdisciplinary approach to environmental studies that draws on economics, politics, history, ethics, and the sciences. Students will actively investigate these questions through activities such as hands-on research on a long-term agricultural research plot on campus, fieldtrips to investigate practices at nearby farms, and policy-relevant debates in class. This course fulfills the 100-level interdisciplinary course requirement for the Environmental Studies major; it does not fulfill any college-wide distribution requirements.

**ES 106Y - First-Year Seminar: The Hand that Feeds: Who Owns the Past? (1.0)**

We'll also examine what types of change are most important: does it matter whether people undertake their behavior for the right reasons, or simply that they act in ways that are better for environmental protection? When should we focus on changing behavior by individuals, and when should we focus...
on changing the structures within which that behavior happens?

Instructor: DeSombre
Prerequisite: None
Distribution: SBA
Term(s): Not Offered
No letter grades given.

ES 105Y - First-Year Seminar: The Ethics of Eating (1.0)

In this course we will examine the ethics of eating, from farm to table. Students will use philosophical methods to explore ethical issues surrounding topics such as world hunger, industrial agriculture, vegetarianism, cultural identity, paternalism, and individual responsibility. We will focus both on honing our argumentative skills and engaging critically with popular writing about food ethics.

Instructor: Matthew
Prerequisite: None
Cross-Listed as: PHIL 105Y
Distribution: REP
Term(s): Spring

ES 201 - Environmental, Health, and Sustainability Sciences with Laboratory (1.25)

Problems in environmental, health, and sustainability sciences are inherently transdisciplinary and require a diverse skill set to frame, analyze, and solve. This course will focus on developing a toolbox of skills including systems level thinking, field and analytical methods, biogeochemical analysis (natural waters, soils, and other environmental materials), and modeling with a goal of building a science-based foundation for the analysis of complex issues at the interface between humans and the environment. Students will conduct semester-long research projects and will present their results in a final poster session.

Instructor: Brabander (Geosciences)
Prerequisite: Enrollment limited to students majoring in ES and GEOS, other students by permission of instructor.
Cross-Listed as: GEOS 201
Distribution: NPS; LAB
Term(s): Spring
Normally offered in alternate years.

ES 203 - Cultures of Environmentalism (1.0)

What is environmentalism? This course explores how different cultures have answered that question in the United States and abroad. It considers a range of approaches to environmentalism, such as mainstream environmentalism, European Green Parties, environmental justice, radical environmentalism, and deep ecology. This course takes an interdisciplinary approach to examining the role of culture in shaping how people have valued the environment and organized to protect it. What are the ethical and philosophical foundations of modern environmental movements? How is environmental activism historically specific and shaped by particular constructions of race, gender, and/or nature? Students are required to undertake a 15-20 hour service-learning project with a Boston-area environmental group.

Instructor: Turner
Prerequisite: ES 101 or ES 102 or ES 103, or permission of the instructor.
Distribution: REP
Term(s): Not Offered

ES 209 - Agroecology. The Science of Sustainable Food Systems with Laboratory (1.25)

Agricultural production is embedded within, and interacts with, ecological, economic and social systems. How do we know what impact food production has on the ecosystem, farmers, consumers, and others? Agroecology is a field that applies ecological principles to agricultural systems, explores social implications of food systems, and seeks solutions to food production and distribution through quantitative and qualitative analysis. The objectives of this course are to understand the fundamentals of agroecology, learn research design techniques to test questions related to these fundamentals, and understand analytical tools that reflect a whole-systems approach to evaluating the food system. We will pair lectures and discussions in the classroom with research on local farms, including farmer interviews, farm mapping and analysis of ecological factors on the farm.

Instructor: Goold (Botany Fellow)
Prerequisite: BSC 108 or ES 103 or equivalent
Distribution: None; LAB
Term(s): Not Offered

ES 210 - Hydrogeology: Water and Pollutants with Laboratory (1.25)

Clean water supply is a high priority for both developed and underdeveloped communities worldwide. Limits to supply and their implications for an increasing population make a clear understanding essential for citizens. Water sources and movement of water from the atmosphere through the earth’s surface and subsurface will be examined. Laboratory will include field and laboratory analyses of physical and chemical properties and pollutant issues of local community supplies including the Wellesley campus, and Towns of Wellesley, Natick, and Norwell.

Instructor: Besancon (Geosciences)
Prerequisite: Any 100-level GEOS course (except 111), or permission of the instructor.
Cross-Listed as: GEOS 210
Distribution: NPS; MM; LAB
Term(s): Not Offered
Normally offered in alternate years.

ES 212 - Lake Baikal: The Soul of Siberia (1.25)

The ecological and cultural values of Lake Baikal—the oldest, deepest, and most biotically rich lake on the planet—are examined. Lectures and discussion in spring prepare students for the three-week field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, art, music, and the country’s environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake’s stakeholders, and tours of ecological and cultural sites surrounding the lake.

Instructor: Hodge (Russian), Moore (Biological Sciences)
Prerequisite: or corequisites: ES 101 or BSC 111; RBS 101, and permission of the instructors. Application required.
Cross-Listed as: RAST 212
Distribution: LL; NPS
Term(s): Not Offered
Not offered every year. Subject to Provost's Office approval.

ES 214 - Social Causes and Consequences of Environmental Problems (1.0)

This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits; collective action problems and interest-group theory; time horizons in decision-making; the politics of science, risk, and uncertainty; comparative political structures; and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance.

Instructor: DeSombre
Prerequisite: ES 102 or ES 103, or one course in political science, or permission of the instructor.
Cross-Listed as: POI2 214
Distribution: SBA
Term(s): Fall

ES 214 - Social Causes and Consequences of Environmental Problems (1.0)

This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits; collective action problems and interest-group theory; time horizons in decision-making; the politics of science, risk, and uncertainty; comparative political structures; and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance.

Instructor: DeSombre
Prerequisite: None
Cross-Listed as: POI2 214S
Distribution: SBA
Term(s): Summer I

ES 219 - GIS and Spatial Reasoning for Social and Behavioral Analysis (1.25)

This course introduces students to Geographic Information Systems (GIS), and the use of spatial data in social and behavioral research. Many human behaviors have a spatial component. Space can also provide a common framework to identify and understand patterns within complex relationships. The course will emphasize how to design, execute and present original research through lectures and labs. Students will develop conceptual tools for spatial reasoning, how to use specific software packages, and how to present interpretations and results in graphic form. The approaches to GIS will be relevant to students from Anthropology, Sociology, Economics, History, and other cognate disciplines. We will cover main concepts and applications of GIS as used in human ecology, planning and development, conflict studies, and epidemiology, for example.

Instructor: Staff
Prerequisite: None
Cross-Listed as: ANTH 229
Distribution: SBA
Term(s): Not Offered
Does not fulfill the laboratory requirement.

ES 220 - Human Ecology: Environmental Limits and Conservation with Laboratory (1.25)

Humans and their environment make up a complex and dynamic system. As with all ecological systems, key components are the availability and use of resources and the interactions with other species—both of which have important impacts on the nature and stability of the system itself. This course
ES 234 - From Wilderness to Ruins (1.0)
This course concerns a range of ethical and aesthetic questions about places, whether of natural or cultural significance. How do we understand and value the environment as we do today?
Term(s): Not Offered
Mandatory credit/noncredit.

ES 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

ES 265 - The Politics of Nature (1.0)
In this course we will consider the historical, social, and political life of nature in its many guises and from an anthropological perspective. What is the relationship between resource control and the consolidation of power? How have indigenous movements and development agencies mobilized ideas of participatory conservation to achieve their goals, and how have these same concepts been used to exclude or to reproduce inequality? We will explore themes such as the relationship between race, nature, and security; intellectual property and bioprospecting; and the lived effects of the many "green," "sustainable," and "eco-tourism" projects now attracting foreign travelers around the world. Additionally, the course will introduce students unfamiliar with socio-cultural anthropology to ethnographic research methods, ethical dilemmas, and the craft of ethnographic writing.
Instructor: Ellison (Anthropology)
Prerequisite: None
Cross-Listed as: ANTH 265
Distribution: SBA
Term(s): Not Offered

ES 267 - Art and the Environmental Imagination (1.0)
Nature, according to the environmental historian William Cronon, "serves as the mirror onto which societies project the ideal reflections they wish to see." Focusing on the land of the United States as it has been shaped into forms ranging from landscape paintings to suburban lawns, national parks, and our own Wellesley College campus, we will investigate the social, political, economic, religious, scientific, and aesthetic imperatives that have underlain these creations and molded our responses to them. Among the questions we will consider are: What is "nature"? What do we value in a landscape and why? How have artists and architects responded to environmentalist concerns?
Instructor: Bedell (Art)
Prerequisite: None
Cross-Listed as: ARTH 267
Distribution: ARS
Term(s): Not Offered

ES 299 - U.S. Environmental History (1.0)
This course examines the relationship between nature and society in American history. The course will consider topics such as the decimation of the bison, the rise of Chicago, the history of natural disasters, and the environmental consequences of war. There are three goals for this course: First, we will examine how humans have interacted with nature over time and how nature, in turn, has shaped human society. Second, we will examine how attitudes toward nature have differed among peoples, places, and times, and we will consider how the meanings people give to nature inform their cultural and political activities. Third, we will study how these historical forces have combined to shape the American landscape and the human and natural communities to which it is home. While this course focuses on the past, an important goal is to understand the ways in which historical shapes how we understand and value the environment as we do today.
ES 300 - Environmental Decision-making (1.0)
An interdisciplinary seminar in which students work together in small groups to understand and develop solutions for current environmental problems. Each year, we focus on a given environmental issue of concern to our community, e.g., environmental implications of building design, energy use, or water quality. In particular, we work to understand its scientific background, the political processes that lead to potential solutions, and the ethical and environmental justice implications. Student-led research provides the bulk of the information about the issue and its role in our local environment; lectures and readings provide supplementary information about the local situation and the global context.
Instructor: DeSombre
Prerequisite: A declared major or minor in environmental studies, ES 101 or ES 102 or ES 103, and completion of the core distribution requirements, or permission of the instructor. This course is only open to juniors and seniors.
Term(s): Spring
Distribution: None

ES 307 - Ecosystem Ecology with Laboratory (1.25)
Ecosystems are essential to sustaining life on Earth. The emergent structure and function of ecosystems are regulated by feedbacks between biological and physical systems from the microscopic to the global scale. We will study how ecosystems cycle carbon and nutrients and how the energy balance of ecosystems creates critical feedbacks with climate. We will also examine the role that humans play in managing, creating, and using services from ecosystems in our current era of rapid global change. Students will develop statistical skills working with real datasets from the Long-Term Ecological Research (LTER) network and will gain experience collecting new field data to understand temporal and spatial patterns of ecosystem processes.
Instructor: Matthes
Prerequisite: Two units in Biological Sciences at the 200-level or above, or permission of the instructor.
Cross-listed as: BISC 307
Distribution: NPS; LAB
Term(s): Fall

ES 312 - Seminar: Environmental Policy (1.0)
Focuses both on how to make and how to study environmental policy. Examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students will also undertake an original research project and work in groups on influencing or creating local environmental policy.
Instructor: DeSombre
Prerequisite: ES 214 or one 200-level unit in political science and permission of the instructor. This course is only open to juniors and seniors.
Cross-listed as: POL2 312
Distribution: SBA
Term(s): Spring
Ann E. Maurer ’51 Speaking Intensive Course

ES 313 - Environmental Impact Assessment (1.0)
Our environment is constantly changing as a result of anthropogenic events; we can apply scientific principles and assessment tools to reduce the adverse impacts that our actions have on the environment. Environmental impact assessment is the systematic identification and evaluation of the potential impacts or effects of proposed projects, products, and decisions relative to the current state of the total environment. This course teaches the scientific fundamentals of environmental impact assessment, along with the related approaches of environmental risk assessment, life cycle assessment, and industrial ecology, that can help us make informed choices about how to minimize environmental harm and about alternatives. These tools will be applied to case studies in class, and a semester-long team project.
Instructor: Higgins
Prerequisite: ES 214/POL2 214 or POL3 221, or permission of the instructor.
Cross-listed as: POL3 325
Distribution: SBA
Term(s): Not Offered

ES 325 - International Environmental Law (1.0)
For international environmental problems, widespread international cooperation is both important and quite difficult. Under what conditions have states been able to cooperate to solve international environmental problems? Most international efforts to address environmental problems involve international law—how does such law function? What types of issues can international environmental law address and what types can it not? This course addresses aspects of international environmental politics as a whole, with particular attention to the international legal structures used to deal with these environmental problems. Each student will additionally become an expert on one international environmental treaty to be researched throughout the course.
Instructor: DeSombre
Prerequisite: ES 214/POL2 214 or POL3 221, or permission of the instructor.
Cross-listed as: POL3 325
Distribution: SBA
Term(s): Fall

ES 327-01-S - Seminar: Topics in Biodiversity (1.0)
Topic for 2017-18: Global Change Biology
We live on a rapidly changing planet, one in which natural ecosystems are strongly influenced by human activity. The global human footprint is vast and the realization of some of our greatest achievements has reshaped terrestrial landscapes and waterways, moved plants and animals around the world, and facilitated climate change. We have created new conditions under which all organisms now live, yet the consequences for life on Earth remain poorly understood. This course will examine the causes of ongoing environmental change and scientific evidence highlighting how plants and animals are responding to the planet they have inherited. The format for the course will consist of a discussion of groundbreaking current research and an analysis of the public’s response to evidence that complex biological systems are undergoing dramatic change globally.
Instructor: Mattila (Biological Sciences)
Prerequisite: Two units in biological sciences at the 200 level or above, or permission of the instructor.
Cross-listed as: BISC 327-01-S
Distribution: NPS
Term(s): Spring

ES 329 - Latin America: Topics in Food and Environment (1.0)
From an ecological perspective, Latin America is a vast region composed of numerous biomes: tropical forests, savannas, deserts, mountains, and temperate forests and grasslands. Culturally, this region is home to diverse human communities including 600 indigenous groups. Economically, many countries in Latin America depend upon the export of natural resources and agricultural products. Growing populations, increased global trade, and a complicated history of colonization put pressure on all of these areas, creating a fascinating and important backdrop for exploring issues in food systems and the environment. Topics will be guided by student interest, but may include food justice, agroecology, water rights, biodiversity conservation, biopiracy, transnational agreements, farmer networks and social movements.
Instructor: Goodale
Prerequisite: For ES 229: ES 101, ES 102, or ES 103; For ES 329: Permission of instructor and one of the above
Distribution: None
Term(s): Fall

ES 347 - Advanced Plant Diversity and Ecology with Laboratory (1.25)
This course meets along with ES 247/BISC 247 and offers an opportunity for students to engage more thoroughly with the material and perform independent research. Students will be expected to more thoroughly review and reference peer-reviewed literature and assist in leading in-class discussions. Additionally, each student will develop and conduct an experiment (or observational study) over course of the semester that examines mechanisms of plant diversity and coexistence.
Instructor: Griffith
Prerequisite: BSC 201 or ES 220 or BSC 207 or permission of instructor
Cross-listed as: BSC 347
Distribution: NPS; LAB
Term(s): Spring
This course is not available to students that have completed ES 247/BISC 247.

ES 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the department. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

ES 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ES 370 - Senior Thesis (1.0)
Prerequisite: ES 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

ES 381 - U.S. Environmental Politics (1.0)
This course examines the politics of environmental issues in the United States. The course has two primary goals: First, to introduce students to the institutions, stakeholders, and political processes important to debates over environmental policy at the federal level. Second, to develop and practice skills of analyzing and making decisions relevant to
environmental politics and policy. Drawing on the
literature of environmental politics and policy, this
course will consider how environmental issues are
framed in political discourse, various approaches to
environmental advocacy and reform, and the
contested role of science in environmental politics.
The course will be organized around environmental
case studies, including endangered species
conservation, public lands management, air and
water pollution, and toxics regulation.

Instructor: Turner
Prerequisite: A 200-level ES course or POL1 200 or
permission of the instructor.
Cross-Listed as: POL1 381
Distribution: SBA
Term(s): Not Offered

ES 383 - The Science of Compliance: The
Evolution of Technology to Meet the Goals of U.S.
Environmental Policy (1.0)

For more than 40 years U.S. environmental policies
have been passed, amended, and enforced with the
purpose of protecting human health and preserving
the environment. This course will examine the
evolution of technologies to meet the goals of major
U.S. environmental policies including the Clean Air
Act, the Safe Drinking Water Act, the Clean Water
Act, and the Comprehensive Environmental
Response, Compensation, and Liability Act and the
role that available technologies play in setting the
enforceable standards within policies. We will learn
fundamental scientific principles of water treatment,
wastewater treatment, and air pollution control
technologies and examine how scientists and
engineers employ these technologies to meet policy
goals. Students will further examine the relationship
between a recent or future environmental policy and
technological evolution.

Instructor: Higgins
Prerequisite: ES 101 or ES 220 or permission of the
instructor.
Distribution: NPS
Term(s): Not Offered

ES 399 - Calderwood Seminar in Public Writing:
Environmental Synthesis and Communication
(1.0)

Tax carbon? Label genetically modified crops? Ban
endocrine disruptors? In this course, we will engage
with such questions and related environmental
sustainability issues as public writers. Students will
choose one environmental issue, which will be the
focus of their environmental "beat" during the
semester. They will draw on an interdisciplinary
toolset from environmental studies to analyze and
communicate the scientific, economic, political, and
ethical dimensions of pressing policy issues.
Students will conduct independent research to
produce weekly articles, such as op-eds, blog posts,
press releases, book reviews, policy memos, and
interviews with environmental professionals. Class
sessions will be organized as writing workshops
focused on the interdisciplinary analysis and content
of student work.

Instructor: Turner
Prerequisite: Declared major or minor in Environmental
Studies and completion of the required introductory
courses and 200-level core courses for the major or
minor, and permission of the instructor. It fulfills the
capstone course requirement for ES majors.
Distribution: None
Term(s): Not Offered
According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the Academic Council. Faculty members and students are invited to submit their ideas to the committee.

Experimental/Team-Taught Courses

Experimental Courses

In 2016-17, the following experimental courses will be offered:

- **AMST 231/FREN 231**
  Americans in Paris: Race, Gender and Sexuality in the City of Light
- **ARTH 258**
  The Global Americas, 1400 to Today
- **ARTH 335-01-S**
  Topics in Modern Art
- **BISC 116**
  Fundamentals of Chemistry and Molecular/Cellular Biology with Lab: An Integrated Approach
- **CHEM 116**
  Fundamentals of Chemistry and Molecular/Cellular Biology with Lab: An Integrated Approach
- **CS 125Y/NEUR 125Y**
  First-Year Seminar: Brains, Minds, and Machines: The Science of Intelligence
- **ENG 207/JPN 207**
  Writing on the Job: Comparative Short-Form Nonfiction and the Creative Professional
- **ENG 388/PEAC 304-01-F**
  Trauma, Conflict, and Narrative: Tales of Africa and the African Diaspora
- **FREN 231/AMST 231**
  Americans in Paris: Race, Gender and Sexuality in the City of Light (in English)
- **JPN 207/ENG 207**
  Writing on the Job: Comparative Short-Form Nonfiction and the Creative Professional
- **MUS 333/ARTH 335-01-S**
  Postwar Modern: Art, Architecture and Music in America, 1945-65
- **NEUR 125Y/CS 125Y**
  First-Year Seminar: Brains, Minds, and Machines: The Science of Intelligence
- **PEAC 304-01-F/ENG 388**
  Senior Seminar
- **WRIT 177**
  Live and Learn: Understanding Mind-Body Connections
EXTRADEPARTMENTAL

The following section includes courses of interest to students in various disciplines and courses offered within the Marine Studies Consortium.

Engineering

Engineering Faculty Profiles

Students interested in engineering—as a way to broaden their education or as a possible career path—should consider ENGR 111 Product Creation for All, ENGR 120 Making a Difference Through Engineering, and ENGR 160 Fundamentals of Engineering. ENGR 125, Winter session in Nicaragua, may be of interest as well. Students may also consider possible subsequent engineering studies through cross registration with Olin College of Engineering and with MIT via the Wellesley-MIT exchange program. Class Dean Alieon Black and Amy Banzaert, Director of Engineering Studies, advise Wellesley students interested in engineering.

Marine Studies Consortium Courses

The Marine Studies Consortium offers courses focusing on a variety of aquatic topics. These courses are taught at neighboring institutions and are open to a limited number of Wellesley students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences. The courses offered are EXT 123, EXT 128, EXT 225, and EXT 226.

ENGR - Engineering Courses

ENGR 111 - Product Creation for All (1.0)

This hands-on class will explore how products are created, including an exploration of ideation and brainstorming, reverse engineering, and the product development process. An emphasis will be placed on the role of human factors engineering, including usability successes and failures of specific products. Students will learn about these topics through two approaches: disassembly and study of existing products and creation of simple product prototypes for specific, local nonprofit organizations serving populations such as those with developmental or physical limitations. By the end of the semester, students will be able to comprehend and independently apply both the product development process and specific human factors engineering approaches used in the design of many everyday objects; they will also have developed their own creativity and better understand how to further develop and apply that skill.

Instructor: Banzaert
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: MM
Term(s): Fall
Mandatory credit/non credit.

ENGR 120 - Making a Difference through Engineering (1.0)

A project-based exploration of the technical challenges facing underserved communities in developing countries. Technologies are focused primarily at the household level, exploring the benefits and limitations of existing and proposed solutions. Students will learn and apply engineering design skills—including estimation, prototyping, and creativity—to address real problems facing community partners affiliated with the class. Methodologies for participatory development and co-creation will be considered and utilized as appropriate. The necessity for interdisciplinary work when generating solutions will be emphasized.

Instructor: Banzaert
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: MM
Term(s): Not Offered
Mandatory credit/noncredit

ENGR 125 - Making a Difference through Engineering Fieldwork (0.5)

Fieldwork experience over Wintersession for implementing and assessing projects developed in ENGR 120. Students will spend the majority of Wintersession in a developing country (e.g., Nicaragua or El Salvador), primarily living with community members. They will deliver projects developed in ENGR 120, assess these and previously delivered projects, and identify new projects. Development and practice of skills needed for engineering fieldwork: interview methods, cross-cultural observation, creative capacity building, rapid design iteration, device building with limited supplies, and co-creation.

Instructor: Banzaert
Prerequisite: By written application. Students having taken ENGR 120 are most preferred, followed by students with some engineering experience and/or Spanish-speaking ability. All interested students are encouraged to apply regardless of preparation.
Distribution: None
Term(s): Winter
Not offered every year. Subject to Provost’s Office approval.

ENGR 160 - Fundamentals of Engineering (1.0)

Engineering is about combining ideas from mathematics, physics, computer science, and many other fields to design objects and systems that serve human needs. This project-based course introduces the big ideas of engineering and prepares students for taking additional engineering courses at Olin College or MIT. Topics include: the design and construction of mechanisms using rapid prototyping tools such as laser cutters, 3D printers, and computer-aided design software (SolidWorks); modeling and controlling physical systems using the MATLAB programming environment; and feedback and control using digital electronics (Arduino microcontrollers).

Instructor: Banzaert
Prerequisite: PHYS 107 or the equivalent, or by permission of the instructor.
Distribution: NPS, MM
Term(s): Spring

ENGR 250 - Research or Individual Study (1.0)

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

ENGR 250H - Research or Individual Study (0.5)

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

ENGR 305 - Intersections of Technology, Social Justice, and Conflict (1.0)

This course explores the intersections between social justice, conflict, and engineering using an interdisciplinary, hands-on, case study approach. We will explore four technologies (drones, cell phones, cookstoves and water pumps), exploring in each case both the embodied engineering concepts and the ethical and political implications of using the technology. The case studies will inform our discussions of the following big ideas: technology is directly linked to social justice and can have both highly beneficial and highly problematic results for the development and transformation of conflicts; understanding technology at a deeper level is critical to understanding the justice impact on communities and people; media communication about technology and technological innovations’ benefits can be hyperbolic and requires a critical lens. Peace and Justice Studies majors must register for PEAC 305. Students in other majors may register for either PEAC 305 or ENGR 305 depending on their preparation.

Instructor: Confortini and Banzaert
Prerequisite: one ENGR course, or a comparable course at another institution, or permission of the instructor (Banzaert)
Cross-listed as: PEAC 305
Distribution: SBA
Term(s): Fall

EXTD - ExtrADEPARTMENTAL Courses

EXTD 123 - Water Resources Planning and Management (1.0)

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme. Offered by the Marine Studies Consortium.

Instructor: Staff
Prerequisite: Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences.
Distribution: None
Term(s): Fall

EXTD 128 - Coastal Zone Management (1.0)

This course presents a survey of the coastal environment and its physical characteristics, natural systems, economic uses, and development pressures. Lectures examine strategies formulated in the United States for land and water-resource management in the coastal zone. The roles of federal, state, and local governments, environmental groups, and resource users are also explored. Finally, by comparing coastal-zone management problems in the United States to those elsewhere in the world, students gain a global perspective. Offered by the Marine Studies Consortium.

Instructor: Staff
Prerequisite: Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences.
Distribution: None
Term(s): Spring

EXTD 225 - Biology of Fishes (1.0)

This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic

Instructor: Staff
Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Jocelyne Dole, Department of Biological Sciences.
Distribution: None
Term(s): Spring

**EXTD 226 - Biology of Whales (1.0)**

This upper-level course examines the biology and conservation of cetaceans: whales, dolphins, and porpoises. Topics include physiology, population biology, life history analysis, molecular genetics, morphology, distributional ecology, and social behavior. Early lectures focus on the biology of cetaceans and how they are adapted to the marine environment. Subsequent lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species. Offered by the Marine Studies Consortium.

Instructor: Staff
Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Jocelyne Dole, Department of Biological Sciences.
Distribution: None
Term(s): Spring

**EXTD 325 - The Individual and Society: Thinking Critically through the Humanities (1.0)**

This course, made up of four units, is focused on critical thinking about the relationship of the individual to society. The aim of the course is to reflect upon this relationship and, in addition, on the notion of citizenship in its broadest terms. Every unit is organized around a master class, or specialized lecture, by a world-renowned thinker, who will visit the Newhouse Center for the Humanities. The course is conceived for students who seek a more active understanding of the tools and methods used in the humanities. Lectures and assignments will guide students to engage in active reflection upon "method" in different disciplines: how we ask questions, gather evidence, interpret materials, and arrive at conclusions. Themes include: cosmopolitanism, family, tragedy, and citizenship.

Instructor: Prabhu
Prerequisite: None. Open to juniors and seniors of all disciplines.
Distribution: REP
Term(s): Not Offered
FIRST-YEAR SEMINAR PROGRAM

First-Year Seminar Program
The First-Year Seminar Program offers courses across a wide range of disciplines and topics. Enrollment is limited to a small number of first-year students. The seminars emphasize active, collaborative, and creative learning. Courses may fulfill specific distribution and/or major requirements.

Goals for the First-Year Seminar Program
1. Shape student expectations of the values, rigor, aspirations, and rewards of the intellectual enterprise practiced in a vibrant and supportive academic community.
2. Foster skills and habits of mind essential for intellectual inquiry.
3. Build a sense of intellectual and social community among students from diverse backgrounds in a cooperative and collaborative learning environment.
4. Create opportunities early in a student’s college career for close interaction with faculty and for the individualized instruction typical of a liberal arts education.
5. Demonstrate how knowledge is constructed in a particular field.

Courses in the First-Year Seminar Program

First-Year Seminars

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>First-Year Seminar: The Science and Culture of Blood</td>
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<td>ASTR 105Y</td>
<td>First-Year Seminar: Critical Thinking in Science</td>
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<td>BISC 112Y</td>
<td>First-Year Seminar: Exploration of Cellular and Molecular Biology with Laboratory</td>
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<td>BISC 113Y</td>
<td>First-Year Seminar: Exploration of Organismal Biology with Laboratory</td>
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<td>CHEM 107Y/107Y</td>
<td>First-Year Seminar: The Science and Culture of Blood</td>
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<td>CAMS 105Y</td>
<td>First-Year Seminar: Twenty-first-Century Cinema</td>
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<td>ENG 150Y</td>
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<td>ES 101Y</td>
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<td>ES 105Y/PHIL 105Y</td>
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<td>HIST 114Y</td>
<td>First-Year Seminar: American Hauntings</td>
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<td>HIST 115Y</td>
<td>First-Year Seminar: Routes of Exile: Jews and Muslims</td>
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<td>HIST 116Y</td>
<td>First-Year Seminar: Vladimir Putin: Personage, President, Potentate</td>
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<td>MATH 223Y</td>
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<td>NEUR 110Y</td>
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<td>NEUR 150Y</td>
<td>First-Year Seminar: How Neuroscience is Changing Our World View</td>
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<td>PHIL 105Y/ES 105Y</td>
<td>First-Year Seminar: The Ethics of Eating</td>
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<td>PHIL 108Y</td>
<td>First-Year Seminar: Friendship</td>
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<td>PHIL 112Y</td>
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<td>POL 116Y</td>
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<td>REL 114Y</td>
<td>First-Year Seminar: Science and the Bible</td>
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<tr>
<td>SOC 137Y</td>
<td>First-Year Seminar: Reading Sociology: What Culture Teaches Us about Social Life</td>
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<td>THST 101Y</td>
<td>First-Year Seminar: Can We Have an Argument? Understanding, Employing, and Delivering Effective Rhetoric</td>
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<td>WGST 102Y</td>
<td>First-Year Seminar: Lessons of Childhood: Representations of Difference in Children’s Media</td>
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<td>WRIT 116Y</td>
<td>First-Year Seminar: You Are (Not) Here: Living and Writing in the Age of Distraction</td>
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<tr>
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DEPARTMENT OF FRENCH

French Faculty Profiles

The French language gave me an entrée into another culture. It allowed me to discover different means of expression, a different way of life, different values, a different system of thought. Because when you’re a judge and you spend your whole day in front of a computer screen, it’s important to be able to imagine what other people’s lives might be like, lives that your decisions will affect.

—U.S. Supreme Court Justice Stephen Breyer

Courses in the French Department target fluency in the language of France and French-speaking countries and open doors to cultures that are rich in tradition and have pivotal roles to play in a rapidly diversifying Europe and a rapidly contracting world. All but three of our courses, elementary to advanced, are taught in French. The subjects we teach in literature and culture span ten centuries, from the Middle Ages to the present. In addition to covering a broad cultural range, our courses are designed to help students develop a number of critical life skills—linguistic, analytical, interpretive, expressive, creative.

Why French? Because French affords access to cultures—both historic and modern—that are vital and that offer a fresh perspective on our own time and culture. Becoming a sensitive observer of a French-speaking culture means learning to understand and respect its unique set of values, and, by extension, to embrace many different kinds of otherness. A student who has mastered French well enough to enter sympathetically into cultures different from her own has learned to push beyond what currently exists and to express herself in a new way. She is likely to be more complexly understanding, more subtly perceptive, more keenly attuned to otherness. A student who has mastered French well enough to enter sympathetically into cultures different from her own has learned to push beyond what currently exists and to express herself in a new way. She is likely to be more completely understanding, more subtly perceptive, more keenly attuned to otherness. A student who has mastered French well enough to enter sympathetically into cultures different from her own has learned to push beyond what currently exists and to express herself in a new way.

French Department Information

The French Department offers two majors, one in French and one in French Cultural Studies. A description of the major in French Cultural Studies and directions for election appear at the end of the French curriculum.

First-year students with no previous French who wish to study abroad should begin with FREN 103. Students who begin with FREN 101-102 in college and who plan to study abroad should consult the chair of the department during the second semester of their first year.

The numbering of certain 200-level courses does not denote increasing levels of difficulty; FREN 206 through FREN 209 may be taken in any sequence and 200-level courses above FREN 209 may also be taken in any sequence. Students planning to study abroad and, beginning with the class of 2018, to major in French, will need to take either FREN 210, FREN 211 or FREN 212, which develop skills in literary analysis and writing in preparation for coursework at a French university and for the major; they should complete one of the two courses as early as possible, after consultation with a member of the French Department to determine which course best suits their needs and interests.

French Major

Goals for the French Major

• Skill in spoken and written French; at graduation, majors should be able to express themselves with a considerable degree of sophistication and near-native accuracy both orally and in writing.
• A solid familiarity with the literatures and cultures of France and of other Francophone countries.
• Skill in the basic techniques of reading and interpreting texts and of conducting in-depth research using primary and secondary sources on both literary and cultural topics. (Please see Requirements for the Major below for further information.)

Requirements for the French Major

For students entering before fall 2017, the major in French requires a minimum of eight semester courses above FREN 201, one of which must be FREN 210, FREN 211, or FREN 212. For students entering in fall 2017 or later, the major in French requires a minimum of nine semester courses above FREN 201, one of which may be a course taught in English in the French Department, and one of which must be FREN 210 or FREN 212. For all students, the major in French requires at least two 300-level courses taught in French, one of which must be during their senior year.

FREN 101, FREN 102, FREN 103, and FREN 201 count toward the degree but not toward the French major. The language courses FREN 202, FREN 203, FREN 205, FREN 206, FREN 211 and FREN 226 count toward the French Major. All majors must take at least one culture course (FREN 207, FREN 220, FREN 222, FREN 225, FREN 227, FREN 229, FREN 230, FREN 232, FREN 233, FREN 237, FREN 300, FREN 314, FREN 322, FREN 323, FREN 324, FREN 332) or spend one semester studying in a Francophone country, and at least one literature course (FREN 208, FREN 209, FREN 213, FREN 214, FREN 217, FREN 221, FREN 224, FREN 228, FREN 235, FREN 237, FREN 241, FREN 278, FREN 302, FREN 303, FREN 306, FREN 307, FREN 308, FREN 313, FREN 315, FREN 317, FREN 330, FREN 333, FREN 356). For students entering after fall 2017, FREN 210 and FREN 212 also satisfy the literature requirement.

FREN 350, FREN 360 and FREN 370 do not count toward the minimum requirement of two 300-level courses for the major. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French major. Students planning to major in French should consult with the chair of the French department. The department does not offer a minor.

Honors in French

The department offers two options for the achievement of honors in French: Under Option A, students write a thesis and pass an oral exam. Under Option B, students prepare for a written examination based on a reading list devised by the student with the guidance of an advisor. Candidates must be recommended by two professors in the department, and must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with FREN 360-FREN 370. Under Option B, students prepare for a written examination based on a reading list devised by the student with the guidance of an advisor. Candidates must be recommended by two professors in the department, and must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with FREN 360-FREN 370. Under Option B, students prepare for a written examination based on a reading list devised by the student with the guidance of an advisor. Candidates must be recommended by two professors in the department, and must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with FREN 360-FREN 370.

Graduate Study in French

Students planning graduate work in French or comparative literature are encouraged to write an honors thesis and study a second modern language and/or Latin.

Teacher Certification in French

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the chair of the education department.

Advanced Placement Policies and Language Requirement in French

A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. The Wellesley College language requirement is normally met with the completion of either FREN 201-FREN 202 or FREN 203. Students who present an AP score of 3 or an SAT II score between 600-640 can satisfy the requirement by taking FREN 205. Students who present an AP score of 4 or an SAT II score between
encourages those students who cannot spend a Wellesley-in-Aix program. The department supports a limited number of summer internships in France or Francophone countries, through the International Study Committee. The French department has funds to approved upon application to the International Study Provence, is the ideal choice; other programs may be the college's own international study program in seminars, talks, and colloquia that all students live and can exchange ideas and experiences. During the academic year, the Maison Française organizes seminars, talks, and colloquia that all students interested in French are encouraged to attend.

French Cultural Studies

The French department's interdepartmental major in French Cultural Studies is intended for students whose interests in the French and Francophone world are primarily cultural and historical. Interested students are directed to the description of the major and its directions for election, which appear at the end of the French curriculum.

FREN - French Courses

FREN 101 - Beginning French I (1.0)
Systematic training in all the language skills, with special emphasis on communication, self-expression, and cultural insights. A multimedia course based on the video series French in Action. Classes are supplemented by regular assignments in a variety of video, audio, print, and Web-based materials to give students practice using authentic French accurately and expressively. Three periods.
Instructor: Gunther, Egron-Sparrow
Prerequisite: Open to students who do not present French for admission or by permission of the instructor.
Distribution: LL
Term(s): Fall
Each semester of FREN 101 and FREN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

FREN 102 - Beginning French II (1.0)
Systematic training in all the language skills, with special emphasis on communication, self-expression, and cultural insights. A multimedia course based on the video series French in Action. Classes are supplemented by regular assignments in a variety of video, audio, print, and Web-based materials to give students practice using authentic French accurately and expressively. Three periods.
Instructor: Egron-Sparrow, Ganne-Schiermeier
Prerequisite: Open to students who do not present French for admission or by permission of the instructor.
Distribution: None
Term(s): Spring
Each semester of FREN 101 and FREN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

FREN 103 - Intensive French I (1.25)
Intensive training in French. FREN 103 covers the material of FREN 101-FREN 102 in a single semester. A blended course: three class periods supplemented by regular required work with online materials. This is a demanding course designed for students interested in taking a junior year or semester abroad. Not recommended for students seeking to fulfill the foreign language requirement in French.
Instructor: Ganne-Schiermeier
Prerequisite: Open to first-year students and sophomores who do not present French for admission or by permission of the instructor.
Distribution: None
Term(s): Fall
FREN 201 - French Language, Literatures, and Cultures (1.0)
Reading, writing, and speaking skills and critical thinking are developed through analysis and discussion of cultural and literary texts. Issues of cultural diversity, globalization, and identity are considered. Thorough grammar review. Three 70-minute periods a week.
Instructor: Morari, Tranvouez
Prerequisite: FREN 102 or FREN 103, or permission of the instructor.
Distribution: None
Term(s): Fall
Each semester of FREN 201 and FREN 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Students are strongly advised to complete the FREN 201-FREN 202 sequence early in their college career, and within the same academic year, and in order to ensure they receive credit for both courses they should consult the chair of the department if they foresee a gap in their enrollment in the sequence. A student who petitions to take FREN 202 without having completed FREN 201 must elect one of the following courses in order to complete the language requirement: FREN 205, FREN 206, FREN 207, FREN 208, FREN 209 or FREN 215.
Completion of FREN 202 allows first-year students to qualify for international study after two further courses in French: a unit of FREN 206, FREN 207, FREN 208, FREN 209 or FREN 215, and a unit of FREN 210, FREN 211 or FREN 212.

FREN 203 - Intensive French II (1.25)
The continuation of FREN 103. Systematic training in all the language skills. A blended course: three class periods supplemented by regular required work with online materials.
Instructor: Lydgate
Prerequisite: Open only to students who have completed FREN 103 or by permission of the instructor.
Distribution: LL
Term(s): Spring
The course is equivalent to FREN 201-FREN 202, and is designed to prepare students to qualify for international study after two further courses in French: a unit of FREN 206, FREN 207, FREN 208, FREN 209 or FREN 215, and a unit of FREN 210, FREN 211 or FREN 212.

FREN 205 - Literature and Film in Cultural Contexts (1.0)
Discussion of modern literature and film in their cultural contexts. Training in techniques of literary and cultural analysis. Materials include novels, short stories, poetry, films, screenplays, and videos from France and the Francophone world. Vocabulary building and review of key points of grammar. Frequent written practice. Attention to oral skills and listening comprehension, as needed.
Instructor: Datta
Prerequisite: FREN 202 or FREN 203.
Distribution: LL
Term(s): Fall
FREN 206 - Intermediate Spoken French (1.0)
This course develops the skills of listening and speaking in French, with special emphasis on pronunciation and attention to the related skills of reading, writing, and grammatical accuracy. Participants will practice conversation through discussion of a wide variety of materials, including websites, magazine articles, short stories and films.
Instructor: Masson, Peterson
Prerequisite: FREN 202, FREN 203, or FREN 205.
Distribution: LL
Term(s): Fall
Spring
FREN 207 - Perspectives on French Culture and Society: French Identity in the Age of Globalization (1.0)
In this introduction to French society and culture, we will examine France’s identity crisis at the beginning of the twenty-first century. From its historical position of political, economic, and intellectual leadership in Europe and the world, France is searching to maintain its identity as a defender of quality over mass appeal and the proud values of its national tradition in the face of increasing globalization. Topics covered include French-American relations, the European Union, immigration, the family, and the role of women in French society. Readings are drawn from a variety of sources: historical, sociological, and ethnic. Magazine and newspaper articles along with television programs and films will provide supplementary information.

Instructor: Gunther
Prerequisite: FREN 202, FREN 203, or FREN 205.
Distribution: LL; SBA
Term(s): Fall

FREN 209 - Women and Literary Tradition (1.0)
Highlighting what historians of literature have traditionally referred to as the “singularity” of women’s writing, the course will examine women writers’ tendency to break with social language and literary codes, to challenge the characteristic attitudes, ideas, and conventions of the dominant tradition of men’s writing. We will study not only familiar genres such as the novel and poetry, but also less “mainstream” ones: fairy tales and letters. We will view these women not as the object of man’s desire or discourse, but as subjects thinking and creating independently, expressing their desires, their wishes for themselves and humanity, their vision of society and the world, their own experience of love, power and powerlessness. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing.

Instructor: Masson
Prerequisite: FREN 202, FREN 203, or FREN 205.
Distribution: LL
Term(s): Not Offered

FREN 209-01 F - Studies in Literature and Film (1.0)
Topic for 2017-18: The Paris of Poets
A study of the city of Paris as urban inspiration for French poetry, with an emphasis on speaking and writing skills. This course explores the visual arts, culture and history of the City of Light as represented and celebrated through French poetry. Special attention is paid to Parisian artistic and poetic life during the late nineteenth-century to the present.

Instructor: Petterson
Prerequisite: FREN 202, FREN 203, or FREN 205.
Distribution: LL; ARS
Term(s): Fall

FREN 209-01 S - Studies in Literature and Film (1.0)
Topic for 2017-18: Cannes: The French Film Festival
How did it happen that a minor festival in a town on the Côte d’Azur developed and came to gain world-wide recognition, rivaling the Oscars in matters of glamour, star allure, and cinematic cachet? Exploring the history of the Cannes Film Festival through a diverse array of published and audio-visual materials, this course will foster student fluency in written and spoken French. The history of this annual event and its formative role in the French film culture will be examined through French radio shows, newspapers reports, magazine and TV coverage, along with selected films, memoirs, and a graphic novel.

Instructor: Morari
Prerequisite: FREN 202, FREN 203, or FREN 205.
Distribution: LL
Term(s): Spring

Ann E. Maurer ’51 Speaking Intensive Course.

FREN 210 - From the Middle Ages through the Enlightenment (1.0)
Major authors from the Medieval period through the Enlightenment studied in their historical and cultural contexts, with emphasis on close reading, critical analysis, and writing in French. Attention to literary genres, including the constraints and innovations they engender, and study of key notions that will inform students’ understanding of French literature and history—galanterie, courtoisie, mimesis, poetics, epistolarity, Salic law, French Wars of Religion, the Edict of Nantes, and Absolutism. We will end with consideration of pre-revolutionary works, anticipating the rise of the French Republic.

Instructor: Bilis
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL
Term(s): Fall

FREN 211 - Studies in Language (1.0)
Students in this course will explore works of prose, poetry, fiction and autobiography and acquire the skills and techniques needed to decipher and analyze them in writing. A writing-intensive course, in which participants learn to produce a reaction paper, an essay, a creative narration, textual analysis of a poem, and a sustained argument. Special emphasis on critical thinking and interpretive judgment. Students will learn to construct logical, well thought-out essays, including the dialectical essay (la dissertation) practiced in French universities. An ongoing, intensive review of grammar underlies and anchors the course. Open to first-year students who have taken one of the prerequisite courses.

Instructor: Bilis
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL
Term(s): Spring

FREN 212 - From Classicism to Present Day: French Literature & Culture Through the Centuries (1.0)
Major authors from the eighteenth century to the twenty-first, studied in their historical and cultural contexts, with emphasis on close reading, critical analysis, and writing in French. Literary generations and movements, from the philosopher-writers of the Enlightenment through the nineteenth-century innovations of the romantic and realist writers, to ground-breaking twentieth-century experiments in prose, poetry and theater, and the painful disillusionment of the Second World War. Concluding with readings in new directions in French literature. A key course for appreciating and understanding the materials in all our courses and one that prepares students to study abroad.

Instructor: Petterson
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL
Term(s): Spring

FREN 213 - From Myth to the Absurd: French Drama in the Twentieth Century (1.0)
An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theatre of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. Study of plays by Anouilh, Cocteau, Giraudoux, Sartre, Camus, Ionesco, Beckett, and Genet.

Instructor: Masson
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL; ARS
Term(s): Fall

FREN 214 - Books of the Self (1.0)
This course focuses on texts that seek to reveal the reality of the self in the space of a book, including readings of confessional and autobiographical works by the twentieth-century writers Camus, Annie Ernaux, Roland Barthes, and Maryse Condé, and by their literary ancestors Augustine, Abélard, Montaigne, and Rousseau. Themes examined include: the compulsion to confide, the secret sharing versus public self-disclosure; love, desire, and language; the search for authenticity; dominant discourses and minority voices; the role of the reader as accomplice, witness, judge, confessor.

Instructor: Lydgate
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL; REP
Term(s): Not Offered

FREN 218 - Women in Postcolonial "French" Africa: After Négritude (1.0)
Male elites in postcolonial Africa dominated the independence era with liberation movements such as “négritude.” Women’s voices in both public culture and private spaces was ambiguous, rapidly changing, even contentious. Our study of a variety of media, while placing literary texts at the center, will seek to understand the place of women in the Francophone context and in postcolonial nations more widely.

Instructor: Prabhu
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above.
Distribution: LL
Term(s): Not Offered

FREN 220 - Decoding the French (1.0)
This course offers students analytical tools for interpreting French history, society, and culture. The
first part of the course focuses on the approaches that social science disciplines (history, anthropology, sociology) and theoretical frameworks (semiotics, Marxism, structuralism, cultural history, queer theory) have used to analyze French social phenomena. Short excerpts of texts by Claude Lévi-Strauss, Pierre Bourdieu, Roland Barthes, Aligizas Julien Greimas, Natalie Zemon-Davis, Michel Foucault, Lynn Hunt, Pierre Nora, Robert Darnton, Joan Scott and others will orient our discussions. In the second part of the course, students use these different approaches to examine the ways in which terms such as “nation,” “class,” “secularism,” and “gender” take on distinct meanings in the French context.

Instructor: Gunther
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL; SBA
Term(s): Not Offered

FREN 227 - Black Paris: 'Postcolonializing' the Seine (in English) (1.0)
A study of contemporary immigrant experience in Paris through a range of media and an historical perspective. Materials will comprise text and still and moving images. What are some of the dominant themes and emotions in the self-representation of immigrants in Paris today? How were Africans (in particular) represented during the colonial period in the nineteenth and early twentieth centuries, and how did Africans represent themselves on the rare occasions they had to do so then? How do we understand France’s precarious, and often volatile, positioning of immigrants in its society today?

Instructor: Prabhu
Prerequisite: One writing class, or by permission of the instructor.
Distribution: LL; ARS
Term(s): Spring

FREN 228 - Paris, CinéCity: French Film Culture and Its Institutions (1.0)
This course focuses on the institutions of French film culture and the places they assume in an increasingly digital world. With its 88 cinemas, in addition to the Cinémathèque Française, film archives, film museums, and ciné-clubs, Paris is by far the most cinephilic city on the planet. To understand its film culture, one has to look more closely into the spaces that constitute cinema theaters, those physical sites where film functions within the larger socio-economic dynamics of the world at large. The course will examine the ways in which films are circulated, how they are seen, shared and experienced, as well as the ways in which they figure in the city’s policies. Readings on the history of the key film institutions and their seminal role in French history will accompany on-site visits and archival research to be conducted during the two weeks in Paris. During the course’s third week on the Wellesley campus, students will complete an oral presentation and a final paper.

Instructor: Morari
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or FREN 215, or permission of instructor.
Distribution: LL; ARS
Term(s): Winter

FREN 229 - America Through French Eyes: Perceptions and Realities (1.0)
The French have long been fascinated by the United States, especially since the end of the Second World War. At times the United States has been seen as a model to emulate in France; more often, it has stood out as the antithesis of French culture and values. This course examines French representations of the United States and of Americans through key historical and literary texts—essays, autobiographies, and fiction—as well as films. Topics to be explored include: representations of African Americans in French films [Josephine Baker], French views of Taylorization, the Coca-Cola wars of the 1950s, French-American tensions during the Cold War, especially under de Gaulle, as well as more recent debates about Euro Disney, McDonald’s, HoBywood, globalization, and multiculturalism.

Instructor: Datta
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL; HS
Term(s): Not Offered

FREN 231 - Americans in Paris: Race, Gender and Sexuality in the City of Light (in English) (1.0)
For more than two hundred years, the experiences of Americans in Paris have exerted an outsized influence on American, French, and global culture. These transnational encounters have included writers and artists as well as diplomats, students, filmmakers, jazz musicians, bohemians and tourists. Drawing on a variety of historical and literary documents, among them novels and essays, along with films and music, we will trace the history of American encounters with Paris from the late eighteenth century to the present day. Through our study, Paris emerges as a long-running site of complex cultural encounters, a creative and dynamic metropolis with special significance to many different groups, among them, African Americans, women, and queer people, who have made this city a hotbed of intellectual innovation and social change.

Instructor: Datta, Fisher
Prerequisite: None
Cross-Listed as: AMST 231
Distribution: LL
Term(s): Not Offered

FREN 232 - Occupation and Resistance: The French Memory and Experience of World War II (1.0)
Few experiences in recent French history have marked French collective memory as profoundly as World War II. During these years, the French dealt not only with the trauma of defeat and the German Occupation, but also with the divisive legacy of the collaborationist Vichy regime, headed by Marshal Philippe Pétain, a revered World War I hero. Memories of the war have continued to mark the public imagination to the present day, manifesting themselves in the various arenas of French national life. This course examines the history and memory of the French experience of World War II through historical documents, memoirs, films, literature, and songs.

Instructor: Datta
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL; HS
Term(s): Not Offered

FREN 233 - A Passionate Cinema: French Bodies on Screen (1.0)
This course takes a historical approach to the representation of love, desire, and the body in French cinema. Although tales of love and desire are a source of commercial success for film directors and producers everywhere, in France they created aesthetic, historical, and ideological patterns that led to the creation of a French national cinema. We will examine how, by implementing the contemporary perspective on desire, French filmmakers built a national style clearly distinguishable from, even
opposed to, mainstream [Hollywood] cinema in four important aspects: lightening, narrative codes, editing, and voice-over. Weekly screenings will cover poetic realism (1930s: Vigo, Renoir, Carné, Duvielé, Grémillon), nouvelle vague (Godard, Malle, Truffaut), women’s cinema (Brèillat, Denis, Acker), and new French cinema (1990 and 2000: Assayas, Garrel, Téchiné).

Instructor: Morari
Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209, or above.
Distribution: LL; ARS
Term(s): Not Offered

FREN 300 - Post-Apocalyptic Cinema: French Visions of Ecological Trauma (1.0)
How has French cinema responded to the reality of environmental crisis and the specter of ecological catastrophe? Issues linked to political ecologies and environmental ethics, anthropocentrism, climate change, pollution and technological challenges have influenced the shape and substance of these cinematic responses. Work in the film medium has assumed a critical place in a forum otherwise dominated by specialists in sciences, economics and engineering. Indeed, French cinema has articulated a French voice in response to this global problem. As we probe environmental discourses and their cinematic figuration, we will read, among others, texts by Marc Augé, Luce Irigaray or Bruno Latour, and discuss representative films by directors such as Georges Méliès, René Clair, Agnès Varda, Chris Marker, Jean-Luc Godard, Claire Denis or Jacques Tati.

Instructor: Morari
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above
Distribution: LL; ARS
Term(s): Spring

FREN 302 - Discourses of Desire in the Renaissance (1.0)
An exploration of ways in which writers of the sixteenth century in France express and explore the desire for transcendence in spiritual and physical experience. Convinced that the texts of antiquity contain occult teachings, scholars of the early Renaissance seek to purge ancient books of their medieval commentaries and the corruptions of centuries of manuscript culture, and pore over astrological and hermetic treatises. Religious reformers pursue an analogous purificiation of the sacred texts, intent on restoring the lost inwardness and otherworldliness of Christian faith. Poets and prose writers challenge the rigid medieval dichotomy between the unsensual spirit and the unsensual body, casting a newly loving eye on physical beauty and finding in human desire a privileged expression of the quest for intellectual and spiritual meaning. We will investigate these issues in works by Rabelais, Marguerite de Navarre, Calvin, Ronsard, Louise Labé, Montaigne, and Agrippa d’Aubigné.

Instructor: Lydgate
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL; HS
Term(s): Not Offered

FREN 303 - Advanced Studies in Seventeenth and Eighteenth Centuries (1.0)
Instructor: Bilis
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL; HS
Term(s): Not Offered

FREN 306 - Literature and Inhumanity: Novel, Poetry, and Film in Interwar France (1.0)
This course will examine the confrontation between literature and inhumanity through the French literature, poetry, and film of the early twentieth century. Poetry by Guillaume Apollinaire, Robert Desnos, André Breton, Francis Ponge, and René Char, films by Luis Buñuel, and novels by André Gide, Jean-Paul Sartre, and André Malraux all serve to illustrate the profound crisis in human values that defined and shaped the twentieth century.

Instructor: Petterson
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL
Term(s): Not Offered

FREN 307 - The Contemporary French Novel and the "Pleasure of the Text" (1.0)
In mental landscapes ranging from the personal to the impersonal, and in geographical settings that vary from high-paced urbanism to plodding ruralism, the contemporary French novel invites reassessment of the formal, political, cultural and historical stakes of writing and reading fiction in the twenty-first century. This course explores the subtle pleasure of the text in works by some of France’s more brilliant contemporary writers: Marie Redonnet, Jean-Philippe Toussaint, François Bon, Patrick Modiano, Annie Saumont, Laurent Mauvignier, Jean Echenoz.

Instructor: Petterson
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL
Term(s): Not Offered

FREN 308 - French Translation Studies - Translating in the 21st Century (1.0)
This course introduces students to the main theories and practices of translation and it provides a deep understanding of the ways translating can enrich one’s own critical reading and writing processes. Practical training in translation between French and English is paired with readings from the major theories of translation from Cicero to the present, with further focus on contemporary applications of translation.

Instructor: Petterson
Prerequisite: One unit of FREN 210 or above, or by permission of the instructor
Distribution: LL
Term(s): Fall

FREN 313 - George Sand: The Novelist as Playwright (1.0)
Novelist George Sand often stated that it was far more difficult to write plays than novels. In addition to laying bare the dramatic aesthetic of a pivotal 19th-century writer, this course will afford an in-depth understanding of her ideas and ideas. We will examine the evolution of her self-adaptions, specifically her rewriting of stories from novels into plays. We will also discuss her adaptation of dramatic works of other authors from a variety of countries and eras, including works by Shakespeare, Hoffmann, Tirso de Molina, and plays inspired by the commedia dell’arte.

Instructor: Masson
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL; ARS
Term(s): Not Offered

FREN 314 - A Cinematic History of Intellectual Ideas in Post-WWII France: The Politics of Art (1.0)
This course examines the various ideological turns and patterns in post-World War II France through the study of cinema. Proceeding from the assumption that aesthetics and politics are intertwined, the course will focus on form and content in order to examine the political engagement of filmmakers,
overtly militant cinema, propaganda, and the shaping of moral spectatorship, in parallel with specific trends in French intellectual and political history. Our focus will be on the films of Alain Resnais, Jean-Luc Godard, Agnès Varda, Chantal Akerman, Claude Chabrol, Mathieu Kassovitz, and Abdel Kechiche. Readings will include contemporary political philosophers Jacques Rancière, Alain Badiou, and Étienne Balibar.

Instructor: Morari
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL; ARS
Term(s): Not Offered

FREN 315 - Two Women in Literature and Politics: Olympe de Gouges and George Sand (1.0)
The lives and writings of Olympe de Gouges (1748-1793) and George Sand (1804-1876) raise a critical question: does history shape writers, or do writers shape history? Olympe wrote the Declaration of the Rights of Women and campaigned for the right of women to divorce, and in her play L’Esclavage des Noirs she argues against slavery. George Sand, influenced by socialist ideas, writes novels and plays that question the social norms and gender roles imposed on women by the conservative society of the 19th century. We will discuss these two writers’ opposition to revolutionary violence and reflect on the ways in which their voices were ultimately silenced: Olympe decapitated by the guillotine, Sand marginalized as the “Bonne Dame de Nohant,” the author merely of rustic novels.

Instructor: Masson
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL
Term(s): Not Offered

FREN 322 - France and Europe: Ambiguities, Obstacles, and Triumphs (1.0)
After an introduction to various social, cultural, and political aspects of contemporary France and the French, we will turn our attention to issues surrounding France’s role in the project to unify Europe. We will investigate the tensions that arise as France commits more deeply to membership in the European Union, and how France is experiencing EU membership differently from its neighbors, in ways that reflect its unique history and culture. Readings will be drawn from a variety of disciplines, including texts by historians, political scientists, sociologists, and economists.

Instructor: Gunther
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL; HS
Term(s): Not Offered
Not open to students who took the same topic as FREN 349.

FREN 332 - Myth and Memory in Modern France: From the French Revolution to May 1968 (1.0)
This course explores the way in which the French view their past as well as the myths they have created to inscribe that past into national memory. Through an approach simultaneously thematically and chronological, modern French history and culture will be examined from the perspective of les lieux de mémoire, that is, symbolic events (Bastille Day), institutions (the Napoleonic Code), people (Joan of Arc), and places (Sacré-Cœur) that have shaped French national identity. The course begins by analyzing such concepts as the nation and the hexagon, and proceeds to the legacy of key moments in French history, among them the French Revolution and the Napoleonic era, the establishment of the Third Republic, the two World Wars, the Algerian conflict, and the events of May 1968.

Instructor: Datta
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL
Term(s): Not Offered

FREN 333 - -French Classical Tragedy: Corneille versus Racine: Rethinking the Parallel (1.0)
Ever since La Bruyère’s famous comment on Corneille and Racine— “The first depicts men as they should be, the second as they are”—critics have been tireless in pitting the two French tragedians against each other. In this course, we will take a critical look at the archetypal Corneille-Racine parallel in the light of important but marginalized playwrights such as Jean Rotrou, Tristan L'Hermite, and Catherine Bernard, whose works do not fit standard definitions of Classicism and tragedy. This encounter will lead us to question the notion of auteurs classiques and the seventeenth century’s status as the “Grand Siècle.” We will explore the many variations on the Corneille-Racine theme, asking if there is a “grand Corneille” and a “tender Racine,” and considering why in certain historical periods one playwright was considered to encapsulate “French values” and patriotism more than the other. Students will become familiar with an array of seventeenth-century tragedies and reflect on the process and politics of literary canonization.

Instructor: Bilò
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 or above.
Distribution: LL
Term(s): Spring
begin by discussing Voltaire’s reading of Shakespeare’s plays and the adaptations he himself made of them. Then, we examine how Stendhal’s and Hugo’s readings of the Bard influenced French romantic drama. We will investigate how English actors performing Shakespeare in Paris in the 19th century radically changed acting on French stages. Finally, we will analyze the art and practice of translation and adaptation by comparing different versions of several French renderings of Shakespeare’s plays.

Instructor: Masson
Prerequisite: FREN 211 or, for students entering in 2014 or later, FREN 210 or FREN 212; and one additional unit, FREN 213 and above.
Distribution: LL
Term(s): Not Offered

FREN 359 - Calderwood Seminar in Public Writing: You Say You Want to Change the World: Advocating for Other Cultures (in English) (1.0)

Your local school board is considering eliminating foreign language instruction at the high school. You think it’s a bad idea. How will you make your voice heard? This seminar will explore writing that challenges language majors to rethink and repurpose their academic knowledge, shaping it to contribute to public debates. Such writing may include op-eds and letters to the editor; book, film and music reviews; blogs; and interviews with notables in the field. Students will write weekly and revise their work in response to comments from the instructor and their peers. The presence of majors in different languages will introduce students to the assumptions, perspectives and approaches of other cultures, with the goal of helping participants become advocates for a wider, more inclusive cultural literacy.

Instructor: Lydgate
Prerequisite: At least two courses at the advanced 200 level or the 300 level in the major department.
Cross-Listed as: CPLT 359
Distribution: LL
Term(s): Spring

Open to junior and senior majors in the foreign language departments and related programs, and in Classical Studies and Comparative Literature, and by permission of the instructor.

FREN 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

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

FREN 370 - Senior Thesis (1.0)
Prerequisite: FREN 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

French Cultural Studies Faculty Profiles

The major in French Cultural Studies (FCS) is intended for students whose interests in the French and French-speaking world are primarily cultural and historical. This interdepartmental major combines courses from the French department with courses in Africana Studies, art, history, music, political science, or any other department offering courses focused on France or Francophone countries. The French department’s courses in history and society are the core of the program. These courses examine institutions, political and social movements, and the mass media using methodologies grounded in the social sciences, primarily history and sociology. Other French department offerings in the field include courses that place literature and film in a social context. French cultural studies majors ordinarily work closely with two advisors, one from the French department and one from their other area of concentration.

French Cultural Studies Major

Goals for the French Cultural Studies Major

- Students should develop an in-depth understanding of French history, culture, society, and politics.
- Students should also be able to conduct rigorous in-depth research using primary as well as secondary sources on cultural and historical topics.
- Because they take classes in one or more departments outside the French department, students are expected to develop an understanding of the scope and methods of other disciplines and gain new analytical frameworks for thinking about the cultures and histories of France and the Francophone world.

French Cultural Studies Information

FREN 101, FREN 102, FREN 103, and FREN 201 count toward the degree but not toward the major. First-year students who begin with FREN 101-FREN 102 in college and who wish to study internationally should consult the chair of the department during the second semester of their first year.

Requirements for the French Cultural Studies Major

Wellesley offers an interdisciplinary major in French Cultural Studies, which combines courses from the Department of French with those in Africana Studies, art, history, music, political science or any other department offering courses focused on France or Francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

The major in French Cultural Studies consists of a minimum of eight units. At least four units in the French department above FREN 201 are required, including FREN 207 and one of the following: FREN 210, FREN 211 or FREN 212.

In special cases, an upper-level culture course in French approved by the program director may be substituted for FREN 207. At least two units in French at the 300 level are required.

FRST 350, FRST 360 and FRST 370 do not normally count towards the minimum requirement of two 300-level courses for the major. In exceptional cases this requirement may be waived by the FCS director and/or the chair of the French department. No more than two courses taken credit/noncredit at Wellesley College may be applied to the French Cultural Studies major. Students planning to major in French Cultural Studies should consult with advisors to the major. For related courses for credit toward the FCS major, please check: http://www.wellesley.edu/french/culturalmajor.

Honors in French Cultural Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students must complete a 300-level course or its equivalent before the fall of senior year. In addition, a 300-level course is to be taken concurrently with FRST 360-FRST 370. See Academic Distinctions.

Teacher Certification in French Cultural Studies

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the chair of the Education Department.

Courses for Credit Toward the French Cultural Studies Major

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>AFR 214/REL 214</td>
<td>New World Afro-Atlantic Religions</td>
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<tr>
<td>ARTH 226/CAMS 207</td>
<td>History of Photography: From Invention to Media Age</td>
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<td>ARTH 289</td>
<td>Nineteenth-Century European Art</td>
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<tr>
<td>ARTH 312-01-S</td>
<td>Seminar: Topics in Nineteenth-Century Art</td>
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<td>ARTH 333-01-S/CAMS 343</td>
<td>Seminar: Visual Analysis of Film</td>
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<td>ARAB 310/MES 310</td>
<td>Resistance and Dissent in North Africa and the Middle East</td>
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<tr>
<td>CAMS 201</td>
<td>Between Magic and Reality: A Century of Cinema, Part 1</td>
</tr>
<tr>
<td>CAMS 202</td>
<td>Between Reality and Magic: A Century of Cinema, Part 2</td>
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<td>CAMS 207/ARTH 226</td>
<td>History of Photography: From Invention to Media Age</td>
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<td>CAMS 218</td>
<td>Theories of Media From Photography to the Internet</td>
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<td>CPLT 275</td>
<td>Translation and the Multilingual World</td>
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<td>CPLT 375</td>
<td>Translation and the Multilingual World</td>
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<tr>
<td>CPLT 359/FREN 359</td>
<td>Calderwood Seminar for Public Writing: You Say You Want to Change the World: Advocating for Other Cultures (in English)</td>
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<tr>
<td>ENG 221/HIST 221</td>
<td>The Renaissance</td>
</tr>
<tr>
<td>FREN 359/CPLT 359</td>
<td>Calderwood Seminar in Public Writing: You Say You Want to Change the World: Advocating for Other Cultures (in English)</td>
</tr>
<tr>
<td>HIST 205</td>
<td>The Making of the Modern World Order</td>
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<td>HIST 221/ENG</td>
<td>The Renaissance</td>
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FRST - French Cultural Studies Courses

For courses taken for the French Cultural Studies major but not exclusively on France or a Francophone topic, students are expected to write their main paper(s) on a French theme. In addition, and in consultation with the director, research and individual study (FRST 350) may be approved. The procedure to be followed for honors is identical to that for the French major.

FRST 350 - Research or Individual Study (1.0)

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

Distribution: None

Term(s): Fall/Spring

FRST 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.

Distribution: None

Term(s): Fall/Spring

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

FRST 370 - Senior Thesis (1.0)

Prerequisite: FRST 360 and permission of the department.

Distribution: None

Term(s): Fall/Spring

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

Geoscience is the study of the Earth and all its systems. Interactions between the solid earth, the hydrosphere, atmosphere, and biosphere continually reshape the Earth. Geoscientists investigate these interactions using transdisciplinary approaches to address questions related to how the Earth formed, how it evolved over geologic time, and how its continued evolution affects the environment in which we live. Understanding the Earth's many linked systems is increasingly important if we are to make informed decisions about issues facing humanity, including global climate change, shortages of drinking water, health hazards posed by materials in our urban environment, and mitigation of threats from earthquakes, landslides, volcanic eruptions, tsunamis, floods, and other natural hazards. The Department of Geosciences offers courses on the nature and history of the Earth, the processes that shape the Earth, the impacts those processes have on human populations, and our ability to live sustainably. Student research opportunities complement the program of study.

Geosciences Major

Goals for the Geosciences Major

The Department of Geosciences seeks to educate majors in the following: knowledge and understanding of how the Earth formed, how it evolved over geologic time, and how its continued evolution affects the environment in which we live. Understanding the Earth's many linked systems is increasingly important if we are to make informed decisions about issues facing humanity, including global climate change, shortages of drinking water, health hazards posed by materials in our urban environment, and mitigation of threats from earthquakes, landslides, volcanic eruptions, tsunamis, floods, and other natural hazards. The Department of Geosciences offers courses on the nature and history of the Earth, the processes that shape the Earth, the impacts those processes have on human populations, and our ability to live sustainably. Student research opportunities complement the program of study.

Graduate Study in Geosciences

Students considering graduate school are urged to take two semesters of mathematics, two of chemistry, two of physics, and a geoscience field course (e.g., GEOS 238W) and/or a summer geoscience field course offered by another institution. Students will choose an appropriate set of complementary courses with the guidance of a departmental advisor.

Geosciences Minor

Requirements for the Geosciences Minor

A minor in geosciences consists of five courses, including any 100-level GEOS course and at least one course at the 300 level. Students will choose an appropriate set of courses with the guidance of a departmental advisor.

GEOS - Geosciences Courses

GEOS 101 - Earth Processes and the Environment with Laboratory (1.25)

Geologic processes both rapid (earthquakes and landslides) and slow (mountain building and sea level rise) are intimately linked with sustaining the diversity of life on the planet. This course examines processes linked with the flow of energy and mass between the atmosphere, geosphere, and biosphere. Laboratory exercises, field trips, and a semester-long research project provide authentic experiences to develop the skills needed to observe and model processes shaping our environment. Problem solving is an essential skill that develops in small groups during class time; the course also involves critical thinking and classroom debates between larger teams. Students will focus on research and communications skills by examining current issues in geosciences such as building and removing dams, and the science surrounding global climate change.

Instructor: Brabander
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken ASTR 120 or a 100-level GEOS course.
Distribution: NPS, QRF; LAB
Term(s): Fall

GEOS 102 - The Dynamic Earth with Laboratory (1.25)

The Earth is a dynamic planet where change is driven by processes that operate within its interior and on its surface. In this course we study these processes as well as interactions between the solid earth, the hydrosphere, the atmosphere, and the biosphere that together produce the environment we live in and influence our daily lives. Topics covered include the origin and history of the Earth, plate tectonics, deep time, the materials that make up the solid earth, the distribution of earthquakes and volcanoes, hydrology, landscape evolution, and global climate. Laboratory exercises, project work, and local field trips provide hands-on opportunities to develop key concepts and hone observational and analytical skills.

Instructor: Bescanon, Schmidt (spring)
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken ASTR 120 or a 100-level GEOS course.
Distribution: NPS; LAB
Term(s): Fall; Spring

GEOS 120 - Planetary Habitability: Past, Present, Future with Laboratory (1.25)

Overall, Earth is a pretty fine place to live. But how did it get this way, and will it always be so nice? We will explore Earth’s place in the Universe in both space and time, focusing on processes that led to the Earth as we know it. We will then examine cosmic, geologic, and human processes that are altering our planet at a time when humans have become change agents on a global scale. This interdisciplinary, studio-style course features two long blocks per week with hands-on activities including group work, discussions, and projects with non-traditional assessment tailored to individual student goals. There will be opportunities for nighttime telescopic observing along with field trips to rock outcrops that preserve evidence of a very different early Earth climate.

Instructor: Brabander, McLeod (Astronomy)
Prerequisite: Open to first years and sophomores only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken a 100-level ASTR or GEOS course.
Cross-Listed as: ASTR 120
Distribution: NPS; MM; LAB
Term(s): Not Offered

GEOS 200 - Evolution of Earth Systems through Time with Laboratory (1.25)

The geologic record, covering 4.6 billion years, provides us with a long-term perspective of the Earth system and how it operates over time scales much longer than human history. In this class we will explore Earth’s eventual past, including periods of mountain building, sea level variations, dramatic climate changes, and the evolution and extinction of life on our planet. This class should give us an understanding about deep time and that we live on an ever changing planet. Lab exercises using Wellesley’s extensive rock and fossil collection, local field trips during lab periods, and a weekend field trip will give us an opportunity to reconstruct past geological environments.

Instructor: Moncke
Prerequisite: Any 100-level GEOS course.
Distribution: NPS; LAB
GEOS 201 - Environmental, Health, and Sustainability Sciences with Laboratory (1.25)
Problems in environmental, health, and sustainability sciences are inherently transdisciplinary and require a diverse skill set to frame, analyze, and solve. This course will focus on developing a toolbox of skills including systems level thinking, field and analytical methods, biogeochemical analysis (natural waters, soils, and other environmental materials), and modeling with a goal of building a science-based foundation for the analysis of complex issues at the interface between humans and the environment. Students will conduct semester-long research projects and will present their results in a final poster session.
Instructor: Brahbander
Prerequisite: Enrollment limited to students majoring in ES and GEOS that have completed one of the prerequisites, other students by permission of instructor
Cross-Listed as: ES 201
Distribution: NPS; LAB
Term(s): Spring
Normally offered in alternate years.

GEOS 203 - Earth Materials with Laboratory (1.25)
An introduction to the materials—minerals, rocks, magmas, sediments—that make up the Earth, and how those materials influence the processes that operate within and on the surface of the Earth. Emphasis is placed on the geological, chemical, and physical basis for understanding the physical properties and chemical composition of minerals, magmas, rocks, and sediments, and the processes by which these materials form. Lecture and laboratory sessions are integrated to create a seamless, studio-style setting for active-learning experiences.
Instructor: Schmidt
Prerequisite: Any 100-level GEOS course.
Distribution: NPS; LAB
Term(s): Fall

GEOS 208 - Oceanography (1.0)
The Earth is an ocean planet. Covering 71 percent of the Earth’s surface and holding 97 percent of the Earth’s water, the oceans are perhaps our planet’s most distinctive feature. This course will address fundamental questions about the oceans such as, why do we have oceans and ocean basins? Why do we have ocean currents? How do the interactions among physical, chemical, and biological processes produced the ocean we have today? Why should we strive to learn more about the oceans, and what are the links between the oceans and Earth’s climate? In-class exercises, case studies, and data analysis will emphasize fundamental oceanographic processes and problem solving skills. A mandatory field trip to the coast will allow students to explore coastal processes in action.
Instructor: Besancon
Prerequisite: Any 100-level GEOS, ES, or BISC course, or permission of the instructor.
Distribution: NPS
Term(s): Spring

GEOS 210 - Hydrogeology: Water and Pollutants with Laboratory (1.25)
Clean water supply is a high priority for both developed and underdeveloped communities worldwide. Limits to supply and their implications for an increasing population make a clear understanding essential for citizens. Water sources and movement of water from the atmosphere through the earth’s surface and subsurface will be examined. Laboratory will include field and laboratory analyses of physical and chemical properties and pollutant issues of local community supplies including the Wellesley campus, and Towns of Wellesley, Natick, and Norwell.
Instructor: Besancon
Prerequisite: Any 100-level GEOS course, or permission of the instructor.
Cross-Listed as: ES 210
Distribution: NPS; MM; LAB
Term(s): Not Offered
Normally offered in alternate years.

GEOS 213 - Planetary Geology (1.0)
Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, from ancient river valleys on Mars and violent volcanic eruptions on Io to ice fountains on Enceladus and the complex surfaces of comets and asteroids. From a comparative point of view, this course examines the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides.
Instructor: Watters (Astronomy)
Prerequisite: Any 100 level course in ASTR or GEOS, or by permission of instructor.
High school physics recommended.
Cross-Listed as: ASTR 203
Distribution: NPS
Term(s): Not Offered
This course is also offered at the 300-level as ASTR 303/GEOS 313. Normally offered in alternate years.

GEOS 218 - Geomorphology with Laboratory (1.25)
The Earth's surface is constantly changing and is controlled by the interaction of topography and climate. In this class we will investigate the major landforms that can be found on Earth's surface, the processes that shaped them, the delicate balance between landform and process, and the rates of geomorphic change. Among other processes, we will explore glacial activity, coastal processes, landslides, and stream flow. Topographic maps, surveying equipment, and geographic information systems (GIS) will be used to analyze and interpret geomorphic features. A variety of landforms will be studied during outdoor lab exercises and during a weekend field trip.
Instructor: Monecke
Prerequisite: Any 100-level GEOS course.
Distribution: NPS; LAB
Term(s): Not Offered
Normally offered in alternate years.

GEOS 220 - Volcanoes and Volcanism with Laboratory (1.25)
Volcanic eruptions provide insights into the inner workings of planet Earth and impact the environment. In this course we will examine volcanic landforms, eruptions, products and hazards, as well as, the tectonic causes of and the magmatic processes that drive volcanism. We will also explore the impact of volcanism through time on the earth and ecosystems. Lecture and laboratory sessions are integrated to create a seamless, studio-style setting for active-learning experiences. Given sufficient student interest, the course will be supplemented by an optional field trip to a recently active volcanic system during fall break.
Instructor: Hawkins
Prerequisite: Any 100-level GEOS course.
Distribution: NPS; LAB
Term(s): Fall

GEOS 223 - Planetary Atmospheres and Climates (1.0)
Have you wondered what Earth’s climate was like 3 billion years ago? What about weather patterns on Titan and climate change on Mars? In this course, we’ll explore the structure and evolution of atmospheres and the climate on four worlds: the Earth, Mars, Venus, and Saturn’s moon Titan. We’ll examine the techniques and tools that geologists use to learn about the history of Earth’s climate and that planetary scientists use to learn about the atmospheres and surface environments on other worlds. Students will also gain experience simulating the climate system and computing atmospheric properties and chemical composition of minerals, magmas, rocks, and sediments—that make up the Earth, and why do we have oceans and ocean basins? Why do we have ocean currents? How do the interactions among physical, chemical, and biological processes produced the ocean we have today? Why should we strive to learn more about the oceans, and what are the links between the oceans and Earth’s climate?
Instructor: Watters (Astronomy)
Prerequisite: PHYS 107 and one of the following: ES 101 or any 100-level course in ASTR or GEOS; or by permission of instructor.
Cross-Listed as: ASTR 223
Distribution: NPS; MM
Term(s): Spring
Normally offered in alternate years. This course is also offered at the 300-level as GEOS 323/ASTR 323.

GEOS 238H - Field Geology in the Southwestern USA (0.5)
The southwestern United States is one of the world’s premier geologic classrooms, providing the opportunity to study recently active volcanic complexes, active and ancient fault systems, sedimentary rocks deposited in a variety of environments over the last 700 million years, folded and faulted rock sequences, complexly deformed metamorphic rocks, and a modern landscape shaped by tectonic, isostatic, fluvial, alluvial, eolian and glacial processes. In this course students will broaden and deepen their understanding of geological principles, processes and reasoning through first-hand field work in California and Nevada. They will learn basic field methods, as well as how to pose geological questions and construct geological arguments while interpreting key portions of the long and complex geologic history of the North American continent.
Instructor: Staff
Prerequisite: Any 100-level GEOS course and permission of the instructor.
Distribution: NPS
Term(s): Not Offered
Not offered every year. Subject to Provost’s Office approval.

GEOS 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

GEOS 250G - Group Research and Group Study (1.0)
Prerequisite: Permission of Instructor
Distribution: None
Term(s): Fall; Spring

GEOS 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Not Offered
GEOS 304 - Sedimentology and Stratigraphy with Laboratory (1.25)
Sediments and sedimentary rocks cover most of the Earth's present surface. Sedimentology encompasses the study of the origin, transport, deposition, and lithification of sedimentary rocks and is critical to accurate interpretation of the geologic rock record. Observations of modern sedimentary processes illuminate past environments; sedimentary strata record evidence of mountain building and seismic activity, glacial advances and palaeoclimatic cycles, and preserve the fossil record. Natural resources including ground water, coal, and petroleum are found in sedimentary rocks. Society is impacted by sedimentary processes in popular human habitats including coastlines and flood plains. Readings and discussions build students' familiarity with topics such as sediment transport, stratigraphy, and modern and ancient depositional environments. A semester-long project, laboratory exercises, and weekend field trips emphasize field methods, rock identification, and data collection, analysis, and interpretation.
Instructor: Monecke
Prerequisite: GEOS 200, GEOS 203, or permission of the instructor
Distribution: NPS
Term(s): Not Offered
Normally offered in alternate years.

GEOS 313 - Advanced Planetary Geology (1.0)
This course meets with ASTR 203/GEOS 213 (see description) and on alternate Wednesdays for additional instruction and seminar-style discussions exploring special topics in planetary geology. Students will read and discuss journal articles and advanced texts, and will produce a final project that involves an in-depth treatment of a topic of their choosing. Possible topics include: space weathering on the Moon, giant impacts and basin formation, alteration of igneous rocks on Mars, tectonics on Venus, models of planetary interiors, spacecraft alteration of igneous rocks on Mars, tectonics on... possible topics include: space weathering on the Moon, giant impacts and basin formation, alteration of igneous rocks on Mars, tectonics on Venus, models of planetary interiors, spacecraft alteration of igneous rocks on Mars, tectonics on.
Instructor: Brabander
Prerequisite: Any 200-level GEOS course, or permission of the instructor
Distribution: NPS
Term(s): Fall
Normally offered in alternate years.

GEOS 318 - Tectonics and Structural Geology with Laboratory (1.25)
Recent earthquake and tsunami events dramatically highlight the vulnerability of human populations and infrastructure to seismic hazards. Only a thorough understanding of the frequency and magnitude of such events will enable local communities to prepare for future disasters. The rapidly evolving field of paleoseismology tries to answer such questions as: Where do earthquakes occur? How large might they be? How frequent are they? In this seminar-style class we will discuss literature to examine primary and secondary earthquake-induced deformation in various geologic archives and under different stress regimes. Through exercises and research projects students will learn techniques to assess the seismic hazard and to prepare threatened communities.
Instructor: Monecke
Prerequisite: Any 200-level GEOS course, or permission of the instructor
Distribution: NPS
Term(s): Spring
Normally offered in alternate years.

GEOS 320 - Isotope Geochemistry (1.0)
This seminar-style course will use the primary literature to study state-of-the-art techniques in isotope geochemistry. Radiogenic, cosmogenic, and stable isotope systematics will be explored with applications ranging from geochronology, tectonics, fate and transport of pollutants, and the use of isotopes to trace biogeochemical processes. Field trips to Boston-area isotope labs and opportunities for collaborative research projects will complement the seminar.
Instructor: Brabander
Prerequisite: Any 200-level GEOS course, or permission of the instructor
Distribution: NPS
Term(s): Fall
Normally offered in alternate years.

GEOS 350 - Research or Individual Study (1.0)
This course introduces geochemical approaches, including mass balance, residence time, isotope fractionation, and thermodynamic and kinetic modeling necessary to track the flow of materials in key earth surface reservoirs including water, soil, and plants. This geochemical toolbox will then be used to analyze complex earth systems including the linkages between tectonics and climate change and the fingerprinting of anthropogenic pollutants in the built environment. In lab a semester-long analytical geochemical research project is designed and executed in small groups.
Instructor: Brabander
Prerequisite: One course above the 100 level in two of the following disciplines: GEOS, CHEM, BISC or ES; or permission of the instructor
Distribution: NPS, MM
Term(s): Not Offered
Normally offered in alternate years.

GEOS 3560G - Group Research and Group Study (1.0)
Prerequisite: Permission of Instructor
Distribution: None
Term(s): Fall, Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
German Faculty Profiles

The Department of German Studies offers a varied curriculum that introduces students to a wide range of texts and contexts in order to introduce the cultural heritage and contemporary life of Germany, Austria, and German-speaking Switzerland. Language courses emphasize rapid acquisition of communication skills. Because almost all upper-level courses are conducted in German, the advanced student can achieve a high level of fluency.

Department of German Studies Information

The language of instruction above the 100 level is almost exclusively German unless otherwise noted. Students thus have constant practice in hearing, reading, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

The department offers a unified major called German Studies as well as a minor in German Studies. GER 101-GER 102 is count-ed toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Berlin program during Wintersession.

German Studies Major

Goals for the German Studies Major

The goals of the major in German Studies are, broadly stated, to equip students with the cultural and linguistic skills to participate in German-speaking cultures. Specifically:

- Students acquire in our courses the linguistic skills to engage in high-level conversation in German and to write sophisticated German language compositions.
- Students learn to understand and appreciate a wide variety of complex texts (literary, historical, journalistic, musical, cinematic, scholarly, etc.)
- Students receive a broad introduction to the cultures (comprising the art, history, music, philosophy, or politics) of German-speaking countries
- Students are prepared to follow a course of studies at a German or Austrian university, to succeed in internships in German-speaking firms, to enter graduate school in related fields, and to pursue diverse careers both in the United States and abroad.

Requirements for the German Studies Major

The major in German Studies requires a minimum of nine units beyond GER 102. GER 201 and GER 202 count toward the major. Required are one 300-level seminar and either GER 325 or GER 329. Two of the remaining courses may be in English, and, with departmental approval, may include one course taught outside of the department. With the approval of the department, courses taken abroad may count toward the major. Each student should consult with her department advisor about the best sequence of courses.

Honors in German Studies

The department offers two plans for the honors program.

For Plan A, students write a thesis and pass an oral examination. Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students continue with Senior Thesis (370) in the second semester.

For Plan B, students prepare for a written and an oral examination based on a reading list devised by the student under the guidance of an advisor. Preparation of a special author or project can be reflected proportionally in the honors examination. Plan B carries no course credit, but students may elect a unit of 350 as part of their preparation for the honors examination.

To be admitted to either plan, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level. The department may petition on behalf of exceptional students whose averages fall between 3.0 and 3.5.

International Study in Germany

Students in GER 201 who wish to accelerate at the intermediate level may apply to the January-in-Berlin program. Participants travel to Berlin in January where they study with a professor from the German department. During their stay, they complete GER 202W and receive credit as they would for a course taken on campus. Upon returning for the second semester at Wellesley, students are encouraged to continue with a 200-level course taught in German. Qualified students are encouraged to spend their junior year at our joint program with Middlebury College in Berlin or Mainz, or another program approved by the College.

GER 101 - Beginning German (1.0)

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in four skills: listening, speaking, reading, and writing. Videos and Web-based activities introduce the student to topics from contemporary culture in German-speaking countries. Three periods.

Instructor: Nolden
Prerequisite: GER 101
Term(s): Fall/Winter
Each semester of GER 101 and GER 102 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

GER 102W - Intermediate German (1.0)

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading, and writing. Videos and Web-based activities introduce the student to topics from contemporary culture in German-speaking countries. Three periods.

Instructor: Nolden
Prerequisite: GER 101
Term(s): Winter
Each semester of GER 101 and GER 102 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

GER 201 - Intermediate German (1.0)

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, written, oral, and aural practice. Readings on contemporary cultural topics. Three periods.

Instructor: Roemisch
Prerequisite: GER 101 and GER 102 or permission of the instructor.
Distribution: LL
Term(s): Fall
Each semester of GER 201 and GER 202 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

GER 202 - Intermediate German (1.0)

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, written, oral, and aural practice. Readings on contemporary cultural topics. Three periods.

Instructor: Roemisch
Prerequisite: GER 101 and GER 102 or permission of the instructor.
Distribution: LL
Term(s): Fall
Each semester of GER 201 and GER 202 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course.

GER 202W - Intermediate German in Berlin (1.0)

Like GER 202 on campus, this course strengthens and expands all language skills including idiomatic grammar review, oral and aural practice, readings on contemporary and historical topics, and practice in composition. This course will be taught as an intensive Wintersession course in Berlin and will feature an important cultural component.

Instructor: Nolden
Prerequisite: GER 201 or permission of the instructor.
Application required. Not open to students who have taken GER 202.
Distribution: LL
Term(s): Winter
Students must have received credit for GER 201 in order to receive credit for GER 202W. Not offered every year. Subject to Provost's Office approval.

GER 225 - Cultural Capitals: Berlin, Prague, Vienna (in English) (1.0)

This course will introduce us to some of the focal points of Europe's cultural geography and trace the
GER 229 - Border-Crossings: German Culture in a Global Context (in English) (1.0)
This course will trace the forces that shape the modern face of Germany and German culture. Through political and theoretical works, literature, and poetry, as well as visual art, music, and film, we will examine cross-cultural influence, colonialism, the effect of war and displacement, migration in and out of the nation, and the growth of an international entertainment industry. We will consider the reciprocal influence of German and French courtly culture in medieval poetry and epic, and its impact on poetic development; migration and displacement beginning with Goethe’s Hermann and Dorothea (1797) up to the contemporary crisis re-shaping Europe; the colonial fantasies that shaped the construction of German identity; and the changing conceptualization of cultural and national identity from the Grimm’s notion of language as formative to today’s depictions of hybrid identities in contemporary film, literature, and popular culture.
Instructor: Hans
Prerequisite: None
Distribution: LL
Term(s): Not Offered

GER 230 - Once Upon a Time There Were Two Brothers: Fairy Tales, Genre, and Nation (1.0)
This course will explore the fairy tale, with an emphasis on the works collected by the Brothers Grimm, and how it reflects cultural identity. The development of the genre, its predecessors and heirs, and its function both as literature and as component of a distinct political program. We will begin with an analysis of exemplary tales and variants, examining these in the framework of a range of critical approaches. We will then trace the evolution of the genre in terms of two very different tracks: in the Kunstmärchen and in contemporary children’s literature. In addition to giving students an understanding of the foundational function of these tales, this course will develop students’ communicative and analytical skills, focusing on simple written and oral argumentation and critical reading of progressively longer texts. Select grammar topics will be reviewed over the course of the semester. Prerequisites: GER 202 or permission of the instructor.
Instructor: Hans
Prerequisite: GER 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

GER 231 - Once Upon a Time There Were Two Brothers: Fairy Tales, Genre, and Nation (1.0)
This course will explore the fairy tale, with an emphasis on the works collected by the Brothers Grimm, and how it reflects cultural identity. The development of the genre, its predecessors and heirs, and its function both as literature and as component of a distinct political program. We will begin with an analysis of exemplary tales and variants, examining these in the framework of a range of critical approaches. We will then trace the evolution of the genre in terms of two very different tracks: in the Kunstmärchen and in contemporary children’s literature. In addition to giving students an understanding of the foundational function of these tales, this course will develop students’ communicative and analytical skills, focusing on simple written and oral argumentation and critical reading of progressively longer texts. Select grammar topics will be reviewed over the course of the semester. Prerequisites: GER 202 or permission of the instructor.
Instructor: Hans
Prerequisite: GER 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

GER 232 - Language. Culture. Theater. (1.0)
This course explores some of the current cultural and social issues in Germany through the study, production, and performance of a contemporary theater play. We will consider not only the themes of the play, but also controversies and responses that it engendered. The course serves as an introduction to forms, techniques, and theories of drama. Through our readings and our production, we will introduce and practice techniques of public speaking and stage performance. In addition, this course will develop students’ communicative and linguistic skills, focused on improving comprehension as well as pronunciation and expression. As a course aimed at improving all components of foreign language fluency (listening, speaking, reading, and writing), we will also review select advanced grammar topics.
Instructor: Roemisch
Prerequisite: GER 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

GER 236 - Memory, Identity, and Nation in German Short Stories (1945-present) (1.0)
This course focuses on short stories and novellas from post-WWII Germany to the present. We examine how literature confronted cultural change not only in a Germany first divided, then reunified, but also in an international context. Readings will include works by authors Heinrich Böll, Alfred Andersch, Christa Wolf, Judith Hermann, and Wladimir Kaminer. The course is designed to introduce great works of recent German literature and methods of literary analysis, and to practice advanced language skills through targeted grammatical review, analytical writing, and discussion.
Instructor: Hans
Prerequisite: GER 202 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GER 237 - Love in German Literature (1.0)
The course will explore some of the best-known literary expressions of romantic relationships written in German. We will begin with medieval poetry of courtly love; examples from Goethe, the Romantics, and Heinrich Heine, and then to the modern period. We will also study a soncycle by Franz Schubert. The topic encompasses problems like falling in love, forbidden love, tragic love, fulfillment, separation, and the erotic. The course has two goals. The first is to introduce students to elements of literature and culture through close reading and contextualization of works by period and genre. The second is to develop communicative skills in order to negotiate complex meaning in speaking and writing. Emphasis on vocabulary building, review of selected grammar topics, and extensive writing practice.
Prerequisites: GER 202 for students who have completed four semesters of language training or equivalent.
Prerequisite: GER 202 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GER 238 - Fairy Tales, Genre, and Nation (1.0)
This course will explore the fairy tale, with an emphasis on the works collected by the Brothers Grimm, and how it reflects cultural identity. The development of the genre, its predecessors and heirs, and its function both as literature and as component of a distinct political program. We will begin with an analysis of exemplary tales and variants, examining these in the framework of a range of critical approaches. We will then trace the evolution of the genre in terms of two very different tracks: in the Kunstmärchen and in contemporary children’s literature. In addition to giving students an understanding of the foundational function of these tales, this course will develop students’ communicative and analytical skills, focusing on simple written and oral argumentation and critical reading of progressively longer texts. Select grammar topics will be reviewed over the course of the semester. Prerequisites: GER 202 or permission of the instructor.
Instructor: Hans
Prerequisite: GER 202 or permission of the instructor
Distribution: LL
Term(s): Not Offered

GER 246 - German Autobiography (1.0)
This course will explore the cultural phenomenon of autobiography from several centuries to familiarize ourselves with the patterns of autobiographical writing as well as with important moments in German and Austrian history. Texts will be drawn from the canon of literary memoirs, but will also include writings by scientists, politicians, and other persons of general interest. Our course will commence with passages from the memoirs of the Jewish merchant Glückl von Hameln, an example of early women’s autobiographical writing. The emphasis of the course will be on the twentieth century.
Instructor: Nolden
Prerequisite: One unit, taught in German above 202, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GER 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall, Spring

GER 258 - Deutschland Bilder: Recent Images of Germany (1.0)
Focusing on the last two decades, this course will discuss how Germany has been featured in the imagination of writers, painters, and film makers born in Germany and abroad.
Instructor: Roemisch
Prerequisite: GER 202 or permission of instructor
Distribution: LL
Term(s): Spring

GER 276 - Franz Kafka (in English) (1.0)
All aspects of Kafka’s works and life will be explored in the historical and social context of early twentieth-century Central Europe. We will read a wide selection from his novels, short stories, parables and aphorisms, diaries and letters. We will discuss the delight and difficulty of reading Kafka, his posthumous reception as a world author, and his importance as a cultural icon in the late twentieth and early twenty-first centuries.
Prerequisite: None
Distribution: LL
Term(s): Not Offered

GER 286 - Fantasy Factories: Film and Propaganda in Nazi Germany and Beyond (in English) (1.0)
This course examines the cinematic output of Nazi Germany as a test case for the development of film as propaganda. We consider the cinematic medium as entertainment and as a cultural event with the potential to influence a population. We trace the forebears of Nazi film, including WWI propaganda films and films that couched Nazi ideals in narratives of melodrama to fantasy, and examine whether films could exceed their official aims and become subversive. And we consider post-WWII developments: the continuing careers of producers
of propaganda and the ways that modern media shapes new forms of propaganda.

Instructor: Hans
Prerequisite: None
Cross-Listed as: CAMS 286
Distribution: LL; ARS
Term(s): Not Offered

GER 287 - Leaps and Bounds: Technological Development and the Cinematic Medium in Germany and Beyond (in English) (1.0)

By its very nature, film depends on technological innovation. This course will examine some of the key technological developments that shaped film, as well as the ways in which these medial changes were theorized and argued for (and against). Beginning with the inventions of projectors that allowed the Skladanowsky brothers to present the first public movie showing at the Berlin Wintergarten in 1895, we will consider these leaps and bounds, examining not only the ways in which they shaped cinema, but also how technology responded to the desires of the audience and the needs of the industry. While the course considers international cinema, our emphasis will be on some of the key changes introduced in the American and German film industries, both of which functioned as leaders during some of the key periods of change and innovation.

Instructor: Hans
Prerequisite: None
Cross-Listed as: CAMS 287
Distribution: ARS
Term(s): Fall

GER 288 - From Berlin and London to Hollywood (in English) (1.0)

This course offers an introduction to the formative years of Hollywood by tracing the impact of European cinema on the American movie industry. Focusing on the work of film directors who in the first half of the twentieth century left the European centers of film-making for Hollywood, we will discuss the commercial competition between Berlin, London, and Hollywood as well as notions of aesthetic transfer. Among the actors and directors to be discussed are Marlene Dietrich, Alfred Hitchcock, F.W. Murnau, Fritz Lang, Ernst Lubitsch, Billy Wilder, Douglas Sirk, Charlie Chaplin and others.

Instructor: Nolden
Prerequisite: None
Cross-Listed as: CAMS 213
Distribution: LL; ARS
Term(s): Not Offered

GER 325 - Cultural Capitals: Berlin, Prague, Vienna (1.0)

Same course as GER 225 above, with additional readings in German, plus an additional weekly class meeting taught in German with discussions in German.

Instructor: Hans
Prerequisite: One unit taught in German above GER 202, or by permission of instructor.
Distribution: LL
Term(s): Fall

GER 329 - Border Crossing: German Culture in a Global Context (1.0)

This course will trace the forces of identification, migration, and globalization that shape modern Germany. Examining political, theoretical, and artistic works, as well as visual art, music, and film, we consider cross-cultural influence, colonialism and colonial fantasies, the effect of war and displacement, migration in and out of the nation, and the growth of an international entertainment industry. We will trace the reciprocal influence of German and French courtly culture in medieval poetry and epic, and its impact on poetic development. We consider migration beginning with Goethe’s Hermann and Dorothea (1797) up to the contemporary crisis reshaping Europe. We investigate the colonial fantasies that shaped the construction of German identity and consider how the conceptualization of national identity has changed from the Grimm’s notion of language as formative to today’s radically hybrid concepts of nationality.

Instructor: Hans
Prerequisite: Two units taught in German above GER 202, or permission of the instructor.
Distribution: LL
Term(s): Not Offered
Lectures, readings, and discussions in English. GER 329 entails a third weekly class session, conducted in German, as well as additional readings and written assignments.

GER 350 - Research or Individual Study (1.0)

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

GER 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

GER 370 - Senior Thesis (1.0)

Prerequisite: GER 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

GER 376 - Kafka (1.0)

Same course as GER 276 above, with additional readings in German, plus an additional weekly class meeting taught in German with discussions in German.

Prerequisite: Two units taught in German above GER 202, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

GER 388 - Seminar: Germany, Europe, and the US: Stories of Love and Hate (1.0)

This course will address major moments in the history of Germany’s complex relationship towards (the idea of) Europe and the United States and how this triangular constellation has been reflected in cultural productions, including essays, novels, films, paintings, and music. Always considered a major player both on the European and the global stage, Germany’s position has been oscillating between a desire to dominate and a reluctance to lead. This course will identify the cultural debates that have informed the German attitude towards its neighbors since its Romantic inception as a nation.

Instructor: Nolden
Prerequisite: One 300-level course or permission of the instructor
Distribution: LL; ARS
Term(s): Spring
GREEK

See Department of Classical Studies
See Women's and Gender Studies
HEBREW

For Elementary and Intermediate Hebrew and Research or Independent Study in Hebrew, see Jewish Studies.
DEPARTMENT OF HISTORY

History Faculty Profiles

History is the study of the cumulative human experience. As a study of change in human society over time, it lies at the foundations of knowledge in both the humanities and the social sciences, offering its own approaches to questions explored in both branches of learning. The study of history prepares students for a wide range of careers that require broad knowledge of the human experience as well as critical thinking, research, and writing skills. Most of the major geographical fields in history as well as the sub-disciplines of social, cultural, political, and economic history are represented in our course offerings and in the research and intellectual interests of our faculty.

History Department Information

200-level courses in the department are open to first-year students. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite. First-Year Seminars are open to first-year students only.

History Major

Goals for the History Major

Students who successfully complete a major in history will have acquired:

- A broad and deep understanding of the process of change over time, the relationship between past and present, and historical causality
- A humanistic awareness of the individual as part of a larger temporal stream, a civic sense of historical responsibility, and a social-scientific consciousness of societies and cultures as evolving systems
- Solid grounding in a body of specialized historical and historiographical knowledge about selected countries and regions or comparative problems that span various cultures and times
- Diversified knowledge of the histories and historiographies of a range of cultures and chronological periods
- A critical understanding of the methods that historians employ in reconstructing the past, including various approaches to historical research, the interpretation of primary sources and other evidence, and the uses of theory in historical analysis
- Extensive training and experience in reading monographs and scholarly articles critically, in writing concise analytical essays and longer research papers, and in oral communication skills

Requirements for the History Major

The minimum major requires nine units of course work, including two 300-level units (2.0). Majors must include at least one seminar in their program of two 300-level units. Seven of the nine units and all 300-level work must be taken at Wellesley. For the purposes of major credit, courses taken at MIT are not Wellesley courses. AP or IB credits may not be applied toward the major. Depending on the student’s field of study, one course in a related field outside history may be applied, with the approval of the advisor, to the major. One cross-listed course may be counted toward the major, but a student may not count both a cross-listed and a related course toward the major.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have breadth and depth. To ensure breadth, the program must include (1) at least one course (1.0 unit) in the history of Africa, China, Japan, Latin America, the Middle East, or South Asia; (2) at least one course (1.0 unit) in the history of Europe, the United States, or Russia; (3) at least one course (1.0 unit) in premodern history. To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as:

1. A particular geographical area, country, or culture
2. A specific time period
3. A particular historical approach, e.g., intellectual and cultural history, social and economic history
4. A specific historical theme, e.g., the history of women, revolutions, colonialism

Honors in History

The only path to honors is the senior thesis. As specified in College legislation, candidates for honors must have a grade point average of 3.5 or higher in courses applied to the major and must complete six (6) of the nine (9) required units of course work, including, ordinarily, a 300-level seminar, before the end of their junior year. For additional information, please consult the department website or ask at the History department office (FND 202A).

Teacher Certification

Students interested in obtaining certification to teach history in the Commonwealth of Massachusetts should consult the chair of the Education Department.

Interdepartmental Majors

Students interested in a major combining history and international relations should consider the interdepartmental major in International Relations-History.

IR History Major Information

The IR-History program director for 2017-2018 is Lidwien Kapteijns.

Students who elect the International Relations-History major take the following courses in addition to the International Relations core:

1. Two history courses dealing substantially with the premodern period to be selected in consultation with advisor
2. Three history courses dealing with the modern history of countries or regions
3. Two courses dealing with modern international history to be selected in consultation with advisor
4. HIST 395: International History Seminar

Of these five courses, at least three courses (3.0 units) should represent a coherent and integrated field of interest, such as American history, Medieval and Renaissance history, or social history. Of the other courses, at least one course (1.0 unit) should be in a different field. Normally at least four courses (4.0 units) must be taken at Wellesley, and related courses in other departments will not count toward the minor.

HIST - History Courses

HIST 114Y - First-Year Seminar: American Hauntings (1.0)

The American past is crowded with ghosts. In this seminar, we will trace the evolution of supernatural belief in America and analyze some of its most famous ghost stories. What about the nation’s history makes it such fertile terrain for ghosts? What happens when the dead refuse to stay in the past, relegated to history? Why, in short, is the American historical imagination so haunted? We’ll dig deeply into selected hauntings, drawn from across historical North America, and encounter the spirits of French Detroit, the Gettysburg battlefield, and colonial Jamaica, among others.

Instructor: Grandjean
Prerequisite: None. Open to first-year students only.
Distribution: HS
Term(s): Fall

HIST 115Y - First-Year Seminar: Routes of Exile: Jews and Muslims (1.0)

This course will examine exile—both internal and geographic—through contemporary memoirs, letters, novels, and films. Our primary focus will be on Jews and Muslims living in North Africa and the Middle East. Questions to be asked include: How was community defined? What provided the author with a sense of belonging? What prompts his/her exile? Is the homeland portable? If so, how, and on what terms? Each week we shall explore a different expression of exile. Discussion will include comparisons and contrasts with previous readings.

Instructor: Malino
Prerequisite: None. Open to first-year students only.
Distribution: HS
Term(s): Fall
No letter grade.

HIST 116Y - First-Year Seminar: Vladimir Putin: Personage, President, Potentate (1.0)

Vladimir Putin, President of the Russian Federation, is by many accounts the world’s most powerful political leader. How did he achieve this status? What have been his chief goals, values and operating principles? What accounts for his vast popularity in Russia, even at a time of military engagement and economic recession? A product of Leningrad’s “mean streets,” the young Putin sought glory in the KGB, and after the demise of the Soviet Union—a collapse he rues to this day—moved into the heights of power. We will explore Vladimir Putin’s life path, political maneuvers, ideas about Russia’s identity and place in the world, and his image as the epitome of potent masculinity. Assignments will include biographical and autobiographical writings, speeches, videos and a plethora of images and caricatures of this enigmatic and forceful leader.

Instructor: Tumarkin
Prerequisite: None. Open to first-year students only.
“American” identities, and how definitions of the nation and citizenship shifted in relation to domestic and global happenings. This will include considering how ideas of gender, race, ethnicity, and citizenship intersect within projects of nation building. We will cover topics that include domestic race relations, U.S. imperialism, mass consumption, globalization, and terrorism, and developments such as legalized segregation, the Depression, World Wars I and II, and modern social progressive and conservative movements.

**HIST 205 - The Making of the Modern World Order (1.0)**
This foundational course in international history explores the evolution of trade, competition, and cultural interaction among the world’s diverse communities, from the Mongol conquests of the late thirteenth century through the end of the twentieth century. Themes include: the centrality of Asia to the earliest global networks of trade and interaction; the rise of European wealth and power in the seventeenth and eighteenth centuries; empires; imperialism and its impact; the evolution of the nation-state; scientific and industrial revolutions; and "modernization" and the patterns of globalization during the late twentieth century. Attention to agents of global integration, including trade, technology, migration, dissemination of ideas, conquest, war, and disease.

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Fall, Spring

**HIST 206 - From Conquest to Revolution: A History of Colonial Latin America (1.0)**
The "discovery" by Christopher Columbus in 1492 of the "New World" unleashed a process of dramatic changes in what we now call Latin America. Spanning roughly from the fifteenth through the mid-eighteenth centuries, this course examines the ideological underpinnings of the Spanish Conquest, the place of the Americas in a universal Spanish empire, and the role of urban centers in the consolidation of Spanish rule. Emphasis is placed on indigenous societies and the transformation and interactions with Africans and Europeans under colonial rule; the role of Indian labor and African slavery in the colonial economy; the creation, consolidation, and decline of colonial political institutions; and, finally, the role of religion and baroque ritual in the creation of new hybrid colonial cultures and identities.

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Not Offered

**HIST 207 - Contemporary Problems in Latin American History (1.0)**
In this problem-centered survey of the contemporary history of Latin America we will critique and go beyond the many stereotypes that have inhibited understandings between Anglo and Latin America, cultivating instead a healthy respect for complexity and contradiction. Over the course of the semester we will examine key themes in current history, including the dilemmas of uneven national development in dependent economies; the emergence of anti-imperialism and various forms of political and cultural nationalism; the richness and variety of revolution; ethnic, religious, feminist, literary, artistic, and social movements; the imposing social problems of the sprawling Latin American megalopolis; the political heterodoxies of leftist, populist, authoritarianism and neoliberalism; the patterns of peace, violence, and the drug trade; the considerable U.S. influence in the region, and finally, transnational migration and globalization.

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Not Offered

**HIST 208 - Society and Culture in Medieval Europe (1.0)**
This course examines life in medieval Europe c. 750-1250 in all its manifestations: political, religious, social, cultural, and economic. Topics to be studied include the papacy; the political structures of France, Germany, and Italy; monastic and monastic culture; religion and spirituality; feudalism; chivalry; courtly love and literature; the crusading movement; intellectual life and theological debates; economic structures and their transformations; and the varied roles of women in medieval life. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

Instructor: Ramseyer
Prerequisite: None
Distribution: HS
Term(s): Not Offered

**HIST 212 - Atlantic Revolutions and the Birth of Nations (1.0)**
This course deals with the momentous social, political, and cultural transformations that characterized the American, French, Haitian, and Spanish American Revolutions (the "Atlantic Revolutions"). Straddling the late eighteenth and early nineteenth centuries (the "Age of Revolutions"), these social and political movements constituted a watershed of violent change that ushered in the (many) problems and possibilities of the modern world: the birth of the Nation, nationalism, and democracy, among others. We will seek answers to questions such as, How did nationalism and universalism shape the nature and strategies of revolt and counter-revolution? What were the roles of slavery, race, women, religion, and geography in defining citizenship? How did historical writing and revolution work to create the foundational myths of the modern nation?

Instructor: Osorio
Prerequisite: None
Distribution: HS
Term(s): Not Offered

**HIST 213 - Conquest and Crusade in the Medieval Mediterranean (1.0)**
This course examines life in the Mediterranean from the disintegration of the Roman Empire in the fourth and fifth centuries through the Latin Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine Empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, and the Latin Crusader States. Attention will also be paid to the cultural and religious diversity of the medieval Mediterranean and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish communities.
HIST 214 - Medieval Italy (1.0)

This course provides an overview of Italian history from the disintegration of the Roman Empire in the fifth century through the rise of urban communes in the thirteenth century. Topics of discussion include the birth and development of the Catholic Church and the volatile relationship between popes and emperors, the history of monasticism and various other forms of popular piety as well as the role of heresy and dissent, the diverging histories of the north and the south and the emergence of a multicultural society in southern Italy, and the development and transformation of cities and commerce that made Italy one of the most economically advanced states in Europe in the later medieval period.

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

HIST 219 - The Jews of Spain and the Lands of Islam (1.0)

The history of the Jews in Muslim lands from the seventh to the twentieth century. Topics include Muhammad's relations with the Jews of Medina; poets, princes, and philosophers in Abbasid Iraq and Muslim Spain; scientists, scholars, and translators in Christian Spain; and the Inquisition and emergence of a Sephardic diaspora. Twentieth-century focus on the Jewish community of Morocco.

Instructor: Malino
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 220 - United States Consumer Culture and Citizenship (1.0)

We are a nation organized around an ethos of buying things. Throughout the twentieth century, the government, media, big business, and the public increasingly linked politics and consumerism, and the formulation has been a route to empowerment and exclusion. In this course, we study how and why people in the United States theorized about, practiced, and promoted mass material consumption from the turn of the twentieth century into the twenty-first. Topics will include: the rise of consumer culture; the innovations of department stores, malls, freeways, and suburbs; developments in advertising and marketing; the global position of the American consumer in the post-World War II United States; and the political utility of consumption to various agendas, including promoting free enterprise, combating racism, and battling terrorism.

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 221 - The Renaissance (1.0)

This interdisciplinary survey of Europe between 1300 and 1600 focuses on aspects of politics, literature, philosophy, religion, economics, and the arts that have prompted scholars for the past seven hundred years to regard it as an age of cultural rebirth. These include the revival of classical learning, new fashions in painting, sculpture, architecture, poetry, and prose; the politics of the Italian city-states and Europe's "new monarchies"; religious reform; literacy and printing; the emerging public theater; new modes of representing selfhood; and the contentious history of Renaissance as a concept. Authors include Petrarch, Vasari, Machiavelli, Erasmus, More, Castiglione, Rabelais, Montaigne, Sidney, Spenser, and Shakespeare. Lectures and discussions will be enriched by guest speakers and visits to Wellesley's art and rare book collections.

Instructor: Grote, Wall-Randell (English)
Prerequisite: None
Cross-Listed as: ENG-221
Distribution: LL, HS
Term(s): Spring

HIST 222 - The Barbarian Kingdoms of Early Medieval Europe (1.0)

This course examines the Barbarian successor states established in the fifth and sixth centuries after the disintegration of the Roman Empire in the West. It will focus primarily on the Frankish kingdom of Gaul, but will also make forays into Lombard Italy, Visigothic Spain, and Vandal North Africa. In particular, the course will look in depth at the Carolingian empire established c. 800 by Charlemagne, who is often seen as the founder of Europe, and whose empire is often regarded as the precursor of today's European Union. Political, cultural, religious, and economic developments will be given equal time.

Instructor: Ramseyer
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 224 - Zionism and Irish Nationalism: A Comparative Perspective (1.0)

Theodore Herzl mused that he would like to be the Charles Stuart Parnell of the Jewish people. Vitez Kemali, Shamil, Gamal El-Din Abul Naga, Michael Collins (or Michael Collins) during Ireland's War of Independence. Eamon De Valera traveled to Israel to seek advice on the resurrection of the Irish language. Does this dialogue among nationalist leaders speak to a more significant connection between their movements? To answer this question, we shall explore the emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth centuries. Our focus will include poets, ideologues, and charismatic leaders, immigration, racism, and diaspora. Trends in modern Israel and Ireland will also be explored. This course may be taken as 224 or, with additional assignments, as 324.

Instructor: Malino
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 228 - Swords and Scandals: Ancient History in Films, Documentaries, and Online (1.0)

Films such as Gladiator, The Passion of the Christ, and 300, documentaries such as The Last Stand of the 300, and Internet courses such as Alexander Online perhaps influence how the majority of people now understand antiquity. But are these visual media historically reliable representations of the past? Or do they rather primarily reflect changing artistic and societal concerns? How have the use of digital backlots, blue screens, and other technical innovations affected how the past is being represented and understood? In this course we will examine the representation of the ancient world in films, documentaries, and online media from the "sword and sandal" classics of the past such as Ben-Hur to the present, within the scholarly frameworks of ancient history and modern historiography.

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

HIST 229 - Alexander the Great: Psychopath or Philosopher King (1.0)

Alexander the Great murdered the man who saved his life, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the Eastern and Western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest warrior in history. This course may be taken as 229 or, with additional assignments, as 329.

Instructor: Rogers
Prerequisite: 229: None; 329: Permission of the instructor
Distribution: HS
Term(s): Fall

HIST 230 - Greek History from the Bronze Age to the Death of Philip II of Macedon (1.0)

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Instructor: Rogers
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 231 - Rome (1.0)

Rome's cultural development from its origins as a small city state in the eighth century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

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

HIST 232 - The Transformation of the Western World: Europe from 1350 to 1815 (1.0)

This course surveys the transformation of medieval Europe into a powerful civilization whose norms, institutions, and technology reached across the globe. Along the way, we will use original sources, including Wellesley's museum collections, to investigate major landmarks in Europe's political, cultural, social, intellectual, and environmental history. These include the Black Death, the Renaissance, the creation of seaborne empires and the discovery of new worlds, the Protestant and Catholic Reformations, the Scientific Revolution, the Enlightenment, the French Revolution, the coming of capitalism, a multitude of devastating wars, and changes in urban and rural landscapes - all set against the backdrop of European people's ongoing efforts to define their relationships to their own medieval and ancient forerunners and to the world's other peoples.
Instructor: Grote
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 234 - The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon (1.0)
This course traces the tumultuous history of Europe's German lands in the three centuries between the Middle Ages and the modern era, long identified with the origins of twentieth-century German nationalism and anti-Semitism. We will focus on what makes this fascinating period distinctive: Germany's uniquely persistent political diversity and the religious schism that gave Germany multiple national religions. Topics include the Protestant Reformation, the Great Witch Panic, the devastating Thirty Years War that destroyed 150 years of economic growth, the French Revolutions of the Great, the Enlightenment, the Napoleonic Wars, and the demise of the extraordinarily complex political system known as the Holy Roman Empire. Sources include treaties, treatises, literature, autobiographical texts, visual art, and music, by, among others, Luther, Bach, Lessing, Mozart, and Goethe.

Instructor: Grote
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 235 - The Birth of Economics: Adam Smith in Enlightenment Context (1.0)
Adam Smith's Wealth of Nations, the foundational text of modern economics, caused a sensation after its first publication in 1776 and continues to resonate powerfully today. Readers across the political spectrum have used its authority to defend everything from free-trade liberalism, deregulation, and minimal taxation, to monopoly-busting and the welfare state. This course investigates the meanings and historical significance of this extraordinary text by studying its intellectual context. We will focus on the debates that preoccupied Smith and his fellow eighteenth-century Scottish countrymen and that gave birth to the modern social sciences: debates about modernizing Christian theology, about the origins of human society, about economic development, about the meaning of justice, and about the benefits and dangers of greed, luxury, and inequality.

Instructor: Grote
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

HIST 240 - Cities in Modern Europe (1.0)
This lecture course explores the uses and visions of the city in Europe since the mid-nineteenth century. The course covers both the history of modern urban planning and the responses to it—the way the city was designed and the way it was inhabited. We will begin by looking at differing theories of the city: Was it a place of freedom or increased control, especially for socially marginalized groups like women, colonized populations, and the poor? Was it an artifact of dominant social forces or a space for individual self-creation? Themes we will cover include colonial urbanism, modernism, fascist city planning, suburbanization, tourism, migration, and reclamation of urban space by social movements, squatters, and youth subcultures.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 242 - Postwar Europe and the Three Germans (1.0)
In 1945, Germany's war had left much of Europe in ruins. Yet postwar planners recognized that the continent's strongest economic power and most populous country would have to remain the center of a reconstructed Europe. This course explores the challenges confronting a divided continent after 1945 through the histories of East and West Germany, which faced similar problems but developed solutions that reflected the differing ideologies of Socialism and Capitalism. It compares the relative influence of the U.S. and Soviet "partners," strategies for dealing with the Nazi past and histories of collaboration, and efforts to build consumer culture and domestic consent. It also compares youth revolt, political cultures, and immigration, and explores the role of a third, reunified Germany in Europe and the world after 1989.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 243 - Gender and Sexuality in Twentieth-Century Europe (1.0)
Issues of gender and sexuality were central to projects of social and political transformation in twentieth-century Europe. Regimes of nationalism, socialism, fascism, and capitalism each provided prescriptive models of "good" and "healthy" gender relationships, making sexuality the frequent and ongoing site for contestation and scientific intervention. At the same time, the ruptures of two world wars and the effects of modernization created spaces for unprecedented challenges to sexual mores from below. This course explores the fraught, and occasionally deadly, debates over sexual normalcy in twentieth-century Europe through the topics of eugenics, psychoanalysis, first- and second-wave feminism, the sexual politics of fascism, and the rise of the permissive society.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 244 - History of the American West: Manifest Destiny to Pacific Imperialism (1.0)
With its sweeping landscapes, grand myths, and oversized egos, the American West has loomed large within U.S. history. Since the nation's birth, Americans looked toward the horizon and imagined their destinations, a gaze since copied by historians, novelists, and filmmakers. Nevertheless, the history of this vast region is much more fractured and complex. This course explores the West—as an idea and place—from the early nineteenth century through World War I. While we will engage the ways that Americans conjured and conquered the region, we will also look beyond their gaze toward the varied empires, peoples, and forces that created the West. Topics covered include: Northern New Spain and Mexico; American Indians and U.S. expansionism; transcontinental and trans-Pacific trade and (im)migration; race, gender, and identity.

Instructor: Slobodian
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 245 - The Social History of American Capitalism from Revolution to Empire (1.0)
There is perhaps no better time than the present to study the history of American capitalism, as political leaders, pundits, bank and business executives, and workers across the world struggle to understand our current economic situation. This course will explore the development of American capitalism from its birth in the mercantile world of imperial Great Britain through the financial ruin of the Great Depression. This course will closely examine the relationship between government, business, and society by engaging key moments in nineteenth-century American economic history: the rise of the corporation, transportation and communication innovations, industrialization, American slavery and commodity production, financial speculation and panics, the development of American banking, immigration policy, and labor relations.

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

HIST 246 - Vikings, Icons, Mongols, and Tsars (1.0)
A multicultural journey through the turbulent waters of medieval and early modern Russia, from the Viking incursions of the ninth century and the entrance of the East Slavs into the splendid and mighty Byzantine world, to the Mongol overlordship of Russia, the rise of Moscow, and the legendary reign of Ivan the Terrible. We move eastward as the Muscovite state conquers the immense reaches of Siberia by the end of the turbulent seventeenth century, when the young and restless Tsar Peter the Great travels to Western Europe to change Russia forever. We will focus on khans, princes, tsars, nobles, peasants, and monks; social norms and gender roles; icons and church architecture; and a host of Russian saints and sinners.

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

HIST 247 - Splendor and Serfdom: Russia Under the Romanovs (1.0)
An exploration of Imperial Russia over the course of two tumultuous centuries from the astonishing reign of Peter the Great at the start of the eighteenth century, to the implosion of the Russian monarchy under the unfortunate Nicholas II early in the
twentieth, as Russia plunged toward revolution. St. Petersburg—the stunning and ghostly birthplace of Russia’s modern history and the symbol of Russia’s attempt to impose order on a vast, multiethnic empire—is a focus of this course. We will also emphasize the everyday lives of peasants and nobles; the vision and ideology of autocracy; Russia’s brilliant intelligentsia; and the glory of her literary canon.

Instructor: Tumarin
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 248 - The Soviet Union: A Tragic Colossus (1.0)
The Soviet Union, the most immense empire in the world, hurtled through the twentieth century, shaping major world events. This course will follow the grand, extravagant, and often brutal socialist experiment from its fragile inception in 1917 through the rule of Lenin, Stalin, Khrushchev, Brezhnev, and Gorbachev, after which the vast Soviet empire broke apart with astonishing speed. We will contrast utopian constructivist visions of the glorious communist future with Soviet reality. Special emphasis on Soviet political culture, the trauma of the Stalin years and World War II, and the travails and triumphs of everyday life.

Instructor: Tumarin
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 249 - Cold War Culture and Politics in the United States (1.0)
The Cold War was an era, a culture, and a set of policies defining U.S. domestic and foreign relations. This course examines Cold War politics, culture, and foreign policies in relation to various national developments—including the rise of social movements, changes in city landscapes, and the “birth of the cool”—and international events, including the Cuban Missile Crisis and conflicts concerning Vietnam. Bearing on these developments were opportunities and limitations that accompanied ideological struggles between the United States and the Soviet Union, the rise of new cultural industries, and demographic shifts in the United States. Broad topic areas include: U.S. foreign policies; conformity and deviation along lines of gender, race, and sexuality; and domestic and foreign perceptions of the United States in a Cold War context.

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 250H - Research or Individual Study (0.5)
Prerequisite: Open to first-year students and sophomores
Distribution: None
Term(s): Fall; Spring

HIST 252 - The Twentieth-Century Black Freedom Struggle (1.0)
As popularly narrated, African Americans’ modern freedom struggle is a social movement beginning in the mid-1950s and ending in the late-1960s, characterized by the nonviolent protest of southern blacks and facilitated by sympathetic (non-southern) whites. In this course, we explore the multiple ways—beyond protest and resistance—that blacks in the twentieth-century United States struggled for their rights and equality using resources at their disposal. This exploration will take us out of the South and consider actors and activities often neglected in the narrations of the struggle. Throughout, we will return to the following questions: What defines a movement? What constitutes civil rights versus Black Power activity? How and why are people and institutions—then and now—invested in particular narratives of the black freedom struggle?

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 253 - First Peoples: An Introduction to Native American History (1.0)
An introduction to the history of Native American peoples, from precontact to the present. Through a survey of scholarly works, primary documents, objects, films, and Indian autobiographies, students will grapple with enduring questions concerning the Native past. How should we define “Native America”? How interconnected were Native peoples, and when? Can we pinpoint the emergence of “Indian” identity and understand how it developed? This course confronts those questions and other issues in Native American history, through such topics as the “discovery” of Europe and its effects, cultural and commercial exchange with Europeans, removal, the struggle for the West, the “Indian New Deal,” and the Red Power movement of the 1970s. Special attention to the Native northeast.

Instructor: Grandjean
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 254 - The United States in the World War II Era (1.0)
World War II was a uniquely defining moment in U.S. history, its sweeping influence forever altering the nation’s culture, economics, and global position. This course examines events surrounding U.S. involvement in the Second World War from the Depression era through the early Cold War years. Our focus will be political, social, and cultural developments on the "home front," which we will contextualize within broader world dynamics. Topics include: domestic attitudes toward the war, the political and cultural significance of FDR’s “four freedoms,” shifts in foreign policy, a reshaped workforce (“Rosie the Riveter,” Bracero programs, desegregation), sex and sexuality in the military, military personnel’s experiences, wartime consumer trends, scientific advances, and the nation’s geopolitical concerns and objectives.

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 255 - The United States in the World War II (1.0)
World War II was a uniquely defining moment in U.S. history, its sweeping influence forever altering the nation’s culture, economics, and global position. This course examines events surrounding U.S. involvement in the Second World War from the Depression era through the early Cold War years. Our focus will be political, social, and cultural developments on the "home front," which we will contextualize within broader world dynamics. Topics include: domestic attitudes toward the war, the political and cultural significance of FDR’s “four freedoms,” shifts in foreign policy, a reshaped workforce (“Rosie the Riveter,” Bracero programs, desegregation), sex and sexuality in the military, military personnel’s experiences, wartime consumer trends, scientific advances, and the nation’s geopolitical concerns and objectives.

Instructor: Greer
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 256 - Brave New Worlds: Colonial American History and Culture (1.0)
This course considers America’s colonial past. It is a bloody but fascinating history, with plenty of twists and turns. We will investigate colonial American culture and ordinary life (including gender, family life, ecology, the Americas, world, religion, and magical belief), as well as the strategies experienced by the earliest colonists and the imperial competition that characterized the colonial period. Between 1607 and 1763, a florid variety of cultures bloomed on the North American continent. We will explore these, with an eye toward understanding how the English colonies emerged from very uncertain beginnings to become—by the mid-eighteenth century—the prevailing power on the continent.

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

HIST 260 - Pursuits of Happiness: America in the Age of Revolution (1.0)
Investigates the origins and aftermath of one of the most improbable events in American history: the American Revolution. What pushed colonists to rebel, rather suddenly, against Britain? And what social struggles followed in the war’s wake? We will explore the experiences of ordinary Americans, including women and slaves; examine the material culture of Revolutionary America; trace the intellectual histories of the founders; and witness the creation of a national identity and constitution.

Instructor: Grandjean
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 261 - Civil War and the World (1.0)
This course examines the American Civil War, one of the central conflicts in US history, by placing it within the broader context of the making of the modern world. The course will explore the roots, consequences, and experiences of the war—the long history of slavery and emancipation, territorial expansion and industrialization, and the everyday experience of modern warfare. The class will do so by considering those events through the lens of global history. We scrutinize the political upheavals and events of the world that gave broader meaning to the Civil War; the emergence of modern weaponry and tactics and their consequences; and the development of the nation-state and colonialism, which resulted in new forms of governance and coercion that emerged in the wake of emancipation.

Instructor: Quintana
Prerequisite: None
Cross-Listed as: PEC 261
Distribution: HS
Term(s): Spring

HIST 264 - The History of Pre-Colonial Africa (1.0)
Pre-colonial Africa encompasses ancient agrarian kingdoms (such as Egypt and Morocco), city-states on the shores of sea and desert, and “nations without kings,” with their own, unique social and political institutions. Students will learn about the material bases of these societies, as well as their social relations and cultural production, all the while familiarizing themselves with the rich array of written, oral, linguistic, and archeological sources available to the historian of Africa. After 1500, in the era of the European expansion, large parts of Africa were incorporated into the Atlantic tropical plantation complex through the slave trade. The enormous impact on Africa of this unprecedented forced migration of Africans to the Americas from 1500 to the 1880s will constitute the concluding theme.

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

HIST 265 - History of Modern Africa (1.0)
Many of Africa’s current characteristics are the legacy of colonial domination. We will therefore study different kinds of colonies, from those settled by White planters to the “Cinderellas” in which colonial economic intervention was (by comparison) minimal and the struggle for independence less bloody. For the post-independence period, we will focus on the historical roots of such major themes as neocolonialism, economic underdevelopment, ethnic conflict and genocide, HIV/AIDS, and the problems of the African state. However, Africa’s enormous natural and human resources, its resilient and youthful population, and its vibrant popular culture—a strong antidote against Afro-pessimism—will help us reflect on the future of this vast continent.

Instructor: Kapteijns
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 266 - Port Cities of the Indian Ocean in Historical Perspective (1.0)
The history of Indian Ocean port cities situated on the littorals of the Red Sea, East Africa, the Persian Gulf, and the west coast of India, which together enclose the western Indian Ocean. Time period: from c. 1600 to the present, with special emphasis on the transition to, and impact of British colonial rule. Focus on the local life and contexts of these port cities, as well as their relations across the ocean: the movements and networks of people; products of exchange; technologies, legal and other; religious and political ideas, as well as common health challenges. Port cities to be studied include Zanzibar, Brava, Mombasa, Aden, Jedda, Kuwait, Bahrain, Dubai, Diu, and Bombay/Mumbai.

Instructor: Kapteijns
Prerequisite: Open to students with at least one course in either History or African, Middle Eastern, or South Asian studies.
Cross-Listed as: SAS 266
Distribution: HS
Term(s): Spring

HIST 267 - Deep in the Heart: The American South in the Nineteenth Century (1.0)
Perhaps no other region in the United States conjures up more powerful imagery than the American South—stately mansions with live oak avenues are juxtaposed with the brutal reality of slavery. Yet this same region gave birth to other, perhaps more powerful, cultural legacies—jazz and the blues, the freedom struggle and Jim Crow—a heritage both uniquely Southern and yet deeply American. To better understand this region that has always seemed to stand apart, this course will examine the early history of the American South from the Revolutionary War through the beginning of the twentieth century. Topics covered will include: African American slavery and emancipation, the Civil War, Reconstruction, the spread of evangelical Christianity, Indian Removal, African American culture, and the rise of Jim Crow segregation.

Instructor: Quintana
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 269 - Japan, the Great Powers, and East Asia, 1853-1993 (1.0)
The history of Japan’s international relations from the age of empire through the end of the Cold War. Topics include: imperialism and nationalism in East Asia, diplomacy and military strategy, international economic competition, cultural and “civilizational” conflicts, World War II in East Asia, the U.S.-Japan alliance, and the politics of war memory. Special emphasis on Japan’s relations with the United States, China, Russia, and Korea.

Instructor: Matsuoka
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 272 - Political Economy of Development in Colonial and Postcolonial South Asia (1.0)
In 1947, India was partitioned into India and Pakistan. Since then, these countries have wrestled with issues of governance and development, but colonial rule casts a long shadow over their efforts. This course introduces students to the complex politicoeconomic landscape of the subcontinent by examining how the idea of development changes in modern South Asian history. How are developmental efforts embedded in contexts of politics, society, and culture? How do political systems affect decisions? This course considers these questions by examining themes such as the colonial state’s construction of railway and irrigation networks; Gandhi’s critique of industrialization; Nehru’s vision of an industrial economy; the challenges posed by Partition and militarization of Pakistan; the Green Revolution; and the onset of economic deregulation.

Instructor: Rao
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 274 - China, Japan, and Korea in Comparative and Global Perspectives (1.0)
Overview of each political/cultural community and their interactions from ancient times to 1912. Topics from earlier periods include ancient mytho-histories and archaeological records, the rise of China’s Han and Tang empires, selective adaptations of Chinese patterns by indigenous polities and societies in Korea, Japan, and Japan, commercial and technologic revolution in China and its international impact, Mongol “globalization,” Japan in the age of the samurai, and Korea in the heyday of the yangban. Topics from later periods include the growth of international trade in East Asia and early modern developments in Ming-Qing China, Tokugawa Japan, and Later Joseon Korea. Coverage extends through first decade of the twentieth century to examine Europe’s expansion and the divergent trajectories of modern transformation in each society.

Instructor: Matsuoka
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 275 - The Emergence of Ethnic Identities in Modern South Asia (1.0)
South Asian society has long been represented by rigid systems of hierarchy. Caste, most famously, has been represented as an inescapable determinant of social possibility. Yet, what are the ways in which people actually identify themselves, and to what extent is hierarchical identification a product of South Asia’s modern history? This course explores the problems of social and cultural difference in South Asia. How do modern institutions such as the census and electoral politics shape the way in which these problems are perceived today? What are the effects of the introduction of English education? Caste will be the primary form of identity that we explore, but we also consider class, religion, and gender in seeking to unravel the complex notion of ethnicity.

Instructor: Rao
Prerequisite: None

HIST 276 - The City in Modern South Asia (1.0)
South Asian cities are currently undergoing massive demographic and spatial transformations. These cannot be understood without a consideration of both the specific history of South Asia and a broader account of urban change. This course examines these changes in historical perspective and situates urban South Asia within a global context. How did colonial rule transform old cities such as Delhi and Lahore? How were the differing ideologies of India and Pakistan mapped onto new capitals such as Chandigarh and Islamabad? How are ethnic and religious features of people and places reconciled in booming cities such as Bangalore and Mumbai? What are the connections between the urban environment and political mobilization? We consider a range of sources, including scholarly literature, films, and short stories.

Instructor: Giersch
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 277 - China and America: Evolution of a Troubled Relationship (1.0)
A survey of China’s economic, cultural, and political interactions with the United States from 1784 to the present, with a focus on developments since 1940. Principal themes include: post-imperial China’s pursuit of wealth and power, changing international conditions, military strategy, the influence of domestic politics and ideology, and the basic misunderstandings and prejudices that have long plagued this critical relationship. Topics include: trade throughout the centuries; American treatment of Chinese immigrants; World War II and the Chinese Revolution; the Cold War; Taiwan; and the ongoing instability of relations since 1979. Sources include the ever-increasing number of declassified U.S. documents as well as critical materials translated from the Chinese.

Instructor: Giersch
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 278 - Reform and Revolution in China, 1800 to the Present (1.0)
From shattering nineteenth-century rebellions that fragmented the old empire to its emergence as a twenty-first century superpower, few places have experienced tumult and triumph in the same massive measures as modern China. To understand China today, one must come to terms with this turbulent history. This course surveys China’s major cultural, political, social, and economic transformations, including failed reforms under the last dynasty; the revolutions of 1911 and 1949; the rise of the Communist Party and Mao’s transformation of society and politics; the remarkable market reforms of recent decades; the contentious issue of Taiwan’s democratic transition; and China’s ongoing effort to define its position within East Asia and the world.

Instructor: Giersch
Prerequisite: None
Distribution: HS
Term(s): Fall

HIST 279 - Heresy and Popular Religion in the Middle Ages (1.0)
This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines,
pilgrimages, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms as well as in relationship to the church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies that led to religious repression and the establishment of the Inquisition in the later Middle Ages. The course may be taken as 279 or, with additional assignments, as 379.

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

Students who have taken the course as HIST 279 are not eligible to take the course as HIST 379.

HIST 280 - Topics in Chinese Commerce and Business (1.0)
China's stunning economic growth and the increasing visibility of transnational businesses run by entrepreneurs of Chinese descent have produced many efforts to explain the successes of "Chinese capitalism" and the "Chinese model." Central to many arguments are distinctive approaches to culture and history. Is there a uniquely Chinese way of doing business? Has mainland China developed a revolutionary new path of economic development? This course engages these debates through influential works on Chinese business and economic history, from the nineteenth century through the reform period (1978 to the present). Topics include corporate governance and the financing of firms; the role of kinship and networking (guanxi); changing political contexts of development; competition with foreign firms; the impact of globalization; and debates over China's remarkable economic rise.

Instructor: Giersch
Prerequisite: None
Distribution: HS
Term(s): Not Offered

HIST 284 - The Middle East in Modern History (1.0)
This course provides a survey of Middle Eastern history from c.1900 to present, with an emphasis on the Arab Middle East. It will focus on the historical developments of the period: the demise of the Ottoman Empire at the end of World War I; the Armenian genocide; the establishment of European "mandates" in most of the Arab world and the nationalist struggles for independence that ensued; the establishment of Israel and the expulsion of Palestinian "refugees" in 1948; the war in Iraq and the challenge of a potentially nuclear Iran; and the impact of the continued significance of the early national era in American History.

Instructor: Quintana
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Fall

HIST 299 - U.S. Environmental History (1.0)
This course examines the relationship between nature and society in American history. The course will consider topics such as the decimation of the bison, the rise of Chicago, the history of natural disasters, and the environmental consequences of war. There are three goals for this course: First, we will examine how humans have interacted with nature over time and how nature, in turn, has shaped human society. Second, we will examine how attitudes toward nature have differed among peoples, places, and times and we will consider how the meanings people give to nature inform their cultural and political activities. Third, we will study how these historical forces have combined to shape the American landscape and the human and natural communities to which it is home. While this course focuses on the past, an important goal is to understand the ways in which history shapes how we understand and value the environment as we do today.

Instructor: Turner (Environmental Studies)
Prerequisite: None
Cross-Listed as: ES 299
Distribution: HS
Term(s): Not Offered

HIST 312 - Seminar: Understanding Race in the United States, 1776-1918 (1.0)
This seminar explores the history of race from the American Revolution through the First World War. In this seminar we will explore what race means in the United States by examining the varied ways that it has shaped—and was shaped by—key moments in twentieth-century American history. Topics covered will include: slavery, the conquest of the American West, immigration, citizenship, and the nation-state; Social Darwinism, the Great Migration, and American imperialism. Throughout the course we will seek to understand race in the United States by exploring the following questions: What is "race"? If it is but a concept or idea, how and why has it affected so many lives and dictated so much of our past?

Instructor: Quintana
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Not Offered

HIST 314 - Seminar: Fashion Matters: Dress, Style, and Politics in U.S. History (1.0)
This course explores the history of fashion in U.S. social and political movements. How have people used clothing and style to define themselves, demand recognition, challenge power, publicize injustice, and deflect or attract attention? We will examine how ideologies and experiences of race, gender, sexuality, and nationhood shaped uses of and reactions to fashion politics. Topics include the end of slavery, the rise of the "New Woman," the Second World War, the civil rights movement, the women's liberation movement, the rise of hip hop, and the war on terror. Through these events, we will consider the political significance of hair, uniforms, campaign fashion, and religious dress. We will also consider how authenticity, imitation, appropriation, and commodification figure into this history.

Instructor: Greer
Prerequisite: Permission of the instructor.
Distribution: HS
Term(s): Spring

HIST 319 - Seminar: Fear and Violence in Early America (1.0)
This seminar explores the terrors that stalked the inhabitants of colonial and early national America. How did early Americans describe their fears? What did they find frightening? And what roles did fear and violence play in shaping American society? In this seminar, we will first explore the language and psychology of fear, and then study the many ways that terror intruded on early American lives. Topics include: the role of terror in early American warfare; fear of the supernatural; domestic violence and murder; the specter of slave rebellion; and fear and
violence as entertainment in public executions and in early American literature.

Instructor: Grandjean
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Not Offered

Ann E. Maurer *51 Speaking Intensive Course

HIST 320 - Seminar: The Hand that Feeds: A History of American Food (1.0)

This seminar investigates the place of food in American history and culture, from reputed cannibalism in the American colonies to the rise of fast food in the twentieth century. Through selected episodes and commodities, we will explore the role of taste, competition for food, and capitalism in recasting American lives and identities. Topics include: colonial hunger and violence; the development of taste and "refined" eating; the role of food in defining race, class, and regional culture; the rise of mass production and its environmental effects and the reshaping of American bodies. In following the evolution of American food ways, we will visit eighteenth-century coffeehouses, antebellum slave quarters, campsites of the American West, the slaughterhouses of the Chicago meat market—and, of course—McDonald's.

Instructor: Grandjean
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Not Offered

HIST 324 - Zionism and Irish Nationalism: A Comparative Perspective (1.0)

Theodore Herzl mused that he would like to be the Charles Stuart Parnell of the Jewish people. Yitzak Shamir used the code name of Michael (for Michael Collins) during Israel's War of Independence. Eamon de Valera traveled to Israel to seek advice on the resurrection of the Irish language. Does this dialogue amongst nationalist leaders speak to a more significant connection between their movements? To answer this question, we shall explore the emergence and evolution of Zionism and Irish nationalism in the nineteenth and twentieth centuries. Our focus will include poets, ideologues, and charismatic leaders, immigration, racism, and diaspora. Trends in modern Israel and Ireland will also be explored. This course may be taken as 224 or, with additional assignments, as 324.

Instructor: Malino
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Not Offered

HIST 325 - "Veni; Vidi; Vici": The Life and Times of C. Iulius Caesar (1.0)

C. Iulius Caesar was descended from the goddess Venus and the Roman King Ancus Marcius. He was one of Rome's greatest orators and Cicero said that every writer of senatus steer clear of the subjects Caesar had written about. His life was both scandalous and unprecedented in Roman History. Curio called him every woman's man and every man's woman; Cato remarked that Caesar was the only sober man who tried to wreck the constitution. After conquering Gaul Caesar became Rome's first dictator for life, and finally a god, after his assassination on the Ides of March of 44 BCE. This 300-level course will examine the life, death, and legacies of the greatest Roman against the backdrop of the destruction of the Res Publica.

Instructor: Rogers
Prerequisite: Normally open to sophomores, juniors, and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Fall

HIST 329 - Alexander the Great: Psychopath or Philosopher King (1.0)

Alexander the Great murdered the man who saved his life, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the Eastern and Western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest warrior in history against the backdrop of the Hellenistic world. This course may be taken as 329 or, with additional assignments, as 329.

Instructor: Rogers
Prerequisite: Permission of the instructor.
Distribution: HS
Term(s): Fall

Students who have taken this course as 329 are not eligible to take the course as 329.

HIST 330 - Seminar: Revolution and Rebellion in Twelfth-Century European Society (1.0)

This course will examine the revolutionary changes that occurred in all facets of life in twelfth-century Europe. The twelfth century represents one of the most important eras of European history, characterized by many historians as the period that gave birth to Europe as both idea and place. It was a time of economic growth, religious reformation, political and legal reorganization, cultural flowering, intellectual innovation, and outward expansion. Yet the twelfth century had a dark side, too. Crusades and colonization, heresy and religious disputes, town uprisings and mob violence also marked the century. Students will study the internal changes to European society as well as the expansion of Europe into the Mediterranean and beyond, paying close attention to the key people behind the transformations.

Instructor: Ramseyer
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Not Offered

HIST 334 - Seminar: World Economic Orders, 1918-2008 (1.0)

The idea of the "world economy" as a single, interconnected entity only entered widespread discussion in Europe and North America after World War I. This course explores the diverse ways of imagining and ordering the world economy since then and what Europe's place has been within it, from imperial economies to national economies to a supposedly "globalized" economy to recent tilts of the European Union away from the United States and toward China and Russia. We will see how ideas such as development, modernization, and global-tization have dictated falsely universal models, but have also served as emancipatory idioms for prevously marginalized individuals and populations. We will demystify economic arguments and learn to study economic texts for their content, but also as political and cultural documents.

Instructor: Sobolad

HIST 346 - Seminar: Japan's East Asian Empire in Comparative Perspective, 1879-1951 (1.0)

This course explores the history of the Japanese empire in East Asia beginning with the annexation of the Ryukyu Islands (today, Okinawa Prefecture) to the evacuation of occupied territories after Japan's defeat in the Second World War. Issues to be examined include: the comparative typology of Japanese imperialism; the metropolitan perspective on expansionism; the colonial experience in Taiwan and Korea; informal empire in China (emphasizing the Northeast); the wartime empire; and the immediate aftermath of Japan's imperial collapse. Comparisons will be made with both European overseas (e.g., Africa, Southeast Asia) and continental (e.g., Germany, Russia). Readings include monographs, essay collections, journal articles, and some translated primary sources. A 25-page research paper is expected.

Instructor: Matusaka
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Not Offered

HIST 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall, Spring

HIST 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall, Spring

HIST 353 - Seminar: Sentimental Education in Early Modern Europe (1.0)

Humans have been called rational animals since antiquity, but the notion that we should also develop our non-rational capacities—senses, imaginations, memories, and emotions—is equally central to Western intellectual and cultural history. We will trace this notion through the visual and material culture of early modern Europe in some of its most fascinating manifestations: memory palaces, Jesuit
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject, or by permission of the instructor.

Instructor: Grote
Prerequisite: Open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject, or by permission of the instructor.

Distribution: HS
Term(s): Not Offered

HIST 354 - Seminar: King-Killers in Early Modern Britain and France (1.0)

Popular fascination with kings and queens is alive and well, but European monarchs once enjoyed a mystical, superhuman prestige far beyond mere celebrity. Why did they lose it? To find an answer, this seminar investigates their enigmatic killers: perpetrators of cosmic cataclysm in the name of liberation from tyranny. After examining the medieval legal foundations and ceremonial glories of sacred kingship, we will analyze the most sensational modern cases of king-killing: Charles I in the English Civil War and Louis XVI in the French Revolution. Our analyses will encompass political maneuverings by individuals; bitter conflicts of class, religion, and party; the subversive power of satirical literature; utopian yearnings for a more egalitarian society; and the philosophical battles that produced modern concepts of the state.

Instructor: Grote
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: REP; HS
Term(s): Spring

HIST 358 - Seminar: Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation (1.0)

In the sixteenth century for the first time the world became linked through networks of global trade. From Lisbon to Calcutt to Macao to Manila to Potosi to Antwerp, peoples and places became increasingly integrated through labor systems, migration, and new economic and political relationships. Through the lens of the trade in pepper, the circulation of silver, and the manufacture of silk from the 1480s to 1700, this course examines the development of these relationships and their political and cultural implications. Rather than focusing on the purely economic aspects of trade, we will examine the new technologies and knowledge(s) that made global integration possible; the social and cultural revolutions fashioned by the production, consumption, and circulation of these commodities; and the political transformations that accompanied this circulation.

Instructor: Oorio
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
Term(s): Fall

HIST 359 - Seminar: Speaking Ruins: Antiquity and Modernity in the History of the Spanish World (1.0)

This course examines the role of ruins (as both metaphors and material structures representative of antiquity) in the construction of an urban Modern Spanish World from the seventeenth through the nineteenth centuries. We will look at how architects, urban planners, imperial officials, philosophers, political writers and historians looked to classical and American antiquity (Rome, India, Aztec) as sources for the construction and legitimation of imperial and national histories (a deep past) and rule. And how ruins, as physical artifacts, became central in the creation of the modern (a future) Spanish World. The Spanish Philippines will be a test case for understanding the place of classical antiquity in American and Spanish European modernity.

Instructor: Oorio
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
Term(s): Not Offered

HIST 360 - Senior Thesis Research (1.0)

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None
Term(s): Fall
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

HIST 365 - Seminar: African History through Public and Popular Culture (1.0)

In this research seminar we will study African expressions—the fancy word is “mediations”—of history from c. 1900 to the present, with emphasis on public and popular culture broadly construed. This means that we will draw on a wide range of historical sources (digital and otherwise) such as the popular arts (song, theater, and television); journalism; photography and film; historical monuments and museums; literary representations of history, and historical scholarship. The five central themes of the seminar are: (1) colonialism, nationalism, and modernity; (2) constructions of gender; (3) cultural and political identities; (4) the history of the environment, and (5) the roots and aftermaths of modern conflicts. Student papers are expected to include one major set of African primary sources.

Instructor: Kapekijn
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
Term(s): Fall

HIST 370 - Senior Thesis (1.0)

Prerequisite: HIST 360 and permission of department. If sufficient progress is made in Senior Thesis (360), students may continue with Senior Thesis (370) in the second semester.

Distribution: None
Term(s): Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

HIST 370 - Heresy and Popular Religion in the Middle Ages (1.0)

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, and their shrines, pilgrimage sites, relics, curses, witchcraft, and images of heaven and hell. It seeks to understand popular religion both on its own terms, as well as in relationship to the church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies that led to religious repression and the establishment of the Inquisition in the later Middle Ages. This course may be taken as HIST 279 or, with additional assignments, as HIST 379.

Instructor: Ramsayer
Prerequisite: Normally open to juniors or seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
Term(s): Spring
Students who have taken the course as HIST 279 are not eligible to take the course as HIST 379.

HIST 382 - Seminar: Gandhi, Nehru, and Ambedkar: The Making of Modern India (1.0)

The creation of the world’s largest democracy brought powerful ideas into contact and conflict: the overthrow of colonial rule through a philosophy of nonviolence; the desire to industrialize rapidly; and the quest to end centuries of caste discrimination. This seminar explores the key ideas that shaped modern India through the lives of three extraordinary individuals. How did Gandhi’s experiments with food and sex affect his vision of India? How did Nehru’s understanding of world history structure his program of industrialization? How did Ambedkar’s unorthodox upbringings shape his agenda? Could Gandhi’s nonviolent agenda be sustained? Could an India based on individual transformation also annihilate caste? We engage extensively with primary sources such as autobiographies, writings, and speeches, as well as scholarly accounts and films.

Instructor: Rao
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
Term(s): Not Offered

HIST 383 - Seminar: 1947: Partition in History and Memory in South Asia (1.0)

In the years leading to 1947, nationalist activism against the British and tensions between Hindus and Muslims escalated in the Indian subcontinent. This culminated in Partition and the emergence of the nations of India and Pakistan. Independence was marred, however, by the bloodshed accompanying the mass movements of Muslims into Pakistan and Hindus into India. What were the factors leading to this juxtaposition of triumphal Independence with shameful Partition? How have memories of Partition continued to affect powerfully politics and culture in the subcontinent? This seminar investigates such questions using a wide variety of materials, including novels, such as Salman Rushdie’s Midnight’s Children and Bapsi Sidhwa’s Cracking India; feature films, such as Deepa Mehta’s 1947, and documentary films, such as Sabiha Sumar’s Silent Waters.

Instructor: Rao
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
Term(s): Not Offered

HIST 385 - Seminar: Gandhi, Nehru, and Ambedkar: The Making of Modern India (1.0)

The creation of the world’s largest democracy brought powerful ideas into contact and conflict: the overthrow of colonial rule through a philosophy of nonviolence; the desire to industrialize rapidly; and the quest to end centuries of caste discrimination. This seminar explores the key ideas that shaped modern India through the lives of three extraordinary individuals. How did Gandhi’s experiments with food and sex affect his vision of India? How did Nehru’s understanding of world history structure his program of industrialization? How did Ambedkar’s unorthodox upbringings shape his agenda? Could Gandhi’s nonviolent agenda be sustained? Could an India based on individual transformation also annihilate caste? We engage extensively with primary sources such as autobiographies, writings, and speeches, as well as scholarly accounts and films.

Instructor: Rao
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.

Distribution: HS
Term(s): Not Offered

HIST 389 - International History Seminar: Legacies of Conquest: Empires in Chinese and World History (1.0)

By examining China (1600-present), this course introduces in-depth study of powerful empires and their legacies today. We start with Qing-era China (1644-1912) asking how its leaders built China’s
most expansive, durable, and ethnically diverse empire. We then consider the still incomplete efforts to reconfigure the empire as a Chinese nation, a process challenged by Tibetan and Hong Kong citizens. Topics include institutions for segregating and representing diverse communities; the role of international commerce and technologies; the challenges of modern nationalism and European colonialism; methods used to envision a new, multiethnic China led by a Han majority; and ways that Hong Kong identity, Islam, and Tibetan Buddhism are perceived as challenges. For each topic, comparative readings in Ottoman, American, and South Asian history prepare students for research projects on world regions of their choice.

Instructor: Giersch
Prerequisite: Normally open to juniors and seniors who have taken a 200-level unit in history and/or a 200-level unit in a relevant area/subject.
Distribution: HS
Term(s): Spring
AN INTERDEPARTMENTAL MAJOR

International relations is an interdisciplinary field concerned with understanding global interactions, both in the historical past and in the present. The major is designed to expose students to a wide range of viewpoints and analytical methodologies in their study of such fields as diplomacy and foreign policy, peace, war and security, international political economy and development, and human rights.

The International Relations major is an interdepartmental major organized into three tracks: International Relations-Economics; International Relations-History; and International Relations-Political Science. All three tracks of the major share a set of five common “core” courses.

The majors are administered by their “home” departments, and interested students should contact the relevant department chair or contact person for guidance on choosing an advisor and completing the major. For 2017-18, these are the contact people:

- **Economics:** Akila Weerapana
- **History:** Lidwien Kapteijns
- **Political Science:** Paul MacDonald

Students who elect one of these International Relations majors may not combine it with a second major in their track department—e.g., students may not double major in International Relations-Economics and Economics. Other double majors are permitted, but generally unadvisable.

International Relations Major

**Goals for the International Relations Major**

- A student who completes a major in international relations will acquire the depth of knowledge and intellectual skills equivalent to completing a major in one of the three component disciplines (economics, history, political science).
- The student will also acquire the breadth of knowledge about the other two component disciplines necessary for an interdisciplinary approach to the study of international relations.
- The student will demonstrate advanced competence in the reading, writing, and speaking of a language other than English.
- International Relations-Economics majors will acquire a more in-depth understanding of international trade, development or finance, as well as a familiarity with empirical research done in one of these three areas.
- International Relations-History majors will acquire specific knowledge about the history of modern international relations, an appreciation of the importance of culturally and geographically localized historical knowledge in the analysis of global change, and an understanding through case studies, of the relevance of history to contemporary international issues.
- International Relations-Political Science majors will be familiar with the historical study of international relations across both world regions and centuries, complete at least five courses in the International Relations subfield, and engage in intensive research, writing, and interaction with a faculty member.

**Requirements for the International Relations Major**

International Relations majors consist of 14 units of course work—five core courses plus nine courses in one of the three tracks. In addition to this course work, all International Relations students are required to demonstrate advanced proficiency in a modern language, normally defined as two units of language study beyond the minimum required by the College. Language courses do not count toward the minimum 14 courses. Students who studied in educational systems requiring them to read, write, and speak a language other than English have met the language requirement for the IR major. If you intend to fulfill your language requirement this way, please provide your advisor with a signed statement attesting to the above under the honor code.

**Five core courses:** All students majoring in International Relations must take the following courses:

- ECON 101; ECON 102; ECON 213 or ECON 214 or ECON 220; HIST 205; POL3 221.

It is strongly recommended that students complete all core courses by the end of the sophomore year.

**Nine courses in one of the following majors:**

**Economics**

- Students who elect the International Relations-Economics major take the following courses in addition to the International Relations core:
  - ECON 103/SOC 190, ECON 201, ECON 202, and ECON 203.
  - At least two of the following electives: ECON 311, ECON 312, ECON 313, ECON 314, ECON 319, ECON 320, or ECON 333.
  - One intermediate or advanced history course dealing with a country or region outside the United States or with international or diplomatic history.
- One 300-level political science course in an area related to economic issues or policies
- One additional course in Africana Studies, Anthropology, History, Political Science, Sociology or Women’s and Gender Studies, dealing with a particular country or region, or with relations among nations, or with transnational institutions or phenomena

**History**

Students who elect the International Relations-History major take the following courses in addition to the International Relations core:

- Two history courses dealing substantively with the premodern period to be selected in consultation with advisor.
- Three history courses dealing with the modern history of countries or regions
- Two courses dealing with modern international history to be selected in consultation with advisor
- HIST 395: International History Seminar. (Three of these eight history courses must focus on one region of the world; at least three courses must deal with the non-Western world; and at least two must be at the 300 level.)
- One additional 200- or 300-level course in Africana Studies, Anthropology, Economics, Political Science, Sociology, or Women’s and Gender Studies

**Political Science**

Students who elect the International Relations-Political Science major take the following courses in addition to the International Relations core:

- Five political science courses in international relations (i.e., POL3 courses or POL2 courses that the director agrees may count as POL3), at least two of which must be at the 300 level and one of which must be a seminar
- Two political science courses in comparative politics:
  - Either POL2 202 or POL2 204, and one of the following area studies courses: POL2 205, POL2 206 [2009–10], POL2 207, POL2 208, POL2 209 [2008–2009], or POL2 211
  - One political science course in American politics or in political theory or statistics and data analysis
- One additional 200- or 300-level course in Africana Studies, Anthropology, Economics, History, Sociology, or Women’s and Gender Studies

**Honors in International Relations**

The policies governing eligibility for honors work in International Relations-Economics, International Relations-History, or International Relations-Political Science are set by the individual departments. Students interested in pursuing honors should consult the relevant departmental entry in the Bulletin.

**Advanced Placement Policy in International Relations**

The International Relations program’s policy about AP/IB credits follows that established by the relevant department. Please consult directions for election in the departments of Economics, History, and Political Science. In no case do AP credits count toward the minimum major in International Relations.

**International Study in International Relations**

International Relations majors are strongly encouraged to spend at least one semester in an international study program. Transfer credits from international study programs must be approved by the appropriate department chair. Students are strongly encouraged to seek the relevant approval before studying abroad. At least two 300-level units must be completed at Wellesley.

**IREC - International Relations - Economics Courses**

**IREC 350 - Research or Individual Study (1.0)**

Prerequisite: Permission of the instructor. Open to juniors and seniors. Distribution: None

Term(s): Not Offered

**IREC 360 - Senior Thesis Research (1.0)**

Prerequisite: Permission of the department. Distribution: None

Term(s): Fall; Spring

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

**IREC 370 - Senior Thesis (1.0)**

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

Term(s): Fall; Spring

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

**IRHI - International Relations -**

**History Courses**

**IRHI 350 - Research or Individual Study (1.0)**
Prerequisite: Permission of the instructor. Open to
juniors and seniors.
Distribution: None
Term(s): Fall; Spring

**IRHI 360 - Senior Thesis Research (1.0)**
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in
the first semester and carry out independent work
under the supervision of a faculty member. If
sufficient progress is made, students may continue
with Senior Thesis (370) in the second semester.

**IRHI 370 - Senior Thesis (1.0)**
Prerequisite: IRHI 360 and permission of the
department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in
the first semester and carry out independent work
under the supervision of a faculty member. If
sufficient progress is made, students may continue
with Senior Thesis (370) in the second semester.

**IRPS - International Relations -**

**Political Science Courses**

**IRPS 250 - Research or Individual Study (1.0)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**IRPS 350 - Research or Individual Study (1.0)**
Prerequisite: Permission of the instructor. Open to
juniors and seniors.
Distribution: None
Term(s): Fall; Spring

**IRPS 360 - Senior Thesis Research (1.0)**
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in
the first semester and carry out independent work
under the supervision of a faculty member. If
sufficient progress is made, students may continue
with Senior Thesis (370) in the second semester.

**IRPS 370 - Senior Thesis (1.0)**
Prerequisite: IRPS 360 and permission of the
department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in
the first semester and carry out independent work
under the supervision of a faculty member. If
sufficient progress is made, students may continue
with Senior Thesis (370) in the second semester.
DEPARTMENT OF ITALIAN STUDIES

Italian Studies Faculty Profiles

Italian Studies is a vast field, covering at least 10 centuries and featuring master works in every artistic and literary genre. Whether in the Middle Ages, the Renaissance, or the modern world, Italian culture has always been in the forefront of innovation and excellence. Many of the great names of world culture—art, literature, political science, philosophy, and cinema—are Italian. However, many of Italian culture’s lesser-known names and works are equally rich and worthwhile studying. Our courses expose students to the wealth of Italian culture, allowing them success and familiarity with the nation's cultural heritage and its contemporary life. As all our upper-level courses and most of our intermediate-level ones are conducted in Italian, students have ample opportunity to hone their language skills.

All courses, unless otherwise listed, are conducted in Italian. For language courses, speaking and listening exercises will be assigned via a website. Qualified students are encouraged to spend their junior year in Italy on the Eastern College Consortium program in Bologna (of which the Department of Italian Studies is a participant) or on another approved program.

Honors in Italian Studies

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

Italian Studies Minor

Requirements for the Italian Studies Minor

The minor in Italian Studies requires five units above the 100 level. Courses offered in translation count toward the minor. For students entering 2012 or later, at least three of the five courses must be in Italian (and can include ITAS 201, ITAS 202, and ITAS 203).

ITAS - Italian Studies Courses

ITAL 101 - Elementary Italian (1.0)

These courses focus on the development of basic language skills through the study of grammar. Viewing of language video programs, television programs, and films; listening to traditional and modern songs; and reading of passages and short stories, writing of compositions and oral presentations on cultural topics offer an introduction to Italy and its culture. Three periods.

Instructor: Laviosa, Staff
Prerequisite: None
Term(s): Fall
Distribution: None

ITAL 102 - Intermediate Italian (1.0)

Each semester of ITAS 101 and ITAS 102 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.

ITAL 104Y - First-Year Seminar: The Cities of Italy: An Introduction to Italian Culture (in English) (1.0)

This seminar is dedicated to the representation of Italian cities in Italian literature, art, and cinema from the Middle Ages to the twenty-first century. By presenting cities as spatial narratives, we will introduce students to some of the most important moments in Italian history and will invite them to examine the representation of urban landscape as a privileged vantage point to understand Italian culture. The seminar is designed to introduce students to the field of Italian Studies and to provide them with a solid background in Italian history and culture.

Instructor: Parussa
Prerequisite: None. Open to first-year students only.
Distribution: LL
Term(s): Not Offered
No letter grade.

ITAL 201 - Intermediate Italian (1.0)

ITAL 201-ITAL 202. The aim of these courses is to develop students’ fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. Three periods.

Instructor: Laviosa, Parussa
Prerequisite: ITAS 101-ITAS 102, or ITAS 103.
Distribution: None
Term(s): Fall
Each semester of ITAS 201 and ITAS 202 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.

ITAL 202 - Intermediate Italian (1.0)

ITAL 201-ITAL 202. The aim of these courses is to develop students’ fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. Three periods.

Instructor: Laviosa
Prerequisite: ITAS 201
Distribution: LL
Term(s): Spring
Each semester of ITAS 201 and ITAS 202 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit for either course.

ITAL 202W - Intermediate Italian in Rome (1.0)

This intensive three-week program is a rigorous linguistic and a valuable full-immersion cultural experience in Italy. Like ITAS 202 on campus, the
course consists of a fast-paced grammar review with practice of all language skills through readings of literary texts and newspaper articles, oral discussions, presentations on Italian current events, and compositions on cultural topics examined in class. The course includes a rich program of guest speakers, both Italian university professors and artists, and attendance at film screenings and theatre performances.

Instructor: Laviosa
Prerequisite: ITAS 201. Application required.
Distribution: LL
Term(s): Winter

Students must have received credit for ITAS 201 in order to receive credit for ITAS 202W. Not offered every year. Subject to Provost’s Office approval. Not open to students who have taken ITAS 202.

ITAS 203 - Intensive Intermediate Italian (1.25)
This course is for students who have taken ITAS 105 or both ITAS 101 and ITAS 102. The course covers the same material as ITAS 201 and ITAS 202 over four class periods per week. The aim of the course is to improve and strengthen the skills acquired in Elementary Italian through reading authentic literary and journalistic texts, viewing of contemporary films, writing compositions, and grammar review. This is an intensive course developed especially for students with a strong interest in Italian Studies.

Instructor: Bartalesi-Graf
Prerequisite: ITAS 103 or both ITAS 101 and ITAS 102.
Distribution: LL
Term(s): Spring

ITAS 261 - Italian Cinema (in English) (1.0)
A survey of the directors and film styles that paved the way for the golden age of Italian cinema, this course examines, first, Italian cinema of the first two decades of the twentieth century, going on to fascist cinema before embarking on an in-depth journey into the genre that made Italian cinema famous, namely, neorealism. We will analyze major films by Rossellini, Visconti, De Sica, and Antonioni (among others) with a view to understanding the ethical, social, political, and philosophical foundations of the neorealist aesthetic.

Instructor: Ward
Prerequisite: None
Distribution: LL, ARS
Term(s): Not Offered

ITAS 263 - Dante’s Divine Comedy (in English) (1.0)
The course offers students an introduction to Dante and his culture. The centrality and encyclopedic nature of Dante’s Divine Comedy make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the nineteenth and twentieth centuries, knowledge of the Comedy illuminates modern literature as well. This course presupposes no special background and attempts to create a context in which Dante’s poetry can be carefully explored.

Instructor: Parussa
Prerequisite: ITAS 201
Corequisite: and ITAS 202 or ITAS 203 as a corequisite.
Distribution: LL
Term(s): Not Offered

ITAS 270 - Italy in the Twenty-First Century (1.0)
The course is designed to introduce students to the literature, film, politics, history and social issues of twenty-first century Italy. In addition to reading and viewing representative texts and films, the course will also pay close attention to contemporary events through on-line newspapers, magazines and TV channels.

Instructor: Ward
Prerequisite: ITAS 202, ITAS 203, or equivalent permission of instructor
Distribution: LL
Term(s): Not Offered

ITAS 271 - The Construction of Italy as a Nation (1.0)
The course aims, first, to give students who wish to continue their study of Italian the chance to practice and refine their skills, and second, to introduce students to one of the major themes of Italian culture, namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read about how Dante, Petrarch and Machiavelli imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-century Italy. Other figures to be studied will include Bembo, Castiglione, Foscolo, Gramsci, Tomasi di Lampedusa, D’Annunzio, Visconti, Levi, Bietti, and Rossellini.

Instructor: Ward
Prerequisite: ITAS 202
Distribution: LL
Term(s): Fall

ITAS 272 - Small Books, Big Ideas. A Journey Through Italian Identities (1.0)
Unlike other European literatures, contemporary Italian literature lacks a major work of fiction representing the nation’s cultural identity. Rather, Italian literature boasts the small book, brief unclassifiable narratives that express the variety and complexity of Italian culture. Realistic novels or philosophical short stories, memoirs or literary essays, these works are a fine balance between a number of literary genres and, as such, are a good entranceway into the multifaceted and contradictory identity of Italy as a nation. The course will combine a survey of contemporary Italian literature with a theoretical analysis of how Italian identity has been represented in works by Moravia, Calvino, Ortese, and others.

Instructor: Parussa
Prerequisite: ITAS 201
Corequisite: and ITAS 202 or ITAS 203 as a corequisite.
Distribution: LL
Term(s): Not Offered

ITAS 273 - Italy in the 1960s (1.0)
The 1960s was a period of great change in Italy. The major consequence of the economic boom of the late 1950s was to transform Italy from a predominantly agricultural to an industrialized nation. Through a study of literary and cinematic texts, the course will examine this process in detail. Time will also be given to the consequences of the radical changes that took place: internal immigration, consumerism, the new role of intellectuals, resistance to modernity, neo-fascism, student protest. Authors to be studied will include Italo Calvino, Luchino Visconti, Pier Paolo Pasolini, Ermanno Olmi, Umberto Eco, and authors from the Neo-avant Garde movement.

Instructor: Ward
Prerequisite: ITAS 202, ITAS 203.
Distribution: LL
Term(s): Not Offered

ITAS 274 - Women in Love: Portraits of Female Desire in Italian Culture (1.0)
This course is dedicated to the representation of female desire in Italian culture. From Dante’s Francesca da Rimini to Manzoni’s Mefed, passing through renowned literary characters such as Goldoni’s Mirandolina, Manzoni’s Gertrude, and Verdi’s Violetta, the course will explore different and contrasting voices of female desire: unequalled and fulfilled, passionate and spiritual, maternal and destructive, domestic and transgressive. In particular, the varied and beautiful voices of women in love will become privileged viewpoints to understand the changes that occur in Italian culture in the conception of desire and other intimate emotions, as well as in the notion of gender and sexuality. Students will read texts by men and women from a wide variety of literary genres and artistic forms including not only prose and poetry, but also theatre, opera, and cinema. They will also read important theoretical essays on the conception of love in Western cultures by Barthes, de Rougemont, Giddens, and Nussbaum.

Instructor: Parussa
Prerequisite: ITAS 202 or ITAS 201.
Distribution: LL
Term(s): Not Offered

ITAS 275 - Between Transcendence and Transgression: Desire from Dante to Milton (1.0)
This course takes as its focus the discourses of desire informing some of the major works of English and Italian literature from the Middle Ages to the seventeenth century. Through an exploration of the themes of transcendence and transgression in Dante, Petrarch, Boccaccio, Chaucer, Shakespeare, Ariosto, and Milton, students will analyze the dynamics of desire (whether sexual, psychological, or textual) that open up exciting vistas on the tensions between human and divine love, excess and control, lack and fulfillment, suffering and joy. The roles of transcendence and transgression will also be considered in the relationship each author entertains with his or her literary models and predecessors to see how desire shapes a dialogue across geographical and temporal boundaries.

Instructor: None
Cross-Listed as: ME/R 275
Distribution: LL
Term(s): Not Offered

ITAS 309 - Italian-Jewish Literature (1.0)
In the light of events like the high-profile trial of a Nazi war criminal and Pope John Paul II’s encyclical letter on the responsibilities of Christians in the Holocaust, this course aims to discuss the question of Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films that address issues such as religious and national identity in a culturally and linguistically homogeneous country like Italy. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Italian-Jewish writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy.

Instructor: Parussa
Prerequisite: ITAS 271, ITAS 272, ITAS 273, ITAS 274, or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

ITAS 310 - Fascism and Resistance in Italy (1.0)
This course examines the two fundamental political and cultural experiences of twentieth-century Italy: the 20-year fascist regime and the resistance to it. We will study the origins of fascism in Italy’s participation in World War I and its colonial ambitions, and then follow the development of fascism over the two decades of its existence and ask to what extent it received the consensus of the Italian people. We will go on to examine the various ways in
which Italians resisted fascism and the role the ideals that animated antifascist thinking had in the postwar period. Authors to be studied include Marinetti, D’Annunzio, Pascoli, Croce, Gobetti, Rosselli, Bassani, Ginzburg, Carlo and Primo Levi, and Silone.

Instructor: Ward
Prerequisite: ITAS 271, ITAS 272, ITAS 273, or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 315 - Italian Mysteries (1.0)

The course explores the theme of human rights in Italian society during the twentieth and the twenty-first centuries. First, it is designed to discuss the rights of literature, i.e., the role that literature can play in the understanding of human rights. Second, it will provide students with a survey of the discussion of human rights in Italian literature. By presenting literary texts as narratives that have contributed to the debate on human rights, the course will introduce students to the most important moments in the history of human rights in Italy, from the first political organizations which fought for equal rights for factory workers, to the struggle of the feminist movement for women’s emancipation throughout the twentieth century, to the approval of laws that legalized divorce and abortion during the 1970s and 80s, up to the new legislation on domestic violence, marriage, and adoption rights for LGBT people, and today’s debate on the issue of citizenship for immigrants.

Instructor: Parussa
Prerequisite: Four semesters of Italian, or equivalent.
Distribution: LL
Term(s): Spring

ITAS 316 - Dreams of Eden: Gardens in Medieval and Renaissance Italian Literature and Art (1.0)

This course will focus on the topic of the garden in Italian literature and art during the Middle Ages and the Renaissance. Looking at the descriptions of memorable gardens in literary works by Dante, Petrarch, Ariosto, and Tasso, alongside paintings by artists such as Mantegna, Da Vinci, Botticelli, and Michelangelo, students will explore the relationship between the self and God, the earthly and the transcendent, nature and culture. An analysis of the female inhabitants of the gardens will, in turn, offer an opportunity to consider how far the garden may be considered a gendered space, and/or a political one, that embodies the conflict between love and duty, woman and God, illusion and reality.

Prerequisite: ITAS 271, ITAS 272, ITAS 273 or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 320 - The Landscape of Italian Poetry (1.0)

The course is dedicated to the representation and exploration of landscape in the Italian poetic tradition. By studying how the varied and beautiful Italian landscape found expression in the literary works of major poets, students will be exposed to a rich body of work and the tradition it both follows and renews. In particular, the course will focus on a series of specific themes, giving special attention to language and style. These will include: the opposition between rural and urban landscapes; the tension between dialects and the national language; the complex dynamics of tradition and innovation. Through initial exposure to selected classical poets, including Dante and Petrarch, students will gain in-depth knowledge of the main formal structures of Italian poetry, from the classical sonnet, going on to free verse. In addition, we will read poems by the Italian greats of the twentieth century, namely Ungaretti, Saba, and Montale, as well as works by contemporary poets, such as Caproni, Sereni, and Valduga.

Instructor: Parussa

ITAS 324 - The Literature of Rights and the Rights of Literature (1.0)

The course explores the theme of human rights in Italian society during the twentieth and twenty-first centuries. First, it is designed to discuss the rights of literature, i.e., the role that literature can play in the understanding of human rights. Second, it will provide students with a survey of the discussion of human rights in Italian literature. By presenting literary texts as narratives that have contributed to the debate on human rights, the course will introduce students to the most important moments in the history of human rights in Italy, from the first political organizations which fought for equal rights for factory workers, to the struggle of the feminist movement for women’s emancipation throughout the twentieth century, to the approval of laws that legalized divorce and abortion during the 1970s and 80s, up to the new legislation on domestic violence, marriage, and adoption rights for LGBT people, and today’s debate on the issue of citizenship for immigrants.

Instructor: Parussa
Prerequisite: ITAS 271, ITAS 272, ITAS 273, or ITAS 274.
Distribution: None
Term(s): Not Offered

ITAS 349 - The Function of Narrative (1.0)

Beginning with Boccaccio and going on to Manzoni, Verga, and beyond, the course introduces students to the major figures of the Italian narrative tradition. We then go on to study twentieth-century narrative texts, all the time seeking answers to the question of why narrative is such a fundamental human need. Why, for example, do we narrate our experience of life and the sense we have of ourselves, even in the form of diaries? Do the stories we tell faithfully reflect reality or do they create it? The course concludes with a reflection on narrative technique in cinema illustrated by the films of Antonioni. Other authors to be studied may include Calvino, Ceresa, Rasy, Pasolini, Celati, and Benni.

Instructor: Ward
Prerequisite: ITAS 271, ITAS 272, ITAS 273 or ITAS 274.
Distribution: LL
Term(s): Not Offered

ITAS 350 - Research or Individual Study (1.0)

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

ITAS 360 - Senior Thesis Research (1.0)

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

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

ITAS 370 - Senior Thesis (1.0)

Prerequisite: ITAS 360 and permission of the department.
Distribution: None
Term(s): Fall

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

See East Asian Languages and Cultures
JEWISH STUDIES

AN INTERDEPARTMENTAL MAJOR AND MINOR

Jewish Studies Faculty Profiles

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions, and cultural patterns.

Jewish Studies Major

Goals for the Jewish Studies Major

- Developing an understanding of the breadth and diversity of Jewish civilization through interdisciplinary learning in the arts, humanities, and social sciences
- Learning to contextualize Jewish civilization within its broader milieu
- Understanding the foundation texts and central ideas and institutions of Judaism
- Building specialized knowledge in one area: e.g., among others, Biblical studies, ancient, medieval, early modern or modern Jewish history; European or Eastern Jewry; Hebrew language and literature; Israel studies
- Establishing proficiency (equivalent to two years of undergraduate instruction) in Hebrew, either Biblical or modern, or if relevant Yiddish, Arabic or Spanish
- Interpreting primary texts critically, developing writing skills, and learning to identify essential links among disciplines and cultures

Requirements for the Jewish Studies Major

For the nine-unit major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). HEBR 101-HEBR 102 count toward the degree but not toward the Jewish Studies major. In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, or Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor.

Students interested in classical and Biblical Hebrew are also encouraged to enroll in our elective two semester 200/300 level independent study sequence. Please contact the Program Director for details and to arrange registration.

In addition, students are expected to concentrate in some area or aspect of Jewish Studies (such as religion, history, or Hebrew language and literature) by taking five courses above the 100 level, a required Independent Study, and one additional 300-level course.

More advanced study of Hebrew may be pursued as a HEBR 250 or 350 course and may be used to fulfill the Language and Literature distribution requirement.

Majors devise their own programs in consultation with the director of the Jewish Studies program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major.

These courses must be approved, in advance, by the corresponding department at Wellesley. See the director of Jewish Studies for further details.

Honors in Jewish Studies

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

Courses for Credit Toward the Jewish Studies Major

- ANTH 247: Societies and Cultures of Eurasia
- ARAB 101: Elementary Arabic
- ARAB 102: Elementary Arabic
- ARAB 201: Intermediate Arabic
- ARAB 202: Intermediate Arabic
- ARAB 301: Advanced Arabic I
- ARAB 302: Advanced Arabic II
- CLCV 240/RELS 240: Romans, Jews, and Christians in the Roman Empire
- CPLT 208: Legend, Satire, and Storytelling in the Hebrew Bible
- FREN 232: Occupation and Resistance: The French Memory and Experience of World War II
- HIST 115Y: First-Year Seminar: Routes of Exile: Jews and Muslims
- HIST 201: The Rise of the West? Europe 1799-2003
- HIST 219: The Jews of Spain and the Lands of Islam
- HIST 224: Zionism and Israeli Nationalism: A Comparative Perspective
- HIST 242: Postwar Europe and the Three Germanies
- HIST 243: Gender and Sexuality in Twentieth-Century Europe
- HIST 328: Seminar: The Changing Face of Antisemitism
- ITAS 309: Italian-Jewish Literature
- REL 104: Study of the Hebrew Bible/Old Testament
- REL 105: Study of the New Testament
- REL 204: Religious Speech and Social Power
- REL 205: Cosmic Order and the Ordered Self: Scriptural Wisdom in Ancient Israel and Early Judaism
- REL 208/CPLT 208: Legend, Satire, and Storytelling in the Hebrew Bible
- REL 240/CLCV 240: Romans, Jews, and Christians in the Roman Empire
- REL 243: Women in the Biblical World
- REL 244: Jerusalem: The Holy City
- REL 245: The Holocaust and the Nazi State
- REL 247: The World of the Bible
- REL 260: Islamic/ate Civilizations
- REL 342: Seminar: Archaeology of the Biblical World
- REL 343: Seminar: Apocalypse and Armageddon: The Spirit of Spain in Its Literature
- SPAN 252: Christians, Jews, and Moslems: The Spirit of Spain in Its Literature
- SPAN 267: The Writer and Human Rights in Latin America
- SPAN 279: The Jewish Women Writers of Latin America

Jewish Studies Minor

Requirements for the Jewish Studies Minor

A minor in Jewish Studies consists of five units of which at least one must be at the 300 level and no more than one can be at the 100 level. Units must be taken in at least two departments. In consultation with the director of the program in Jewish Studies, students devise their own programs. Also in consultation with the director, students can arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

HEBR - Hebrew Courses

HEBR 101 - Elementary Hebrew (1.0)

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past, and future tenses, as well as basic verb patterns.

Instructor: Chalalash
Prerequisite: None
Distribution: None
Term(s): Fall
Each semester of HEBR 101 and HEBR 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HEBR 102 - Elementary Hebrew (1.0)

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past, and future tenses, as well as basic verb patterns.

Instructor: Chalalash
Prerequisite: None
Distribution: None
Term(s): Spring
Each semester of HEBR 101 and HEBR 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.
HEBR 201 - Intermediate Hebrew (1.0)
Building on the foundations of HEBR 101-HEBR 102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures, and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic, and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings.
Instructor: Chalamish
Prerequisite: HEBR 101-HEBR 102
Distribution: None
Term(s): Fall
Each semester of HEBR 201 and HEBR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HEBR 202 - Intermediate Hebrew (1.0)
Building on the foundations of HEBR 101-HEBR 102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures, and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic, and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings.
Instructor: Chalamish
Prerequisite: HEBR 101-HEBR 102
Distribution: LL
Term(s): Spring
Each semester of HEBR 201 and HEBR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HEBR 250 - Research or Individual Study (1.0)
Instructor: Chalamish
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

HEBR 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JWST - Jewish Studies Courses

JWST 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JWST 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JWST 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

JWST 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

JWST 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

JWST 370 - Senior Thesis (1.0)
Prerequisite: JWST 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
See East Asian Languages and Cultures
LATIN

See Department of Classical Studies
Latin American Studies provides students with a broad understanding of the Latin American experience through an interdisciplinary program of study.

**Latin American Studies Major**

**Goals for the Latin American Studies Major**
- To enable students to acquire in-depth knowledge of the political, economic, historical, and cultural development of the major regions of Latin America: Mexico, Central and South America, and the Caribbean Basin.
- To develop students’ analytical skills, particularly their ability to understand and evaluate Latin American topics from more than one disciplinary perspective.
- To further students’ abilities to pursue these goals in Spanish or Portuguese.

**Requirements for the Latin American Studies Major (Students entering in September 2017)**

The Latin American Studies major requires a minimum of nine units in at least three departments. Before declaring a major, students should consult with a faculty advisor and the Director of Latin American Studies; both must approve the major plan.

Requirements include:
- **Two language units** at the level of SPAN 241 or higher, or PORT 241 or higher.
- **Two regional survey units**, chosen from ANTH 245, ECON 241, HIST 206, HIST 207, LAST 101, or SPAN 275. When it is offered, students are strongly encouraged to take LAST 101. With the director’s permission, students may take one regional survey at MIT (chosen from 17.145, 21.068[1], or 21H.171).
- **Five elective units**, including at least two units of approved humanities courses (at least one of which must be at the 300 level), and at least two units of approved social science courses (at least one of which must be at the 300 level). Some approved courses require students to complete a paper on Latin America as a condition of approval; students may take no more than two units of such courses.

**Requirements for the Latin American Studies Major (Students entering before September 2017)**

The Latin American Studies major requires the completion of 11 courses:

(a) **2 language courses** at the SPAN 241 level or higher, or PORT 241 or higher. In those exceptional cases when a student can demonstrate oral and written mastery of Spanish/Portuguese, she may be exempted from this requirement by taking an oral and written examination. Please note that this language course exemption still requires students to complete two courses in either literature or other Latin America related subjects.

(b) **9 additional courses** to be selected from the list of approved courses for this major. For 2017-2018, see list below.

(c) For those 9 additional courses, beyond the language requirement, all students are required to choose a concentration consisting of 4 courses taken in one of the following disciplines: anthropology, art history, history, political science, sociology, or Spanish. In special circumstances, students may petition the director for an alternative field of concentration.

(d) Of these 9 courses, at least 2 must be taken at the 300-level.

(e) One 300-level course must be in the student’s concentration.

(f) Two 300-level courses must be a seminar.

(g) Overall, students must complete courses in at least 3 different disciplines.

(h) Upon declaring the major, students are required to submit to the director a detailed plan of study for approval.

(i) When the student’s chosen concentration is in a discipline other than that of the director, the student must also arrange a second advisor, in the student’s field of concentration.

**Honors in Latin American Studies**

The only route to honors in the major is writing a thesis on Latin America and passing an oral examination. To be admitted to the honors program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100-level; the program may petition on behalf of a student whose GPA in the major is between 3.0 and 3.5 if a student is eligible and intends to complete a thesis, she should meet with her major advisor and the director prior to choosing courses. In general, courses taken abroad will not be transferred at the 300 level. With the director’s permission, MIT courses may be counted for credit towards the major or minor.

**International Study and Transfer Credit in Latin American Studies**

Majors are strongly encouraged to spend at least one semester studying in Latin America. Wellesley-in-Chile offers students the option of studying at several universities in Santiago or Valparaiso. Students should consult the Office of International Study for information on Wellesley-in-Chile and other approved study abroad programs in Latin America and the Caribbean. In order to obtain major or minor credit for courses taken at another college or university, students must obtain the director’s approval. Majors and minors are advised to consult the director prior to choosing courses. In general, courses taken abroad will not be transferred at the 300 level. With the director’s permission, MIT courses may be counted for credit towards the major or minor.

**Humanities Courses for Credit Toward the Latin American Studies Major and Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 207</td>
<td>Images of African People Through the Cinema</td>
</tr>
<tr>
<td>AFR 234</td>
<td>Introduction to West Indian Literature</td>
</tr>
<tr>
<td>REL 214/AFR 214</td>
<td>New World Afro-Atlantic Religions</td>
</tr>
<tr>
<td>AFR 302</td>
<td>Caribbean Intellectual Thought in the Twentieth Century</td>
</tr>
<tr>
<td>AFR 320/AMST 320</td>
<td>Seminar: Blackness in the American Literary Imagination</td>
</tr>
<tr>
<td>ARTH 237</td>
<td>Art, Architecture, and Culture in Post-Conquest Mexico</td>
</tr>
<tr>
<td>ARTH 258</td>
<td>The Global Americas, 1400 to Today</td>
</tr>
<tr>
<td>ARTH 338-01-S</td>
<td>Seminar: Topics in Latin American Art</td>
</tr>
<tr>
<td>CAMS 308</td>
<td>Seminar: Imaging Mexico and the Border in Film</td>
</tr>
<tr>
<td>PORT 241</td>
<td>Introduction to Lusophone Studies</td>
</tr>
<tr>
<td>PORT 256/AFR 256</td>
<td>Cultures of the Portuguese-Speaking World through Film, Music and Fiction</td>
</tr>
<tr>
<td>REL 226</td>
<td>The Virgin Mary</td>
</tr>
<tr>
<td>REL 326</td>
<td>Seminar: Theologies of Liberation</td>
</tr>
<tr>
<td>SPAN 242</td>
<td>Literary Genres of Spain and Latin America</td>
</tr>
<tr>
<td>SPAN 245</td>
<td>Maps and Minds: Inventing the Americas Through Geographic Imagination</td>
</tr>
<tr>
<td>SPAN 253</td>
<td>The Latin American Short Story</td>
</tr>
<tr>
<td>SPAN 255</td>
<td>Chicano Literature: From the Chronicles to the Present</td>
</tr>
<tr>
<td>SPAN 257</td>
<td>The Word and the Song: Contemporary Latin American Poetry</td>
</tr>
<tr>
<td>SPAN 259</td>
<td>Inhabiting Memory</td>
</tr>
<tr>
<td>SPAN 261</td>
<td>Human Rights and Cultural Production in Latin America (in English)</td>
</tr>
<tr>
<td>SPAN 263</td>
<td>Women’s Art and Activism in Latin America</td>
</tr>
<tr>
<td>SPAN 265</td>
<td>Latin American Cinema</td>
</tr>
<tr>
<td>SPAN 267</td>
<td>The Writer and Human Rights in Latin America</td>
</tr>
<tr>
<td>SPAN 269</td>
<td>Caribbean Literature and Culture</td>
</tr>
<tr>
<td>SPAN 271</td>
<td>Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature</td>
</tr>
<tr>
<td>SPAN 273</td>
<td>Latin American Civilization</td>
</tr>
<tr>
<td>SPAN 275</td>
<td>The Making of Modern Latin American Culture</td>
</tr>
<tr>
<td>SPAN 293</td>
<td>The Legacy of the Nineteenth Century: Race, Gender, and Nation in Latin American Literature and Culture</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Seminar: New Argentine Cinema</td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Seminar: Argentine Women Filmmakers</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Seminar: Hispanic Literature of the United States</td>
</tr>
<tr>
<td>SPAN 307</td>
<td>Seminar: The Clothed and the Naked in Colonial Latin America</td>
</tr>
<tr>
<td>SPAN 309</td>
<td>Seminar: Between Paradise and Prison: Cuban Literature and Culture in Transition</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>Migration, Heritage, Identity: Eastern Europe in Latin America</td>
</tr>
<tr>
<td>SPAN 322</td>
<td>Seminar: Modern Mexico</td>
</tr>
<tr>
<td>SPAN 325</td>
<td>Seminar: Candid Cuisine: Food in Latin American Literature and Culture</td>
</tr>
<tr>
<td>SPAN 327</td>
<td>Seminar: Latin American Women Writers: Identity, Marginality, and the Literary Canon</td>
</tr>
</tbody>
</table>
## Latin American Studies Minor

### Requirements for the Latin American Studies Minor

The Latin American Studies minor requires a minimum of five units in at least three departments. Before declaring a minor, students should consult with a faculty advisor and the Director of Latin American Studies; both must approve the minor. Requirements include:

- **One regional survey unit, chosen from ANTH 245, ECON 241, HIST 206, HIST 207, LAST 101, or SPAN 275.** When it is offered, students are strongly encouraged to take LAST 101.
- **Four elective units, including two units of approved humanities courses and two units of approved social science courses.** At least one of the units must be at the 300 level. Some approved courses require students to complete a paper on Latin America as a condition of approval; students may take no more than one unit of such courses.

### LAST - Latin American Studies Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 329</td>
<td>Seminar: Chile: Literature and the Arts</td>
</tr>
<tr>
<td>SPAN 335</td>
<td>Seminar: Asia in Latin America: Literary and Cultural Connections</td>
</tr>
<tr>
<td>SPAN 340</td>
<td>Genderwood Seminar in Public Writing: Unity and Diversity in the Hispanic World</td>
</tr>
<tr>
<td>WGST 216</td>
<td>Women and Popular Culture: Latinas as Nannies, Spittfires, and Sexpots</td>
</tr>
<tr>
<td>WGST 218</td>
<td>Stage Left: Chican@/Latin@ Theatre and Performance</td>
</tr>
<tr>
<td>WGST 223/CAMS 240</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
</tr>
<tr>
<td>WGST 326</td>
<td>Seminar: Crossing the Border(s): Narratives of Transgression</td>
</tr>
<tr>
<td>WRIT 142</td>
<td>Creative Lives, Political Lives: Latin American Writers and the Nobel Prize</td>
</tr>
</tbody>
</table>

Upon enrollment in the following courses for credit toward the major or minor, the student must notify the instructor that the course is to be counted for Latin American Studies and that, as such, the student will be required to write a paper with a focus on Latin America.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 207, AFR 242, AFR 320/AMST 320, REL 226, REL 326</td>
<td>Social Science Courses for Credit Toward the Latin American Studies Major and Minor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 226</td>
<td>Environmental Justice, “Race,” and Sustainable Development</td>
</tr>
<tr>
<td>AFR 297</td>
<td>Medical Anthropology: A Comparative Study of Healing Systems</td>
</tr>
<tr>
<td>AFR 300</td>
<td>Heritage and Culture in Jamaica: A Wintersession Experience</td>
</tr>
<tr>
<td>AFR 306</td>
<td>Urban Development and the Underclass: Comparative Case Studies</td>
</tr>
<tr>
<td>AMST 161</td>
<td>Introduction to Latina/o Studies</td>
</tr>
<tr>
<td>AMST 217</td>
<td>Latina/o Popular Music and Identity</td>
</tr>
<tr>
<td>AMST 235</td>
<td>From Zumba to Taco Trucks: Consuming Latina/o Cultures</td>
</tr>
<tr>
<td>AMST 290</td>
<td>Afro-Latinas/os in the U.S.</td>
</tr>
<tr>
<td>AMST 325</td>
<td>Puerto Ricans at Home and Beyond: Popular Culture, Race, and Latino/a Identities in Puerto Rico and the U.S.</td>
</tr>
<tr>
<td>AMST 327</td>
<td>New Directions in Black and Latina Feminisms: Beyoncé, J-Lo, and Other Divas</td>
</tr>
<tr>
<td>ANTH 210</td>
<td>Political Anthropology</td>
</tr>
<tr>
<td>ANTH 231/PEAC 231</td>
<td>Anthropology In and Of the City</td>
</tr>
<tr>
<td>ANTH 245</td>
<td>Culture, Politics, and Power: Anthropological Perspectives on Latin America</td>
</tr>
<tr>
<td>ANTH 341</td>
<td>Indigenous Resurgence</td>
</tr>
<tr>
<td>ANTH 346</td>
<td>Seminar: Doing Well, Doing Good?: The Political Lives of NGOs</td>
</tr>
<tr>
<td>ECON 241</td>
<td>Poverty and Inequality in Latin America</td>
</tr>
<tr>
<td>EDUC 334</td>
<td>Seminar: Understanding Education Through Immigrant Narratives</td>
</tr>
<tr>
<td>ES 229</td>
<td>Latin America: Topics in Food Systems and the Environment</td>
</tr>
<tr>
<td>HIST 206</td>
<td>From Conquest to Revolution: A History of Colonial Latin America</td>
</tr>
<tr>
<td>HIST 207</td>
<td>Contempory Problems in Latin American History</td>
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<td>HIST 212</td>
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<td>HIST 358</td>
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<td>MUS 210</td>
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<td>Doing Ethnomusicology: Critical Music Studies &quot;Out in the Field&quot;</td>
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<td>POL2 306</td>
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### LAST 101 - Introduction to Latin American Studies (1.0)

An interdisciplinary introduction to the economics, politics, history, and culture of Latin America and the Caribbean. The objectives are to encourage students to examine regional topics from more than one disciplinary perspective, and to prepare students for further study in those disciplines. The topics may include, for example, authoritarian rule in Chile, indigenous cultures in the Andes, race and gender in the Caribbean, the colonial origins of inequality, and U.S.-Latin American relations. Topics will be explored with a mix of primary and secondary sources, including works of literature.

**Instructor:** Hagimoto, McEwan  
**Prerequisite:** Open to First Years and Sophomores. Open to Juniors and Seniors with permission of the instructor.  
**Distribution:** SBA  
**Term(s):** Spring

### LAST 221 - Memories of Cuba: Intersections between History and Culture in the Island (0.5)

One of the most unique aspects of Cuba is its incredible diversity as a result of a long history of encounters between Europe, Africa, and Asia. The hybrid nature of Cuban identity can be manifested through a number of forms, such as art, music, literature, and religion. As Cuba begins a new phase in history, a comprehensive understanding of its cultural heritage is more pressing than ever. Rather than focus on political issues, this course will use on-site visits to explore different experiences of cultural intersections or syncretism (known as “transculturization”) in the island. A strong command of Spanish is required as the bulk of the course will be taught in the target language in order to better understand Cuban history and culture. Some of the student activities include preliminary readings, lectures, videos, interviews, and a travel log.

**Instructor:** Hagimoto  
**Prerequisite:** Knowledge of Spanish at the level of one course beyond SPAN 241/SPAN 242 (or 5th semester) is required.  
**Distribution:** HS  
**Term(s):** Winter

### LAST 250 - Research or Individual Study (1.0)

**Prerequisite:** Two units of course work in Latin American studies.  
**Distribution:** None
LAST 250H - Research or Individual Study (0.5)
Prerequisite: Two units of course work in Latin American studies.
Distribution: None
Term(s): Fall; Spring

LAST 350 - Research or Individual Study (1.0)
Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Term(s): Fall; Spring

LAST 350H - Research or Individual Study (0.5)
Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Term(s): Fall; Spring
LATINA/O STUDIES

see American Studies
Linguistics

See Cognitive and Linguistic Sciences
Mathematics Faculty Profiles

Mathematics has a fascinating dual nature. Many study it as an object of endless beauty, interest, and intellectual challenge, while others are motivated by its applications to real-world problems. Increasingly, mathematics is an essential tool for modeling phenomena in the physical, biological, and social sciences. Mathematics is the key to surviving and thriving in the world of technology. At its heart, mathematics is the study of patterns: it is a creative art as well as a logical system. Mathematics has always been a part of the liberal arts core at Wellesley College. One way our students continue this tradition is by combining mathematics with a minor or a double major in another field such as economics, English, classics, or chemistry. Mathematics is excellent preparation for a lifetime of discovering, learning, and applying new knowledge. Most courses meet for three periods weekly or for two periods weekly with a third period approximately every other week. The mathematics department Web page (www.wellesley.edu/Math) has more detailed course descriptions and information for majors and minors.

Mathematics Major

Goals for the Mathematics Major

The mathematics major offers to students a rigorous program of study in analysis, algebra, topology, geometry, and various applied subjects. These categories form the foundations of the discipline in both the pure and applied arenas. During their mathematical studies, students learn how to execute sophisticated computations and to form arguments using appropriate laws of inference. Part of their training involves an understanding of mathematical grammar, syntax, diction, and style and the ways in which abstract concepts are accurately communicated in the domains of both speech and writing. The major is sufficiently broad and deep in scope that students are prepared thereafter to continue their studies in graduate school or to apply their skills in the private sector.

Requirements for the Mathematics Major

Students majoring in mathematics must complete MATH 115/MATH 115D and one of MATH 116/MATH 120 (or the equivalent) and at least eight units of 200-level and 300-level courses. These eight units must include MATH 205, MATH 206, MATH 302, MATH 305, and at least two 300-level courses. The courses counting towards the major must come from MATH or from among the following STAT courses: STAT 218, STAT 220, STAT 221, STAT 260, STAT 318. Credit for PHYS 216 satisfies the requirement that a mathematics major take MATH 205, but does not count as one of the units of 200-level and 300-level courses toward the major. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major. Majors are also required to present one classroom talk in either their junior or senior year. This requirement can be satisfied with a presentation in the student seminar, but it can also be fulfilled by giving a talk in one of the courses whose catalog description says “Majors can fulfill the major presentation requirement in this course.” In addition, a limited number of students may be able to fulfill the presentation requirement in other courses, with permission of the instructor.

Students expecting to major in mathematics should complete the prerequisites for MATH 302 and MATH 305 before the junior year. Students may wish to consult the chair of the Department of Mathematics or their current mathematics instructor in deciding when to take MATH 302 and MATH 305. Independent study units (MATH 350, MATH 360, MATH 370) may not count as one of the 300-level courses required for the major. Students expecting to do graduate work in mathematics should elect MATH 302, MATH 305, and at least four other 300-level courses, possibly including a graduate course at MIT. See the department Web page for course suggestions: www.wellesley.edu/Math/coursework_prepgrad.html. They might also consider acquiring a reading knowledge of one of the following languages: French, German, or Russian.

Honors in Mathematics

The department offers the following options for earning honors in the major field:

1. Completion of MATH 302, MATH 305, and four other 300-level courses, and two written comprehensive examinations
2. Two semesters of thesis work (MATH 360 and MATH 370). An oral examination is required for both programs.

To be admitted to the honors program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may submit a petition for a student if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Teacher Certification in Mathematics

Students interested in teaching mathematics at the secondary-school level should consult the chair of the mathematics department and the chair of the education department. Students interested in taking the actuarial science examinations should consult the chair of the mathematics department.

Placement in Courses and Exemption Examinations in Mathematics

The mathematics department reviews elections of calculus students and places them in MATH 115, MATH 116, MATH 120, or MATH 205 according to their previous courses and summer placement results. Please refer to the descriptions for these courses. If there is a question about placement, the department recommends that the student attend the course in which she is placed and contact the sectioning coordinator (contact information in Science Center 361) to discuss which course is most appropriate. No special examination is necessary for placement in an advanced course. See the department Web page www.wellesley.edu/Math/coursework_curriculum_calculus.html for more information.

Students may receive course credit toward graduation through the AP tests in mathematics and the IB Higher Level mathematics exam. Students with scores of 4 or 5 on the AP Examination or an AB-subscore of 4 or 5 on the BC Examination, or a score of 5, 6, or 7 on the IB Higher Level mathematics exam receive one unit of credit (equivalent to MATH 115) and are eligible for MATH 116 or MATH 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to MATH 115 and MATH 116/MATH 120) and are eligible for MATH 205. Students with a 5 on the AP examination in statistics receive one unit of credit (equivalent to MATH 101). Neither AP credits nor IB credits may count toward the major or minor.

Transfer Credit in Mathematics

In order to obtain Wellesley credit for any mathematics course taken at another institution, during the summer or the academic year, approval must be obtained from the chair of the department, preferably in advance. Normally, the core courses MATH 206, 302, and 305 should be taken at Wellesley. Advanced students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

Mathematics Minor

Requirements for the Mathematics Minor

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (five units) consists of (A) MATH 205, MATH 206 and (B) MATH 302 or MATH 305 and (C) two additional units, at least one of which must be at the 200 or 300 level. Option II (five units) consists of (A) MATH 205, MATH 206 and (B) three additional 200- or 300-level courses. Those STAT courses which may be counted toward the math major may be counted toward the math minor. PHYS 216 satisfies the requirement that a math minor take MATH 205, but does not count as one of the five units. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the minor. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Statistics Minor

Statistics is the science of drawing inferences from data. The statistics minor is recommended for students who wish to gain experience in both the theoretical foundations of statistics and applied data analysis. The study of statistics prepares students for graduate study in statistics, biostatistics, or a related field; research in applied science or social science; or work in business, medicine, technology, law, finance, and many other fields.

The minor in statistics consists of five units:

(A) Foundation in probability theory: STAT 220/MATH 220
(B) Foundation in computing: CS 111, CS 112, or CS 115
(C) Foundation in modeling: Either STAT 260/QR 260 or STAT 318
(D) Two electives from the following list, including at least one STAT elective:

Introductory statistics:

At most one introductory statistics course can count toward the minor. See “Entrypoints” below for guidance.

- STAT 218 Introductory Statistics and Data Analysis
- BISC 198 Statistics in the Biosciences
- ECON 103/190 Introduction to Probability and Statistical Methods
- POL 299 Introduction to Research Methods in Political Science
- PSYC 205 Statistics
- QR 180 Statistical Analysis of Educational Issues
- STAT 101/MATH 101 Reasoning with Data: Elementary Applied Statistics
• STAT 10Z/MATH 102Z Reasoning with Data: Elementary Applied Statistics with Health Applications

Statistical theory:
• STAT 221 Statistical Inference

Intermediate and advanced applied statistics:
• STAT 260/QR 260 Applied Data Analysis and Statistical Inference
• STAT 309/QR 309 Causal Inference
• STAT 318 Regression Analysis and Statistical Models
• ECON 203 Econometrics
• ECON 303 Advanced Econometrics

Other STAT courses when offered.

The minor is open to students from any major, including mathematics, recognizing that no course may count toward both the major and the minor. Students whose majors overlap with these requirements should consult a statistics faculty advisor and a major advisor. A certificate from the Quantitative Analysis Institute Summer Program meets requirement (C) but does not count toward the five units for the statistics minor; students should take either STAT 318 from (C) or three courses from (D) instead of two. A student may count both STAT 260/QR 260 and STAT 318, one toward the modeling requirement and the other as an elective. Note that MATH 205 is a prerequisite for STAT 220 but does not count toward the minor; other courses listed above similarly have prerequisites that cannot be counted.

Entry Points
• Students should complete calculus through MATH 205 in order to take STAT 220. Only STAT 221 requires 220 as a prerequisite.
• The computing requirement can be met at any time.
• A student who completes MATH 205 before taking any of the courses listed under (D) is encouraged to begin the applied courses with STAT 218.
• A student who completes an introductory statistics course other than STAT 218 may begin the applied courses with STAT 260.
• A student who completes a QR Overlay course other than introductory statistics may enroll in STAT 260 but is encouraged to complete MATH 205 early enough to begin with STAT 218.

MATH - Mathematics Courses

**MATH 115 - Calculus I (1.0)**
Introduction to differential and integral calculus for functions of one variable. The heart of calculus is the study of rates of change. Differential calculus concerns the process of finding the rate at which a quantity is changing (the derivative). Integral calculus reverses this process. Information is given about the derivative, and the process of integration finds the "integral," which measures accumulated change. This course aims to develop a thorough understanding of the concepts of differentiation and integration, and covers techniques and applications of differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions. MATH 115 is an introductory course designed for students who have not seen calculus before.

Instructor: Staff
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed MATH 116, MATH 120, or the equivalent.
Distribution: MM

**MATH 116 - Calculus II (1.0)**
The course begins with applications and techniques of integration. It probes notions of limit and convergence and adds techniques for finding limits. Half of the course covers infinite sequences and series, where the basic question is, What meaning can we attach to a sum with infinitely many terms and why might we care? The course can help students improve their ability to reason abstractly and also teaches important computational techniques. Topics include integration techniques, the Hôpital's rule, improper integrals, geometric and other applications of integration, theoretical basis of limits and continuity, infinite series, power series, and Taylor series. MATH 116 is the appropriate first course for many students who have had AB calculus in high school.

Instructor: Staff
Prerequisite: MATH 115, MATH 115Z, or the equivalent.
Not open to students who have completed MATH 120.
Distribution: MM

**MATH 120 - Calculus II A (1.0)**
This course is a variant of MATH 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. It includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums, improper integrals, the Hôpital's rule, and applications of integration.

Prerequisite: Open by permission of the department to students who have completed a year of high school calculus. Students who have studied Taylor series should elect MATH 205. Not open to students who have completed MATH 116 or the equivalent.
Distribution: MM

**MATH 203 - Mathematics for Economics and Finance (1.0)**
This course is intended for students who are interested in mathematics and its applications in economic and finance. The following topics will be covered: mathematical models in economics, market equilibrium, first and second order recurrences, the cobweb model, profit maximization, derivatives in economics, elements of finance, constrained optimization, Lagrangians and the consumer, microeconomic applications, business cycles, European and American options, call and put options, Black-Scholes analysis.

Instructor: Bu
Prerequisite: MATH 116 or the equivalent.

**MATH 205 - Multivariable Calculus (1.0)**
Most real-world systems that one may want to model, whether in the natural or in the social sciences, have many interdependent parameters. To apply calculus to these systems, we need to extend the ideas and techniques of MATH 115 and MATH 116 to functions of more than one variable. Topics include vectors, matrices, determinants, polar, cylindrical, and spherical coordinates, curves, functions of several variables, partial and directional derivatives, gradients, Lagrange multipliers, multiple integrals, line integrals, and Green's Theorem.

Instructor: Staff
Prerequisite: MATH 116, MATH 120, or the equivalent.
Not open to students who have completed PHYS 216.
Distribution: MM

**MATH 206 - Linear Algebra (1.0)**
Linear algebra is one of the most beautiful subjects in the undergraduate mathematics curriculum. It is also one of the most important with many possible applications. In this course, students learn computational techniques that have widespread applications in the natural and social sciences as well as in industry, finance, and management. There is also a focus on learning how to understand and write mathematical proofs and an emphasis on improving mathematical style and sophistication. Topics include vector spaces, subspaces, linear independence, bases, dimension, inner products, linear transformations, matrix representations, range and null spaces, inverses, and eigenvalues.

Instructor: Chang (Fall), Schultz (Fall), H. Wang (Spring), Shultz (Spring)
Prerequisite: MATH 205 or MATH 215; or, with permission of the instructor, MATH 116, MATH 120, or the equivalent. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major or minor.
Distribution: MM

**MATH 210 - Differential Equations (1.0)**
Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Instructor: Fernandez
Prerequisite: MATH 205. At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major or minor.
Distribution: MM

**MATH 214 - Euclidean and Non-Euclidean Geometry (1.0)**
A rigorous treatment of the fundamentals of two-dimensional geometry: Euclidean, spherical, elliptic, and hyperbolic. The course will present the basic classical results of plane geometry: congruence theorems, congruence theorems, classification of isometries, etc., and their analogues in the non-Euclidean settings. The course will provide a link between classical geometry and modern geometry, preparing for study in group theory, differential geometry, topology, and mathematical physics. The approach will be analytical, providing practice in proof techniques. This course is strongly
MATH 215 - Mathematics for the Sciences I (1.0)
This course is tailored to the needs and preparations of students considering majors in the sciences. It presents techniques of applied mathematics relevant to a broad range of scientific studies, from the life sciences to physics and astronomy. The topics of study include complex numbers, ordinary differential equations, an introduction to partial differential equations, linear algebra (matrices, systems of linear equations, vector spaces, eigenvalue problems), and Fourier series. The course emphasizes mathematical techniques and presents applications from all the sciences. Some familiarity with vectors (e.g., dot products) is assumed.
Instructor: Fernandez, Tannenhauser
Prerequisite: MATH 116, MATH 120, or the equivalent;
At most two of the three courses MATH 206, MATH 210, and MATH 215 can be counted toward the major or minor.
Distribution: MM
Term(s): Fall; Summer 1

MATH 220 - Probability and Elementary Statistics (1.0)
This course is about the mathematics of uncertainty, where we use the ideas of probability to describe patterns in chance phenomena. Probability is the basis of statistics and game theory, and is immensely useful in many fields including business, social and physical sciences, and medicine. The first part of the course focuses on probability theory (random variables, conditional probability, probability distributions), using integration and infinite series. The second part discusses topics from statistics (sampling, estimation, confidence interval, hypothesis testing). Applications are taken from areas such as medical diagnosis, quality control, gambling, political polls, and others.
Instructor: Magid (Fall); Tannenhauser (Spring)
Prerequisite: MATH 205. Open to students with a strong background in single-variable calculus (MATH 116, MATH 120, or the equivalent) by permission of the instructor.
Cross-Listed as: STAT 220
Distribution: MM; QRF
Term(s): Fall; Spring

MATH 223 - Number Theory (1.0)
Number theory is the study of the most basic mathematical objects: the natural numbers (1, 2, 3, etc.). It begins by investigating simple patterns: for instance, which numbers can be written as sums of two squares? Do the primes go on forever? How can we be sure? The patterns and structures that emerge from studying the properties of numbers are so elegant, complex, and important that number theory has been called “the Queen of Mathematics.” Once studied only for its intrinsic beauty, number theory has practical applications in cryptography and computer science. Topics include the Euclidean algorithm, modular arithmetic, Fermat’s and Euler’s Theorems, public-key cryptography, quadratic reciprocity. MATH 223 has a focus on learning to understand and write mathematical proofs; it can serve as valuable preparation for MATH 305.
Instructor: Trenk (Fall); Tannenhauser (Spring)
Prerequisite: MATH 116, MATH 120, or the equivalent; or CS 230 together with permission of the instructor.
In Fall 17, open to first-year students only.
Distribution: MM
Term(s): Fall; Spring

MATH 223Y - First-Year Seminar: Number Theory (1.0)
In the fall, MATH 223 will be offered as a First-Year Seminar. The spring section will be open to all students. Not open to students who have taken MATH 202.

MATH 223Y - First-Year Seminar: Number Theory (1.0)
Number theory is the study of the most basic mathematical objects: the natural numbers (1, 2, 3, etc.). It begins by investigating simple patterns: for instance, which numbers can be written as sums of two squares? Do the primes go on forever? How can we be sure? The patterns and structures that emerge from studying the properties of numbers are so elegant, complex, and important that number theory has been called “the Queen of Mathematics.” Once studied only for its intrinsic beauty, number theory has practical applications in cryptography and computer science. Topics include the Euclidean algorithm, modular arithmetic, Fermat’s and Euler’s Theorems, public-key cryptography, quadratic reciprocity. MATH 223 has a focus on learning to understand and write mathematical proofs; it can serve as valuable preparation for MATH 305.
Instructor: Trenk
Prerequisite: MATH 116, MATH 120, or the equivalent; or CS 230 together with permission of the instructor.
Open to first-year students only.
Distribution: MM
Term(s): Fall
Not open to students who have taken MATH 202.

MATH 225 - Combinatorics and Graph Theory (1.0)
Combinatorics is the art of counting possibilities: for instance, how many different ways are there to distribute 20 apples to 10 kids? Graph theory is the study of connected networks of objects. Both have important applications to many areas of mathematics and computer science. The course will be taught emphasizing creative problem-solving as well as methods of proof, such as proof by contradiction and induction. Topics include: selections and arrangements, generating functions, recurrence relations, graph coloring, Hamiltonian and Eulerian circuits, and trees.
Instructor: Chan (Fall); Hirschhorn (Spring); Shultz (Spring)
Prerequisite: MATH 116, MATH 120, or the equivalent; or CS 230 together with permission of the instructor.
Distribution: MM
Term(s): Fall; Spring

MATH 249 - Selected Topics (1.0)
Distribution: MM
Term(s): Not Offered

MATH 302 - Elements of Analysis I (1.0)
Real analysis is the study of the rigorous theory of the real numbers, Euclidean space, and calculus. The goal is to thoroughly understand the familiar concepts of continuity, limits, and sequences. Topics include compactness, completeness, and connectedness; continuous functions; differentiation and integration; limits and sequences; and interchange of limit operations as time permits.
Instructor: Schultz (Fall); H. Wang (Spring)
Prerequisite: MATH 205 and MATH 206.
Distribution: MM
Term(s): Fall; Spring

MATH 303-01-S - Topics in Analysis (1.0)
Topic for 2017-18: Fourier Analysis and Partial Differential Equations
This course will develop the theory of Fourier series and transforms within the context of partial differential equations (PDEs). PDEs that model wave motion and heat flow, among others, will be discussed, and will naturally lead to the need for Fourier series. Solving these PDEs via Fourier series will help us understand a variety of interesting phenomena, such as why energy is quantized at the atomic scale, and how mp3 files are created. Establishing the convergence theorems for Fourier series will lead us into Functional Analysis, and finally back to PDEs via Sturm-Liouville theory. Topics include: Fourier series and transforms, separation of variables, the heat, wave, and Schrodinger PDEs, infinite-dimensional vector spaces, Sturm-Liouville theory. Both theory and problem-solving will be emphasized.
Instructor: Fernandez
Prerequisite: MATH 302
Distribution: MM
Term(s): Spring

MATH 305 - Abstract Algebra (1.0)
In this course, students examine the structural similarities between familiar mathematical objects such as number systems, matrix sets, function spaces, general vector spaces, and mod n arithmetic. Topics include groups, rings, fields, homomorphisms, normal subgroups, quotient spaces, isomorphism theorems, divisibility, and factorization. Many concepts generalize number theoretic notions such as Fermat’s little theorem and the Euclidean algorithm. Optional subtopics include group actions and applications to combinatorics.
Instructor: Lange (Fall); Schultz (Spring)
Prerequisite: MATH 206
Distribution: MM
Term(s): Fall; Spring

MATH 306-01-S - Topics in Abstract Algebra (1.0)
Topic for 2017-18: Galois Theory
This course offers a continued study of the algebraic structures introduced in MATH 305, culminating in the Fundamental Theorem of Galois Theory, a beautiful result that depicts the circle of ideas surrounding field extensions, polynomials, cyclotomic extensions and Sylow theory may be included in the syllabus.
Instructor: Diesl
Prerequisite: MATH 305
Distribution: MM
Term(s): Spring

MATH 307 - Topology (1.0)
This course covers some basic notions of point-set topology, such as topological spaces, metric spaces, compactness and completeness, Heine-Borel Theorem, quotient spaces, topological groups, groups acting on spaces, homotopy equivalences, separation axioms, Euler characteristic, and classification of surfaces. Additional topics include the study of the fundamental group (time permitting).
Instructor: Hirschhorn
Prerequisite: MATH 302
Corequisite: MATH 305
Distribution: MM
Term(s): Fall

MATH 309 - Foundations of Mathematics (1.0)
This course will introduce students to aspects of set theory and formal logic. The notion of set is one of the fundamental notions of modern mathematics. In
MATH 310 - Complex Analysis (1.0)
Complex analysis is the study of the differential and integral calculus of functions of a complex variable. Complex functions have a rich and tightly constrained structure: for example, in contrast with real functions, a complex function that has one derivative has derivatives of all orders and even a convergent power series. This course develops the theory of complex functions, leading up to Cauchy’s theorem and its consequences, including the theory of residues. While the primary viewpoint is calculus, many of the essential insights come from geometry and topology, and can be used to prove results such as the Fundamental Theorem of Algebra.
 Instructor: Lange
 Prerequisite: MATH 302
 Distribution: MM
 Term(s): Fall
 Normally offered in alternate years.

MATH 312-01 F - Differential Geometry (1.0)
Topic for 2017-18: General Relativity
Einstein’s general theory of relativity conceives of gravity as a manifestation of the geometry of spacetime. In John Archibald Wheeler’s summary: “Spacetime tells matter how to move; matter tells spacetime how to curve.” Differential geometry supplies the mathematical language for describing curvature. We begin by defining and building up the relevant mathematical ideas: manifolds, tensors, covariant derivatives, geodesics, and the Riemann tensor. We then apply these ideas to the physics, developing the Einstein field equation and its consequences, including the Schwarzschild solution and black holes, cosmology, and gravitational waves.
 Instructor: Tan
 Prerequisite: MATH 206 or MATH/PHYS 216 or by permission of the instructor.
 Distribution: MM
 Term(s): Fall
 Normally offered in alternate years.

MATH 322 - Advanced Linear Algebra (1.0)
Linear algebra at this more advanced level is a basic tool in many areas of mathematics and other fields. The course begins by revisiting some linear algebra concepts from MATH 206 in a more sophisticated way, making use of the mathematical maturity picked up in MATH 305. Such topics include vector spaces, linear independence, bases, and dimensions, linear transformations, and inner product spaces. Then we will turn to new topics, including dual spaces, reflexivity, annihilators, direct sums and quotients, tensor products, multilinear forms, and modules. One of the main goals of the course is the derivation of canonical forms, including triangular form and Jordan canonical forms. These are methods of analyzing matrices that are more general and powerful than diagonalization (studied in MATH 206). We will also discuss the spectral theorem, the best example of successful diagonalization, and its applications.
 Prerequisite: MATH 305. Not open to students who took MATH 349 when advanced linear algebra was the topic.
 Distribution: MM
 Term(s): Not Offered
 Normally offered in alternate years.

MATH 325 - Graph Theory (1.0)
Graph Theory has origins both in recreational mathematics problems (i.e., puzzles and games) and as a tool to solve practical problems in many areas of society. Topics covered will include trees and distance, connectivity and paths, network flow, graph coloring, directed graphs, and tournaments. In addition, students will gain a sense of what it means to do research in graph theory.
 Instructor: Trenk
 Prerequisite: MATH 225 and a 300-level course in math or computer science.
 Distribution: MM
 Term(s): Not Offered
 Majors can fulfill the major presentation requirement in this course in 2016-17.
 Normally offered in alternate years.

MATH 326 - Advanced Combinatorics (1.0)
This course covers questions of enumerations, existence, and construction in combinatorics, building on the fundamental ideas introduced in MATH 225. Topics include: famous number families, combinatorial inequalities, combinatorial designs, error-correcting codes, and partially ordered sets.
 Instructor: Trenk
 Prerequisite: MATH 225. Corequisite: MATH 305
 Corequisite: MATH 305
 Distribution: MM
 Term(s): Fall
 Normally offered in alternate years.

MATH 340 - Calderwood Seminar in Public Writing: Explaining Mathematics (1.0)
In this course, students will leverage their prior mathematical knowledge to communicate complex mathematical ideas to audiences ranging from the general public to other mathematicians, developing the ability to explain mathematical ideas to audiences ranging from the general public to other mathematicians. Students will develop their ability to communicate mathematical ideas to a wide range of audiences, including policymakers, journalists, and the general public. Students will complete a major project that includes a written report, a presentation, and a poster.
 Instructor: Staff
 Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed MATH 205, except by permission of the instructor; such students should consider taking MATH 220/STAT 220 instead. Not open to students who have taken or are taking MATH 101/STA 101, POL 199, QR 180, ECON 103/SOC 190, or PSYC 205.
 Distribution: MM; QRF
 Term(s): Fall; Spring
 Not open to students who have completed MATH 101.

MATH 349 when advanced linear algebra was the topic.

MATH 370 - Senior Thesis (1.0)
Prerequisite: MATH 360 and permission of the department.
 Distribution: None
 Term(s): Fall; Spring
 Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

STAT - Statistics Courses

STAT 101 - Reasoning with Data: Elementary Applied Statistics (1.0)
An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include descriptive statistics, basic probability, inference, and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.
 Instructor: Staff
 Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning Requirement. Not open to students who have completed MATH 205, except by permission of the instructor; such students should consider taking MATH 220/STAT 220 instead. Not open to students who have taken or are taking MATH 101/STA 101, POL 199, QR 180, ECON 103/SOC 190, or PSYC 205.
 Distribution: MM; QRF
 Term(s): Fall; Spring
 Not open to students who have completed MATH 101.

STAT 101Z - Reasoning with Data: Elementary Applied Statistics with Health Applications (1.0)
In this course, students use probability and statistics to examine the risks that we encounter every day. The focus is on personal medical decision-making and the impact of our environment on our health. Students will address questions such as: How concerned should we be about pesticide use? How can we make informed decisions about women’s health issues, including contraception and sexually transmitted diseases? How much of an impact does diet have on health? Why did different studies of hormone replacement therapy come to contradictory conclusions, and how can we read reports on such studies intelligently and skeptically? Topics include descriptive statistics, basic probability, inference, and hypothesis testing.
 Instructor: Polito (Quantitative Reasoning)
 Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning Requirement. Not open to students who have completed MATH 205, except by permission of the instructor; such students should consider taking MATH 220/STAT 220 instead. Not open to students who have taken or are taking MATH 101/STA 101, POL 199, QR 180, ECON 103/SOC 190, or PSYC 205.
 Distribution: MM; QRF
 Term(s): Not Offered
 Not open to students who have completed MATH 101Z.

STAT 218 - Introductory Statistics and Data Analysis (1.0)
This is a calculus-based introductory statistics course. Topics covered include data collection, data visualization, descriptive statistics, linear regression, sampling schemes, design of experiment, probability,
random variables (both discrete and continuous cases), Normal model, statistical tests and inference (e.g. one-sample and two-sample z-tests and t-tests, chi-square test, etc). Statistical language R will be used throughout the course to realize data visualization, linear regression, simulations, and statistical tests and inference.

Instructor: W. Wang
Prerequisite: MATH 205. Not open to students who have taken or are taking STAT 101, MATH 101Z/STAT 101Z, ECON 103/SOC 190, POL 199, or PSYC 205, or who have taken STAT 260/QR 260.
Distribution: MM, QRF
Term(s): Fall, Spring

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**STAT 220 - Probability and Elementary Statistics (1.0)**

This course is about the mathematics of uncertainty, where we use the ideas of probability to describe patterns in chance phenomena. Probability is the basis of statistics and game theory, and is immensely useful in many fields including business, social and physical sciences, and medicine. The first part of the course focuses on probability theory (random variables, conditional probability, probability distributions), using integration and infinite series. The second part discusses topics from statistics (sampling, estimation, confidence interval, hypothesis testing). Applications are taken from areas such as medical diagnosis, quality control, gambling, political polls, and others.

Instructor: Magid (Fall), Tannenhauser (Spring)
Prerequisite: MATH 205. Open to students with a strong background in single-variable calculus (MATH 116, MATH 120, or the equivalent) by permission of the instructor.
Cross-Listed as: MATH 220
Distribution: MM, QRF
Term(s): Fall, Spring

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**STAT 221 - Statistical Inference (1.0)**

This course introduces the theory of statistical inference; given a data set, how do we estimate the parameters of probabilistic models like those introduced in Math 220? What is the optimal way to make use of the information in our data? Topics include the theories that underly traditional hypothesis testing and confidence intervals, such as maximum likelihood inference and sufficiency. The course will also cover Bayesian techniques for point and interval estimation and resampling approaches, such as the bootstrap.

Instructor: Pattanayak
Prerequisite: MATH 220, STAT 220
Distribution: Term(s): Not Offered
Term(s): Fall, Spring
Not open to students who have completed MATH 221.

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**STAT 260 - Applied Data Analysis and Statistical Inference (1.0)**

This is an intermediate statistics course focused on fundamentals of statistical inference and applied data analysis tools. Emphasis on thinking statistically, evaluating assumptions, and developing practical skills for real-life applications to fields such as medicine, politics, education, and beyond. Topics include t-tests and non-parametric alternatives, multiple comparisons, analysis of variance, linear regression, model refinement, missing data, and causal inference. Students can expect to gain a working knowledge of the statistical software R, which will be used for data analysis and for simulations designed to strengthen conceptual understanding. This course, offered through Wellesley's Quantitative Analysis Institute, can be counted as a 200-level course toward the major or minor in Economics or Psychology. Students who earned a Quantitative Analysis Institute Certificate are not eligible for this course.

Instructor: Pattanayak
Prerequisite: Any Quantitative Reasoning Overlay course. Prerequisite for economics students: ECON 103. Prerequisite for psychology students: PSYC 205.
Cross-Listed as: QR 260
Distribution: MM
Term(s): Fall
Not open to students who have completed QR 260.

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**STAT 309 - Causal Inference (1.0)**

This course focuses on statistical methods for causal inference, with an emphasis on how to frame a causal (rather than associative) research question and design a study to address that question. What implicit assumptions underlie claims of discrimination? Why do we believe that smoking causes lung cancer? We will cover both randomized experiments – the history of randomization, principles for experimental design, and the non-parametric foundations of randomization-based inference – and methods for drawing causal conclusions from non-randomized studies, such as propensity score matching. Students will develop the expertise necessary to assess the credibility of causal claims and master the conceptual and computational tools needed to design and analyze studies that lead to causal inferences. Examples will come from economics, psychology, sociology, political science, medicine, and beyond.

Instructor: Pattanayak
Prerequisite: Any one of QR 260/STAT 260, ECON 203, SOC 290, POL 299, PSYC 305 or a Psychology 300-level R course; or a Quantitative Analysis Institute Certificate; or permission of the instructor.
Cross-Listed as: QR 309
Distribution: SBA, QRF
Term(s): Not Offered
Not open to students who have completed QR 309.

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**STAT 318 - Regression Analysis and Statistical Models (1.0)**

This is an applied regression analysis course that involves hands-on data analysis. Topics covered during the semester include simple and multiple linear regression models, model diagnostics and remedial measures, matrix representation of linear regression models, model comparison and selection, generalized linear regression models (e.g. binary logistic regression, multinomial logistic regression, ordinal logistic regression, and Poisson regression), and basic time-series autoregressive AR(p) models. Statistical language R will be used throughout the course to realize fitting linear (or generalized linear) regression models, model diagnostics, model comparison and selection, and simulations.

Instructor: W. Wang
Prerequisite: STAT 218, MATH 205 and MATH 206. (STAT 218 can be replaced by STAT 101, ECON 103, or STAT 260.)
Distribution: MM
Term(s): Spring
The Media Arts and Sciences thesis offers a year-long opportunity to develop independent research and production with honors. Students interested in proposing a thesis must have a minimum 3.5 GPA in the major, and the support of a faculty advisor in the art or computer science departments. Normally, the honors process needs to obey the guidelines of the corresponding department (art or computer science). An interdepartmental review will occur at the end of the fall semester, to determine whether the student should continue her project as a MAS 370 in the spring. The decision will be conveyed to the student by December 18. In a case where it is recommended that the senior thesis not be continued into the second semester, a student would receive credit for 360 work on the completion of a schedule of work previously agreed to between the thesis advisor and the student.

The thesis proposal should be discussed with the primary faculty advisor during the spring prior to senior year. Proposals for thesis projects must be submitted in writing, detailing the scope for the project, research methodology, and project timeline, and must be accompanied by an electronic portfolio of at least four Media Arts and Sciences/Studio Art projects. Proposals are due on August 25 before the beginning of the student’s senior year. (Students wanting to graduate in the fall should contact the program directors for adjusted dates.)

Advanced Placement Policy in Media Arts and Sciences

Students may receive a maximum of one unit of college credit for a score of 5 on the Computer Science A or AB AP exam. This unit can count toward the Media Arts and Sciences major.

Media Arts and Sciences Approved Courses

Students majoring in Media Arts and Sciences are required to take at least 12 courses. Three of them are introductory and at least six are core. At least two of them must be at the 300 level. The following sections have specific information about courses that can count toward the major.

Introductory Required Courses in Media Arts and Sciences

Students majoring in Media Arts and Sciences are required to take three introductory courses, one in art history or cinema and media studies, one in computer science, and one in studio art. The approved courses are listed below.

Required Introductory Courses

| ARTH 100 | The Power of Images: An Introduction to Art and its History |
| ARTS 105 | Drawing I |
| ART 108/CAMS 138 | Photo I: Introduction to Photography |
| ARTS 109 | Two-Dimensional Design |
| ARTS 113 | Three-Dimensional Design |
| ARTS 165/CAMS 135 | Introduction to the Moving Image |
| CAMS 101 | Introduction to Cinema and Media Studies |
| CAMS 135/ARTS 165 | Introduction to the Moving Image |
| CAMS 138/ARTS 108 | Photo I: Introduction to Photography |
| CS 115/MAS 115 | Computing for the Socio-Techno Web |

Core Courses Required for the Media Arts and Sciences Major

Students majoring in Media Arts and Sciences are required to take at least three art/music core courses and at least three computer science/core courses from the following core courses. There is flexibility for a student to declare a concentration in Media Arts by adding two more art/music core courses, or in Media Sciences by adding two more computer science core courses. The approved core courses are listed below.

| ARTS | Intermediate Photography: The digital/analog rift |
| 208/CAMS 238 | Spatial Investigations |
| ARTS 216 | Introductory Print Methods: Lithography/Screenprint |
| ARTS 219 | Introductory Print Methods: Intaglio/Relief |
| ARTS 220 | Digital Imaging |
| ARTS 221/CAMS 239 | Dynamic Interface Design |
| ARTS 255/CAMS 255 | Moving Image Studio |
| ARTS 260/CAMS 230 | Intermediate Video: Experimental Production |
| ARTS 265/CAMS 235 | Photography III |
| ARTS 308/CAMS 338 | Virtual Form |
| ARTS 313/CAMS 313 | Advanced Independent Senior Projects |
| ARTS 317-01-F | Advanced New Media |
| ARTS 321/CAMS 321 | Advanced Print Concepts |
| ARTS 322 | Advanced Video Production |
| ARTS 365/CAMS 335 | Moving Image Studio |
| CAMS 230/ARTS 260 | Intermediate Video: Experimental Production |
| CAMS 235/ARTS 265 | Intermediate Digital Photography: the digital/analog rift |
| CAMS 238 | Digital Imaging |
| CAMS 239/ARTS 221 | Advanced Video Production |
| CAMS 335/ARTS 365 | Photography III |
| CAMS 338/ARTS 308 | Computer Programming and Problem Solving |
| CS 111 | Human-Computer Interaction |
| CS 220 | Data Structures |
| CS 230 | Fundamental Algorithms |
| CS 231 | Computer Networks |
| CS 242 | Databases with Web Interfaces |
| CS 304 | Computer Graphics |
| CS 307 | Data and Text Mining for the Web |
| CS 315 | Tangible User Interfaces |
| CS 320 | Creative Media Manipulation |
| MAS 216/CAMS 216 |
The Olin College of Engineering offers the following courses that may be appropriate for a Media Arts and Sciences major. These offerings vary per semester; please consult the MIT catalog at student.mit.edu/catalog/mCMSa.html and student.mit.edu/catalog/mCMSh.html. In addition, the MIT Undergraduate Research Opportunities Program (UROP) offers opportunities for students to participate in research with MIT faculty. The Media Lab faculty often offer research opportunities that are appropriate for a Media Arts and Science major. Research opportunities vary per semester; please check the MIT UROP webpage for more information: web.mit.edu/urop/students/howto.htm.

Media Culture Courses Recommended for the Media Arts and Sciences Major

It is recommended that students majoring in Media Arts and Sciences take at least one media culture course from the ones listed below.

**ARTH 225** - Modern Art Since 1945

**ARTH 226/CAMS 207** - Invention to Media Age

**CAMS 391/CAMS 341** - Thinking Through Cinema: Film and Media Theory

**CAMS 200** - Persuasive Images

**CAMS 207/ARTH 226** - Invention to Media Age

**CAMS 222** - "Being There": Documentary Film and Media

For Credit Toward the Media Arts and Sciences Major

The courses listed below are representative of other Wellesley and MIT courses that emphasize topics related to the Media Arts and Sciences major. Students may include courses not listed below in their major with permission of the program directors.

**ARTH 232/GAMS 232** - Anthropology of Media

**CAMS 234/ENG 204** - The Art of Screenwriting

**CAMS 270** - The Light and the Dark of the Net: Histories and Theories of the Internet

**CS 332** - Visual Processing by Computer and Biological Vision Systems

**CS 342** - Computer Security and Privacy

**PHIL 203** - Philosophy of Art

**POLI 316** - Media and American Democracy

**SOC 231** - Why is Miley in Malaysia?: Global Art, Media, and Culture

MIT Courses

The MIT Media Lab and the MIT Comparative Media Studies Program offer a large variety of courses that may be appropriate for a Media Arts and Sciences major. These offerings vary per semester; please consult the MIT catalog at student.mit.edu/catalog/mCMSa.html and student.mit.edu/catalog/mCMSh.html. In addition, the MIT Undergraduate Research Opportunities Program (UROP) offers opportunities for students to participate in research with MIT faculty. The Media Lab faculty often offer research opportunities that are appropriate for a Media Arts and Science major. Research opportunities vary per semester; please check the MIT UROP webpage for more information: web.mit.edu/urop/students/howto.htm.

Makerspaces often provide a grassroots workshop for members of a community to share ideas, identify needs, build technological skills, generate concepts and physically bring them into existence. This course will study the "maker movement" as a culture and ask students to become participants in our very own makerspace community. Students will investigate and utilize maker tools and techniques, including vector-based design, programming in Processing, VR, analog and digital microcontrollers, MAX/MSP/Jitter, image/video compression, photogrammetry, 3D modeling/scanning and printing. Students will be required to work collaboratively and independently in our makerspace to develop several projects that physically communicate their own academic interests.

**MAS 225/CS 225** - Making and Fabrication: Methods, Culture, and a Heuristic Approach to Technology

**MAS 225H** - Making and Fabrication: Methods, Culture, and a Heuristic Approach to Technology (1.0)

Enrollment: Open to juniors and seniors. Distribution: None. Term(s): Fall; Spring

**MAS 250** - Research or Individual Study (1.0)

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

**MAS 250H** - Research or Individual Study (0.5)

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

**MAS 250H** - Research or Individual Study (1.0)

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

**MAS 350H** - Research or Individual Study (0.5)

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

**MAS 350H** - Research or Individual Study (1.0)

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

**MAS 360** - Senior Thesis Research (1.0)

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

**MAS 370** - Senior Thesis (1.0)

Prerequisite: MAS 360 and permission of the department. Distribution: None. Term(s): Fall; Spring

**MAS 370H** - Senior Thesis (0.5)

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

**ENGR 2250** - User-Oriented Collaborative Design
**AN INTERDEPARTMENTAL MAJOR**

**Medieval/Renaissance Studies Faculty Profiles**

The major in Medieval/Renaissance Studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

**Medieval/Renaissance Studies Major**

**Goals for the Medieval/Renaissance Studies Major**

The Medieval/Renaissance major seeks to develop the following areas of knowledge and skills:

- An acquaintance with the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation (c. 300-1650 C.E.), as reflected in art, history, literature, music, and religion
- The opportunity to work across disciplines and make connections between the approaches and subject matters in the different fields that make up the major
- An in-depth understanding and special competence in at least one area of humanistic study during the period
- The ability to analyze and critique primary and secondary source material in a variety of humanistic disciplines
- The ability to express ideas clearly and cogently in both written and spoken language, and to conduct original research

Students must take at least nine units of course work from the following list. Of these, at least four must be above the 100 level in an area of concentration, a single department, a geographically location, a topic or theme.

A major in Medieval/Renaissance Studies will normally select her major advisor from the department or area in which she is concentrating. Two units of course work must be at the 300 level, and under normal circumstances, both of these courses must be taken at Wellesley College. Normally, credit/noncredit courses do not count for the major.

**Honors in Medieval/Renaissance Studies**

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

**Graduate Study and Careers in Medieval/Renaissance Studies**

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan sequence of courses that will provide them with a sound background in the language and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

**Advanced Placement Policy in Medieval/Renaissance Studies**

The Medieval/Renaissance Studies program does not accept Advanced Placement credits to replace course work in the major.

**Transfer Credit in Medieval/Renaissance Studies**

Under normal circumstances, no more than two courses taken outside of Wellesley College may be counted toward the major. For students entering in the fall of 2014 and later, neither of these can be the required 300-level course for the major. Students entering in the fall of 2013 and earlier should consult the Chair of Medieval/Renaissance Studies about counting such courses as 300-level courses in the major.

**International Study in Medieval/Renaissance Studies**

There are numerous opportunities for international study for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. Under normal circumstance, up to two courses in accredited programs abroad may be counted toward the major. For students entering in the fall of 2013 and earlier, up to three courses in accredited programs abroad may be counted toward the major.

**Collegium Musicum**

By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

**Courses for Credit Toward the Medieval/Renaissance Studies Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 201</td>
<td>Medieval Art and Architecture, 400-1400</td>
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<tr>
<td>ARTH 202</td>
<td>Byzantine Art and Architecture</td>
<td>3</td>
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<tr>
<td>ARTH 215</td>
<td>The Medieval-Period(s)</td>
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<td>ARTH 218</td>
<td>From Van Eyck to Bruegel: Painting in the Netherlands in the</td>
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<td></td>
<td>Fifteenth and Sixteenth Centuries</td>
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<td>ARTH 244</td>
<td>Art, Patronage, and Society in Sixteenth-Century Italy</td>
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<td>ARTH 246</td>
<td>Collectors, Saints, and Cheese-Eaters in Baroque Italy</td>
<td>3</td>
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<tr>
<td>ARTH 247</td>
<td>Islamic Art and Architecture, 650-1500</td>
<td>3</td>
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<tr>
<td>ARTH 251</td>
<td>The Arts in Renaissance Italy Before and After the Black Death</td>
<td>3</td>
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<tr>
<td>ARTH 299</td>
<td>History of the Book from Manuscript to Print</td>
<td>3</td>
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<tr>
<td>ARTH 313</td>
<td>Seminar: Eurasia: Empires, Merchants, and Missionaries (1600 - 1800)</td>
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<td>ARTH 330-01-F</td>
<td>Seminar: Italian Renaissance Art</td>
<td>3</td>
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<td>ARTH 331</td>
<td>Seminar: The Art of Northern Europe</td>
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<tr>
<td>ARTH 344</td>
<td>Seminar: Topics in Islamic Art</td>
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<tr>
<td>EN 112</td>
<td>Introduction to Shakespeare</td>
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<td>EN 210</td>
<td>History of the English Language</td>
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<td>EN 213</td>
<td>Chaucer</td>
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<td>EN 221/HIST 221</td>
<td>The Renaissance</td>
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<td>EN 222</td>
<td>Renaissance Literature</td>
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<td>EN 223</td>
<td>Shakespeare Part I: The Elizabethan Period</td>
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<td>EN 224</td>
<td>Shakespeare Part II: The Jacobean Period</td>
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<td>EN 225</td>
<td>Seventeenth-Century Literature</td>
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<td>EN 227</td>
<td>Milton</td>
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<td>EN 247/ME/R 247</td>
<td>Arthurian Legends</td>
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<td>EN 315</td>
<td>Advanced Studies in Medieval Literature</td>
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<td>EN 324-01-S</td>
<td>Advanced Studies in Shakespeare</td>
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<td>EN 325</td>
<td>Advanced Studies in 16th- and 17th-Century Literature</td>
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<tr>
<td>FREN 210</td>
<td>From the Middle Ages through the Enlightenment</td>
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<td>FREN 224</td>
<td>Versailles and the Age of Louis XIV</td>
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<td>FREN 241</td>
<td>Laughter is the Best Medicine</td>
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<td>FREN 278</td>
<td>Court, City, Salon: Early Modern Paris—A Digital Humanities Approach</td>
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<td>FREN 302</td>
<td>Discourses of Desire in the Renaissance</td>
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<td>FREN 303</td>
<td>Advanced Studies in Seventeenth and Eighteenth Centuries</td>
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<tr>
<td>FREN 333</td>
<td>French Classical Tragedy: Corneille versus Racine: Rethinking the Parallel</td>
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<tr>
<td>HIST 208</td>
<td>Society and Culture in Medieval Europe</td>
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<td>HIST 213</td>
<td>Conquest and Crusade in the Medieval Mediterranean</td>
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<td>HIST 214</td>
<td>Medieval Italy</td>
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<td>HIST 219</td>
<td>The Jews of Spain and the Lands of Islam</td>
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<tr>
<td>HIST 221/ENG 221</td>
<td>The Renaissance</td>
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<tr>
<td>HIST 222</td>
<td>The Barbarian Kingdoms of Early Medieval Europe</td>
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<tr>
<td>HIST 232</td>
<td>The Transformation of the Western World: Europe from 1350 to 1815</td>
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<td>HIST 234</td>
<td>The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon</td>
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<td>HIST 246</td>
<td>Vikings, Icons, Mongols, and Tsars</td>
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<td>HIST 279</td>
<td>Heresy and Popular Religion in the Middle Ages</td>
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<tr>
<td>HIST 330</td>
<td>Seminar: Revolution and Rebellion in Twelfth-Century European Society</td>
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<tr>
<td>HIST 353</td>
<td>Seminar: Sentimental Education in Early Modern</td>
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</tbody>
</table>
Europe

HIST 354 Seminar: King-Killers in Early Modern Britain and France

HIST 358 Seminar: Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation

HIST 375 Seminar: Empire and Modernity: The Rise and Fall of Spanish World Power

HIST 379 Heresy and Popular Religion in the Middle Ages

ITAS 263 Dante’s Divine Comedy (in English)

ITAS 274 Women in Love: Portraits of Female Desire in Italian Culture

ITAS 275/ME/R 224 Between Transcendence and Transgression: Desire from Dante to Milton

ITAS 316 Dreams of Eden: Gardens in Medieval and Renaissance Italian Literature and Art

MUS 200 Topics in Music History I

MUS 224/REL 224 Hildegard of Bingen

PHIL 200 Philosophy and Witchcraft

PHIL 220 Philosophy of Literature

PHIL 221 History of Modern Philosophy

PHIL 300 Seminar: Philosopher Misfits, Philosopher Queens

REL 109 Religions of the Silk Road

REL 216 Saints and Sinners: Christianity to 1600

REL 224/MUS 224 Hildegard of Bingen

REL 226 The Virgin Mary

REL 260 Islamic/Ate Civilizations

REL 261 Cities in the Islamic World

REL 262 The Formation of the Islamic Tradition

REL 364 Seminar: Sufism: Islamic Mysticism

SPAN 252 Christians, Jews, and Moslems: The Spirit of Spain in Its Literature

SPAN 300 Seminar: Honor, Monarchy, and Religion in Golden Age Drama

SPAN 302 Cervantes

SPAN 307 Seminar: The Clothed and the Naked in Colonial Latin America

SPAN 308 Masculinities in Medieval and Golden Age Spanish Literature

SPAN 318 Seminar: Love and Desire in Spain’s Early Literature

SPAN 325 Seminar: Candid Cuisine: Food in Latin American Literature and Culture

WRIT 141 Love Manuals: Medieval and Modern

WRIT 144 The Making of the Modern Self: Writing and Identity from the Middle Ages to the Present

WRIT 148 Sex in the Middle Ages

WRIT 167 Saints and Sinners in the Middle Ages

WRIT 187 From Miracles to Mesmerism: The Cultural History of the Scientific Revolution

Medieval/Renaissance Studies Minor

Requirements for the Medieval/Renaissance Studies Minor

For a Medieval/Renaissance Studies minor, students must take at least five units of credit work from the preceding and following course listings. Of these, at least one must be at the 300 level and no more than one may be at the 100 level.

MER - Medieval Renaissance Courses

ME/R 224 - Conquest, Resistance and Syncretism: The Forging of México (1.0)

Early-Modern México represents a unique case of cultural syncretism forged by the confrontation of distinctively different cultures, religious beliefs, economics, science and social structures. It is impossible to understand the “conquest” of the Americas without awareness of both European Medieval/Renaissance world views and equivalent constructions of the “vanquished” during the same historical periods. The core of the course will focus on site-specific experiences of the art, literature and religion resulting from the encounters of the European and the native peoples in central México. Readings, video screening and lectures will be offered before departure. At the end of the trip, we will reflect on how syncretic cosmologies evolved in the 16th century and how they continue to inform the realities of México and other Latin American nations that retain significant indigenous populations.

Instructor: Vega (Spanish)

Distribution: LL

Term(s): Not Offered

ME/R 275 - Between Transcendence and Transgression: Desire from Dante to Milton (1.0)

This course takes as its focus the discourses of desire informing some of the major works of English and Italian literature from the Middle Ages to the seventeenth century. Through an exploration of the themes of transcendence and transgression in Dante, Petrarch, Boccaccio, Chaucer, Shakespeare, Ariosto, and Milton, students will analyze the dynamics of desire (whether sexual, psychological, or textual) that open up exciting vistas on the tensions between human and divine love, excess and control, lack and fulfillment, suffering and joy. The roles of transcendence and transgression will also be considered in the relationship each author entertains with his or her literary models and predecessors to see how desire shapes a dialogue across geographical and temporal boundaries.

Prerequisite: None.

Cross-Listed as: ITAS 275

Distribution: LL

Term(s): Not Offered

ME/R 350 - Research or Individual Study (1.0)

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

Distribution: None

Term(s): Fall; Spring

ME/R 360 - Senior Thesis Research (1.0)

Prerequisite: MER 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

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

ME/R 370 - Senior Thesis (1.0)

Prerequisite: MER 360 and permission of the department.

Distribution: None

Term(s): Fall; Spring

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

AN INTERDEPARTMENTAL MAJOR AND MINOR

Middle Eastern Studies Faculty Profiles

The major in Middle Eastern Studies offers an interdisciplinary course of study of the languages, literatures, histories, religions, arts, social and political institutions, and cultural patterns of the region known as the Middle East. Study of Middle Eastern communities living in diaspora may also be counted toward the major.

The Middle Eastern Studies program offers both a major and a minor.

Middle Eastern Studies Major

Goals for the Middle Eastern Studies Major

- Introduce students to the histories, ecologies, social, political and cultural systems, and religious traditions and communities of the Middle East and North Africa
- Provide the necessary linguistic skills and methodological tools to pursue advanced and more specialized study
- Provide depth of study in a particular subfield or area (examples include modern Arabic literature; art and architecture of the Middle East; literature and film; Islamic studies; history of religion in the Middle East; the Middle East in the twentieth century; North African studies; Iranian studies; women and gender in the Middle East)
- Refine the skills required in each of the contributing departments (Anthropology, Art, History, Political Science, Religion, Women’s and Gender Studies), including:
  - The abilities to formulate and test ideas and hypotheses
  - Adduce and evaluate evidence of various kinds
  - Identify, summarize, and criticize arguments in primary and secondary textual and other materials
- Write with clarity and precision

Requirements for the Middle Eastern Studies Major

The major in Middle Eastern Studies requires nine units. Students must demonstrate proficiency in Arabic (equivalent to at least two semesters at the second-year level). No credit toward the major is given for the first year of language study. Exceptionally, another Middle Eastern language (for example, Persian, Turkish, Hebrew) may be substituted for Arabic. The substitution of a language other than Arabic for the major requires the approval of the advisory committee. A student who wishes to substitute a language other than Arabic should consult her advisor and, with her advisor’s approval, submit a written request to the director. If the request is approved, one year of Arabic study will still be required for the major in almost all cases. For students who are exempt from the language requirement, nine units are still necessary for the completion of the major. Students are required to concentrate in some area or aspect of Middle Eastern Studies (for example, Arabic language and literature; religion; the pre-modern Middle East; the modern Middle East; political science; women and gender) by taking four courses above the 100 level, including at least two at the 300 level, one of which must normally be a seminar. As long as they have secured the program’s approval, students may apply two courses taken away from Wellesley to the major. In exceptional cases, students who wish to count an additional course taken away from Wellesley to their majors may, after consultation with their advisors, submit a request for approval to the director. For the minor, only one course taken away from Wellesley may be counted.

Majors devise their own programs of study in consultation with an appropriate faculty member from the student’s area of concentration.

In addition to Wellesley courses, students are encouraged to take relevant courses at Brandeis University, Olin College, and MIT. These courses must be approved toward the major, in advance, by the corresponding department at Wellesley.

Honors in Middle Eastern Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the Advisory Committee may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions. A student who wishes to be admitted to the honors program should discuss her plans with her advisor well before the application is due, and should normally have completed at least two courses within the discipline or department of the advisor.

Courses for Credit Toward the Middle Eastern Studies Major and Minor

- ARTH 202 Byzantine Art and Architecture
- ARTH 203 Iraq’s Antiquities, Then and Now
- ARTH 215 The Medi-terranea(n)s
- ARTH 241 Egyptian Art and Archaeology
- ARTH 247 Islamic Art and Architecture, 650-1500
- ARTH 344 Seminar: Topics in Islamic Art
- CLCV 240/REL 240 Romans, Jews, and Christians in the Roman Empire
- HEBR 201 Intermediate Hebrew
- HEBR 202 Intermediate Hebrew
- HIST 115Y First-Year Seminar: Routes of Exile: Jews and Muslims
- HIST 219 Jews of Spain and the Lands of Islam
- HIST 284 The Middle East in Modern History
- HIST 290 Morocco: History and Culture (Wintersession in Morocco)
- HIST 293 Changing Gender Constructions in the Modern Middle East
- HIST 396 Seminar: Port Cities of the Indian Ocean in Historical Perspective
- POL 217 Politics of the Middle East and North Africa
- POL 301 Gender, Islam, and Politics
- POL 358-01-S Seminar: Political Conflict in the Middle East
- POL 346 Islamist Political Thought in Comparative Perspective
- REL 104 Study of the Hebrew Bible/Old Testament
- REL 105 Study of the New Testament

REL 240/CLCV 240 Romans, Jews, and Christians in the Roman Empire
REL 243 Women in the Biblical World
REL 244 Jerusalem: The Holy City
REL 260 Islamic/ate Civilizations
REL 261 Cities in the Islamic World
REL 262 The Formation of the Islamic Tradition
REL 263 Islam in the Modern World
REL 267/MES 267 Muslim Ethics
REL 269 Religion and Culture in Iran
REL 270 Religions of the Silk Road
REL 307 Seminar: Gods, Politics, and the Body in the Ancient Near East
REL 330 Seminar: Religion and Violence
REL 342 Seminar: Archaeology of the Biblical World
REL 361 Seminar: Studying Islam and the Middle East
REL 364 Seminar: Sufism: Islamic Mysticism
REL 367 Seminar: Muslim Travelers
REL 368 Seminar: Topics in the Study of Islam and Islamic History [2014-15]
SPAN 252 Christians, Jews, and Moslems: The Spirit of Spain in Its Literature
WGST 299 Sexuality in the Muslim and Arab Worlds
WGST 317 Seminar: Theories of Sexuality: Queer Theory
REL 330, SPAN 252, WGST 317: require the permission of the director and the instructor if the course is to be counted for Middle Eastern studies.

Middle Eastern Studies Minor

Requirements for the Middle Eastern Studies Minor

A minor in Middle Eastern Studies consists of five units, of which at least one should be at the 300 level (excluding MES 350). Units must be taken in at least two departments; only one course at the 100 level can be counted toward the minor. Second-year Arabic may be counted toward the minor. All courses for the minor must be taken at Wellesley.

ARAB - Arabic Courses

ARAB 101 - Elementary Arabic (1.0)

An introduction to the Arabic language. The course takes a comprehensive approach to language learning and emphasizes the four skills of listening, speaking, reading, and writing. Students are introduced to the principles of grammar, taught how to read and write in the Arabic alphabet, and trained in the basics of everyday conversation. Through the use of a variety of written, video, and audio materials, as well as other resources made available through the Web, the course emphasizes authentic materials and stresses the active participation of students in the learning process.

Instructor: Zitnick
the course also introduces students to a variety of
the study of the Arabic language. While continuing to
takes students to a deeper and more complex level in
prepare them for advanced-level Arabic.
and to gain the necessary communicative skills to
Students will be trained to work with longer texts
challenging texts, including extracts from newspaper
satisfactorily to receive credit for either course.

**ARAB 101 - Elementary Arabic (1.0)**

An introduction to the Arabic language. The course
takes a comprehensive approach to language
learning and emphasizes the four skills of listening,
speaking, reading, and writing. Students are
introduced to the principles of grammar, taught how
to read and write in the Arabic alphabet, and trained
in the basics of everyday conversation. Through the
use of a variety of written, video, and audio
materials and stresses the active participation of
students in the learning process.

Instructor: Zitnick
Prerequisite: None
Distribution: None
Term(s): Fall

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

**ARAB 201 - Intermediate Arabic (1.0)**

A continuation of ARAB 101-ARAB 102. The course
takes students to a deeper and more complex level in
the study of the Arabic language. While continuing to
emphasize the organizing principles of the language,
the course also introduces students to a variety of
challenging texts, including extracts from newspaper
articles, as well as literary and religious materials.
Students will be trained to work with longer texts
and to gain the necessary communicative skills to
prepare them for advanced-level Arabic.

Instructor: Aadnani
Prerequisite: ARAB 101, ARAB 102, or permission of the
instructor.
Distribution: None
Term(s): Fall

Each semester of ARAB 201 and ARAB 202 earns 1.0
unit of credit; however, both semesters must be
completed satisfactorily to receive credit for either course.

**ARAB 202 - Intermediate Arabic (1.0)**

A continuation of ARAB 201. The course takes
students to a deeper and more complex level in
the study of the Arabic language. While continuing to
emphasize the organizing principles of the language,
the course also introduces students to a variety of
challenging texts, including extracts from newspaper
articles, as well as literary and religious materials.
Students will be trained to work with longer texts
and to gain the necessary communicative skills to
prepare them for advanced-level Arabic.

Instructor: Aadnani
Prerequisite: ARAB 101, ARAB 102, ARAB 201, or permission of the
instructor.
Distribution: LL
Term(s): Spring

Each semester of ARAB 201 and ARAB 202 earns 1.0
unit of credit; however, both semesters must be
completed satisfactorily to receive credit for either course.

**ARAB 210 - Introduction to Arabic Literature in Translation (in English) (1.0)**

Exploration of some highly influential works of literature translated from Arabic. Students will have
a chance to delve into literary works composed by
authors from a large geographical area, extending from
Morocco to the Middle East, from the turn of
the nineteenth century to the present day. Our study
of modern and contemporary Arabic literature will
focus on a number of recurring themes, such as
cultural and national identity, colonialism, religion,
gender relations, and class conflict. Authors to be
discussed include Naguib Mahfouz, Abdelrahman
Munif, Ahmad Musteghanemi, Leila Abouzeid, Tahir
Wattar, Mohanmed Zaafar, and Yusuf Idris.

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

**ARAB 250 - Research or Individual Study (1.0)**

Prerequisite: ARAB 201-ARAB 202 or equivalent and permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**ARAB 250H - Research or Individual Study (0.5)**

Prerequisite: ARAB 201-ARAB 202 or equivalent and permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**ARAB 301 - Advanced Arabic I (1.0)**

Continuation of ARAB 201-ARAB 202. Involving
further development of students’ skills in listening,
speaking, reading, and writing, this course exposes
students to a variety of authentic Arabic materials,
including print and online sources, incorporating
MSA and diglossia. Focus on enhanced
communication skills in Arabic and attention to the
use of language in its sociocultural context.
Appropriate for students who have completed ARAB 201-ARAB 202 at Wellesley or the equivalent in
summer courses or international study programs.

Instructor: Zitnick
Prerequisite: ARAB 201-ARAB 202 or permission of the instructor.
Distribution: LL
Term(s): Fall

**ARAB 302 - Advanced Arabic II (1.0)**

Continuation of ARAB 301. Further development of
all linguistic skills with special attention to reading,
writing, and discussion. The course also introduces
students to modern Arabic literature. Focus on
enhanced communication skills in Arabic and
attention to the use of language in its sociocultural
context. Appropriate for students who have
completed ARAB 301 at Wellesley or the equivalent in
summer courses or international study programs.

Instructor: Zitnick
Prerequisite: ARAB 301 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

**ARAB 307 - Readings in Classical Arabic Literature (1.0)**

Close readings and study of selected prose and verse
from the rich repertoire of Classical Arabic literature.
Readings will be selected in part in response to the
interests of students enrolled in the course, but
likely to include some of the following: readings from
sacred texts and the traditional scholarly traditions,
mystical and philosophical writings, historiographical and geographical writings,
collections of stories, travelers’ accounts, letters and
diaries, and various kinds of poetry. All readings will
be in Arabic, with discussion and written
assignments mostly in English.

Instructor: Marlow

**ARAB 310 - Resistance and Dissent in North Africa and the Middle East (1.0)**

An exploration of themes of resistance and dissent in
the literatures and cultures of North Africa and the
Middle East since the early 1960s. Topics include the
rise of democratic movements, such as political
parties, associations, and NGOs; the role and
importance of Islam to the identity of contemporary
nation-states in the region; the status of women and
minorities in the ideologies of the movements under
study; and the status and implications of dissent.
Materials studied include works of fiction and
nonfiction, films, speeches, song lyrics, and online
publications.

Instructor: Aadnani
Prerequisite: Open to students who have taken at least
one course in Middle Eastern studies, and to juniors and
seniors by permission of the instructor.
Cross-Listed as: MES 310
Distribution: LL; SBA
Term(s): Spring

**ARAB 350 - Research or Individual Study (1.0)**

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

**ARAB 350H - Research or Individual Study (0.5)**

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

**ARAB 368 - Writing Islamic History (1.0)**

How did the major Muslim historians of the pre-
modern period think about the past and its
relationship to the present? What genres of historical
writing did they develop, what topics and themes did
they address, who were their audiences, and how did
they shape and reflect the mentalities of their times?
This seminar explores the writing of history in
Arabic, Persian and Turkish, with readings and
analysis of historical accounts in English translation.
Students who wish to take this course for credit in
Arabic should have taken ARAB 202 or the
equivalent and should enroll in ARAB 368. For these students, assignments
will be in Arabic according to their levels of
proficiency, and an additional weekly meeting will be
held.

**ARAB 370 - Resistance and Dissent in North Africa and the Middle East (1.0)**

An exploration of themes of resistance and dissent in
the literatures and cultures of North Africa and the
Middle East since the early 1960s. Topics include the
rise of democratic movements, such as political
parties, associations, and NGOs; the role and
importance of Islam to the identity of contemporary
nation-states in the region; the status of women and
minorities in the ideologies of the movements under
study; and the status and implications of dissent.
Materials studied include works of fiction and
nonfiction, films, speeches, song lyrics, and online
publications.

Instructor: Aadnani
Prerequisite: Open to students who have taken at least
one course in Middle Eastern studies, and to juniors and
seniors by permission of the instructor.
Cross-Listed as: MES 310
Distribution: LL; SBA
Term(s): Spring

**ARAB 370H - Research or Individual Study (0.5)**

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

**MES - Middle Eastern Studies Courses**

**MES 250 - Research or Individual Study (1.0)**

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

**MES 250H - Research or Individual Study (0.5)**

Prerequisite: Permission of the instructor.
Distribution: None
MES 260 - Religion and Culture in Muslim Societies (1.0)

Historical survey of Muslim-majority societies and the diverse cultural forms produced within them from the seventh century to the beginnings of the modern period. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice.

Instructor: Marlow (Religion)
Prerequisite: None
Cross-Listed as: REL 260
Distribution: REP; HIS
Term(s): Fall; Spring

MES 267 - Muslim Ethics (1.0)

How have Muslims, over the course of a millennium and a half and in strikingly different environments and circumstances, conceived of human nature, moral conduct and responsibility, and the good life; and how have they formulated, debated and applied ethical principles? This course explores these questions with reference to the rich materials that have informed the religious cultures of Muslim communities, including the sacred sources of the Qur'an and the Prophet's example, the reception, interpretation and development of late antique moral philosophies and wisdom literatures, the evolving corpora of legal and theological scholarship, and the elaboration of nationally based ethical systems. Issues are likely to include charity, the environment, gender, dispute resolution, violence and non-violence.

Instructor: Marlow
Prerequisite: None
Cross-Listed as: REL 267
Distribution: REP
Term(s): Not Offered
This course may be taken as REL 267/MES 267 or, with additional assignments, REL 347/MES 347.

MES 270 - Morocco: Language and Culture (0.5)

This course is a fast paced experiential introduction to the rich cultural and literary history of Morocco. In addition to language classes in Classical Arabic and Moroccan Arabic, students will get a basic introduction to the Amazigh language and its alphabet in order to enable them to read street signs and decipher some of the graffiti art. Students will also attend lectures given by at least a dozen scholars on topics such as: linguistic diversity and national identity, postcolonial literature, gender and women issues, Moroccan Jewish heritage and history, Amazigh activism, and the complexities of contemporary schools of thought within Islam. Students will also have a chance to travel to southern and central Morocco in order to put the texts they are reading in context and engage with local scholars in small discussion seminars.

Instructor: Aadnani
Prerequisite: Three semesters of Arabic or permission of the instructor
Distribution: LL
Term(s): Not Offered
Not offered every year. Subject to Provost's Office approval.

MES 310 - Resistance and Dissent in North Africa and the Middle East (in English) (1.0)

An exploration of themes of resistance and dissent in the literatures and cultures of North Africa and the Middle East since the early 1980s. Topics include the rise of democratic movements, such as political parties, associations, and NGOs; the role and importance of Islam to the identity of contemporary nation-states in the region; the status of women and minorities in the ideologies of the movements under study; and the status and implications of dissent. Materials studied include works of fiction and nonfiction, films, speeches, song lyrics, and online publications.

Instructor: Aadnani
Prerequisite: Open to students who have taken at least one course in Middle Eastern studies, and to juniors and seniors by permission of the instructor.
Cross-Listed as: ARAB 310
Distribution: LL; SBA
Term(s): Not Offered
MES 310 is taught in English. Students who wish to take the course for credit in Advanced Arabic should enroll in ARAB 310. For these students, assignments will be in Arabic according to their levels of proficiency, and an additional weekly meeting will be held.

MES 347 - Muslim Ethics (1.0)

How have Muslims, over the course of a millennium and a half and in strikingly different environments and circumstances, conceived of human nature, moral conduct and responsibility, and the good life; and how have they formulated, debated and applied ethical principles? This course explores these questions with reference to the rich materials that have informed the religious cultures of Muslim communities, including the sacred sources of the Qur'an and the Prophet's example, the reception, interpretation and development of late antique moral philosophies and wisdom literatures, the evolving corpora of legal and theological scholarship, and the elaboration of nationally based ethical systems. Issues are likely to include charity, the environment, gender, dispute resolution, violence and non-violence.

Instructor: Marlow
Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern studies or Religion, and by permission of the instructor.
Cross-Listed as: REL 347
Distribution: REP
Term(s): Not Offered
This course may be taken as REL 267/MES 267 or, with additional assignments, REL 347/MES 347.

MES 350H - Research or Individual Study (0.5)

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

MES 360 - Senior Thesis Research (1.0)

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

MES 361 - Seminar: Studying Islam and the Middle East (1.0)

An exploration of the study and representation of Islam and West Asia/the Middle East in European and American scholarship, literature, arts, and journalism, from the Middle Ages to the present. Topics, studied in historical context, include medieval European images of Islam, translations of sacred texts and literary works, religious polemic, colonial histories and correspondence, Orientalism and post-Orientalism, new and emerging scholarship, the modern press and popular culture. Students will participate in focused discussion of primary sources and works of criticism, including Edward Said's Orientalism, and will undertake individual and group-based research projects.

Instructor: Marlow (Religion)
Prerequisite: Open to juniors and seniors, and sophomores who have taken at least one unit of Middle Eastern studies, or by permission of the instructor.
Cross-Listed as: REL 361
Distribution: REP; HIS
Term(s): Not Offered
MES 360 is taught in English. Students who wish to take the course for credit in Advanced Arabic should enroll in ARAB 360. For these students, assignments will be in Arabic according to their levels of proficiency, and an additional weekly meeting will be held.

MES 370 - Senior Thesis (1.0)

Prerequisite: MES 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
Music Department Faculty Profiles

The Music Department offers both a highly regarded academic program and a wide range of outstanding performance activities, providing an ideal environment for students who seek to combine serious musical study with a traditional liberal arts curriculum. For students who wish to undertake focused exploration of music history, theory, composition, ethnomusicology, or performance practice, our academic curriculum includes programs for a music major or music minor. For those who wish to expand their knowledge of music without making it a central focus of their college education, numerous course offerings require no special background.

Music Major

Goals for the Music Major

The Music Department at Wellesley College offers students a program that integrates performance, research, critical thinking, and the creative process. We strive to enhance students’ knowledge and understanding of diverse musical cultures, and to guide them in applying that understanding to their engagement with music. Recognizing how contemporary innovations in technology and digital media are affecting musical performance and compositional practices in the 21st century, we also provide students with opportunities to study computer music as well as interdisciplinary new media that draw on visual arts and film studies. Music majors study the global and historical contexts, literatures, aesthetics, and critical and practical theories of music. They work closely with the materials of music, becoming fluent in analyzing and interpreting both written and heard music. We require majors to cultivate aural and keyboard fluency as well as to perform in ensembles, and we offer opportunities for independent projects in research, performance, composition, and/or improvisation. Through this critical and applied approach, music majors learn new ways of reading, writing, performing, and thinking about sound.

Requirements for the Music Major

The Music History sequence can be taken in any order. Music 200, 201, and 202 cover the Middle Ages-Baroque, Classical-Romantic, and Music after 1900, respectively, and the topics allow a student to deepen her knowledge of an aspect of each of the three periods.

Western Classical Music

MUS 122 - Harmonic Concepts in Tonal Music
MUS 244 - Introduction to Modal and Tonal Counterpoint
MUS 200 - Topics in Music History I
MUS 201 - Topics in Music History II
MUS 202 - Topics in Music History III
MUS 300 - Music Capstone Major Seminar and/or MUS 301 Calderwood Seminar in Public Writing
MUS 315 - Advanced Harmony

3 electives (one of which may be MUS 100)
250H (0.5 credit) or one year of ensemble participation

The Western Classical Music concentration is concerned with the elements of classical music—performance, theory, history, analysis, and cultural studies. Courses in this concentration focus primarily on Western European and North American musical repertoires. Concentrators in Western Classical Music take the full music theory and history sequence (MUS 122, MUS 244, MUS 315, MUS 200, MUS 201, MUS 202, MUS 300) plus three electives. Students participate in ensembles such as the Choir, the Chamber Singers, the Brandeis-Wellesley Orchestra, the Collegium Musicum, the Guild of Carillonneurs, and the Chamber Music Society.

Jazz and World Music

MUS 122 - Harmonic Concepts in Tonal Music
MUS 209 - A History of Jazz
MUS 220 - Jazz and Popular Music Theory
MUS 222 - Jazz and Popular Music Theory II
MUS 276 - American Popular Music
MUS 298 - Performing Music (Jazz and World Improvisation), Advanced
MUS 300 - Music Capstone Major Seminar and/or MUS 301 Calderwood Seminar in Public Writing
2 electives (one of which may be MUS 100)
250H (0.5 credit) or one year of ensemble participation

Students concentrating on Jazz and World Music take Jazz and Popular Music Theory (MUS 220); Harmonic Concepts in Tonal Music (MUS 122); A History of Jazz (MUS 209); 2 courses among MUS 100, 200, 201, 202, and 218; Performing Music: Jazz and World Improvisation, Advanced (MUS 298); American Popular Music (MUS 276); Music Capstone Major Seminar (MUS 300) and/or Calderwood Seminar in Public Writing (MUS 301) plus two electives. They participate in Jazz and World Music ensembles, such as the Wellesley BlueJazz Big Band, BlueJazz Combos, and Yamalosa.

Digital Media/Experimental Music

MUS 122 - Harmonic Concepts in Tonal Music
MUS 202 - Topics in Music History III
MUS 275 - Introduction to Electronic and Computer Music: History and Practices
MUS 277/377 - Interactive Sound Art with Electronics
CS 111 - Computer Programming and Problem Solving
1 in Cinema and Media Studies (CAMS) and 1 in Media Arts and Sciences (MAS)
MUS 300 - Music Capstone Major Seminar and/or MUS 301 Calderwood Seminar in Public Writing
2 electives (one of which may be MUS 100)
250H (0.5 credit) or one year of ensemble participation

Students concentrating on Digital Media/Experimental Music take Harmonic Concepts in Tonal Music (MUS 122), Topics in Music History III (MUS 202), Introduction to Electronic and Computer Music: History and Practices (MUS 275), Interactive Sound Art with Electronics (MUS 277/377), Computer Programming and Problem Solving (CS 111), Music Capstone Major Seminar (MUS 300) and/or Calderwood Seminar in Public Writing (MUS 301), one course in Cinema and Media Studies; one course in Media Arts and Sciences, and two electives.

Individual Major

A student may elect to design an individual major in consultation with her major advisor.

MUS 100 can be counted toward the Music major. Students who declare a Music major will also be required to participate in their choice of the department’s performance ensembles for at least one academic year (i.e., two semesters). In most cases, courses taken credit/noncredit will not count toward the major. If a student places out of MUS 122 and/or MUS 244, she will need to pursue other Music courses to add up to 10 units.

Students who plan to undertake graduate study in musicology or theory are strongly encouraged to study German, French, or Italian beyond the introductory level, as well as European history, literature, and art. Basic proficiency in one or more European languages will also benefit students who plan to undertake graduate study in ethnomusicology, as will studies in one or more languages relevant to a particular research interest. Music majors develop their musicianship through the acquisition of basic keyboard skills, ear training, private instruction in practical music, and involvement in the various performance ensembles of the department.

Honors in Music

The department offers a choice of three programs for honors, all under the catalog numbers 360/370; honors students normally elect the two units in succession during the senior year. Eligibility for these programs requires a GPA of 3.5 in the major. Under Program I, the honors candidate carries out independent research leading to a written thesis and an oral examination. Under Program II, honors in composition, the 360 and 370 units culminate in a composition of substance and an oral examination on the honors work. The prerequisite for this program is distinguished work in MUS 315. Program III, honors in performance, culminates in a recital, a lecture-demonstration, and an essay on some aspect of performance. The prerequisite for Program III is MUS 344 or MUS 298 in the junior year and evidence of exceptional talent and accomplishment during that year, through public performance. MUS 344 or MUS 298 must then be continued in the senior year, but now as a component of the MUS 360/MUS 370 sequence, and not for separate course credit.

Music Minor

Requirements for the Music Minor

The music minor is a program of at least five units. One unit must come from theory (MUS 100, MUS 122, MUS 220, or MUS 244), and another from history (MUS 200, MUS 201, MUS 202, MUS 209, MUS 210, MUS 224, MUS 230, MUS 235, MUS 275, MUS 276, MUS 300, MUS 301). One of the five units may come from earning one credit through one year of performing music lessons (MUS 198, MUS 199, MUS 298, MUS 299) or by completing two years in an ensemble (MUS 250H). In order to shape a program to suit diverse musical interests, the student minoring in music should plan to select the remaining two or three courses in consultation with her chosen advisor in the process of declaring her minor. Not more than one academic course taken credit/noncredit may be counted toward the minor.
Music minors are encouraged to develop musicianship through the acquisition of basic keyboard skills, and through ear training, private instruction in practical music, and involvement in the various performing organizations of the Music Department.

The Music History sequence can be taken in any order. Music 200, 201, and 202 cover the Middle Ages-Baroque, Classical-Romantic, and Music after 1900, respectively, and the topics allow a student to deepen her knowledge of an aspect of each of the three periods.

Performance

Performing Music Instrument Collection

The music department owns 36 pianos (which include 28 Steinway grands, two Mason and Hamlin grands, and five Boston/Steinway uprights), a Noack practice organ, a practice carillon, a harp, a marimba, a jazz drum kit, and a wide assortment of modern orchestral instruments. In addition, an unusually fine collection of instruments appropriate to early music performance is available for use by students. These include a Dolftech clavichord, a virginal, three harps, a viol, a carillon, an instrument constructed after seventeenth-century German prototypes. Galen Stone Tower contains a Gothic harp, a psaltery, a lute, eight violas da gamba, a Baroque violin, and an assortment of Renaissance and Baroque wind instruments.

Of particular interest is the Charles Benton Fisk meantone organ (completed 1981) in Houghton Memorial Chapel, which is America’s first major instrument constructed after seventeenth-century German prototypes. Galen Stone Tower contains a 32-bell carillon.

Advanced Performance Seminar (MUS 344)

This seminar offers advanced students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and instrumentation, and to receive constructive comments.

Skills Instruction in Music

Group instruction in basic keyboard skills, including keyboard harmony, sight-reading, ear training, and score reading, is provided free to all students enrolled in any music course (including MUS 100 with the instructor’s permission); and if space is available, and to MUS 199 students with the written recommendation of their private instructor. Ensemble sight-reading instruction on a more advanced level is also available for pianists.

Private Instruction in Music

The department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, Baroque violin, fiddle, viola, violoncello, double bass, viola da gamba, flute, Baroque flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, percussion, carillon, and vibraphone; and private jazz instruction in piano, violin, bass, saxophone, flute, trumpet, trombone, percussion, drumset, and voice. We will make every attempt to accommodate students wishing private instruction in instruments not currently taught.

Information concerning auditions and course requirements for noncredit and credit study is given below, under listings for MUS 99, MUS 198, MUS 199, MUS 298, MUS 299, and MUS 344.

If you would like to take private lessons in musical performance, you must place out of MUS 100 or take it during the first year. Students wishing to take lessons for credit must also receive the permission of the instructor via an audition and take a co-requisite of one academic music course for each year of credit lessons. Read more at http://www.wellesley.edu/Music#MTTwdHgF_xtgq299

There is no charge to students enrolled in MUS 198, MUS 199, MUS 298, MUS 299, or MUS 344 who: 1) have demonstrated financial need as determined by the Wellesley College Financial Aid Office; 2) are receiving financial aid from Wellesley College; and 3) are taking the normal length of lessons (45 minutes at the 199 level, one hour at the 299 level). All other students who contract for private music instruction under MUS 199 are charged $1,014 for one half-hour lesson per week throughout both semesters, and may register for 45-minute or hour lessons for an additional charge. A fee of $35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for fortepiano, harpsichord, carillon, and organ is $45.

Music lesson contracts are binding for the entire year. Performing music fees are payable by September 30; no refunds will be made thereafter. Arrangements for lessons are made at the department office during Orientation or the first week of the semester; however, students may also begin private study at the start of the second semester.

Music Theory Placement Evaluation

Students who have previous music theory training are strongly encouraged to take the placement evaluation. Questions include scales, intervals, chords, rhythm, dictation, simple harmonic analysis and, for more advanced student, 4-part writing. MTPE is offered during Orientation.

Academic Credit and Corequisites for MUS 198, MUS 199, MUS 298, and MUS 299 in Music

Credit for performing music at the MUS 198, MUS 199, MUS 298, and MUS 299 levels is granted only for study with the department’s performance faculty, not with outside instructors; the final decision for acceptance is based on the student’s audition. One unit of credit is granted for credit earned (two semesters) of study in either MUS 198, MUS 199, MUS 298, or MUS 299; except by special permission, both semesters must be satisfactorily completed before credit can be counted toward the degree. While music performance courses (MUS 99, MUS 198, MUS 199, MUS 298, MUS 299, MUS 344) may be repeated without limit, no more than four units of credit in these courses may be counted toward the Wellesley degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the department.

An additional music course must be elected as a corequisite for each unit of credit in performing music. MUS 100 can count as the corequisite for the year.

The department’s MUS 198, MUS 199, MUS 298, and MUS 299 offerings are made possible by the Estate of Elsa Graefe Whitney ‘18.

Group Instruction in Music

Group instruction in classical guitar, percussion, viola da gamba, Renaissance wind instruments, and voice is available for a fee of $300 per year.

Performing Organizations in Music

The following organizations, all directed by faculty members, are vital extensions of the academic program of the Department of Music.

The Wellesley College Choir

The College Choir, consisting of approximately 70 singers, has a rich history of dedication to great choral literature and inspiring performances. Endowed funds provide for collaborative concerts with men’s choirs from such institutions as the University of Virginia, University of Pennsylvania, Rutgers, Harvard, and Cornell. The choir regularly commissions and premieres new compositions as well as performs a great variety of repertoire for women’s chorus. In addition to staging local performances of works for choir and orchestra and singing at annual college events throughout the year, the choir tours both nationally and internationally. Auditions are held during Orientation.

The Wellesley College Chamber Singers

A select ensemble of about 20 vocalists, the Chamber Singers perform concerts on and off campus. The Chamber Singers are often invited to perform with local instrumental ensembles, on professional concert series, and as part of choral festivals. Specializing in music for women’s voices, the repertoire ranges from medieval to contemporary literature.

Choral Scholars

As part of the Choral Program, students may audition to join the Choral Scholars. Open to all students and effective for the full academic year, the scholarships are awarded to singers and conductors who have a serious interest in choral music. The recipients will be expected to participate in one or more of the choral ensembles; serve as section leaders and/or assistant conductors; meet weekly as a group for coaching and research; and take voice or conducting lessons. Applications are available at the start of the fall semester.

The Collegium Musicum

The Wellesley College Collegium Musicum specializes in the performance of Western music from the Middle Ages to the early nineteenth century. This ensemble of singers and instrumentalists is open to Wellesley College students, faculty, staff, and members of the local community. The Collegium is also frequently joined by guest artists, who enrich the ensemble for special projects. Members of the Collegium enjoy the use of an extensive collection of historical instruments. Separate consort instruction is available in viola da gamba and Renaissance wind instruments for both beginning and advanced players on a fee basis ($300 for the 2017-18 academic year).

The Brandeis-Wellesley Orchestra

The Orchestra is composed of students, faculty, staff, and associates of Wellesley College and Brandeis University. Observing the high standard of excellence associated with these institutions, the Orchestra is dedicated to bringing inspiring performances of the great orchestral literature—past and present—to a new generation of musicians and audiences. The Orchestra gives four to five concerts a year; one concert features the winners of the annual Concerto Competition, which is open to students taking lessons and participating in department ensembles. Rehearsals are two and one-half hours long and held on Thursday evenings alternating at the Brandeis and Wellesley campuses with one-hour sectional rehearsals at Wellesley on Tuesday evenings on an ad-hoc basis. Membership is based on auditions held at the start of each semester.

The Chamber Music Society

The Chamber Music Society offers an opportunity for small ensembles to explore the chamber music repertoire of the last four centuries. A number of
MUS - Music Courses

MUS 099 - Performing Music (without academic credit) (0)
One half-hour private lesson per week. Students may register for 45-minute or hour-long lessons for an additional fee. May be repeated without limit.
Instructor: Staff
Prerequisite: MUS 100, or exemption by Music Theory Placement Examination; audition required.
Corequisite: MUS 100, or exemption by Music Theory Placement Examination; audition required.
Distribution: None
Term(s): Fall; Spring
For further information, including fees, see Performing Music: Private Instruction in Music. See also MUS 198, MUS 199, MUS 298, MUS 299, and MUS 344.

MUS 099G - Performing Music - Group (without academic credit) (0)
Weekly group lessons in voice, violin and classical guitar.
Instructor: Staff
Prerequisite: MUS 100, or exemption by Music Theory Placement Examination; audition required.
Corequisite: MUS 100, or exemption by Music Theory Placement Examination; audition required.
Distribution: None
Term(s): Fall; Spring
Lessons meet once a week for 10 weeks. Group voice lessons are offered only in the fall. Classical guitar and violin group lessons are offered during fall and spring terms. For further information, including fees, see Performing Music: Private Instruction in Music.

MUS 100 - Musical Literacies (1.0)
This course is designed to provide an immersion in the world of music to improve listening, reading, and general comprehension skills. The focus is on the fundamentals of music (notation, rhythm, melody, scales, chords, and formal plans) and listening examples will be drawn from a wide variety of genres, styles, and cultural traditions. Individual examples will be drawn from a wide variety of musical sources throughout time.
Instructor: Staff
Prerequisite: None
Distribution: ARS
Term(s): Fall; Spring

MUS 100 - Performing Music (for academic credit) (0.50)
One 45-minute lesson per week. Students may take an hour-long lesson for an additional fee. A minimum of six hours of practice per week is expected. MUS 198 incorporates theory and practice of improvisation as well as written repertoire.
Instructor: Staff
Prerequisite: MUS 100 must be completed or exempted by the Music Theory Placement Examination; audition required.
Corequisite: MUS 100 must be completed or exempted by the Music Theory Placement Examination; audition required.
Distribution: ARS
Term(s): Fall; Spring

MUS 199 - Performing Music (Jazz and World Improvisation) Intermediate (0.50)
One 45-minute lesson per week. Students may take an hour-long lesson for an additional fee. A minimum of six hours of practice per week is expected. MUS 198 incorporates theory and practice of improvisation as well as written repertoire.
Instructor: Staff
Prerequisite: MUS 100 must be completed or exempted by the Music Theory Placement Examination; audition required.
Corequisite: MUS 100 must be completed or exempted by the Music Theory Placement Examination; audition required.
Distribution: ARS
Term(s): Fall; Spring

MUS 200 - Topics in Music History I: Music and the Queer Musical Experience (1.0)
This course explores the way music permeated private lives in sixteenth- and seventeenth-century England. With reference to a wide variety of primary sources, including diaries, court records, song texts, and performance practice treatises, we will study the social milieu of music-making in the period from the Tudors to the post-Restoration decades. We will pick up class from musical iconography, studying works of art which depict music-making. Students will learn to play the instruments they see in paintings of the era and they will have the use of instruments from Wellesley’s collection of violins. The course will culminate in a performance with Wellesley’s Collegium Musicum. This course meets twice a week.
Instructor: Fontijn, Jeppesen
Prerequisite: MUS 100
Distribution: ARS
Term(s): Fall; Spring

MUS 201 - Topics in Music History II: The Symphony in the World (1.0)
The Austrian composer, Gustav Mahler, argued that “a symphony must be like the world; it must embrace everything.” This course takes Mahler’s statement as a springboard for examining the rich and varied sounds of the symphony in the Western European classical tradition. Students will build on their skills in music analysis and criticism through close listening to famous symphonies by Haydn, Mozart, Beethoven, Schubert, Brahms, Liszt, Tchaikovsky, and Mahler. We will learn about the cultural, stylistic, and aesthetic nuances of these works from a variety of intellectual standpoints (including feminist theory, queer theory, and sound studies). A highlight of this course will be a field trip to a performance by the Boston Symphony Orchestra. All students are welcome, especially those who can read music. This course meets twice a week.
Instructor: Bhogal
Prerequisite: MUS 100
Distribution: ARS
Term(s): Fall; Spring

MUS 202 - Topics in Music History III: Interactive Sound Art, Electronics, and Multi-Media Performance (1.0)
This course will provide students with an overview of 20th century experimental musical practices, with an emphasis on interactivity, multi-media performance (including contemporary opera, installation work, and music for dance and theater),
MUS 209 - A History of Jazz (1.0)
The influence of jazz on music in the twentieth century and beyond has been so profound that it has gone from being a feared public scourge to "America's Classical Music." Ever since its origins among African Americans in the 1910s, jazz has challenged distinctions between "art" and "popular," at times even playing a key role in social protest. Today, it is an internationally respected art form that is revered by musicians as varied as hip-hop artists and classical composers. This course will cover the history of jazz through critically engaging with recorded performances, source readings and popular reception, and evidence of its broader influence in popular culture. We will also learn about jazz's role in international music scenes, including approaches from Europe, Asia, and throughout the African Diaspora.
Instructor: Goldschmidt
Prerequisite: None
Distribution: ARS; HS
Term(s): Spring

MUS 210 - Music and the Global Metropolis (1.0)
Metropolises bring together diverse groups of people in concentrated locations all over the world. Along with heightened crime and poverty, they are also home to an astounding variety of cultural innovations. This course is an exploration of disparate musical cultures in major metropolises of the world. Throughout the semester, we will study major cities, the major musical developments to come from them, and the cultural conflicts and celebrations that emerge in contemporary urban life. In addition to local styles, we will discuss such global styles as hip-hop, pop, punk, pop, dancehall, rock, roots music, "world music," and electronic dance music, and how they relate to the urban environments where they were developed and where they continue to thrive.
Instructor: Goldschmidt
Prerequisite: None
Distribution: ARS
Term(s): Spring

MUS 219 - Christian Ritual and the Sacred Arts (1.0)
A study of the major forms of Christian ritual, their expression in art, architecture, music, and literature, and the methods used in interpreting them in contemporary scholarship. Ritual is a common and widely shared aspect of Christianity. It is also a remarkably complex form of religious expression that integrates language, tone, gesture, image, and design. We will examine Christianity's principal rituals from their beginnings to today's conflicts over worship, including baptism (initiation), eucharist (communion), monastic prayer, Reformation-era litanies, sacred song, revivalism, and ritual in social media. As a special feature, we will study specific sites from various historical periods in order to learn about the art, architecture, and music that articulated these ritual forms. We will interpret these materials using current theoretical models from the emerging field of Ritual Studies.
Instructor: Marini (Religion)
Prerequisite: None
Cross-Listed as: REL 219
Distribution: ARS; REP
Term(s): Fall

MUS 220 - Jazz and Popular Music Theory (1.0)
This course is based on an immersion approach, exploring the language of jazz and contemporary music, and fostering a close connection between theory and practice. Learn the basics: scales and modes, chords, forms, rhythmic structures, and jazz styles. You will learn how to listen to jazz and contemporary music, and define and describe what you hear. You will practice improvisation techniques in class. Ear training is a key component: sing bass lines and jazz solos, and practicing harmonic dictation, learning to "hear the changes." We explore the fundamentals of jazz and popular music harmony, including tone analysis, the II-V progression, secondary dominants, reharmonization, and jazz piano voicings. We also put these concepts into practice, completing jazz compositions and transcriptions and using music software to publish assignments.
Instructor: Miler
Prerequisite: MUS 100 taken or exempted by the Music Theory Placement Evaluation.
Distribution: ARS
Term(s): Fall

MUS 222 - Music, Gender, and Sexuality (1.0)
This course offers the opportunity to identify from a historical perspective the human passion for music, circumscribed by femininity, masculinity, sexual orientation, race, politics, economics, and identity. Class discussions prompted by listening, video, reading, and writing assignments probe the nature of a variety of musical cultures in which biological destiny audibly intersects with gender paradigms. Students acquire tools with which to consider music as an ideal site for a fuller expression of humanity that transcends boundaries.
Instructor: Fontijn
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

MUS 224 - Hildegard of Bingen (1.0)
This interdisciplinary course will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her popular music today.
Instructor: Fontijn, Eijken (Religion)
Prerequisite: None
Cross-Listed as: REL 224
Distribution: ARS; REP
Term(s): Spring

MUS 225 - Topics in World Music (1.0)
Instructor: Goldschmidt
Prerequisite: Also offered at the 300-level as MUS 325; Music majors must elect this course as MUS 325.
Distribution: ARS
Term(s): Not Offered

MUS 230 - Opera: Its History, Music, and Drama (1.0)
This course offers a comprehensive chronological survey of the history and evolution of opera, from 1600 to the present. Lectures will examine historical background, the subgenres of operatic literature (opera seria, opera buffa, music drama), and complete operas by major composers representing a number of periods and styles (including Monteverdi, Mozart, Verdi, and Berg). We will also study librettos, relevant novels, and other source materials in order to establish connections between musical structure and dramatic expression. Two class meetings, with additional sessions required for viewing operas in their entirety.
Instructor: Bhogal
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

MUS 235 - Topics in Instrumental Music (1.0)
Instructor: Bhogal
Prerequisite: MUS 100 or exemption by the Music Theory Placement Evaluation, or permission of the instructor
Distribution: ARS
Term(s): Not Offered

MUS 240 - Opera Workshop (1.0)
This course is appropriate for singers currently enrolled in voice lessons who wish to gain expertise in dramatic musical performance—i.e., the techniques that aid singing actors in the presentation of operatic repertory. All students will receive extensive musical and dramatic coaching, and will have the opportunity to perform a scene or aria in an informal presentation. Emphasis will be placed on researching of roles, character development, and actions appropriate to musical style, and the interaction of text, music, and movement. Students are expected to study and rehearse individually and with other participants outside of class sessions.
Instructor: Matthews
Prerequisite: Corequisite: MUS 199 in voice, with permission of MUS 199 instructor.
Distribution: ARS
Term(s): Spring

MUS 244 - Tonal Counterpoint and Harmony (1.0)
A continuation of MUS 122, this course offers an introduction to sixteenth-century species-modal counterpoint and eighteenth-century tonal counterpoint, with an emphasis on its relationship to the harmony and melodic figuring of the seventeenth through nineteenth centuries. Students will complete a variety of compositional and analytic exercises in the style of Palestrina and Bach, and will also learn the history of Western counterpoint as articulated in the treatises of Zarlino, Gallei, Fux, Cherubini, and others. A keyboard lab offers practice in playing assigned counterpoint exercises, cadence progressions, and figured bass in keyboard style.
Instructor: Latham
Prerequisite: MUS 122
Distribution: ARS
Term(s): Spring

MUS 245 - Doing Ethnomusicology: Critical Music Studies "Out in the Field" (1.0)
This course has three primary aims: (1) to give students the experience of doing ethnographic research in a local community; (2) to introduce key concepts pertaining to the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork as participant/observers; taking scratch notes and
writing up field journals; recording and transcribing interviews; and doing library and online research. Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper (8-10 pages) based on the student’s research. Instructor: Goldschmidt Prerequisite: None Cross-Listed as: ANTH 235 Distribution: ARS Term(s): Fall

MUS 250H - Performing Ensembles for Credit (0.5)
This course is open to qualified students by permission of the individual ensemble director. One-half unit of credit is granted for a full year (two consecutive semesters) of participation in any one of the department-sponsored ensembles, provided that the corequisite is successfully completed. A maximum of two units of credit toward the degree can be accumulated through 0.5 courses. Of the 32 units required for graduation, no more than four units in performing ensembles may be counted toward the degree; thus students taking music lessons for credit during all four years at Wellesley cannot also receive degree credit via MUS 250H. Corequisite: One academic music course per 0.5 credit earned. Distribution: None Term(s): Fall; Spring

MUS 250H - Performing Ensembles for Credit (0.5)
No credit will be given for this course unless both semesters are completed satisfactorily. MUS 250H is graded on a credit/noncredit basis.

MUS 275 - Introduction to Electronic and Computer Music: History and Practices (1.0)
An overview of the fundamental concepts, techniques, and literature of electronic and computer music. Topics include analog and digital electronic instruments, MIDI programming, sound-synthesis techniques, live processing, and the history of electronic music. Students will compose two original pieces (one fixed and one live), and will learn the basics of Logic Pro, Max 7, and Ableton Live. Instructor: J. Johnson Prerequisite: None Distribution: ARS Term(s): Fall

MUS 276 - American Popular Music (1.0)
"Popular music" denotes a variety of idioms—including R&B, rock, soul, funk, and hip-hop—linked to the youth culture and social movements that developed in the United States after World War II. With a foundation in African American genres (especially blues and gospel), popular music has also absorbed strong influences from rural white Protestant communities, Latin America, and Europe, and its sounds are indelibly linked to twentieth-century technologies (the electric guitar, multitrack recording, turntables). With an emphasis on the 1940s to the 1970s, our historical survey of American popular music will bring us from the 1800s to the present day. Using close listening as a starting point, we will learn how to decode sounds to reveal their complex social histories as we assess popular music’s role in America’s tumultuous twentieth century. Instructor: J. Johnson Prerequisite: None Distribution: ARS Term(s): Fall

MUS 288 - Song and Song-writing (1.0)
We will examine a wide range of American songs from the point of view of composers, lyricists, performers, and critics. The course will be divided into sections, each of which will focus on an important American songwriter or idiom: George and Ira Gershwin, Bob Dylan, Joni Mitchell, protest songs, blues, Broadway, the American songbook, etc. In each section of the course we will consider relationships between words and music, the stakes in different ways of performing the same song, and how to write lyrics and music in a particular idiom. Assignments in each unit will include a range of options. Students will be able to focus on songwriting, performing, or critical writing. Instructor: Brody, Rosenwald Prerequisite: No prerequisites. Students with a background in literature or music composition or performance will find the course accessible to non-specialists, students will be encouraged to participate. Cross-Listed as: ENG 288 Distribution: LI; ARS Term(s): Fall

MUS 299 - Performing Music (Advanced, with Improvisation) Advanced (0.50)
A one-hour private lesson per week. Students who have completed at least one year of MUS 198 are eligible for promotion to MUS 298. Up to two units of MUS 298 can be counted toward the major. MUS 298 incorporates theory and practice of jazz improvisation as well as written repertoire. Instructor: Staff Prerequisite: MUS 198 or permission of the instructor. Distribution: ARS Term(s): Fall; Spring

MUS 299 - Performing Music (Advanced, with Improvisation) Advanced (0.50)
Each semester of MUS 298 earns one-half unit of credit; however, both fall and spring semesters must be completed satisfactorily to receive credit for either course. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also MUS 99, MUS 199, and MUS 344. Mandatory credit/noncredit.

MUS 300-01 S - Music Capstone Major Seminar (1.0)
Topic for 2017-18: Brazilian Music and the Politics of Culture
From the dawn of the 20th century, Brazil has promoted itself to the world as a particularly musical country. In addition to samba, the country is the birthplace of many well-loved genres including choro, bossa nova, and baile funk. Brazilian popular song is considered by many to be a literary genre where songwriters such as Vinicius de Moraes and Arlindo Antunes describe themselves as poets with their lyrics as major topics of study by scholars of Portuguese literature. In this course, we will uncover the historical and cultural origins of many of the major musical developments in Brazil and explore how they express polemics around citizenship, social activism, and cosmopolitanism. Students familiar with Portuguese will have the option of additional, focused study of Portuguese lyrics and will be required to compose their writing assignments in Portuguese.

Instructor: Goldschmidt Prerequisite: None. Students with prior experience with World Music, Portuguese, or Latin American Studies courses are especially encouraged to register. Cross-Listed as: PORT 300 Distribution: ARS Term(s): Spring

MUS 301 - Calderwood Seminar in Public Writing: Music in Public (1.0)
This course will challenge students to think critically about music, and writing about music, in the public sphere. We will explore the relationship between our specialized knowledge as music students and our experiences as day-to-day consumers of music. The core material of the course will be a series of writing and editing exercises for an imagined audience of non-specialists. We will address diverse issues, for example, how to write about the experience of unique, live performances or how to assess music as a kind of social activism. By translating the technical vocabulary of academic music into a language accessible to non-specialists, students will be challenged to hear and think musically in new and unanticipated ways.

Instructor: Brody Prerequisite: MUS 122 or MUS 220 Distribution: ARS Term(s): Not Offered

MUS 308 - Conducting (1.0)
The study of conducting is a synthesis of all skills important to a musician’s craft, and the art of communicating a specific musical vision to bring a composer’s written intentions to life. The physical gestures are expressive of a full understanding of both the score and the instruments and/or voices performing the work. This course is a study of the techniques that transform written music into sound, including score preparation and reading, baton technique, and rehearsal methods. Development of aural and interpretive ability as well as leadership skills are explored in the process. Students will have the opportunity to take their skills outside the classroom and conduct one of the College’s musical ensembles as part of their work in the course.

Instructor: Graham Prerequisite: Permission of the instructor.
MUS 315 - Advanced Harmony (1.0)
A study of chromatic harmony including modulation, mode mixture, variation, and development procedures such as harmonic and chromatic sequences, and the relationship between harmony and tonal form. Students will be introduced to basic Schenkerian terminology and modes of analysis. As a final project, students will present a notebook of excerpts, compiled from the classical literature, exemplifying each of the topics presented in class.
Instructor: Tang
Prerequisite: MUS 244 and MUS 201.
Distribution: ARS
Term(s): Fall

MUS 322 - Music, Gender, and Sexuality (1.0)
Music, Gender, and Sexuality offers the opportunity to identify from a historical perspective the human passion for music, circumscribed by femininity, masculinity, sexual orientation, race, politics, economics, and identity. Class discussions prompted by listening, video, reading, and writing assignments probe the nature of a variety of musical cultures in which biological destiny audibly intersects with gender paradigms. Students acquire tools with which to consider music as an ideal site for a fuller expression of humanity that transcends boundaries.
Instructor: Fontijn
Prerequisite: Permission of the instructor.
Distribution: ARS
Term(s): Not Offered
This course meets together with MUS 222 for classes; assignments for MUS 322 students require score-reading and musical analysis.

MUS 325 - Topics in World Music (1.0)
Instructor: Goldschmidt
Prerequisite: Also offered at the 200 level as MUS 225; MUS 325 is the course designation for Music majors.
Distribution: ARS
Term(s): Not Offered
This course may be taken as MUS 225 or, with additional assignments, MUS 325.

MUS 335 - Topics in Instrumental Music (1.0)
Instructor: Bhogal
Prerequisite: MUS 122 and MUS 201, or by permission of the instructor.
Distribution: ARS
Term(s): Not Offered

MUS 336 - From Mark to Sound, From Sound to Mark: Music, Drawing, and Architecture (1.0)
This advanced, project-based course is aimed at students able to work independently in one of two broad categories of contemporary art-making: Drawing (including visual art, new media art, architecture, sculpture, and/or art theory) and Sound (composition, performance, analog or digital sound production, and/or sound studies). Together we will explore elements such as rhythm, line, space, and composition from the perspectives of sound studies and drawing, focusing in particular on the graphic mark. Students will interact with several visiting artists, and will visit working artists in their studios and observe relevant art installations and performances. Students will develop semester-long studio projects, which will be supplemented by discussions, critiques, and readings.
Instructor: Johnson and Rivera
Prerequisite: None
Cross-Listed as: ARTS 336

MUS 344 - Advanced Performance Seminar (1.0)
Music 344 offers an exciting opportunity for accomplished performing music students to develop their artistry and performance skills on a high level. Qualified students participate in this weekly performance class in addition to their weekly one-hour lessons with their private instructors, and develop their abilities by performing frequently in class and receiving constructive feedback. Students also grow as musicians by listening to other students perform, by being exposed to the broad range of repertoire presented in class, and by participating in the process of constructive criticism. In conjunction with their in-class performances, students are asked to provide brief, written background information about their repertoire to enhance their understanding of the music and to prepare for writing program notes. Students should plan on a time investment of about 14 hours per week. Students enrolled for the full year, as is strongly encouraged, perform a jury in the Fall and full recital in the Spring.
Students who choose Honors in Performance (Honors Program III) must take MUS 344 as part of their MUS 360 and MUS 370 thesis work, the two components counting as 1 unit of credit per semester.
Instructor: Brody
Prerequisite: A written recommendation from her instructor in Performing Music.
Corequisite: Students must complete an additional 200- or 300-level music course during each year they are enrolled in MUS 344. Permission to elect subsequent units is granted only to a student who has fulfilled all corequisite requirements and whose progress in MUS 344 is judged excellent; a maximum of four units of MUS 344 may be counted toward the degree.
Distribution: ARS
Term(s): Fall, Spring
This is the only credit course in classical performance that can be counted toward the music major.

MUS 345 - Doing Ethnomusicology: Critical Music Studies "Out in the Field" (1.0)
This course has three primary aims: (1) to give students the experience of doing ethnomusicographic research in a local community; (2) to introduce key concepts pertaining to ethnomusicology, or the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork as participant/observers; taking scratch notes and writing up field journals; recording and transcribing interviews; and doing library and online research. Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper (15 pages) based on the student's research.
Instructor: Goldschmidt
Prerequisite: MUS 100
Cross-Listed as: ANTH 345
Distribution: ARS
Term(s): Not Offered

MUS 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall, Spring

MUS 360 - Senior Thesis Research (1.0)
Students enrolled in Senior Thesis Research (360) in the first semester carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall, Spring

MUS 370 - Senior Thesis (1.0)
Students enrolled in Senior Thesis Research (360) in the first semester carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
Prerequisite: MUS 360 and permission of the department.
Distribution: None
Term(s): Fall, Spring

MUS 378 - Deconstructive Audio: Early Electronic Music and the Aesthetics of Outmoded Technology (1.0)
Glitch-core, bit-crushing, circuit bending, hardware hacking, tape splicing, record scratching—in response to the hegemony of laptops among contemporary composers, many sound artists are now turning for musical expressivity to electronic objects thought to be long-obsolete: the beat-up synth, the rewired amplifier, the Speak & Spell toy, the 8-bit Nintendo system. In this course we will investigate this trend by looking backwards, towards the histories of these objects and their relationship to the earliest forms of electronic music. In addition to developing a rigorous understanding of the history of electronic music through the parallel technological adolescences of other electronics, we will also learn to build electronic music-making machines of our own, using largely analog and outmoded technologies, as well as emulating the sounds of the past using present-day digital materials, including Arduino microcontrollers, speaker cones, transducers, and 3D printers.
Instructor: J. Johnson and Knauf (Cinema and Media Studies)
Prerequisite: MUS 100 or MUS 122 or CAMS 101, or permission of the instructors
Cross-Listed as: CAMS 378
Distribution: ARS
Term(s): Not Offered
AN INTERDEPARTMENTAL MAJOR

Neuroscience Faculty Profiles

Neuroscience explores how the nervous system develops and how it functions to generate behavior, emotion, and cognition. Neuroscience is highly interdisciplinary, integrating biology, psychology, chemistry, physics, and computer science. Exploring the complexity of the nervous system requires analyses at multiple levels. Neuroscientists investigate how genes and molecules regulate nerve cell development and function (cellular/molecular neuroscience), explore how neural systems produce integrated behaviors (behavioral neuroscience), seek to understand how neural substrates create mental processes and thought (cognitive neuroscience), and use mathematics and computer models to comprehend brain function (computational neuroscience). In studying how the brain and nervous system function normally and during disease states, neuroscientists also hope to better understand devastating neurological and psychiatric disorders.

Neuroscience Major

Goals for the Neuroscience Major
- Create a cohesive and supportive interdepartmental community
- Foster an excitement for neuroscience and an understanding of applications of neuroscience discoveries to everyday life
- Appreciate the ethical complexities involved in the pursuit and application of knowledge of the brain and cognition
- Cultivate an understanding of the relationships among disparate subfields that comprise neuroscience, including cellular and molecular, cognitive, computational, and systems neuroscience
- Develop the ability to read and critically evaluate the neuroscience literature
- Acquire confidence and fluency with oral and written communication
- Generate a facility with the major experimental methods and techniques used by neuroscientists, including
  - electrophysiology
  - computational modeling
  - neurochemistry
  - neuropharmacology
  - neuroanatomy
  - genomics
  - behavioral approaches
- Master analytical and statistical methods critical to the evaluation of experimental data
- Encourage an environment supportive of student involvement in neuroscience research

We anticipate that fulfillment of these goals will provide the intellectual and technical skills necessary for the successful pursuit of graduate school, medical school, and careers in neuroscience-related fields.

Requirements for the Neuroscience Major

The major must include the following core courses: NEUR 100, NEUR 200, and NEUR 300; BISC 110 or BISC 112 or BISC 116/CHM 116 and PSYC 205. Majors must elect three 200-level courses from at least two different areas of concentration: cellular and molecular neuroscience; BISC 219, BISC 220, CHEM 211, CHEM 223 [formerly CHEM 222], CHEM 227 [formerly CHEM 220]; cognitive neuroscience: PHIL 215, PSYC 214 (Class of ’20 and before only), PSYC 215, PSYC 216, PSYC 217, PSYC 218; systems and computational neuroscience: CS 232, MATH 215, PHYS 216, PHYS 222. Note that these 200-level courses have specific prerequisites that must be satisfied. Majors must also elect three 300-level courses from at least two different areas of concentration, at least one of which must be a laboratory course: cellular and molecular neuroscience: NEUR 305, NEUR 332, NEUR 306/BISC 306, NEUR 315/BISC 315, BISC 302; cognitive neuroscience: PSYC 304R, PSYC 314R, PSYC 315R, PSYC 316, PSYC 319, PSYC 328; systems and computational neuroscience: NEUR 320, NEUR 325, NEUR 335, CS 332. Any other 300-level courses must be specifically approved by the Director. NEUR 332 will count towards the major in whatever concentration reflects the topic in that year. NEUR 250, NEUR 250G, NEUR 250H, NEUR 350, NEUR 350G, NEUR 350H, NEUR 360, and NEUR 370 do not count toward the minimum major. A minimum of eight courses toward the major requirements must be taken at Wellesley. Additional information is also available at www.wellesley.edu/neuroscience/major_complete.html. Normally no more than three units in neuroscience taken at other institutions may be counted toward the major.

Transfer Credit in Neuroscience

To obtain Wellesley credit for any neuroscience course taken at another institution, preliminary approval must be obtained from the director of the program prior to enrolling in the course. In general, courses taken at two-year colleges will not be accepted. These restrictions apply to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for courses taken prior to enrollment at Wellesley should consult the program director.

Honors in Neuroscience

The only route to honors in the major is writing a thesis based on laboratory research (NEUR 360/NEUR 370) and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level. The department may petition on her behalf if her grade point average in the major is between 3.0 and 3.5. Projects may be supervised by members of the various departments associated with the major. Students considering the senior thesis option are advised to consult with the director of the program during the fall of their junior year. See Academic Distinctions.

Graduate Study in Neuroscience

Students wishing to attend graduate school in neuroscience are strongly encouraged to take CHEM 211/CHM 212, BIOC 223, CS 112, MATH 115/MATH 116, and physics through PHYS 106 or PHYS 108. PHYS 210 may also be of interest.
Research on the brain has shed new light on the relationship between our thoughts, feelings, and behavior. This course will discuss how this growing understanding impacts our decisions, perceptions, and beliefs. Students will read articles from the relevant literature pertaining to topics such as neuroscience and the law, neuroeconomics, neurophilosophy and the origins of morality, and neuroenhancement. Our new knowledge of the brain is often at odds with current practices and beliefs, and we will explore the reasons behind these incongruities. In-class discussions and debates will illuminate the many perspectives related to each theme, and will highlight how neuroscience is in the process of changing society.

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

NEUR 200 - Neurons, Networks, and Behavior with Laboratory (1.25)

This course will build on basic concepts in neuroscience. Current issues will be examined within a broad framework that includes examples and readings in cellular and molecular, cognitive, behavioral, and computational neuroscience. Topics such as sensory systems, learning, memory, and cognition will be covered. The accompanying laboratory is designed to expose students to basic methods and experimental approaches in neuroscience.

Instructor: Beltz, Wiest, Quinan
Prerequisite: NEUR 100 and BISC 110 or BISC 112 or BISC 116/CHM 116 or permission of the instructor.
Not open to first-year students.
Distribution: EC; NPS; LAB
Term(s): Fall; Spring

NEUR 240 - Research or Group Study: Behavioral Neurobiology (1.0)

An introduction to selected topics from the literature and research methods of behavioral neurobiology, which seeks to relate animal behavior to activation in specific cell circuits in the nervous system. Students will develop research questions by conducting literature searches and critically reading and evaluating original research articles. Students will be exposed to current methods in behavioral neurobiology, including behavioral methods, wet-lab techniques, histology and anatomy, as well as computer analysis of the resulting neural and behavioral data. Individual group laboratory projects will be offered.

Instructor: Gobes
Prerequisite: Open to first-year students and sophomores by permission of the instructor.
Distribution: None
Term(s): Fall; Spring

NEUR 250 - Research or Individual Study (1.0)

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

NEUR 250H - Research or Individual Study (0.5)

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

NEUR 300 - Capstone Seminar in Neuroscience (1.0)

In this capstone seminar for neuroscience majors, students will give group presentations of articles on cutting-edge areas of neuroscience research. The authors of these articles will be invited to campus to present their research and meet with the class. Potential topics to be discussed include developmental neuroscience, computational and systems neuroscience, neuroendocrinology, cognitive neuroscience, learning and memory, and neurodegenerative disorders. In addition, careers in neuroscience will be discussed. Neuroscience majors are required to take this course in the fall of their senior year.

Instructor: Beltz, Gobes, Wasserman, Wiest
Prerequisite: NEUR 200. Open only to senior Neuroscience majors.
Distribution: EC; NPS
Term(s): Fall

NEUR 305 - Excitation, Plasticity and Disease with Laboratory (1.25)

Glutamate is the major excitatory neurotransmitter in the central nervous system. In this course, you will become familiar with the functions of glutamate in healthy neurotransmission, plasticity, and disease including stroke, epilepsy, schizophrenia, and drug abuse. In addition, you will continue to improve your ability to critically read scientific literature. This course is designed to be interactive, and lectures will be supplemented by in-class activities and discussions. In the laboratory portion of this course, you will have the opportunity to study the role of glutamate receptors in long-term potentiation, and study the role of glutamate receptor mutations in C. elegans behavior. Through these experiences you will improve your reading, critical thinking, writing, problem solving, and oral presentation skills.

Instructor: Bauer, Quinan
Prerequisite: NEUR 200
Distribution: EC; NPS; LAB
Term(s): Fall

NEUR 306 - Principles of Neural Development (1.0)

This course will discuss aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as neural induction, neurogenesis, programmed cell death, axon guidance and myelination, and the development of behavior will be discussed, with an emphasis on the primary literature and critical reading skills.

Instructor: Beltz
Prerequisite: NEUR 200 or BISC 216 or permission of the instructor.
Cross-Listed as: BISC 306
Distribution: EC; NPS
Term(s): Spring

NEUR 310 - Neuroethology of Decision Making: The genes, neurons, and circuits that modulate behavior with Laboratory (1.25)

What are the neuronal mechanisms and computations that allow an animal to translate sensory information into appropriate decisions and behavior? Neuroethology seeks to understand how a nervous system translates information from the external and internal environment to behavior by examining the whole animal in its natural state. Topics will be introduced via textbook and primary literature and reviewed in lecture, followed by student-led presentations and discussions. What are the moral and societal implications of gaining a better understanding of how the brain controls behavior? We will end with an introduction to the neuroscience of morality and philosophy. Laboratory will utilize the array of genetic tools available in the fruit fly, alongside behavioral experiments to explore the genetic and physiological underpinnings of decision-making.

Instructor: Wasserman
Prerequisite: NEUR 200 or by permission of the instructor. Not open to first-year students.
Distribution: NPS
Term(s): Spring

NEUR 315 - Neuroendocrinology with Laboratory (1.25)

Hormones act throughout the body to coordinate basic biological functions such as development, differentiation, and reproduction. This course will investigate how hormones act in the brain to regulate physiology and behavior. We will study how the major neuroendocrine axes regulate a variety of functions, including brain development, reproductive physiology and behavior, homeostasis, and stress. The regulation of these functions by hormones will be investigated at the molecular, cellular, and systems levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior.

Instructor: Tetel
Prerequisite: NEUR 200, or both BISC 110/BISC 112 and BISC 203, or both BISC 116/CHM 116 and BISC 203, or permission of the instructor.
Cross-Listed as: BISC 315
Distribution: EC; NPS; LAB
Term(s): Fall

NEUR 325 - Neurobiology of Sleep, Learning and Memory with Laboratory (1.25)

Although we spend a major part of our lives sleeping, we understand surprisingly little about sleep and dreaming. In this course we will discuss recent advances made in the field of neuroscience of sleep. Course topics include basic neurobiology of sleep (what is sleep, how is it regulated) as well as specialized discussions of sleep-related learning and memory investigated in different model systems. You will get familiar with these topics through a combination of in-depth review sessions, in-class activities and student presentations of the primary literature. Assignments are given to train presentation and writing skills and to give students the opportunity to explore their favorite topic in more detail. In the laboratory section of this course, we will design and execute a complete, novel experiment with a small group. We will investigate sleep, learning and memory in different model organisms. The project groups will write up their results in a research article to be submitted to the undergraduate journal "Impulse".

Instructor: Gobes
Prerequisite: NEUR 100. Not open to first-year students.
Distribution: EC; NPS; LAB
Term(s): Spring
Ann E. Maurer '51 Speaking Intensive Course.

NEUR 332-01 F - Advanced Topics in Neuroscience (1.0)

Topic for 2017-18: Neuropharmacology

Neuropharmacology is the study of how drugs act on the nervous system. In this course, you will learn the molecular mechanisms of drug action, increase your depth of knowledge of the various neurotransmitter systems, and apply this knowledge to understand how drugs are used to treat disorders of the nervous system including pain, sleep disorders, affective disorders, addiction, schizophrenia, neurodegeneration, seizures, and stroke. You will have the opportunity to discuss primary literature, lead class discussions, and investigate the properties of drugs that appear in the popular press. Through these experiences you will improve your reading, critical thinking, writing, and oral presentation skills.
NEUR 332-01-S - Advanced Topics in Neuroscience (1.0)

Topic for 2017-18: Neuropharmacology

Neuropharmacology is the study of how drugs act on the nervous system. In this course, you will learn the molecular mechanisms of drug action, increase your depth of knowledge of the various neurotransmitter systems, and apply this knowledge to understand how drugs are used to treat disorders of the nervous system including pain, sleep disorders, affective disorders, addiction, schizophrenia, neurodegeneration, seizures, and stroke. You will have the opportunity to discuss primary literature, lead class discussions, and investigate the properties of drugs that appear in the popular press. Through these experiences you will improve your reading, critical thinking, writing, and oral presentation skills.

Instructor: Bauer
Prerequisite: NEUR 200 or by permission of the instructor. Not open to first-year students.
Distribution: NPS
Term(s): Fall

NEUR 335 - Computational Neuroscience with Laboratory (1.25)

The electrical activities of neurons in the brain underlie all of our thoughts, perceptions, and memories. However, it is difficult to measure these neural activities experimentally, and also difficult to describe them precisely in ordinary language. For these reasons, mathematical models and computer simulations are increasingly used to bridge the gap between experimental measurements and hypothesized network function. This course will focus on the use of mathematical models and computer simulations to describe the functional dynamics of neurons in a variety of animals. Topics will range from single neuron biophysics to the analysis of circuits thought to underlie sensory perception and memory. Topics will be introduced by background lectures, followed by student-led presentations of primary literature and construction of a computer model of the system studied. Lab will introduce students to computer programming of mathematical models in MATLAB and the neuron-simulator NEURON.

Instructor: Wiest
Prerequisite: NEUR 200 and calculus at the level of MATH 115, or by permission of the instructor. No programming experience is required.
Distribution: NPS; MM; LAB
Term(s): Spring

NEUR 340 - Research or Group Study: Behavioral Neurobiology (1.0)

An introduction to selected topics from the literature and research methods of behavioral neurobiology, which seeks to relate animal behavior to activation in specific cell circuits in the nervous system. Students will develop research questions by conducting literature searches and critically reading and evaluating original research articles. Students will be exposed to current methods in behavioral neurobiology, including behavioral methods, wet-lab techniques, histology and anatomy, as well as computer analysis of the resulting neural and behavioral data. Individual group laboratory projects will be offered.

Instructor: Gobes
Prerequisite: Open to juniors and seniors by permission of instructor

NEUR 350 - Research or Individual Study (1.0)

Instructor: Bauer
Prerequisite: NEUR 200 or by permission of the instructor. Not open to first-year students.
Distribution: NPS
Term(s): Fall; Spring

NEUR 350H - Research or Individual Study (0.5)

Instructor: Bauer
Prerequisite: NEUR 200 or by permission of the instructor.
Distribution: None
Term(s): Fall; Spring

NEUR 370 - Senior Thesis (1.0)

Instructor: Gobes
Prerequisite: NEUR 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

AN INTERDEPARTMENTAL MAJOR

Peace and Justice Studies Faculty Profiles

The Peace and Justice Studies program provides a program of study that integrates the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world.

Peace and Justice Studies Major

Goals for the Peace and Justice Studies Major

To give students exposure to and an understanding of the core canonical concepts and findings in the field, and to enable students to develop proficiency in two primary areas of study: the social, political, historical, and cultural factors that lead to conflict, violence, and injustice; and the various philosophies, strategies, and techniques of peacemaking and conflict transformation at the level of nation-states, social groups and communities within nation-states, and interpersonal and individual relationships.

Approaches to conflict transformation will include the mainstream integrated approach, including crisis intervention, human rights, grassroots development, and restorative justice, and the nonviolent direct action approach. Students are also expected to take part in field-based experiential education that is linked to the student, an specific discipline, and peace studies in general.

Requirements for the Peace and Justice Studies Major

The major and the concentration should be designed in consultation with the program director.

Students are expected to complete nine and one-half (9.5) units of coursework.

The major consists of the following:

Four required courses:

- PEAC 104 Introduction to the Study of Conflict, Justice, and Peace
- PEAC 204 Conflict Transformation in Theory and Practice
- One additional 200-Level PEAC Course
- One 300-Level PEAC Course

One of the following courses (students will generally need to fulfill prerequisites for these courses):

- ECON 222 Games of Strategy
- ECON 243 The Political Economy of Gender, Race, and Class
- HIST 206 From Conquest to Revolution: A History of Colonial Latin America
- HIST 263/PEAC 224 South Africa in Historical Perspective: Rereading the Past, Re-imagining the Future
- PEAC 205 Gender, War and Peacebuilding
- PHIL 236 Global Justice
- POLI 331 Seminar: Political Organizing: People, Power, and Change
- POL2 204 Political Economy of Development and Underdevelopment
- REL 257 Contemplation and Action
- SOC 202 Human Rights in the Modern World
- SOC 209 Social Inequality: Race, Class and Gender
- SOC 221 Globalization: Around the World in Fourteen Weeks

Four courses above the 100 level in an area of concentration, including at least one at the 300 level. Students must elect a concentration in consultation with the program director and a faculty member knowledgeable in the area of concentration, and demonstrate the intellectual coherence of the concentration.

Students majoring in Peace and Justice Studies must also include an experiential education component in their course of study.

This component is intended to provide students with experience that complements and extends their theoretical learning in the classroom and to provide opportunity for students to develop and apply knowledge, skills and peacemaking principles to concrete situations. It should be discussed with the program director and may include service learning, community service projects, or summer or yearlong internships, course-related experiential education programs, or community service projects.

Honors in Peace and Justice Studies

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

Peace and Justice Minor

The minor in Peace & Justice Studies consists of five units of coursework and an experiential education component.

The five units of course work must include the following:

- PEAC 104 Introduction to the Study of Conflict, Justice, and Peace
- A 300-level course in PEAC

One of the following courses (students will need to fulfill prerequisites for these courses or secure permission of the instructor):

- ECON 222 Games of Strategy
- ECON 243 The Political Economy of Gender, Race, and Class
- HIST 206 From Conquest to Revolution: A History of Colonial Latin America
- HIST 263 South Africa in Historical Perspective
- PEAC 204 Conflict Transformation in Theory and Practice
- PEAC 205 Gender, War and Peacebuilding
- PEAC 259 Topics in Peace and Justice Studies
- PHIL 236 Introduction to Global Justice
- POLI 331 Seminar: Political Organizing: People, Power, and Change
- POL2 204 Political Economy of Development and Underdevelopment
- REL 257 Contemplation and Action
- SOC 202 Sociology of Human Rights
- SOC 209 Social Inequality: Race, Class and Gender
- SOC 221 Globalization: Around the World in Fourteen Weeks

Two additional courses above the 100 level in the student’s individual area of concentration, to be chosen in consultation with the director(s) of the Program.

In addition, students minoring in Peace and Justice Studies must include an experiential education component in their course of study. This component is intended to provide students with experience that complements and extends their theoretical learning in the classroom, and to provide an opportunity for students to develop and apply knowledge, skills and peacemaking principles to concrete situations. It should be discussed with the program director(s) and may include Wintersession, summer or yearlong internships, course-related experiential education programs, or community service projects.

PEAC - Peace and Justice Studies Courses

PEAC 104 - Introduction to the Study of Conflict, Justice, and Peace (1.0)

An interdisciplinary introduction to the study of conflict, justice, and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence, and injustice and the strategies that have been employed to attain peace and justice, including balance of power, cooperation, diplomacy and conflict resolution, law, human rights, social movements, social justice (economic, environmental, and race/class/gender), interpersonal communication, and religiously inspired social transformation.

Instructor: Confortini/Rosenwald
Prerequisite: None
Distribution: SBA; REP
Term(s): Fall; Spring

PEAC 119Y - First-Year Seminar: Hiroshima, Nagasaki, and Yasukuni Shinto Shrine (1.0)

Discussion based seminar deals with Japan both as a victim and as a victimizer during and in the aftermath of the World War II. It probes what drove Japan to aspire toward world domination; how the “ultimate bomb to end all wars” was used twice on Japan in August 1945; and how the Japanese “war criminals” are enshrined today at Yasukuni as “divine beings”; and how Yasukuni Shrine remains a major barrier in establishing peace between Japan and its Asian neighbors. The seminar is intended for students interested in the comparative and historical study of religion, Peace and Justice Studies, and East Asian Studies.

Requirements: active participation in discussion, joint paper writing and presentation; no exams.

Instructor: Kodera
Prerequisite: None. Open to first-year students only.
Cross-Listed as: REL 119
Distribution: REP; HS
Term(s): Not Offered
**PEAC 204 - Conflict Transformation in Theory and Practice (1.0)**

This course provides the student with an in-depth study of conflict and its resolution. We will explore the basic theoretical concepts of the field and apply this knowledge as we learn and practice skills for analyzing and resolving conflicts. The course seeks to answer the following questions at both the theoretical level and the level of engaged action:

- What are the causes and consequences of conflict?
- How do we come to know and understand conflict?
- How do our assumptions about conflict affect our strategies for management, resolution, or transformation?
- What methods are available for waging and resolving conflicts productively rather than destructively?

Instructor: Confortini
Preerequisite: PEAC 104 or permission of the instructor.
Distribution: SBA
Term(s): Spring

**PEAC 205 - Gender, War and Peacebuilding (1.0)**

In this course we explore the gendered dimensions of war and peace, including how gender as a symbolic construct configures how we make sense of war making and peacebuilding; how differently gendered people experience war and peace; and how peace and war are co-constitutive with gender relations. We pay particular attention to the "continuum of violence," from the "private" to the "public" sphere, from militarization of everyday living to overt violent conflict. We address issues such as the political economy of war, gender and violence, the militarization of gendered bodies, and gendered political activism. Finally, we reflect on the implications of gendered wars for the building of peace, looking at the gendered aspects of "post-conflict" peacebuilding and gendered forms of resistance to political violence.

Instructor: Confortini
Pre requisite: None
Distribution: SBA
Term(s): Spring

**PEAC 231 - Anthropology In and Of The City (1.0)**

This course serves as an introduction to urban anthropology. There was a time when anthropology was predominately associated with rural settings. In recent decades, however, anthropologists increasingly have turned their attention to emerging global cities, studying everything from squatter movements and gang activity to the glaring institutions of global capitalism found on Wall Street. The course is organized around four particular places on the cityscape that stand as symbolic markers for larger anthropological questions we will examine throughout the course; the market stall, the gated community, the barricade, and the levee. These symbolic destinations will present the city as a place of ethnographic encounter, uniquely structured along lines of class, race, and gender, as well as a contested space, where imagined and real barriers limit access to social, economic, and political operations.

Instructor: Etzioni-Thompson (Anthropology)
Pre requisite: None
Cross Listed as: ANTH 231
Distribution: SBA
Term(s): Fall

**PEAC 240 - U.S. Public Health (1.0)**

A quarter century ago the Institute of Medicine defined the work of public health as "what we as a society do collectively to assure the conditions in which people can be healthy." Historically rooted in a commitment to social justice, U.S. public health is now renewing this commitment through 1) an epidemiological shift to examine the social, economic, and political inequities that create disparate health and disease patterns by gender, class, race, sexual identity, citizenship, etc., and 2) a corresponding health equity movement in public health practice. This broad-ranging course examines the above as well as the moral and legal groundings of public health, basic epidemiology, and the roles of public and private actors. Highlighted health topics vary year to year.

Instructor: Galanneau (Women's and Gender Studies)
Prerequisite: Open to sophomores, juniors and seniors or permission of the instructor.
Cross Listed as: WGST 240
Distribution: SBA
Term(s): Spring

**PEAC 250 - Research or Individual Study (1.0)**

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

**PEAC 250H - Research or Individual Study (0.5)**

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

**PEAC 259 - Bearing Witness: Conflict, Trauma, and Narrative in Africa and the African Diaspora (1.0)**

This course explores the role of written and cinematic narratives in response to mass trauma, focusing on regions of Africa and African Diaspora societies. Topics include: colonization, war, genocide, apartheid, and the impact of the trans-Atlantic slave trade and systemic racism on African-American and Caribbean societies. Students will examine the narrative techniques of the writers and filmmakers and the problematic role of narrators, witnesses, and victims. Among the questions to be explored are how such narratives search for a language with which to articulate the "unspeakable," and how they involve processes of mourning and recollection that can be instrumental in social transformation.

Instructor: Cezair-Thompson (English)
Prerequisite: None
Cross Listed as: ENGR 259
Distribution: LL
Term(s): Fall

**PEAC 261 - Civil War and the World (1.0)**

This course examines the American Civil War, one of the central conflicts in US history, by placing it within the broader context of the making of the modern world. The course will explore the roots, consequences, and experiences of the war—the long history of slavery and emancipation, territorial expansion and industrialization, and the everyday experience of modern warfare. The class will do so by considering those events through the lens of global history. We scrutinize the political upheavals around the world that gave broader meaning to the Civil War; the emergence of modern weaponry and tactics and their consequences; and the development of the nation-state and colonialism, which resulted in new forms of governance and coercion that emerged in the wake of emancipation.

Instructor: Quintana
Prerequisite: None
Cross Listed as: HIST 261
Distribution: HS
Term(s): Spring

**PEAC 305 - Intersections of Technology, Social Justice, and Conflict (1.0)**

This course explores the intersections between social justice, conflict, and engineering using an interdisciplinary, hands-on, case study approach. We will explore four technologies (drones, cell phones, cookstoves and water pumps), exploring in each case both the embodied engineering concepts and the ethical and political implications of using the technology. The case studies will inform our discussions of the following big ideas: technology is directly linked to social justice and can have both highly beneficial and highly problematic results for the development and transformation of conflicts; understanding technology at a deeper level is critical to understanding the justice impact on communities and people; media communication about technology and technological innovations' benefits can be hyperbolic and requires a critical lens. Peace and Justice Studies majors must register for PEAC 305. Students in other majors may register for either PEAC 305 or ENG 305 depending on their preparation.

Instructor: Confortini and Banzaert
Prerequisite: PEAC 104 and PEAC 204 or permission of the instructor (Confortini)
Cross Listed as: ENGR 305, PEAC 204
Distribution: SBA
Term(s): Fall
DEPARTMENT OF PHILOSOPHY

Philosophy Faculty Profiles
One of the marks of philosophy, and one of its strengths, is that it identifies and examines assumptions that we make in our ordinary lives or that are made in other areas of study. Many would also accept a definition of philosophy as the attempt to answer, or at least to better understand, very basic questions about the universe and our place in it. A striking thing about these assumptions and questions is that many of us live as if we were clear about them even though we have never even asked about them. We accept one belief and dismiss another without asking what it takes for a belief to be worthy of acceptance. We decide whether an act is right or wrong without even asking what the difference is between right and wrong. A famous passage by the philosopher David Hume, written when he was about 25, expresses the impulse to philosophize: "I am uneasy to think I approve of one object, and disapprove of another; call one thing beautiful, and another deformed; decide concerning truth and falsehood, reason and folly, without knowing upon what principles I proceed."
The clarity, depth and rigor encouraged in philosophy courses are useful not only in philosophy, but also in any other area of study, and it is a major that is welcomed by graduate programs in many fields, as well as by employers and professional schools.

Philosophy Major
Goals for the Philosophy Major
Majoring in philosophy will acquaint one with important developments in ancient and early modern philosophy and how these developments influence contemporary philosophical debates. Moreover, because philosophy is in the business of critically evaluating the reasons offered to support hypotheses, factual claims and evaluative judgments, majoring in philosophy will develop or sharpen the following skills:
- The interpretation of dense and challenging texts
- The ability to formulate and consider alternatives to commonly accepted views
- The construction and defense of coherent, well-considered positions
- The ability to offer reasoned responses to the ideas and objections of others

Requirements for the Philosophy Major
The major in philosophy consists of at least nine units. PHIL 201 and PHIL 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, every major must take at least two units in each of subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take PHIL 216 and acquire a reading knowledge of Latin, Greek, French, or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major complete at least two 300-level units; these units must be in different subfields of philosophy and at least one of the 300-level units must be a philosophy seminar (as opposed to PHIL 350 Independent Study, or PHIL 360 or PHIL 370 Honors Thesis) taken at Wellesley.

Subfield Information
The philosophy department divides its courses and seminars into three subfields:

(A) the history of philosophy: PHIL 102, PHIL 200, PHIL 201, PHIL 221, PHIL 300, PHIL 310;
(B) value theory: PHIL 102, PHIL 105, PHIL 106, PHIL 108, PHIL 111, PHIL 115, PHIL 203, PHIL 206, PHIL 211, PHIL 213, PHIL 220, PHIL 226, PHIL 228, PHIL 233, PHIL 234, PHIL 236, PHIL 249, PHIL 256, PHIL 300, PHIL 310, PHIL 317, PHIL 330, PHIL 333, PHIL 336, PHIL 340, PHIL 342, PHIL 345;
(C) metaethics and theory of knowledge: PHIL 103, PHIL 112, PHIL 200, PHIL 207, PHIL 211, PHIL 215, PHIL 216, PHIL 218, PHIL 220, PHIL 245, PHIL 300, PHIL 310, PHIL 311, PHIL 317, PHIL 325, PHIL 333, PHIL 345

Honors in Philosophy
Honors in the Philosophy major may be earned by writing a thesis or a set of related essays, and passing an oral examination.

Students who meet the college standard for eligibility for departmental honors (GPA of 3.5 or more for courses above the 100 level in philosophy) may apply to write an honors thesis in philosophy. (Departments may petition on behalf of students whose average is below 3.5 but above 3.0 if they have exceptional qualifications.) Members of the department also prefer to see the following criteria satisfied by the end of the junior year: PHIL 201 and PHIL 221 completed, at least six philosophy courses completed, and at least one 300-level seminar that demonstrates the ability to work independently with a grade of A or A-.

Details regarding the application process are available here: http://www.wellesley.edu/philosophy/honors

Applications are due to the department chair by April 1 of the student’s junior year.

Transfer Credit in Philosophy
The department participates in exchange programs with Brandeis and MIT. Both schools have excellent philosophy departments, and students are encouraged to consult the respective catalogs for offerings.

Courses for Credit Toward the Philosophy Major
EDUC 102 Education in Philosophical Perspective
WRIT 114 EDUC 102 Education in Philosophical Perspective

Philosophy Minor
Requirements for the Philosophy Minor
The minor in philosophy consists of five units. No more than one of these units may be at the 100 level; PHIL 201 or PHIL 221 is required of all minors; at least one of the five units must be at the 300 level.

PHIL - Philosophy Courses

PHIL 102Y - First-Year Seminar: Till death do us part?: Philosophical Perspectives on Marriage (1.0)
This course will engage with writings, both historical and contemporary, on the topic of the value of marriage. We begin in the medieval period and progress chronologically through to contemporary 21st century thinkers. The questions that will motivate our discussion include: What is marriage?

Who gets to decide the definition of marriage? How did women through history view the institution of marriage? Is marriage as an institution fundamentally flawed? Should feminists reject the institution of marriage? Can marriage be reformed? Should marriage fall under the purview of church or state? Should marriage be for everyone or no one?
Prerequisite: None
Distribution: REP
Term(s): Not Offered
Ann E. Maurer ‘51 Speaking Intensive Course

PHIL 103Y - First-Year Seminar: The Ethics of Eating (1.0)
In this course we will examine the ethics of eating, from farm to table. Students will use philosophical methods to explore ethical issues surrounding topics such as world hunger, industrial agriculture, vegetarianism, cultural identity, paternalism, and individual responsibility. We will focus both on honing our argumentative skills and engaging critically with popular writing about food ethics.
Instructor: Matthes
Prerequisite: None
Distribution: EC
Term(s): Spring

PHIL 105Y - First-Year Seminar: The Ethics of Eating (1.0)
A study of central issues in moral philosophy, with readings drawn from historical and contemporary texts. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing accounts of the bases of moral judgment, and questions in contemporary applied ethics.
Instructor: de Bres, Walsh
Prerequisite: None
Distribution: REP
Term(s): Fall, Spring

PHIL 106 - Introduction to Moral Philosophy (1.0)
A study of central issues in moral philosophy, with readings drawn from historical and contemporary texts. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing accounts of the bases of moral judgment, and questions in contemporary applied ethics.
Instructor: de Bres, Walsh
Prerequisite: None
Distribution: REP
Term(s): Fall, Spring

PHIL 108Y - First-Year Seminar: Friendship (1.0)
This seminar undertakes a philosophical examination of the nature and value of friendship.
Two questions will animate the course: What is a friend? And, why are friends valuable? Drawing examples from literature and films, we will examine different types of friendships and the features that characterize and sustain them. Many philosophers have argued that the best kind of friendship is one in which the friend is loved for her own sake; we will consider whether this is truly possible or whether all friendships are ultimately instrumental. We’ll also
examine how the partiality inherent in friendship conflicts with the demands of standard moral theories. Finally, we will compare the love that characterizes friendship with the feelings that sustain relationships with parents, children, and lovers.

Instructor: Gartner
Prerequisite: None. Open to first-year students only.
Distribution: REP
Term(s): Fall
Registration in this section is restricted to students selected for the Wellesley Plus Program. No letter grades given.

PHIL 111Y - First-Year Seminar: Right and Wrong: Ethics in Action (1.0)
Life is full of moral decisions that we believe we can get right or wrong. For example, you probably think it is wrong to cheat on a test. But what if no one would ever know that you cheated? What if you discovered that everyone else in the class was cheating? If you still think it’s wrong to cheat in these cases, why is it wrong? This class will encourage you to think critically about questions like this, and about the ethical commitments that support your answers. Topics we will cover include: abortion, genetic selection and enhancement, disability accommodation, cosmetic surgery, and the state’s role in regulating recreational drug use.

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

PHIL 112Y - First-Year Seminar: Born that Way? Innateness and Human Plasticity (1.0)
Studies that identify a genetic contribution to human behavior often proclaim that the trait is innate or a feature of “human nature”. At the same time, there is a lively philosophical and scientific debate about whether “innateness” is a useful concept to be used within scientific biology. We will study these debates about the concept of innateness before drawing on them to interpret and clarify claims that gender differences, sexual preference, and a set of “basic emotions” are innate in humans. We will also assess the view that cognitive and neurological plasticity - and in particular our ability to be cognitively shaped by experience and culture - is the most important aspect of human nature.

Instructor: McIntyre
Prerequisite: None
Distribution: EC
Term(s): Fall

PHIL 115 - Introduction to African American Philosophy (1.0)
This course serves as an introduction to key themes and debates in African American philosophy. With an emphasis on concepts, arguments, and intellectual traditions, the course focuses on issues of resistance, liberation, and freedom. Drawing on history, literature, and film, we will consider questions such as: How do we define freedom in light of experiences of enslavement? Where does agency come from? How does resistance emerge within a context of oppression? How does gender inform our judgments regarding what counts as resistance? Authors covered include W. E. B. Du Bois, Zora Neale Hurston, Anna Julia Cooper, Angela Davis, Lewis Gordon, and Jos Medina.

Prerequisite: None
Cross-Listed as: AFR 115
Distribution: REP
Term(s): Not Offered
Mandatory credit/non.

PHIL 200 - Philosophy and Witchcraft (1.0)
A study of the philosophical, social, cultural, and political beliefs that led to the belief in witchcraft in early modern Western Europe and North America, and how these beliefs led to the violent persecution of over 100,000 people between 1400 and 1700. The analysis of this historical event engages several different areas of philosophy: metaphysics, morals, epistemology, standards of evidence, and gender theory. Topics include: magic and religion, the nature of evil, sexual politics, the politics of torture, skepticism, and contemporary witches.

Instructor: Walsh
Prerequisite: None
Distribution: EC, REP
Term(s): Fall

PHIL 201 - Ancient Greek Philosophy (1.0)
An introduction to the work of Plato, Aristotle, and select Hellenistic philosophers that aims to develop students’ skills in analyzing and constructing philosophical arguments with attention to historical context. Focusing on the ways in which various ancient philosophical views formed internally consistent systems, we will address a range of central topics in ancient thought, including issues in ethics, political philosophy, metaphysics, and epistemology. The course will deal primarily with Plato and Aristotle and end with a briefer treatment of the Epicureans, Stoics, and Skeptics.

Instructor: Gartner
Prerequisite: None
Distribution: EC, REP
Term(s): Fall

PHIL 203 - Philosophy of Art (1.0)
In this course, we will examine a broad set of philosophical questions about art. What is art? Why does it matter? Are there objective standards of taste, or is beauty in the eye of the beholder? What is the relationship between aesthetics and ethics? In addition to these general questions, we will consider specific philosophical puzzles posed by horror, forgery, authenticity, restoration, cultural appropriation, public sculpture, and street art.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: ARS, EC
Term(s): Not Offered

PHIL 207 - Philosophy of Language (1.0)
This course will explore a variety of philosophical issues concerning language: the different ways in which spoken language functions and conveys information, the alleged difference between speech and action and how it relates to freedom of speech issues (e.g., pornography and hate speech), the general problem of how words get attached to their referents, and criticisms of traditional conceptions of meaning and reference.

Instructor: McGowan
Prerequisite: Open to first-year students who have taken one course in philosophy, and to sophomores, juniors, and seniors without prerequisite.
Distribution: EC, REP
Term(s): Fall

PHIL 213 - Justice (1.0)
Why should we obey the government? Are there limits to what the state may demand of us? Does social justice require equality? Is taxation - or wage labor - theft? This course addresses these and other questions of social and political morality, through the lens of the major theories of Western philosophy. Topics will include Mill on the general welfare and the importance of liberty, Nozick on individual rights, Rawls and Dworkin on distributive justice and Marx and Cohen on equality. We’ll study the structure and justification of each of these theories, as well as apply them to contemporary issues such as affirmative action, health insurance, gay rights and welfare policy.

Prerequisite: Open to juniors, seniors and sophomores without prerequisite and to first-years who have taken one course in philosophy.
Distribution: SBA; REP
Term(s): Not Offered

PHIL 215 - Philosophy of Mind (1.0)
What is a mind? How is it related to a person’s brain and body? These two questions have driven centuries of work in the philosophy of mind, and we will take them as our starting point. After considering a variety of answers, we will pursue several topics that challenge our best accounts of the mind: consciousness, mental representation, the emotions, free will, and the possibility of thinking machines. Our goal will be to connect central philosophical perspectives on these issues with contributions from psychology, cognitive science, and neuroscience.

Instructor: Wearing
Prerequisite: One course in philosophy, psychology, or cognitive science, or permission of the instructor.
Distribution: EC
Term(s): Fall

PHIL 216 - Logic (1.0)
Logic studies the principles of valid, or correct, reasoning. It does this by looking for ways to regiment the relationship between a conclusion and the claims that support it. In this course, we will learn how to translate sentences of English into a symbolic language that brings out their logically relevant properties, and we will study formal methods—methods sensitive only to the form of the arguments, as opposed to their content—that allow us to determine whether the conclusions of arguments follow from their premises. Some consideration is given to the limits of the system itself as well as to the relationship between logic and ordinary language.

Instructor: Wearing, McGowan
Prerequisite: None
Distribution: EC, MM
Term(s): Fall; Spring

PHIL 218 - Value, Truth and Enquiry (1.0)
The world is a strange place, and understanding what is going on around us is no easy matter. In this course, we will focus on a number of the problems that confront our best attempts to understand and explain reality, including (1) the status of scientific and other theoretical claims (Are these claims true? Are they objective?); (2) the roles of values and faith in enquiry; (3) what counts as an explanation; (4) what makes a theory scientific (Is math a science? Is astrology? Is philosophy?) and (5) what constitutes genuine progress in our understanding of the world.

Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: EC
Term(s): Not Offered

PHIL 220 - Philosophy of Literature (1.0)
This class will consider philosophical questions concerning the nature, appreciation and value of literary works. What is literature? What distinguishes literary fiction from genre fiction? Do fictional characters exist? What’s the point of literary
PHIL 221 - History of Modern Philosophy (1.0)
A study of central themes in seventeenth and eighteenth-century philosophy. We will engage with questions of metaphysics, epistemology, and morals. Authors include Descartes, Berkeley, Hume, Kant, and Nietzsche. Among the topics: the nature of substance, the relationship between mind and body, the limits of reason, determinism and freedom, and the good life.
Instructor: Walsh
Distribution: EC; HS
Term(s): Spring

PHIL 226 - Philosophy of Law (1.0)
A systematic consideration of fundamental issues in the conception and practice of law. We will first consider the nature of law and legal reasoning. Is law derived from moral principles or created by the state? Is international "law" the same as domestic law? When judges interpret the Constitution, do they discover the law or, in effect, make it up as they go along? We will then discuss moral themes on the law. Which principles should guide the state's restriction of citizens' liberties? Is refusal to obey the law ever justified? We will also consider the legal issues surrounding responsibility and penalties. Under which circumstances can we hold people responsible for outcomes that they caused or could have prevented? What, if anything, justifies punishment by the state? Does the death penalty violate human rights? Does capital punishment prevent murder or other crimes? What, if anything, justifies punishment for outcomes that they caused or could have prevented? We will consider whether it is rational to make promises, like marriage vows, that one might not be able to keep; and whether it is irrational to seek the optimal option when we could "satisfice" instead. We will end by considering the implications of research that identifies implicit biases and evaluative tendencies that persist even when we disavow our quantity.
Instructor: McEntyre
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Cross-Listed as: ES 233
Distribution: REP
Term(s): Fall

PHIL 224 - From Wilderness to Ruins (1.0)
This course concerns a range of ethical and aesthetic questions about places, whether of natural or cultural significance. How should we understand the value of nature? Is it relative to human interests, or independent of them? What is the nature in the first place, and how is it distinguished from culture? Is scientific or cultural knowledge relevant to the aesthetic experience of nature? Does "natural beauty" have a role to play in guiding environmental preservation? When we seek to preserve an ecosystem or a building, what exactly should we be aiming to preserve? Should the history of a place guide our interactions with it? How should we navigate conflicts between environmental and cultural preservation, especially as they intersect with issues of race and class? How should a changing climate affect our environmental values? We will investigate these questions, among others, in contexts from wilderness to parks, cities to ruins.
Instructor: Gartner
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Cross-Listed as: ES 234
Distribution: REP
Term(s): Fall; Spring

PHIL 230 - Asian Philosophies: Feminist Comparative Perspectives (1.0)
This course is a selective survey of traditional Asian philosophies with a thematic focus on gender and sexuality. Thus for every Asian tradition we will have two tasks: (1) to situate and unpack the texts in their historical and cultural contexts, and (2) to engage these emerging philosophical perspectives in contemporary conversations surrounding gender and sexuality. Coverage of Asian philosophies may include Confucianism, Daoism, Mohism, Hinayana Buddhism, Tibetan Buddhism, and Chan/Zen Buddhism. Coverage of themes from gender and sexuality studies may include: the virtues and sins of anger, shame, and care; trans* and non-binary gender experience; heteronormativity, and bisexuality; postcolonial families and communities; situated epistemologies; and cultural politics.
Instructor: Sullivan
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Cross-Listed as: WGST 230
Distribution: REP
Term(s): Spring

PHIL 233 - Environmental Ethics (1.0)
This course will train students to use philosophical methods to engage in rigorous debate about ethical issues concerning the environment. Topics may include animal rights, the ethics of eating, climate justice, the rights of ecological refugees, obligations to future generations, and environmental activism.
Instructor: Matthes
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Cross-Listed as: ES 233
Distribution: REP
Term(s): Spring

PHIL 234 - Global Justice (1.0)
An introduction to recent work in political philosophy on the ethics of international relations. The course will discuss some of the main theoretical approaches to the topic: realism, cosmopolitan egalitarianism, political liberalism, utilitarianism, and nationalism. We will also consider how these different approaches might be applied to some central moral controversies in international politics, including those relating to global poverty, human rights and humanitarian intervention, immigration, climate change, and fair trade.
Instructor: Sullivan
Prerequisite: Open to first-year students who have taken one course in philosophy or political science, and to sophomores, juniors, and seniors without prerequisite.
Distribution: REP
Term(s): Spring

PHIL 245 - Rationality and Action (1.0)
When we strive to act rationally and to avoid irrationality in our thoughts and actions, what exactly are we trying to do? And how successful can we be? We will begin by analyzing self-deception and weakness of will, phenomena widely regarded as irrational, in order to explore different conceptions of practical rationality. Then we will consider whether pursuing self-interest is always rational; whether it is irrational to make promises, like marriage vows, that one might not be able to keep; and whether it can be irrational to seek the optimal option when we could "satisfice" instead. We will end by considering the implications of research that identifies implicit biases and evaluative tendencies that persist even when we disavow our quantity.
Instructor: McEntyre
Prerequisite: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.
Distribution: EC
Term(s): Fall

PHIL 249 - Medical Ethics (1.0)
This applied ethics course will examine some central problems at the interface of medicine and ethics and explore some of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include: drawing the distinction between genetic therapy and genetic enhancement; the permissibility of the practice of genetic screening and selective abortion; the status and interests of individuals at the margins of agency, such as infants, children and dementia patients; decisions about prolonging life and hastening death; and controversies about the use of memory-dampering drugs. Throughout, several key ethical themes will unify the course, including: the conditions for personhood and what we owe to persons; the value of autonomy and the right to make decisions about one's own body; and the importance of well-being and the purpose of medicine.
Instructor: Gartner
Prerequisite: Open to all students without prerequisite.
Distribution: REP
Term(s): Spring

PHIL 250 - Research or Individual Study (1.0)
Prerequisite: At least one course in philosophy and permission of the instructor.
Distribution: None
Term(s): Fall; Spring

PHIL 250H - Research or Individual Study (0.5)

The human imagination is a powerful creative tool. In this course, we will examine the imagination’s nature, uses, and limits. Questions to be discussed include: What role do mental images play in imagining? What is the imagination’s role in creativity? If fictional entities aren’t real, why do we often have such powerful emotional responses to them? Are some things too bizarre or repellent to be imaginable?

Prerequisite: One course in philosophy, psychology, or cognitive and linguistic sciences, or by permission of the instructor.

Distribution: EC
Term(s): Not Offered

PHIL 317 - Seminar: Philosophy and Race (1.0)
This seminar will explore various philosophical issues related to race. First, we shall explore the metaphysics of race. Drawing on work in biology, anthropology, the philosophy of science, and theories of social construction, this section of the course will be concerned with what sort of thing (or category) race is. Next, we will examine race, weed, and the law. Appealing to work in the philosophy of language, sociology, and free speech law, we will explore (alleged) connections between racist hate speech and various sorts of harm and discuss how, if at all, such connections affect the free speech status of racist hate speech. Finally, we will consider racist jokes. Using work in the philosophy of language and political philosophy, we shall explore how they work, what they communicate, and how they may be implicated in broader issues of social justice.

Prerequisite: At least two courses in philosophy or permission of the instructor. Not open to first-year students.

Distribution: EC
Term(s): Not Offered

PHIL 319 - Black Aesthetics: The Politics of Black Film (1.0)
This course will explore how Black film (and Black art in general) raise questions about issues in Black political and Black feminist thought. For instance, what is the role of Black art in Black liberation? How do gender, race, class, and region affect portrayals of Black agency? How does colorism (or certain beauty ideals) affect Black women’s lives? In what ways do Black spiritual traditions inform representations of Black life? To answer the questions, we will also revisit historical debates (such as those between W.E.B. Du Bois and Alain Locke, and Zora Neale Hurston and Richard Wright) as well as analyze current work on representations of Black women in film such as Bessie, 12 Years A Slave, Hoodoo in America, Hidden Figures, and Fences. This course will also analyze and discuss concepts in philosophy of race, African American philosophy, and Black Feminist Philosophy that are relevant to those films.

Prerequisite: At least one course in Philosophy, Africana Studies, or Women’s and Gender Studies.

Cross-Listed as: AFR 319
Distribution: REP
Term(s): Not Offered

PHIL 325 - The Free Will Problem (1.0)
Do we ever act with freedom of the will? To address this question, philosophers typically start by analyzing the concept of free will. Some conclude that a choice that is caused by antecedent states or is causally determined could not be an instance of free will. This approach can lead to skepticism about whether free will actually exists. Others start with the assumption that free will must exist because it is the trait that explains and justifies our practice of holding people responsible for what they do. This approach leaves open what free will might turn out to be. Variations on these two strategies in the work of philosophers, psychologists, and neuroscientists will be scrutinized and evaluated as we formulate our own positions in the free will debate.

Instructor: McIntyre
Prerequisite: At least one course in philosophy, psychology, neuoscience, or cognitive and linguistic science, or permission of the instructor.

Distribution: EC
Term(s): Spring

PHIL 330 - Calderwood Seminar in Public Writing: Ethics for Everyone (1.0)
Socrates practiced philosophy in the public marketplace, but contemporary philosophers have retreated to the ivory tower. Though we wrestle with questions of fundamental human concern, philosophical writing is often inaccessible to a public audience. This tension is perhaps most troubling when it comes to the study of ethics. What good is inquiry into how we should live if we do not or cannot share our thoughts with others? In this course, we will focus on improving our skills at engaging in ethical inquiry in dialogue with the general public. Students will produce a portfolio of public writing surrounding a pressing ethical issue of their choice. Topics might include vegetarianism, humanitarian intervention, civil disobedience, hate speech, cultural appropriation, torture, etc.

Prerequisite: Intended for philosophy majors and minors, but students who have taken at least two courses in philosophy (preferably one of which is in moral/political philosophy) will be considered.

Distribution: REP
Term(s): Not Offered

PHIL 333 - Seminar: Language and Law (1.0)
Language issues permeate the criminal justice system. If a police officer says, “You wouldn’t mind if I looked inside your trunk, now would you?” is that statement only a question or is it also a request or even an order? Committing perjury requires uttering something false; can a misleading but true utterance constitute perjury? This seminar will explore various linguistic issues related to the law (and the criminal justice system more generally). Tools from the philosophy of language and linguistics will be explored and then applied to legal questions. Topics covered include: perjury, consent, Miranda warnings, verbal crimes (e.g., solicitation, bribes), threats and cross-burning, invoking the right to counsel, sedition, and free speech.

Instructor: McGowan
Prerequisite: Two previous philosophy courses or permission of the instructor. Not open to first-year students.

Distribution: EC
Term(s): Fall

PHIL 338 - Seminar: Who Owns the Past? (1.0)
In this course, we will examine a range of moral and political questions surrounding cultural heritage. We will employ an interdisciplinary array of sources in order to investigate key concepts including cultural and natural heritage, value, identity, colonialism, cultural property and landscapes, stewardship, and preservation. We will use these conceptual foundations to address practical questions, such as whether cultural artifacts in Western museums should be repatriated to their countries of origin; how we should resolve value conflicts between archaeologists and indigenous communities; and whether institutions (such as governments or colleges) should continue to honor historical figures who perpetrated historical injustices. The course will involve a substantial independent research project on a topic of each student’s own choosing.
PHIL 340 - Seminar: The Meaning of Life (1.0)
This seminar will explore a range of questions concerning life's meaning. Is meaning possible in a world without God? What is the difference between a happy life and a meaningful one? What is the role of love, achievement, knowledge, beauty, virtue and authenticity in a purposeful life? Do the stories we tell about our lives contribute to their meaning? Is life, finally, absurd - or just kind of awful? Does meaning now depend on death later? We will discuss answers to these and related questions, using readings from both philosophy and literature.

Instructor: de Bres
Prerequisite: Open to seniors without prerequisite and to juniors and sophomores who have taken one course in philosophy, or by permission of the instructor.
Distribution: REP
Term(s): Fall
Ann E. Maurer '51 Speaking Intensive Course

PHIL 342 - Seminar: Political Philosophy (1.0)

PHIL 345 - Seminar: Advanced Topics in Philosophy of Psychology and Social Science (1.0)
Prerequisite: At least one course in philosophy, psychology, neuroscience, or cognitive and linguistic science, or permission of the instructor.
Distribution: EC
Term(s): Not Offered

PHIL 350H - Research or Individual Study (0.5)
Prerequisite: At least two courses in philosophy and permission of the instructor.
Distribution: None
Term(s): Fall; Spring

PHIL 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

PHIL 370 - Senior Thesis (1.0)
Prerequisite: PHIL 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
Physical Education Faculty Profiles

The Department of Physical Education, Recreation and Athletics is dedicated to promoting students’ intellectual success and balanced living through increased knowledge, skill development, and participation in physical activity and sports. PERA engages and challenges all students through a diverse physical education curriculum, varied types and levels of recreation, and competitive varsity athletics, affirming the undergraduate degree requirement as an essential component of a liberal arts education.

Physical Education Requirement

To complete the College degree requirement in physical education, a student must earn at least eight (8) physical education credits through physical education classes, varsity athletics, or recreation programming. These credits do not count as academic units toward the degree, but are required for graduation. Students are strongly urged to fulfill the requirement by the end of the sophomore year. There are no exceptions for the degree requirement in physical education.

Upon fulfilling the Physical Education Requirement, students will possess the following knowledge and skills. These competencies are the foundation of a healthy, balanced life, and are instrumental to a well-rounded liberal arts education.

All students who participate in PERA programs will:

- Acquire knowledge of and competence in fundamental and advanced motor skills that will allow students to enjoy regular physical activity
- Demonstrate an understanding of the fundamental training principles that apply to cardiovascular fitness, flexibility, and strength
- Develop strategies for self-assessment and goal-setting to achieve fitness and sport-related objectives
- Understand the link between regular physical activity and improvements in mood, cognition, and academic performance
- Adapt quickly to challenging situations as a result of being exposed to risk-taking opportunities

Fulfilling the PE Requirement

Most students fulfill the PE requirement by taking two or more physical education classes. Students may also earn PE credits for participation on one or more of Wellesley’s 14 varsity athletic teams or for participation in a department-approved, College-sponsored recreational program (maximum two or four credits). Qualified students may also earn physical education credit for pre-approved independent study programs (maximum four credits).

No student is exempt from the physical education requirement. If a student has a temporary or permanent medical restriction, the student may work with PERA and Health Services to arrange an independent study program (maximum four credits). Qualified students may also earn PE credits for pre-approved independent study programs (maximum four credits).

Enrollment and eligibility for earning credit points for intercollegiate varsity athletics is limited to those students who are selected to the team by the head coach. Notices of organizational meetings and tryouts for these teams are distributed each year by head coaches.

C. Recreation: Intramural Crew, Dance, or Sport Clubs (maximum credit: 2-4 credits)

The college offers students the opportunity to engage in a variety of recreational activities through a partnership between Physical Education, Recreation, Athletics, and Student Involvement. Activities that include at least 10 hours of formal instruction under the guidance of a qualified instructor—such as dorm crew, class crew, and some dance and sport clubs—are worth a maximum of two credit points. PERA-supported club sports are worth a maximum of four credits.

PE - Physical Education Courses

PE 100 - Beginning Swimming (4 PE Cr)

Upon completion of this course, the student will be able to swim at least 10 yards of freestyle, backstroke, or elementary backstroke. The student will be able to survive float or tread water for 2 minutes, and swim in deep water for at least 5 yards. The student will also be able to perform the breaststroke and butterfly pull and kick for 5 yards.

Instructor: Dix
Prerequisite: None
Distribution: PE
Term(s): Spring
Offered PE Term 4.

PE 101 - Intermediate Swimming (2 PE Cr)

This course is for students who have basic swim skills, but would like to enhance their technique, learn new strokes, and become more comfortable in the water. Upon completion of this course, students will be able to use each of the following strokes: freestyle, breaststroke, backstroke, and butterfly.

Instructor: Dix
Prerequisite: Beginning Swimming or permission of the instructor
Distribution: PE
Term(s): Spring
Offered PE Term 4.

PE 102 - Swim Conditioning (4 PE Cr)

This course is for students already proficient in swimming. Students will use swimming as their conditioning over the semester. Practices will be created for them the first six weeks and they will begin to create their own practices by the end of the semester. The different energy systems and how to train them will be discussed, and examples given as part of the practice. There will also be an element of stroke technique and drill work as part of the course, including turns.

Instructor: Dix
Prerequisite: Intermediate Swimming or permission of the instructor
Distribution: PE
Term(s): Spring
Offered PE Term 4.

PE 104 - Basic Sailing (2 PE Cr)

Upon completion of this course, a student will be able to rig and unrig a tech dinghy using the proper knots, recognize and define the points of sail, sail a figure-8 course set by the instructor using tacking, and define basic sailing terminology. A student will also demonstrate an understanding of her ability to navigate the vessel in a variety of conditions.

Instructor: Spilane
Prerequisite: None
Distribution: PE
Term(s): Fall
Offered PE Term 1.

PE 105 - Beginning Canoe (2 PE Cr)
After taking this course, students will be able to execute basic bow and stern strokes, enabling them to effectively steer and maneuver a tandem and solo canoe. Students will also be able to demonstrate basic safety and rescue maneuvers - including capsise recovery & boat over boat rescue.

Instructor: Spillane
Prerequisite: None
Distribution: PE
Term(s): Fall  
Offered: PE Term 1.

PE 109 - Take the Leap: Intro to Diving (4 PE Cr)

Introduction to springboard diving will provide students an opportunity to learn movement patterns, skills, techniques, and basic dives from the 1- and 3-meter springboard in a safe, progressive manner. Students will learn both forward and backward takeoff and somersaults into the water, as well as simple trampoline skills, stretches for flexibility, and exercises related to the sport. Students will also learn diving terminology, scoring, and how to dive meet rules. This class will culminate with a diving competition where students will perform their skills in a mock diving meet in a fun, friendly environment.

Instructor: Lewis
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 110 - Indo Row (4 PE cr)

This upbeat class will challenge mind and body while providing a tremendously fun workout. By creating varied routines for each class, students will learn the importance of rhythm and timing. Additionally, each rep includes leg press, a dead lift, and a row. Also, because you're working every muscle group in your body, your heart rate is elevated. This workout is low impact to the joints with medium to high aerobic intensity. Participants can get all of the benefits of running, squattting, and lifting without the wear and tear on the body. Capturing a "crew effect," we will develop a positive environment where everyone is trying to help each other succeed.

Instructor: Spillane
Prerequisite: None.
Distribution: PE
Term(s): Not Offered

PE 120 - Ballet I (4 PE Cr)

This introductory level course, designed for the student who has never before been introduced to the art, offers training in the basic skills of ballet technique. Beginning with barre exercises and progressing to simple steps that move across the center floor, students will practice - to music - the fundamentals. They will learn what brings line to a dancer's foot and fluidity to a dancer's arm; they'll learn to turn and jump with classical form. Upon completion of this course students will have an understanding of what comprises a ballet class and what it takes to execute ballet's most basic movements.

Instructor: Ulissey
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 121 - Ballet II (4 PE Cr)

This advanced beginner course is designed for the dancer who has already been introduced to the basics of ballet and wishes to further develop technique. Akin to stringing beads or speaking simple but fluid sentences in a new language recently learned, steps that were introduced in Ballet I will here be combined into simple but fluid dance combinations. Here is where the absolute beginner becomes facile. Students will move in traditional fashion through barre and center exercises that are carefully crafted to be fun and strengthening yet not too difficult to remember or perform. Music is integral and artistic expression the ultimate aim, but this course focuses on the physical mastery of ballet's basic movements.

Instructor: Ulissey
Prerequisite: PE 120 or permission of instructor.
Distribution: PE
Term(s): Fall; Spring

PE 122 - Ballet III (4 PE Cr)

This intermediate/advanced level course is designed for the dancer who has fully mastered the basics of ballet and wishes to develop top technique and artistry. At this level much of the discussion/explanation of basic steps drops out and practice of them becomes rigorous. Combinations at this level become more complex, they are taught relatively quickly, and accompanying tempos are designed to increase difficulty levels. In this course the artistic emerges, as execution of steps progresses to performance of them and artistic expression becomes a focus. From pliés to grand allegro, this course keeps a steady (sometimes swift!) pace, allowing the well-trained dancer the opportunity to work out, technically improve, and artistically grow.

Instructor: Ulissey
Prerequisite: PE 121 or permission of instructor.
Distribution: PE
Term(s): Not Offered

PE 124 - Dance Basics (4 PE Cr)

A student enrolled in this class will learn different techniques and gain technical skills in locomotor movements, turns, falls, and isolations. Basic concepts of sequencing, transition, phrasing, use of space, intention, and theme will underlie technical application. Upon completion of this class, a student will begin to have a sense of her individual quality of movement and what makes her style unique.

Instructor: Cameron
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 125 - Advanced Dance (4 PE Cr)

This is a class for students with strong dance technique seeking to expand their movement vocabulary and emotional boundaries. Using the creative focus of choreographic tools - time, space, rhythm, theme - the student's ideas of their physical and emotional bodies will shift and grow. Classes include a variety of other techniques, including partnering/light and Shakti Yoga Dances, along with improvisation.

Instructor: Cameron
Prerequisite: PE 124 or permission of the instructor.
Distribution: PE
Term(s): Fall; Spring

PE 126 - African Dance (4 PE Cr)

Dance & music are an integral part of daily life and culture all over Africa. In this course we will explore the richness of West African culture through its music and movement. Students will learn traditional dance movements, songs and history. This course will focus on the correlation between the dance and its corresponding rhythm. Students should wear loose clothing and plan to be barefoot. Women should bring a piece of material to wear around their waists as a wrap-around skirt.

Instructor: Harkless
Prerequisite: None

Distribution: PE
Term(s): Fall

PE 127 - Classical Indian Dance (4 PE Cr)

Kathak (classical Indian dance) is characterized by intricate footwork, refined gestures, elegant stances, swift spins, improvisation and rhythmic intensity—along with both subtle and dramatic facial expression. As a result of taking this course, students will come away with a foundation in the basics of kathak and an awareness of the cultural influences which shape this art form. Students will be wearing percussive ankle bells (ghungroos).

Instructor: Hayden-Ruckert
Prerequisite: None
Distribution: PE
Term(s): Fall

PE 128 - Afrobeoazrao Dance (4 PE Cr)

Brazil was the largest importer of African slaves in all of the Americas. As a result, its music and dance are heavily African-rooted, but also incorporate European and Native American influences. Brazil boasts one of the most elaborate Carnival celebrations in the world that displays a rich variety of dance and music. Upon completion of this course students will be able to recognize and execute a series of steps and choreography from several traditional Afrobeoazrao dances.

Instructor: Harkless
Prerequisite: None
Distribution: PE
Term(s): Spring

PE 130 - Middle Eastern Dance (4 PE Cr)

Middle Eastern Dance, also known as “Bellydance,” originated in the Middle East as a folk/social dance and in the modern era became a highly artistic performance art. Bellydance lets us celebrate our bodies that come in all shapes and sizes, and can be enjoyed by an array of ages and cultural backgrounds. The movements will help stretch and tone your body, improve your stamina and body control, and help promote a confident body. After completion of this course, students will be able to perform the basic bellydance steps, identify basic rhythms in the music, and dance with a variety of different props like a veil and assaya (dance cane).

Wear comfortable workout clothing, a scarf to wrap around your hips (hip scarf) and bare feet. If your feet are sensitive, wear soft sole dance slippers.

Instructor: Gamal
Prerequisite: None.
Distribution: PE
Term(s): Spring

PE 140 - Zumba (4 PE Cr)

Zumba is a fusion of Latin and international dance stylings combined with fitness elements and movements. By taking this course, students will experience a cardiovascular and total body strength & conditioning workout. Improved endurance, coordination & balance are additional benefits of Zumba. Upon completion, students will have a basic understanding of dance & music sequencing, transitions, and phrasing, and will perform the choreography learned.

Instructor: Grande, Sieck
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

One section of Zumba will be for first-years students only.

PE 141 - Cardiovascular Fitness (4 PE Cr)
Upon completion of this course, students will increase their cardiovascular capacity while developing a comprehensive understanding of how to design and carry out a personal fitness program. Students will be introduced to variety of workout routines through training modules. Workouts will be tailored to each student's cardiovascular capacity and will progress from a low intensity workout module to a high impact interval training module. The class will primarily utilize aerobic equipment including ellipticals, treadmills, bicycles, and 'stairmasters.' Weather permitting, the class will go outdoors to engage in cardiovascular based activities that may include team based games. Spaces used on these days can include our sports fields, track, or walking trails. Finally, most classes will incorporate a social element allowing students to make personal connections with classmates and promote a sense of camaraderie while getting in shape.

Instructor: Kroll
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 147 - Sports Performance Training (4 PE Cr)
This course is designed to provide students with the fundamental knowledge and skills involved in resistance training. Students will learn the proper technique of various forms of functional resistance training including: free weights, resistance bands, physioballs and body weight exercises. Students will also learn how to properly warm up and cool down through dynamic and passive movements. Students will follow a periodized resistance program throughout the semester aimed at making gains in strength and power. At the completion of this course, students will be able to create a personalized resistance training routine.

Instructor: LaBella
Prerequisite: PE 146 or permission of instructor
Distribution: PE
Term(s): Fall; Spring

PE 148 - Couch to 5K (4 PE Cr)
Students will increase their aerobic capacity and learn about various training strategies and the impact of physical conditioning on the body while training to run a 5K. Each class will progress through a variety of distances, time intervals, and levels of exertion, along with learning the physiological rationale for such progressions. Various training techniques, including interval training and cross training (e.g., bike, elliptical, etc.), will be used throughout the course. Each class meeting will include a dynamic warm-up and cool down. The eventual goal is for the student to be able to continuously run for 30+ minutes. Students will also be given a journal to track individual goals and progress throughout the semester. In addition, students will become familiar with research surrounding a variety of wellness topics, specifically, sleep, nutrition, exercise, and stress resilience.

Instructor: Pennypacker, Price
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 150 - Beginning Spinning (4 PE Cr)
One section of Beginning Spinning will be offered to first-years only.

Instructor: King, O'Meara
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 151 - Advanced Spinning (4 PE Cr)
The class is a continuation of Beginning Spinning with more rigorous rides focusing on higher and more challenging rotations per minute (rpm). It will offer energizing rides that combine sound training principles, including regulating tension, intensity, and cadence throughout each workout. Students will be able to transform their beginning spin skill set into a performance training tool. This course will enhance students' cardiovascular fitness level, reduce stress, and build confidence.

Instructor: O'Meara
Prerequisite: PE 150 Beginning Spinning or permission of the instructor.
Distribution: PE
Term(s): Fall; Spring

PE 152 - Introduction to Triathlon Training (4 PE Cr)
Introduction to Triathlon Training introduces the three disciplines of swimming, biking, and running, while intergrading key functional training components to improve overall power, strength, and endurance. Students will receive a well-balanced training regimen accompanied by technique instruction on swimming, biking and running. Upon completion, students will have a heightened understanding of the physiological and psychological demands required to compete in their first triathlon or improve on their current skill set.

Instructor: Kimball
Prerequisite: Base level of swim skill is required. See notes.
Distribution: PE
Term(s): Fall; Spring

A base level of swimming skill is required for successful participation in this course. Participants can demonstrate this in several ways: have taken PE Elementary Swim, can show a Lifeguard Certification, some form of swim lesson card or demonstrate skills to the instructor. Participant must be able to swim 200yds (8 lengths) without stopping and will be tested on the first day of class in order to fully participate. Students are encouraged to practice this skill during open recreation hours prior to the test.

PE 153 - Barre Fitness (4 PE Cr)
Barre is for students of all fitness levels. It is a high intensity full body workout that incorporates body-weight strength exercises, pilates and ballet movements. The fun and challenging workout set is supported with upbeat, motivating music. Exercises are designed to fatigue your muscle groups and then stretch targeted areas for toned results. No previous experience necessary.

Instructor: Verity, Sieck
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 154 - Cardio Tennis (4 PE Cr)
Cardio Tennis is cardiovascular training through the activity of tennis. Students must have previous postures/movements. Upon completion of this course, students will be able to design and execute their own individualized spin program. This course will help students get into shape, reduce stress, increase energy, and build confidence.

Instructor: King, O'Meara, Webb
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 155 - Yoga Barre (4 PE Cr)
Students will be able to design and execute their own personalized spin program. This course will help students get into shape, reduce stress, increase energy, and build confidence.

Instructor: King, O'Meara, Webb
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 156 - Cardio Tennis (4 PE Cr)
Cardio Tennis is cardiovascular training through the activity of tennis. Students must have previous
experience playing tennis so they can make contact with the ball and move on the court at a sufficiently high level to get a cardiovascular workout. Drills focus on agility and efficiency of high-paced movement using tennis skills as a fun activity. Lively and upbeat music adds to the enjoyment of the class.

Instructor: Kuscher
Prerequisite: Elementary Tennis or permission of the instructor
Distribution: PE
Term(s): Fall; Spring

PE 155 - Soccer for Fitness (2 PE Cr)
This class is designed for students of every ability level interested in developing cardiovascular fitness through soccer-specific skills, exercises, and games. Upon completion of the class, students will have acquired fundamental ball-control skills, passing and receiving, 1v1 attack and defense, speed training, and small group tactics. Principles of training include fitness testing, physiological needs for pre/post training, nutrition for performance, and the importance of stretching.

Instructor: Price
Term(s): Fall; Spring

PE 160 - Self Defense (4 PE Cr)
Upon completion of this practical self-defense course, students will learn basic avoidance tactics, awareness skills and physical self-defense maneuvers. The student will be able to demonstrate effective escape skills, verbal responses, and offensive counter attacks (including elbow strikes, heel/palm hits, kicks and fighting from the ground). Safety equipment will be used in class, and physical contact is a part of every session.

Instructor: Weaver
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 161 - Tai Chi (4 PE Cr)
Tai Chi is the ancient Chinese art of meditation achieved through low-impact movements and postures. Weaponry (sabre) is an important aspect of this training and will be included in the course. By learning postures from the Wu Chien-Chuan competition form and the fundamentals of the tai chi saber, students will achieve proper spinal alignment and muscle relaxation.

Instructor: Chin
Prerequisite: None
Distribution: PE
Term(s): Fall

PE 162 - Kung Fu (4 PE Cr)
A student enrolled in Kung Fu will be able to develop physical stamina, coordination and mental discipline. The course focuses on sequences called forms that are dynamically executed.

Instructor: Chin
Distribution: PE
Term(s): Spring

PE 170 - Archery (4 PE Cr)
Upon completion of the course, a student will be able to execute the fundamental steps of target shooting and attain an intermediate level of skill. Videotaping will help students analyze their errors to improve overall shooting. Students will have the opportunity to test their archery skills and sights in a variety of archery games, such as tic tac toe, dartboard, and balloon shoot. Students will shoot from 15, 20, and 25 yards.

Instructor: Bauman
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 171 - Badminton (4 PE Cr)
Upon completion of the course, a student will be able to perform the basic strokes, including serves, clears, drop shots, drives and smashes. The student will have an understanding of the rules and positional strategy necessary to score and participate in a match.

Instructor: Berry
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 172 - Fencing (2 PE Cr)
At the end of this course, a student will be familiar with fencing history, rules, equipment and basic skills, including advance, retreat, attack and defense, with an emphasis on correct execution of these fundamental skills. Students will also learn bouting strategies and scoring. Opportunity for electric foil fencing will be included.

Instructor: Klinkov
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 173 - Term Golf (2 PE Cr)
After taking this class, the student will be able to execute the basic golf strokes, including full swing, pitching, chipping and putting. The student will have an understanding of the rules in order to engage in course play. (Equipment provided)

Instructor: Makerney
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 174 - Semester Golf (4 PE Cr)
Upon completion of this course, students will be able to execute basic golf strokes like putting, chipping, pitching and full swing, as well as trouble shots like hitting from the sand or rough. Students will be able to describe the laws of golf ball flight and relate them to their own swings, and detect and correct basic errors through the use of videotaping. After working on the basic skills in the Fieldhouse for the first part of the semester, students will demonstrate their knowledge and skills in this lifetime activity by playing holes on our 9-hole golf course. (Equipment provided.)

Instructor: Makerney
Prerequisite: None
Distribution: PE
Term(s): Not Offered

PE 177 - Rock Climbing (4 PE Cr)
Upon the completion of this course students will have a basic knowledge of belayer/climber communication, rock climbing terms, knots, and movement on rock. Students will focus on personal goal setting and intrinsic motivation in the sport of rock climbing. This is an introductory course and no previous rock climbing experience is needed.

Instructor: Megovern
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 178 - Intermediate Fencing (2 PE Cr)
A continuation of the introduction to fencing course, this course will review the footwork, bladework, and tactics from the introductory class. The emphasis will be on expanding to competitive bouting and electric fencing.

Instructor: Klinkov
Prerequisite: Fencing or permission of the instructor
Distribution: PE
Term(s): Spring; PE Term II
Offered PE Term 4.

PE 179 - Pickleball (4 PE Cr)
Pickleball is a paddle sport accessible to all ages and skill levels. Students will learn the rules of the game and basics of play, with greater technique incorporated as the class progresses. Through drills and live play, students will gain confidence and proficiency in this life-long wellness activity.

Instructor: Schoenberger
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 180 - Elementary Squash (4 PE Cr)
Students will be able to execute the basic skills of forehand, backhand, lob, smash, loop, service and footwork. They will also acquire an understanding of game rules and tactics used in a match, and display their skills in a mini-tournament at the end of the term.

Instructor: Liang
Prerequisite: None
Distribution: PE
Term(s): Fall; PE Term I; PE Term II
Offered terms 1 and 2.

PE 181 - Table Tennis (2 PE Cr)
As a result of taking this class, students will be able to execute the basic shots of tennis, including forehand and backhand ground strokes, volleys, and serves. Students will become familiar with fundamental concepts related to each of the basic strokes including correct grips, footwork, and contact points, and will learn how to play points and games. Upon completion of this class, students will be able to take their skills with them and continue to participate in this growing sport. (Equipment provided)

Instructor: Berry
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 182 - Elementary Tennis (4 PE Cr)
As a result of taking this class, students will be able to execute the basic shots of tennis, including forehand and backhand ground strokes, volleys, and serves. With emphasis on footwork, positioning, and
ball placement, students will be able to execute strategies for singles and doubles play. Students will also become familiar with the use of varied grips and spins, as well as specialty shots such as the overhead, lob and drop shot. Students will be able to implement their developing skills and strategies into match play.

Instructor: Kascher
Prerequisite: PE 182 or permission of instructor.
Distribution: PE
Term(s): Fall; Spring

PE 184 - Volleyball (4 PE Cr)
This class is designed for students of every ability level interested in improving their volleyball skills. By the end of the class, students will be able to pass, set, dig, serve, and attack. Students will also have a basic knowledge of offensive and defensive strategies. Principles of physical fitness, including proper warm-up/cool down, cardiovascular and strength training, and stretching will also be addressed.

Instructor: Webb
Distribution: PE
Term(s): Fall; Spring

PE 185 - Intro to Racket Sports (4 PE Cr)
Upon completion of this class, students will know the rules and basic skills of three racket sports – tennis, badminton, and squash – including the serve, backhand, forehand, lob, and overhead strokes.

Instructor: Berry
Prerequisite: None
Distribution: PE
Term(s): Not Offered

PE 186 - Horseback Riding (2-4 PE Cr)
The horseback riding program is conducted at the Dana Hall Riding School, a 15 minute walk from campus. The Riding Center at Dana Hall offers instruction for all levels, from beginner to advanced. Students are responsible for transportation, a non-refundable registration fee (approximately $600), and any required riding attire. To register, phone 781.237.0728.

Instructor: Dana Hall Staff
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring

PE 187 - Downhill Ski and Snowboard (2 PE Cr)
The downhill ski and snowboarding program is conducted at Nashoba Valley Ski Area, a 45-minute ride from the College. The Nashoba Valley Ski School accommodates all levels of expertise from beginning to expert. Dates and costs TBA. See PE website for details.

Instructor: Nashoba Staff
Prerequisite: None
Distribution: PE
Term(s): Spring; PE Term 3
Offered PE Term 3

PE 190 - Beginning Yoga (4 PE Cr)
Iyengar Yoga is a rigorous approach to yoga postures (asanas) based on the work of B.K.S. Iyengar. The classes focus on active poses that are sustained and balanced with a brief restorative pose. As a result of taking this class, students will have increased awareness of the physical aspects of yoga practice-agility, strength, and balance. Postures for relaxation and stress release will also be covered. In addition, students will become familiar with research surrounding a variety of wellness topics, specifically, sleep, nutrition, exercise, and stress resilience.

Instructor: Gifford, Masters, Owen
Prerequisite: None
Distribution: PE
Term(s): Fall; Spring
One section of Beginning Yoga will be offered to first-years only.

PE 191 - Continuing Yoga (4 PE Cr)
Students in this Iyengar style class will perform intermediate yoga postures, including inverted poses, arm balances and back bends. Prerequisite: Beginning Yoga or previous Yoga experience and permission of the instructor. In addition, students will become familiar with research surrounding a variety of wellness topics, specifically, sleep, nutrition, exercise, and stress resilience.

Instructor: Owen
Prerequisite: PE 190 or permission of instructor.
Distribution: PE
Term(s): Fall; Spring
One section of Continuing Yoga will be for first-years only.

PE - Physical Education Courses for Academic Credit

PE 205 - Sports Medicine-Lower Extremity (1.0)
The course combines the study of biomechanics and functional human anatomy of the lower extremity – foot, ankle, leg, and hip. The class focuses on the effects of the mechanical forces that arise within and outside the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, weekly laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries and determining effective treatment protocols. An off-site cadaver lab reinforces identification of lower extremity anatomical structures. This course is particularly useful for any student who is exploring a career in the health professions. Academic credit only.

Instructor: Bauman, Rybko
Prerequisite: None
Distribution: None
Term(s): None

PE 206 - Sports Medicine-Upper Extremity (1.0)
The course combines the study of biomechanics and functional human anatomy of the upper extremity – core abdominal muscles, spine, shoulder, arm and head as it relates to concussion injuries. The class focuses on the effects of the mechanical forces that arise within and outside the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, weekly laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries and determining effective treatment protocols. An off-site cadaver lab reinforces identification of upper extremity anatomical structures. This course is particularly useful for any student who is exploring a career in the health professions. Academic credit only.

Instructor: Bauman, Rybko
Prerequisite: None
Term(s): Not Offered
Physics Faculty Profiles

A major in physics involves the study of the universal principles underlying phenomena ranging from the behavior of subatomic particles to the structure of the universe. It also entails the applications of these principles to the phenomena we observe every day and to the technology used to explore the world and address people's needs. Important components of the major are modeling, problem-solving, and developing the critical thinking skills necessary to address fundamental questions about Nature. To acquire these skills our majors engage in active inquiry in the classroom and teaching laboratories and in performing research. In addition to preparing students for graduate study in physics or engineering, a major in physics is an excellent basis for a career in other sciences, business, public policy, medicine, law, and the arts. Physics majors will also be prepared with fundamental intellectual tools to support their lifelong learning in a rapidly changing world.

Physics Major

Goals for the Physics Major

- The Wellesley physics major is designed to give students an effective and engaging sequence of experiences to prepare them for graduate study or any of the subsequent paths listed above. Physics courses for the first three semesters have laboratory components that provide hands-on training in investigating the physical world and exposure to modern equipment and analytical tools. There is also a two-semester mathematical methods sequence that focuses on the link between mathematics and physics that is central to the modeling process. Our core upper-level courses include advanced work in three fields fundamental to the understanding of the many special topics within the discipline as well as an advanced laboratory course that gives students experience in modern experimental techniques.
- Most courses meet three times weekly. If indicated, there is an additional three-hour laboratory session weekly.

Requirements for the Physics Major

A major in physics should ordinarily include PHYS 107, PHYS 108, PHYS 202, PHYS 207, PHYS 302, PHYS 305, PHYS 310, and PHYS 314. MATH 215 and PHYS 216 are additional requirements. PHYS 320 is strongly recommended for students considering advanced work in physics and related disciplines. One unit of another laboratory science is strongly recommended for students considering advanced work in physics and related disciplines.

Physics Minor

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

Teacher Certification in Physics

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the chair of the department.

Transfer Credit in Physics

In order to obtain Wellesley credit for any physics course taken at another institution, during the summer or the academic year, approval must be obtained from the chair of the department prior to enrolling in the course. There is a limit of one physics course for which transfer credit may be given. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after matriculation at Wellesley. Students wishing to obtain credit for physics courses taken prior to matriculation at Wellesley should consult the chair of the department.

Advanced Placement and Exemption Examinations in Physics

If a student has a strong physics background (AP, IB physics credits, or the equivalent) and wishes to be exempted from any introductory courses for the purpose of enrolling in a higher-level physics course, she must pass an exemption examination administered by the department. Sample examinations are available from the department.

Students may not receive more than two units of credit for the introductory physics sequence. For example, a student who enrolls in both PHYS 107 and PHYS 108 will not receive AP or IB credit.

Engineering

Students interested in engineering should consult ENGR 112: Making a Difference Through Engineering and ENGR 160: Fundamentals of Engineering. First-year students may enroll in ENGR 111: Product Creation for All and students who have taken ENGR 120 are eligible for ENGR 125, an associated winter session course. Students may also consider possible subsequent engineering studies such as the engineering certificate from the Olin College of Engineering. The Special Academic Programs section contains a description of these certificates that represent groups of engineering courses at Olin designed to complement a major at Wellesley.

Additional information about taking courses at Olin can be found online at crossreg.olin.edu.

Teacher Certification in Physics

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the chair of the department.

Physics Related Courses

Attention Called:

MATH 215 Mathematics for the Sciences I

Requirements for the Physics Minor
A minor in physics (six units) should ordinarily include PHYS 104 or PHYS 107, PHYS 108, PHYS 202, PHYS 207, PHYS 302, and one other unit at the 300-level (PHYS 350 cannot be counted as the other 300-level unit). MATH 215 and PHYS 216 are also required.

PHYS - Physics Courses

PHYS 100Y - First-Year Seminar: Einstein and the Dark Universe (1.0)
This seminar explores Einstein’s theory of relativity and two fundamental puzzles in physics: dark matter and dark energy. Taught in a hands-on/workshop format, students will carry out an experimental test of relativity, as well as computational analyses which reveal that the Universe expansion is accelerating and that 80% of the matter in the Universe is fundamentally different from all known particles in the Standard Model of particle physics. We will also discuss the ongoing experimental search for the elusive dark matter particle, as well as efforts to understand the nature of dark energy. No prior physics background is assumed. We will make use of high school algebra and geometry in our work. Not to be counted toward the minimum physics major or to fulfill the physics entrance requirement for medical school.
Instructor: Battat
Prerequisite: Open to first-year students only.
Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Cross-Listed as: ASTR 110
Distribution: NPS; MM
Term(s): Not Offered

PHYS 103 - The Physics of Marine Mammals (1.0)
Sperm whales can dive down thousands of feet, stay submerged for over an hour, and resurface rapidly. Many marine mammals thrive in arctic waters, sense the world around them using sound, and move with phenomenal efficiency. In this course, we will learn the physics underlying the remarkable abilities of these aquatic mammals. Marine mammal characteristics and the associated scientific topics include diving and swimming (ideal gas law, fluids, and forces); metabolism (energy, thermodynamics, and scaling); and senses (waves, acoustics, and optics). This course represents a naturally interdisciplinary approach in connecting biology, chemistry, and engineering principles to the physics we will study as we learn about these animals. The course also emphasizes the development of modeling and problem-solving skills. Whale watch. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.
Instructor: Ducas
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS; MM
Term(s): Not Offered

PHYS 104 - Fundamentals of Mechanics with Laboratory (1.25)
This course is a systematic introduction to Newtonian mechanics, which governs the motion of objects ranging from biological cells to galaxies. Primary concepts such as mass, force, energy, and momentum are introduced and discussed in depth. We will place emphasis on the conceptual framework and on using fundamental principles to analyze everyday world. Topics include: Newton’s Laws, conservation of energy, conservation of momentum, rotations, waves, and fluids. Concepts from calculus will be developed and used as needed. Laboratories introduce experimental approaches to these topics. Students with a strong background in mathematics or previous experience in physics should consider PHYS 107. May not be taken in addition to PHYS 104.
Instructor: Staff (Fall); Staff (Spring)
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Corequisite: Calculus at the level of MATH 115
Distribution: NPS; MM; LAB
Term(s): Fall; Spring

PHYS 106 - Fundamentals of Electricity, Magnetism, and Optics with Laboratory (1.25)
This second semester of classical physics concentrates on the fundamental forces of electricity and magnetism. The electric and magnetic forces are entirely responsible for the structures and interactions of atoms and molecules, the properties of all solids, and the structure and function of biological material. Our technological society is largely dependent on the myriad applications of the physics of electricity and magnetism, e.g., motors and generators, communications systems, and the architecture of computers. After developing quantitative descriptions of electricity and magnetism, we explore the relations between them, leading us to an understanding of light as an electromagnetic phenomenon. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics, and optical experiments.
Instructor: Staff (Fall); Staff (Spring)
Prerequisite: PHYS 104 and calculus at the level of MATH 115.
Distribution: NPS; MM; LAB
Term(s): Fall; Spring

PHYS 107 - Principles and Applications of Mechanics with Laboratory (1.25)
Newtonian mechanics governs the motion of objects ranging from biological cells to galaxies. The fundamental principles of mechanics allow us to begin to analyze and understand the physical world. In this introductory calculus-based course, we will systematically study the laws underlying how and why objects move, and develop analysis techniques for applying these laws to everyday situations. Broadly applicable problem-solving skills will be developed and stressed. Topics include forces, energy, momentum, rotations, gravity, and waves, and a wide range of applications. Laboratories focus on hands-on approaches to these topics.
Instructor: Staff (Fall); Staff (Spring)
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS; MM; LAB
Term(s): Fall; Spring

PHYS 108 - Principles and Applications of Electricity, Magnetism, and Optics with Laboratory (1.25)
The electromagnetic force, one of the fundamental interactions in nature, is responsible for a remarkably wide range of phenomena and technologies, from the structures of atoms and molecules to the transmission of nerve impulses and the characteristics of integrated circuits. This introductory course begins with the study of Coulomb’s law of electrostatics and progresses through investigations of electric fields, electric potential energy, magnetic fields, and Faraday’s law of magnetic induction. The course culminates in the study of light, where the deep connections between electricity and magnetism are highlighted. Geometrical optics and an introduction to interference effects caused by the electromagnetic wave nature of light are covered. Laboratories, a central part of the course, provide students with hands-on experiences with electronics and electronic and optical instruments.
Instructor: Staff (Fall); Staff (Spring)
Prerequisite: PHYS 107 (or PHYS 104 and permission of the instructor), and MATH 116 or MATH 120. Not open to students who have taken PHYS 106.
Distribution: NPS; MM; LAB
Term(s): Fall; Spring

PHYS 118 - Physics of Music and Musical Acoustics (1.0)
The connection between music and physics is both deep and wide. It extends from the mathematics underlying scales and musical structure to the physical basis of instrument design, our perception of sound, concert hall acoustics, and the digital production of music. This course will provide
opportunities for students to explore these connections in a variety of ways. In addition to seminar discussions there will be laboratory sessions with acoustic measurements and characterization of musical instruments, demonstrations and performances by the music faculty and staff, projects involving the construction of musical instruments, and a field trip to the Fisk Organ Company to learn how Wellesley College’s own Opus 72 Fisk organ was designed and built.

Instructor: Ducas
Prerequisite: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.
Distribution: NPS; MM
Term(s): Fall

PHYS 202 - Introduction to Quantum Mechanics and Thermodynamics with Laboratory (1.25)

The development of quantum mechanics represented one of the most fundamental revolutions in our understanding of the natural world. Quantum mechanics forms the basis for our knowledge of atoms, molecules, and solid-state systems as well as of nuclear and fundamental particles. Thermodynamics deals with the concepts of heat and temperature and their connection to properties of matter and to processes in natural and constructed systems. This course introduces both of these important branches of physics and looks at their links by investigating such phenomena as atomic and molecular heat capacities, and the statistical basis for blackbody radiation and the second law of thermodynamics.

Instructor: Ducas
Prerequisite: PHYS 108, MATH 116, or MATH 120.
Corequisite: MATH 215
Distribution: NPS; MM; QRF; LAB
Term(s): Fall

PHYS 207 - Intermediate Mechanics (1.0)
The basic laws of Newtonian mechanics will be revisited in this course using more sophisticated mathematical tools. Special attention will be paid to harmonic oscillators, central forces, planetary orbits, and the motion of rigid bodies. Newton’s laws will be applied to a simple continuous medium to obtain a wave equation as an approximation. Properties of mechanical waves will be discussed. Einstein’s theory of Special Relativity will be introduced and studied.

Instructor: Staff
Prerequisite: PHYS 108, MATH 215.
Corequisite: PHYS 216 or permission of the instructor
Distribution: NPS; MM
Term(s): Spring

PHYS 216 - Mathematics for the Sciences II (1.0)
When laws of nature are written in advanced mathematical forms, gradient, divergence, and curl are frequently encountered. In this course, we study these mathematical operations in the broader context of differential and integral vector calculus, with an emphasis on their physical meanings. Fourier transforms and partial differential equations, which are used throughout the physical sciences, are also discussed. Part of the course is similar to MATH 205, but topics closely related to physics—the theorems of Gauss and Stokes, spherical and cylindrical coordinates—are discussed in depth.

Instructor: Staff
Prerequisite: MATH 215
Distribution: MM
Term(s): Spring

PHYS 220 - Computer Simulation Methods (1.0)
Modern scientific research methods usually fall into three basic categories: experimental, theoretical, and computational. This course is an introduction to the third area, which uses the computer as a tool to explore and explain the world around us. No prior programming experience is assumed. Students will work in groups on projects of interests (for example, random walks, traffic jams, fractals, chaos, predator-prey dynamics, earthquakes, and spread of contagious diseases). Through these projects, students will be exposed to some basic ideas in nonlinear dynamics, chaos, self-organized criticality, stochastic processes, and complex systems. Students will also learn common simulation techniques such as cellular automata, Monte Carlo simulation, and numerical solutions to kinetic equations.

Instructor: Hu
Prerequisite: PHYS 107, MATH 116
Distribution: NPS; MM
Term(s): Not Offered

PHYS 234 - Techniques for Experimentalists (0.5)

Through project-based work, students will develop a broad suite of experimental skills in areas such as computer control of hardware, apparatus design, thermal modeling, data munging, computational simulation and numerical modeling. Through combinations of these skills, students will solve challenging problems in experimental science, culminating in a term project of their choosing.

Instructor: Bhatt
Prerequisite: PHYS 107 or permission from instructor.
Distribution: NPS
Term(s): Fall

PHYS 250 - Research or Individual Study (1.0)

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

PHYS 250H - Research or Individual Study (0.5)

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

PHYS 302 - Quantum Mechanics (1.0)

This course provides a comprehensive development of the principles of nonrelativistic quantum mechanics, the fundamental theory of electrons, atoms, and molecules. Quantum mechanics governs the building blocks of all matter, and yet fundamentally challenges our physical intuition, which is based on the behavior of everyday macroscopic objects. Topics include the postulates of quantum mechanics, the Schrödinger equation, operator theory, the Heisenberg uncertainty principle, the hydrogen atom, and spin.

Instructor: Staff
Prerequisite: PHYS 202, PHYS 207, and PHYS 216.
Distribution: NPS; MM
Term(s): Fall

PHYS 305 - Statistical Mechanics and Thermodynamics (1.0)

Modern statistical mechanics builds from the quantum nature of individual particles to describe the behavior of large and small systems of such particles. In this course, we will derive the fundamental laws of thermodynamics using basic principles of statistics and investigate applications to such systems as ideal and real atomic and molecular gases, radiating bodies, magnetic spins, and solids. We will study Bose-Einstein and Fermi-Dirac statistics and learn about exciting new developments, such as Bose-Einstein condensation and ultra-cold Fermi gases. We will cover additional applications of statistical mechanics in the fields of biology, chemistry, and astrophysics.

Instructor: Ducas
Prerequisite: PHYS 202 and PHYS 216.
Distribution: NPS; MM
Term(s): Fall

PHYS 310 - Experimental Physics (1.25)

Modern experimental physics draws on a wide range of laboratory skills, design strategies, and analysis techniques. The experimentalist approaches each measurement with an array of tools, from the effective use of sophisticated instrumentation and the construction of home-built equipment to the evaluation of experimental uncertainties. This course offers a comprehensive introduction to experimental physics as it is carried out in research settings. An introduction to laboratory electronics is followed by a sequence of experiments that illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena in nuclear, atomic, molecular, and condensed matter systems. Scientific writing skills and oral presentation skills receive focused attention. An emphasis on independent work is gradually developed throughout the semester.

Instructor: Staff
Prerequisite: PHYS 202
Distribution: NPS; MM; QRF
Term(s): Spring

PHYS 311 - Advanced Astrophysics (1.0)

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

Instructor: French
Prerequisite: PHYS 207
Cross-listed as: ASTR 311
Distribution: NPS; MM
Term(s): Not Offered

Normally offered in alternate years.

PHYS 314 - Electromagnetic Theory (1.0)

Richard Feynman once said, "From a long view of the history of mankind—seen from, say, ten thousand years from now—there can be little doubt that the most significant event of the nineteenth century will be judged as Maxwell’s discovery of the laws of electromodynamics. The American Civil War will pale into provincial insignificance in comparison with this important scientific event of the same decade." In this course, we will study the classical theory of electromagnetic fields and waves as developed by Maxwell. Topics include boundary value problems, electromagnetic radiation and its interaction with matter, and the connection between electrodynamics and relativity.

Instructor: Staff
Prerequisite: PHYS 108, PHYS 207, and PHYS 216.
Distribution: NPS; MM
Term(s): Not Offered

PHYS 320 - Advanced Topics in Physics (1.0)

This course covers advanced extensions of the topics encountered elsewhere in the physics curriculum. Normally included are elements of advanced quantum mechanics (perturbation theory,
interaction of atoms with radiation, entanglement) and classical mechanics (Lagrangian and Hamiltonian dynamics, rotating frames of reference, rigid body rotations), with additional possible topics from electrodynamics and statistical mechanics. The course is highly recommended for students considering graduate work in physics or related disciplines.

Prerequisite: PHYS 207 and PHYS 302.
Distribution: NPS: MM
Term(s): Not Offered
Normally offered in alternate years.

**PHYS 350 - Research or Individual Study (1.0)**

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

**PHYS 350H - Research or Individual Study (0.5)**

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

**PHYS 360 - Senior Thesis Research (1.0)**

Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

**PHYS 370 - Senior Thesis (1.0)**

Prerequisite: PHYS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
DEPARTMENT OF POLITICAL SCIENCE

Political Science Faculty Profiles

Political Science is the systematic study of politics. It is the academic discipline that analyzes how power is defined, who has it, and how the distribution of power affects society. Political Science courses explore a wide range of questions regarding the concepts and norms central to the study of power and politics, including authority, domination, gender, and freedom; the structure and operations of law and institutions; historical, sociological, and cultural factors involved in political and economic development; social movements and processes; comparative political systems; political trends and transformations in various regions; and analyses of current events in the many realms and contexts in which politics take place.

Political Science Major

Goals for the Political Science Major

Our curriculum is specifically designed to achieve several goals:

• Provide majors with a broad background in the discipline of political science through the study of the four subfields that comprise it: American politics and law, comparative politics, international relations, and political theory.

• Help students develop the capacity to think critically about themselves and the local, national, and global politics.

• Train students to become informed and reflective citizens of a democracy, as well as knowledgeable about the global dynamics that influence the shape and content of political life.

• Facilitate the acquisition of particular skills and tools, including the ability to read complex texts closely; write clearly and well; think critically and analytically; generate and test hypotheses; take and defend a position against the strongest counterarguments.

Requirements for the Political Science Major

A major in Political Science consists of at least nine units. Courses at the 100 level may be counted toward the major, but not toward a subfield distribution requirement (see below).

In addition to the subfield distribution requirement, all majors must do advanced work (300 level) in at least two of the four subfields; a minimum of one of these units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by the word “Seminar” before the course title.) Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available on the political science department website homepage prior to preregistration for each term. Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required 300-level courses.

Research or Individual Study

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. These courses are offered at the 250 (intermediate) and 350 (advanced) levels and for one or 0.5 unit of credit.

Honors in Political Science

In the political science department, the only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the honors program, a student must have a minimum 3.5 grade point average in work in the major above the 100 level. Students who fail slightly below this minimum requirement may petition for an exemption if they present a particularly strong proposal and if they have the strong support of a potential thesis advisor. Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with a potential faculty advisor as early as possible in their junior year. The deadline for submitting an honors thesis proposal is the second Monday in April; all students are expected to submit their proposals by this date.

Graduate Study in Political Science

Students considering going to graduate school for a Ph.D. in political science should talk with their major advisors about appropriate preparation in quantitative methods and foreign languages.

Transfer Credits in Political Science

A minimum of five units for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distributions and the seminar requirement. The department does not grant transfer credit at the 300 level for either the major or for College distribution or degree requirements. This policy applies to courses taken at MIT.

For the purpose of meeting a subfield distribution requirement in the major, a student may count a course taken elsewhere provided that it transfers as at least .75 Wellesley units.

Although Wellesley College does not grant academic credit for participation in internship programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Advanced Placement Policy in Political Science

Students may receive units of College credit if they achieve a grade of 5 on the American Government and Politics or the Comparative Politics AP examinations. Such AP credits do not count toward the minimum number of units required for the political science major nor for the American or comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American politics exam, she may not take POL 100 (American Politics). Students who are uncertain whether to receive a College AP credit in American politics or to take POL 100 should consult with a member of the department who specializes in American politics/law or comparative politics.

Courses for Credit Toward the Political Science Major

POL - Political Science Courses

POL 109Y - First-Year Seminar: Democracy in America (1.0)

The premise of this course is that Alexis de Tocqueville’s nineteenth-century masterpiece, Democracy in America, remains a useful starting point for understanding democracy, America, and politics across nations in the twenty-first century. Students in the course will read excerpts from Democracy in America alongside contemporary works in social science that take up some of the themes and concepts Tocqueville developed in his book. These themes and concepts will provide the fuel for class discussions and debates, and for student research that probes the contemporary relevance of the questions about democracy and America that Tocqueville raised so provocatively two centuries ago.

Instructor: Burke
Prerequisite: None. Open to first-year students only.
Distribution: SBA
Term(s): Not Offered
Mandatory credit/noncredit.

POL 110 - News and Politics: Reading Between the Lines (1.0)

Today the lines have blurred between straight and opinionated news, hard and soft news, and professional journalists and everyone else. New media formats, such as blogs and “The Daily Show” and new media platforms, such as YouTube and Twitter, expanded sources of political information. Which sources should citizens trust? In this course students will evaluate evidence, arguments, and quality of news content related to politics. To appreciate the challenges of news about politics, students will engage in different kinds of political news writing, including news stories, interviews, commentary, and investigation.

Instructor: Just
Prerequisite: None. Open to first-year and sophomore students only.
Distribution: SBA
Term(s): Fall
Mandatory credit/noncredit.

POL 112Y - First-Year Seminar: Wars of Ideas in International Relations (1.0)

This first-year seminar examines “wars of ideas” in international politics. How do ideas and identities shape international conflict? To what extent do ideas and identities motivate foreign policies? Has international relations moved beyond states and...
their security interests, and is now driven by a "clash of civilizations". Historically, we will explore the role of religion in shaping the modern state system in the 17th century, nationalism and imperialism in the 19th century, and fascism, liberalism, and communism in the 20th century. Contemporary case studies will look at ethnic conflict, the "resurgence" of religion in international politics, and the role of American national identity in the wars in Iraq and Afghanistan.

Instructor: Goddard
Prerequisite: None. Open to first-year students only.
Distribution: SBA
Term(s): Spring
Ann E. Maurer '51 Speaking Intensive Course

POL 115 - Politics and Ethics (1.0)
Can politics be a moral enterprise or is it a realm where violence, deception and cruelty are and must be routine? Students will explore works of political, social, critical race and feminist theory as well as case studies, plays, novels and film to critically engage with questions such as: how do we judge whether a political act is moral or immoral? Does the context or nature of the political act influence our capacity to be moral? An ability Hannah Arendt connects to the very nature of truth. We subject political oratory and rhetoric to examine processes of thinking and methods of persuasion. We learn the use of independent observation, logical reasoning, forms of deduction, and knowledge to debate the critical questions that policy decisions get made, but students are welcome to fear and anxiety about America's place in the world. This course explores how September 11th changed the United States, and the legacy the attacks and their aftermath have had on international foreign policy. What is Al Qaeda and why did it target the United States? How did the United States fight the "War on Terror"? Why did the United States invade Afghanistan and Iraq? How do the policies of President Obama differ from those of President Bush? This course is for first- and second-year students and assumes no background in political science. Together we will develop a shared base of knowledge to debate the critical questions that continue to shape world politics.
Instructor: MacDonald
Prerequisite: None. Open to first-year and sophomore students only. May not be repeated for credit by students who earned credit for POL 121.
Distribution: SBA
Term(s): Fall

POL 123 - Political Logic and Persuasion (1.0)
Designed to sharpen judgment about current political claims, the course uses classical logic and rhetoric to examine processes of thinking and methods of persuasion. We examine theories related to discovery and the nature of truth. We subject political oratory and reporting to critical scrutiny. Most attention is paid to techniques of persuasion involving logical fallacies such as the "genetic fallacy," appeals to emotions such as indignation, and biases such as chauvinism. Reading focuses on studies and stories of detection and discovery.
Instructor: Candland
Prerequisite: None
Distribution: SBA
Term(s): Fall

POL 230 - The Washington D.C. Experience: Leadership & Public Policy (1.0)
This course will examine the role of political leadership in the U.S. policymaking process, with a particular emphasis on foreign policy. We will examine different theories of political leadership, and apply them to understand how actors both inside and outside of government attempt to shape political outcomes. Along the way, we will explore what is leadership, who gets to exercise leadership, how bureaucratic structures can constrain or enable leadership, and whether leadership is synonymous with policy effectiveness. Through meetings with representatives from interest groups, think tanks, and legislative and executive institutions, students will observe and critically analyze how political actors conceive of power and influence in real world settings. Our primary focus will be on how foreign policy decisions get made, but students are welcome to explore other related areas of public policy.
Instructor: MacDonald
Prerequisite: POL 200, POL 221, or instructor consent. Enrollment is limited; interested students must fill out an application available on the political science department website homepage.
Term(s): Not Offered

This course has been cancelled for 2017-18. This course has a required Winter session component. The fall and winter component each earns 0.5 units of credit; however, both components must be completed satisfactorily to receive credit for either component. The fall portion of the course will meet on alternate Wednesdays starting on Sept 6, 2017. Application required.

POL 299 - Introduction to Research Methods in Political Science (1.25)
An introduction to the process of conducting research in political science. Students will develop an intuition for problem-driven research in the social sciences, gaining specific insight into the range of methodological tools employed by political scientists. In this course, students will design and analyze a research question, formulate and test hypotheses about politics, evaluate techniques to measuring political phenomena, and assess methods of empirical analysis and interpretation. The course has a particular focus on quantitative analysis and students will gain fluency in statistical software. The course provides a foundation for conducting empirical research and is strongly recommended for students interested in independent research, a senior honors thesis, and/or graduate school.
Instructor: Chudy
Prerequisite: One course in political science. Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking POL 199, MATH 101, MATH 101Z, ECON 103/SOC 190, QR 180, or PSYC 205.
Distribution: SBA, QRF
Term(s): Spring

POL1 Political Science Courses - American Politics and Law

POL 200 - American Politics (1.0)
The institutions, processes, and values that shape American politics. The origins and evolution of the U.S. Constitution and the institutions it created: Congress, the executive branch, the presidency, the federal court system, and federalism. Analysis of "intermediary" institutions including political parties, interest groups, elections, and the media. Study of enduring debates over values in American politics, with particular attention to conflicts over civil rights and civil liberties.
Instructor: Burke, Chudy, Scherer
Prerequisite: None
Distribution: SBA
Term(s): Fall; Spring

POL 215 - Courts, Law, and Politics (1.0)
Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.
Instructor: Burke
Prerequisite: POL 200
Distribution: SBA
Term(s): Fall

POL 235 - The Courts and Public Policy (1.0)
This course analyzes the record of American judicial policymaking in such areas as education, the environment, immigration, welfare, policing, civil rights, disability, and personal injury. Are judges...
effective policy makers? What are the strengths and weaknesses of courts as compared to other policymaking institutions? Do courts have the capacity to manage complex organizations? To stimulate significant social change? The course examines the interaction between courts and other governmental institutions, especially Congress, the president, executive agencies, states and localities. Prerequisite: One unit in American politics or permission of the instructor. Distribution: SBA
Term(s): Not Offered

POLI 247 - Constitutional Law (1.0)
This course is a survey of landmark decisions of the U.S. Supreme Court throughout American history. The course covers both cases about the structure of our government and cases interpreting the Bill of Rights and the Fourteenth Amendment. Topics include executive powers, congressional authority under the Commerce Clause, nation-state relations, economic liberties, freedom of the press, the right to privacy, the rights of the criminally accused, and the civil rights of women and minorities. Instructor: Scherer
Prerequisite: POLI 200
Distribution: SBA
Term(s): Spring

POLI 300 - Public Policymaking in American Politics (1.0)
This course examines how public policy on a wide range of issues, from reproductive rights to education, environment, and immigration, is made in the United States. The battle over these issues involves many institutions—the president, the executive branch, Congress, the courts, state and local governments—who compete, and sometimes cooperate, over policy outcomes. Students will analyze current policy struggles to better understand the interactions among these institutions and the resulting shape of American public policy.
Instructor: Butler
Prerequisite: POLI 200
Distribution: SBA
Term(s): Not Offered

POLI 303 - The Politics of Crime (1.0)
This course will explore major topics on criminal policy and procedure through the lens of American politics. This year, the course will cover the following topics: the Supreme Court and civil liberties; race, gender, class, and crime; the death penalty; prison reform; and the war on drugs.
Instructor: Scherer
Prerequisite: POLI 200
Distribution: SBA
Term(s): Fall

POLI 313 - American Presidential Politics (1.0)
Analysis of the central role of the president in American politics and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on relations with the other branches of government; the making of domestic and foreign policy, and the role of electoral politics in governance.
Prerequisite: POLI 200
Distribution: SBA
Term(s): Not Offered

POLI 316 - Media and American Democracy (1.0)
This course focuses on the reciprocal influences of the media on politics and the public. We assess the media as a source of democratic accountability, civic education, expert opinion, editorial signaling, entertainment, propaganda, and political engagement. We discuss how journalism norms, economic pressures and ideology may bias news content. Besides traditional media, we examine Internet news, comedy programs, partisan, opinionated and international news sources, ads, blogs, YouTube, Twitter, and other social networking sites and their impact. The aim of the course is to develop critical understanding of political information.
Instructor: Just
Prerequisite: POLI 200
Distribution: SBA
Term(s): Not Offered

POLI 317 - Health Politics and Policy (1.0)
The American system of health care is distinctive. Financing is provided through voluntary employer contributions, tax subsidies, individual payments and an array of public programs, principally Medicare and Medicaid—but despite the variety of funding sources, Americans, unlike citizens of other affluent democracies, are not guaranteed health care coverage. How did the American approach to health care develop? How is it different from that of other affluent nations? What explains the differences? What are the strengths and weaknesses of the American health care system? Issues of cost containment, technological innovation, quality of care, and disparities in health outcomes are explored.
Instructor: Burke
Prerequisite: POLI 200
Distribution: SBA
Term(s): Fall

POLI 319 - Seminar: Campaigns and Elections (1.0)
This seminar will discuss why campaigns are important and what elections mean for democratic governance in the U.S. We focus on the 2014 midterm elections and the impact of party nominations, campaign funding, news coverage, political advertising, public opinion polling, and the growing role of the Internet and social media in campaigns. We will explore voting choices and obstacles to voting. Throughout the seminar, students will apply various journalistic styles including reporting about campaign events, candidates and relevant political science research, blogging and commentary. Students will engage in mutually supportive criticism and share their individual projects on competitive Congressional races.
Instructor: Just
Prerequisite: POLI 200 or the equivalent and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Spring

POLI 337 - Seminar: Race in American Politics (1.0)
This seminar examines race and ethnicity in American politics, with special attention to the modern civil rights era of the 1960s and beyond. We will consider the definition and political meaning of racial and ethnic identities, the role of racial identity and attitudes in structuring Americans’ political opinions and behaviors, how redistricting shapes the representation of non-white groups, the political implications of intersections among race, ethnicity, class, gender, and sexuality, and the role of race in recent national elections.
Instructor: Chudy
Prerequisite: POLI 200 and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Fall

POLI 362 - Seminar: Religion and Politics in the United States (1.0)
This course examines the influence of religion on contemporary American political life. With special attention to the relationship between religion and political behavior, we will critically evaluate the extent of religious influence on the political system and the processes by which religious affiliations, beliefs, and practices become connected to politics. We will consider how to define, conceptualize, and measure religion in the study of political behavior; the influence of religion on political attitudes, including political ideology, partisan identification, and policy opinions; and the impact of religion on the political activities of the public, religious leaders, interest groups, social movements, and political elites.
Instructor: Scherer
Prerequisite: POLI 200 and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Spring
POL2 Political Science Courses - Comparative Politics

POL2 202 - Comparative Politics (1.0)
Comparative Politics examines political institutions and processes across and within countries. The course enables students to distinguish between core concepts in the study of politics (e.g., government, regime, state, nation); appreciate the politics of collective identities (e.g., class, ethnicity, gender, religion, race); understand common political processes (e.g., state formation, revolution, democratization); understand major electoral systems (e.g., single member constituency, proportional representation) and systems of representation (e.g., parliamentary, presidential); gain familiarity with the political histories and domestic politics of several countries; and design a research project using a comparative method.

Instructor: Haj
Prerequisite: None
Distribution: SBA
Term(s): Summer 1

POL2 207 - Politics of Latin America (1.0)
The course will explore Latin American political systems, focusing on the dual challenges of democratization and development. An examination of the broad historical, economic, and cultural forces that have shaped Latin American nations as well as analysis of the contemporary forces molding politics today. In-depth analysis of three case studies: Mexico, Brazil, and Venezuela. Attention also to the role of the United States in Latin American political development.

Instructor: Wasserspring
Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-years with the permission of the instructor.
Distribution: SBA
Term(s): Fall

POL2 204 - Political Economy of Development and Underdevelopment (1.0)
Overview of development studies with attention to major schools of political economy, their intellectual origins and centility to contemporary debates about economic development. Topics include: colonialism, nationalism, and independence; postcolonial economic development models; policies, and strategies; perspectives on gender and development; changing conceptions and measures of poverty, development, and underdevelopment; contemporary debates in development studies.

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

POL2 205 - The Politics of Europe and the European Union (1.0)
A comparative study of contemporary Western European states and societies. Primary emphasis on politics in Germany, Britain, and France, and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics, such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Instructor: Rudy
Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-years with the permission of the instructor.
Distribution: SBA
Term(s): Fall

POL2 206 - The Politics of Russia and Eurasia (1.0)
An introduction to the history, politics, and international context of Russia and other countries of the former Soviet Union. The course will explore the creation, development, and destruction of the Soviet Union, but will focus most closely on post-Soviet Russia and Eurasia. In doing so it will consider the interconnections between domestic politics, state-society relations, economic development, and foreign policy.

Instructor: Logvinenko
Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-years with the permission of the instructor.
Distribution: SBA
Term(s): Fall

POL2 201 - U.S. Environmental Politics (1.0)
This course examines the politics of environmental issues in the United States. The course has two primary goals: first, to introduce students to the institutions, stakeholders, and political processes important to debates over environmental policy at the federal level; second, to develop and practice skills of analyzing and making decisions relevant to environmental politics and policy. Drawing on the literature of environmental politics and policy, this course will consider how environmental issues are framed in political discourse, various approaches to environmental advocacy and reform, and the contested role of science in environmental politics. The course will be organized around environmental case studies, including endangered species conservation, public lands management, air and water pollution, and toxics regulation.

Instructor: Turner (Environmental Studies)
Prerequisite: A 200-level EES course or POL2 200, or permission of the instructor.
Cross-Listed as: ES 381
Distribution: SBA
Term(s): Not Offered

POL2 2020 - Politics of China (1.0)
An introduction to the political history of modern China and politics in the People’s Republic of China (PRC). Topics covered include: the decline and fall of imperial China; the revolution that brought the Chinese Communist Party (CCP) to power; Chinese Communist ideology; development and disaster under Mao Zedong (1949-76); reform and repression under Deng Xiaoping and his successors (1977-present); the political and legal system of the PRC; China’s domestic and international political economy; change and contention in rural and urban China; case studies of significant areas of public policy in the PRC; China’s ethnic minorities; and the political future of the PRC.

Instructor: Joseph
Prerequisite: Open to sophomores, juniors, and seniors without prerequisite and to first-years with the permission of the instructor.
Distribution: SBA
Term(s): Spring

POL2 211 - Politics of South Asia (1.0)
An introduction to the politics of South Asia (India, Pakistan, Bangladesh, Sri Lanka, Afghanistan, Nepal, Bhutan, and the Maldives) from historical and contemporary, national and comparative perspectives. Examines the relationship of political institutions to patterns of development. Comparative themes include: colonial experiences and nationalist ideologies; politicization of religions and rise of religious conflict; government and political processes; economic reforms; initiative for conflict transformation; women’s empowerment; and obstacles to and prospects for human development.

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

POL2 214 - Social Causes and Consequences of Environmental Problems (1.0)
This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits; collective action problems and interest-group theory; time horizons in decision-making; the politics of science, risk and uncertainty; comparative political structures; and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance.

Instructor: Candland (Environmental Studies)
Prerequisite: ES 102 or ES 103, or one course in political science, or permission of the instructor.
Cross-Listed as: ES 214
Distribution: SBA
Term(s): Fall

POL2 215 - Social Causes and Consequences of Environmental Problems (1.0)
This course focuses on the social science explanations for why environmental problems are created, the impacts they have, the difficulties of addressing them, and the regulatory and other actions that succeed in mitigating them. Topics include: externalities and the politics of unpriced costs and benefits; collective action problems and interest-group theory; time horizons in decision-making; the politics of science, risk and uncertainty;
comparative political structures; and cooperation theory. Also addressed are different strategies for changing environmental behavior, including command and control measures, taxes, fees, and other market instruments, and voluntary approaches. These will all be examined across multiple countries and levels of governance.

Instructor: DeSombre (Environmental Studies)
Prerequisite: None
Cross-Listed as: ES 214
Distribution: SBA
Term(s): Summer I

POL2 217 - Politics of the Middle East and North Africa (1.0)
How do Arab-Islamic history and culture shape politics in the contemporary Middle East and North Africa? Why is the Arab world—despite its tremendous oil-wealth—still characterized by economic underdevelopment and acute gaps between rich and poor? How have the events of September 11 and the U.S.-led “war on terror” affected the prospects for greater freedom and prosperity in the Middle East in the future? What do the 2011 revolts mean for the existing regimes and prosperity in the Middle East in the future? Questions to be considered include: the meaning and causes of revolution, why people join revolutionary movements, the international dimensions of internal war, strategies of insurgency and counterinsurgency, and the changing nature of revolution over the last 350 years. Case studies will include the French, Russian, Chinese, Cuban, and Iranian revolutions, as well as more contemporary events in East Central Europe and the Middle East and North Africa.

Instructor: Hajj
Prerequisite: One unit in political science.
Distribution: SBA
Term(s): Fall

POL2 304 - Nation-building and Nationalism in East Asia (1.0)
In an age of globalization, how can we explain the priority given to the nation-state and the intensity of nationalism in contemporary East Asia? Disputes over territorial claims, nationalist identity politics, state sovereignty and local autonomy, and competing histories dominate domestic politics and shape foreign policy in Japan, North and South Korea, China, Taiwan, the Philippines, Malaysia, and other countries in the region. This course examines past nation-building processes and related contemporary debates, e.g., Japanese colonial legacies; ethnically based development policies, territorial disputes, and demographic changes (migrant workers, immigration, defectors) that challenge traditional views of nation, citizenship, and political participation.

Instructor: Moon
Prerequisite: One course in comparative politics (POL2), International Relations (POL3), or East Asian history.
Distribution: SBA
Term(s): Fall

This course may count for either the Comparative Politics (POL2) or International Relations (POL3) subfield requirement for the Political Science major.

POL2 305 - The United States and Great Britain: The Special Relationship (1.0)
The term “special relationship” conveys the idea that the United States and Great Britain have enjoyed a uniquely close and enduring bilateral relationship since World War II, a relationship anchored in mutually beneficial foreign policies enhanced by special bonds of common heritage, language, and values. The course analyzes and demystifies the historic meaning and significance of Anglo-American ties in the postwar period, providing evidence and argument that reframes the special relationship, emphasizing the connections between—and challenges posed by—the experiences of hegemonic power and the after-effects of empire on domestic politics and political identities in both nations.

Prerequisite: Any 200-level unit in comparative politics or permission of the instructor
Distribution: SBA
Term(s): Not Offered

POL2 306 - Seminar: Revolution (1.0)
A comparative analysis of the theory and practice of revolution from the seventeenth century to the present, with an emphasis on revolutions in the twenty-first centuries. Questions to be considered include: the meaning and causes of revolution, why people join revolutionary movements, the international dimensions of internal war, strategies of insurgency and counterinsurgency, and the changing nature of revolution over the last 350 years. Case studies will include the French, Russian, Chinese, Cuban, and Iranian revolutions, as well as more contemporary events in East Central Europe and the Middle East and North Africa.

Instructor: Joseph
Prerequisite: One unit in comparative politics or international relations and permission of the instructor.
Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Fall

POL2 310 - Seminar: Politics of Community Development (1.0)
Focuses on strategies for poverty alleviation, employment generation, promotion of social opportunity, and empowerment. Emphasis is on development in Asia (especially South and Southeast Asia), Africa, and Latin America. Considers women’s leadership in social change, local control of resources, faith-based activism, and collaboration between activists and researchers. Examines activities of nongovernmental organizations (NGOs) and their relations with funders, governments, and other NGOs. Specific NGOs and development programs will be closely examined.

Instructor: Candland
Prerequisite: Permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Not Offered

POL2 312 - Seminar: Environmental Policy (1.0)
Focuses both on how to make and how to study environmental policy. Examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students will also undertake an original research project and work in groups on influencing or creating local environmental policy.

Instructor: DeSombre
Prerequisite: ES 214 or one 200-level unit in political science and permission of the instructor. Enrollment is limited to juniors and seniors.
Cross-Listed as: ES 312
Distribution: SBA
Term(s): Spring

POL2 358-01 S - Seminar: Political Conflict in the Middle East (1.0)
Topic for 2017-18: The Arab-Israeli Conflict
This course will provide an in-depth understanding of the Arab-Israeli conflict and the evolution of the conflict over time. Our goal is to develop an appreciation of the complexities and the dynamism of this conflict through an examination of its origins, the actors involved, and the key historical and political factors that have shaped it.

Instructor: Hajj
Prerequisite: Permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Spring

Ann E. Maurer ’51 Speaking Intensive Course

POL2 374 - Haiti in the World (1.0)
Haiti most often captures international attention when it is struck by a natural disaster. But scholars in many disciplines have long regarded the country as a significant, evocative, and paradoxical case study of political and economic development with important comparative implications. The course will examine Haiti “in the world” of revolutionary and enlightenment theory; imperial and capitalist political economy; colonial subjugation, slave rebellion, and decolonization; and multicultural, gendered, racialist, cultural, and bio-politics. The emphasis will be on the interaction of global and local power in shaping Haiti’s political trajectory from the imposition of French rule to the present.

Instructor: Rudy
Prerequisite: One course in comparative politics, a relevant history course, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

POL2 383 - Politics of International Migration (1.0)
A comparative study of the politics of mass population movements across state borders, including refugees of military conflict and environmental damage, forced relocation under colonialism, labor migration, and international trafficking of persons. Analysis includes different forms of legal and illegal migration, government policies of sending and receiving countries, U.N. conventions on the movement of persons, civil society resistance to and support of migrants, as well as tensions between migrants’ private and public identities. This course may qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student’s choice of research paper topic.

Instructor: Moon
Prerequisite: One 200-level course in comparative politics or international relations or permission of the instructor.
Distribution: SBA
Term(s): Spring

This course will count towards either POL2 or POL3 subfields.

POL3 Political Science Courses - International Relations

POL3 221 - World Politics (1.0)
An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. This course serves as an introduction to the international relations subfield in the political science department, and also as a means of fulfilling the political science core requirement of the international relations major.
Instructor: Logvinenko, Moon, Murphy
Prerequisite: None
Distribution: SBA
Term(s): Fall; Spring

POL3 223 - International Relations of South Asia (1.0)
Investigates relations between governments and states in South Asia (India, Pakistan, Bangladesh, Afghanistan, Nepal, Sri Lanka, Bhutan, and the Maldives) and with governments and states beyond the region (principally with the China, Russia, and the United States). Focuses on wars between India and Pakistan; rival claims over Kashmir; the break-up of Pakistan and the creation of Bangladesh; conflicts in Afghanistan since 1978; nuclear proliferation; India’s and Pakistan’s competing relations with the China, Iran, Saudi Arabia, the United States, and Bhutan’s and Nepal’s relations with each other and China.
Instructor: Candland
Prerequisite: None.
Distribution: SBA
Term(s): Not Offered

POL3 224 - International Security (1.0)
An examination of warfare as a central problem of international politics. The shifting causes and escalating consequences of warfare since the Industrial Revolution. The post-Cold War danger of a clash of civilizations versus prospects for a “democratic peace.” The multiple causes and consequences of modern internal warfare, and prospects for international peacekeeping. The spread of nuclear weapons, the negotiation of arms control agreements, the revolution in military affairs (RMA), and the threat of terrorism and asymmetric war.
Instructor: MacDonald
Prerequisite: One unit in political science or permission of the instructor.
Distribution: SBA
Term(s): Spring

POL3 229 - Power and Wealth in World Politics (1.0)
An examination of trade, aid, investment, and finance as central problems of international relations. The role of state policies and international institutions in the internationalization of industrial economies since the Industrial Revolution. Economic nationalism. The impact of hegemonic powers, the Bretton Woods system, the World Trade Organization. Globalization, inequality, and the transformations of the Information Age. Realist, liberal, Marxist, postcolonial, feminist, and green perspectives on the global political economy.
Instructor: Murphy
Prerequisite: One unit in political science or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

POL3 239 - Africa in the World (1.0)
Sub-Saharan Africa’s role in the world has changed dramatically since 2000. Global commodity shortages, China’s new investments, the continent’s rapid recovery from the Great Recession, the United States’ new concerns about global terrorism, the U.N. system’s commitment to peace building after the wars of the 1990s and its concern with the continent’s lagging achievement of the Millennium Development Goals, and the controversy over the stalled Doha Round of trade talks have fundamentally changed Africa’s position in the world. This course explores the explanations offered for these changes by political economists and security analysts, investigates the opportunities that have opened for African policy makers (both public and private), and considers how they might respond.
Instructor: Murphy
Prerequisite: POL2 202, POL2 204, or POL3 221.
Distribution: SBA
Term(s): Not Offered

POL3 322 - Gender in World Politics (1.0)
The course will examine gender constructions in world politics, with a focus on the biological and social determinants of aggression, violence, and war. Topics include: gender biases in international relations theories; women in combat; male and female roles in the conduct of war; gender and attitudes toward war; women’s relationship to the state; gays in the military; rape and the military; femininity analysis of war and peace.
Instructor: Moon
Prerequisite: POL3 221 and permission of the instructor.
Distribution: SBA
Term(s): Not Offered

POL3 323 - Topics in International Political Economy (1.0)
An examination of political underpinnings of contemporary issues in international economic relations. Topics to be considered include the political foundations of monetary hegemony, financial globalization, trade integration, financial crises, investment flows, trade in commodities, and the rise of new economic powers such as China and Russia.
Instructor: Logvinenko
Prerequisite: POL3 221 or permission of the instructor.
Distribution: SBA
Term(s): Fall

POL3 325 - International Environmental Law (1.0)
For international environmental problems, widespread international cooperation is both important and quite difficult. Under what conditions have states been able to cooperate to solve international environmental problems? Most international efforts to address environmental problems involve international law—how does such law function? What types of issues can international environmental law address and what types cannot? This course addresses aspects of international environmental politics as a whole, with particular attention to the international legal structures used to deal with these environmental problems. Each student will additionally become an expert on one international environmental treaty to be researched throughout the course.
Instructor: DeSombre (Environmental Studies)
Prerequisite: POL2 214/ES 214 or POL3 221 or permission of the instructor.
Cross-Listed as: ES 325
Distribution: SBA
Term(s): Not Offered

POL3 326 - American Hegemony and Global Order (1.0)
Since the end of the Cold War, the United States has been described as the predominant state—or hegemon—in international politics. American political, economic, and military dominance is said to be essential to the construction of the contemporary global order. This course explores this argument through an in-depth look at American foreign policy, from the Second World War to present. Why did U.S. policy driven more by domestic institutions and values or by external opportunities and geopolitical? Will U.S. predominance endure? Or will global order have to accommodate the rise of new powers?
Instructor: MacDonald
Prerequisite: POL 221 or permission of the instructor.
Distribution: SBA
Term(s): Fall

POL3 338 - Nuclear Politics (1.0)
This course explores the origins and effects of the spread of nuclear weapons in the international system, with particular attention to the effects of nuclear proliferation within states, and on state interaction. Historically, the course will cover the development of nuclear technology and strategy from the early twentieth century to the present day. Thematically, the course explores such questions of the morality of nuclear technology and strategy, the construction and conditions for nuclear deterrence, the motives and obstacles for proliferating states, the question of nuclear weapons safety, and arms control approaches in the international system.
Instructor: Goddard
Prerequisite: POL3 221 required; POL3 224 recommended.
Distribution: SBA
Term(s): Spring

POL3 348 - Seminar: The Politics of Global Inequality (1.0)
An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. This course may qualify as either a comparative politics or an international relations unit for the political science major, depending upon the student’s choice of research paper topic.
Instructor: Murphy
Prerequisite: One unit in international relations and permission of the instructor. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.
Distribution: SBA
Term(s): Spring

POL3 351 - Global Governance (1.0)
Explores the challenge of global institutions in the new century within a larger historical context. Considers the function and role of the League of Nations, the International Labor Organization, the United Nations, the Bretton Woods institutions, the GATT, and the World Trade Organization. Special emphasis on comparing and contrasting international organizations in the three main periods of institution building: post-World War I, post-World War II, and post-Cold War. Discusses radical, liberal internationalist, and realist approaches.
Instructor: Murphy
Prerequisite: One unit in international relations.
Distribution: SBA
Term(s): Not Offered

POL3 352 - Seminar: Small Wars and Insurgencies (1.0)
We often think of warfare in conventional terms: states fight other states in large-scale battles employing uniformed soldiers to conquer enemy territory. In reality, however, there are many instances of asymmetric conflicts involving non-state actors who avoid open battles, whose fighters are
indistinguishable from civilians, and who seek a wide variety of political objectives. Peasant revolts, communist insurrections, ethnic rebellions, and terrorist movements are among the various ways in which the weak have attempted to use violence to break the will of the strong. We address these wars from a theoretical, historical, and contemporary perspective. We will explore how classical theorists, including Machiavelli, Kant, Clausewitz, and Kissinger, understood and employed violence to intimidate their opponents. We will consider whether globalization and the diffusion of military technology have transformed guerilla conflicts, and debate the implications of our theories for contemporary conflicts in Iran and Afghanistan.

Instructor: MacDonald
Prerequisite: POL 221 required; POL 224 recommended. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA
Term(s): Not Offered

POL 354 - Seminar: The Rise and Fall of Great Powers (1.0)

Power transitions are among the most dangerous moments in international politics. Scholars argue that when new great powers rise, they threaten the interests of other states, provoking balancing coalitions, arms races, and, even major power war. When a great power declines, it can topple existing international institutions, and undermine the existing world order. In this seminar, we will undertake a theoretical, historical, and contemporary examination of rising and declining great powers, looking at historical case studies (such as the rise of Germany, Japan, and the United States), as well as contemporary cases (the decline of Russia, American hegemony, and the postcold war of China, India, and the European Union).

Instructor: Goddard
Prerequisite: POL 221. Enrollment is limited; interested students must fill out a seminar application available on the political science department website homepage.

Distribution: SBA
Term(s): Fall

POL 378 - Seminar: Empire and Imperialism (1.0)

This course provides a critical overview of empire and imperialism in international politics from the eighteenth century to the present day. Key questions include: Why do states establish empires? Do empires provide political or economic gains? How are empires governed? What role does technology play in driving and sustaining empires? How do empires end? What are the legacies of empire? This course examines these questions by consulting the thinkers and texts of ancient Western (or what is also called classical) political theory, guided by particular questions and themes. What makes a text “classic”? Do these texts merely provide knowledge of the past, or do they offer wisdom that bears upon the dilemmas of contemporary politics? Is such wisdom distinctively “Western” or does it reveal paradoxes and challenges of political life that characterize other cultures as well? Themes of the course include the relationship (if any) between morality and politics; fate and free will; the content and purpose of politics; human nature; the virtues and dangers of democracy; political wisdom and good leadership. Authors include Homer, Sophocles, Thucydides, Plato, and Aristotle.

Instructor: Euben
Prerequisite: None
Distribution: REP
Term(s): Spring

POL 424 - Political Theory in the Age of Extremes (1.0)

It has been said that some political theories die and go to heaven; some, we can hope, die and go to Hell; and others like the figures in Dante’s Inferno are consigned to vestibules of hell, among them: violence, treachery, and terror. Civilization provides its discontents in a multitude of ways, but all is not dark; there is an alternative reality both in theory and practice; a dialectic of Enlightenment; against totalitarianism, always in the prospect of total energy which propels us to take up and interrogate the existing remnants of freedom and the tendencies toward real human value, even though they may seem powerless in the face of the historical trends towards war, and inequality in every sphere of life. Thus, we introduce political theory in the age of extremes.

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

POL 424 - Power and Politics (1.0)

An examination of the nature and functioning of power in politics, with an emphasis on the following questions: What is the nature of power and how has it been exercised in political life, both past and present? Who has power and who should have it? Is power primarily wielded by political leaders and bureaucrats, or has the development of new technologies decentralized power? Do the powerless understand and exercise power differently from those who traditionally hold it? Are power and violence inextricably intertwined or are they opposites? Authors include Bertrand de Jouvenel, bell hooks, Hannah Arendt, Karl Marx, John Gaventa, Michel Foucault and Adam Michnik.

Instructor: Euben
Prerequisite: One course in political science, philosophy, or by permission of the instructor.
Distribution: REP
Term(s): Fall

POL 424 - Neoliberalism and its Critics (1.0)

Neoliberalism has been tied to everything from a decline in public life to the rise of right-wing populism in Europe and the U.S. What is new about neoliberalism compared to earlier forms of capitalism and liberalism? How has neoliberalism reshaped politics and citizenship? How has it impacted groups across intersections of class, race, and gender, and how have movements on the right and left sought to resist neoliberalism essential to democratic freedom as supporters promise, or does it signal the demise of democracy as critics warn? Authors may include Adam Smith, Milton Friedman, Sheldon Wolin, Wendy Brown, Lisa
POL 311 - Seminar: Grassroots Organizing (1.0)
An introduction to the theory and practice of grassroots organizing for social change. Learning will take two concurrent paths. In class, we will examine what organizing is and how it has historically played a role in social change. We will ask how organizers: use storytelling to motivate action; analyze power, devise theories of change, and craft creative strategies; develop capacities, resources, relationships, and institutions to build collective power; and facilitate diverse groups in contexts marked by entrenched histories of oppression. Outside class, students will engage in a hands-on organizing project of their own choosing in which they must organize a group of people on or off campus to achieve a common goal.
Instructor: Grattan
Prerequisite: One course in political theory or significant coursework related to grassroots politics, social movements, or social change, and by permission of instructor. Enrollment is limited; interested students must fill out an application available on the political department website homepage.
Distribution: SBA
Term(s): Fall

POL 340 - Topics in American Political Thought (1.0)
American democracy is founded on principles of liberty and equality but has always entailed state domination of certain social groups along lines such as race, class, gender, sexuality, and immigration status. This course examines one aspect of this tension: the co-development of political discourses of liberty and equality in tandem with carceral discourses and institutions from early American society through the rise of the contemporary prison state. Throughout the course, we will ask the question: Is state subordination and control of certain social groups necessary to the enactment of American ideals, or can we imagine America beyond the carceral state?
Instructor: Grattan
Prerequisite: One course in political theory, philosophy, or American Studies, or permission of the instructor.
Distribution: REP
Term(s): Spring

POL 342 - What's Left of the Left: Marxism and Politics (1.0)
Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation, and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race, gender, and inequality.
Instructor: Rudy
Prerequisite: One course in political theory, philosophy, or by permission of the instructor.
Distribution: SBA; REP
Term(s): Not Offered

POL 343 - Democracy and Difference (1.0)
An examination of liberal democracy and contemporary theoretical challenges introduced by diversity and difference. Does liberal democracy, with its emphasis on individual rights, separation of powers, representative assemblies, and the principle of a limited state, remain a durable model? How does the consideration of cultural diversity and difference, understood by reference to gender, race, ethnicity, language, religion, nationality, and sexual orientation, affect our understanding of citizenship, equality, representation, recognition, and community? Study of communitarian thought, multiculturalism, and feminist critiques of democracy.
Instructor: Rudy
Prerequisite: One course in political theory or philosophy, and by permission of the instructor.
Distribution: REP
Term(s): Fall

POL 344 - Seminar: Feminist Theory from the Margins (1.0)
One of the few consistent features of feminism as a political and a theoretical project is that it has been a site of constant contestation. Each authoritative declaration of what feminism is, who women are, and what they clearly need, has been continually refuted by challenges from the perspective of class, race, sexuality, and the complex intersections among them. The very project associated with such broad declarations has also been radically reworked by reading the Euro-American feminist project back through the lenses of the 'non-Western' and the decolonizing. In this seminar, we will engage directly with these debates not just to reach an intellectual understanding of the arguments, but also to bring alive the urgently political and deeply personal stakes for many of the authors—and perhaps for us as well as interlocutors. Toward this end, we begin with a set of reflections by black feminist writers on the uses and abuses of theory before encountering how feminism’s “center” came to be articulated in early liberal and socialist feminist theory. We then continue on to examine how “feminist theory” has been reshaped by radical, post-structuralist, critical race and postcolonialist critiques, paying particular attention to the challenges of theorizing about, and acting politically in the name of, “what women are and need” given complex intersections of different identities (race, class, sexuality, ethnicity, religion, geography, etc.), along with increasingly contested categories of gender. Among the concrete issues considered are the politics of pornography, body image/eating disorders, race and the politics of reproduction, and the construction of ‘non-Western’ women and religious practices. Authors may include Alexandra Kollontai, Audre Lorde, Dorothy Roberts, Nancy Hartsock, Chandra Mohanty, Kimberlé Williams Crenshaw, bell hooks, Nayereh Tohidi, Catharine MacKinnon, Susan Okin, Gayle Rubin, Wendy Brown, Judith Butler, and blogs such as Black Girl Dangerous, The Feminist Wire, The Crunk Feminist Collective, and Feministing.
Instructor: Euben
Prerequisite: One 200-level unit in political theory, philosophy, or a course on Islam in the history or religion departments.
Distribution: REP
Term(s): Fall

POL 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

POL 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

POL 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

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

**POLS 370 - Senior Thesis (1.0)**
Prerequisite: POLS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

See Department of Spanish
Goals for the Psychology Major

- Students will understand the kinds of questions psychologists ask about human nature, emotion, motivation, cognition, and behavior, the tools they use to answer those questions, and the perspectives and assumptions that distinguish psychology as a discipline from related fields such as anthropology, sociology, and biology.

- Students will understand the role that research plays in the development of psychological theory and the knowledge base of the field and will become critical consumers of psychological literature and research. They will be equipped to work with data and understand numerical presentation and interpretations of data.

- Students will have the opportunity for hands-on experience in translating psychological questions into hypotheses that can be explored empirically, in designing studies to explore those hypotheses, in analyzing data, and in preparing research reports according to the conventions of the field.

Requirements for the Psychology Major

Psychology is a broad field, and the major is designed to allow students to gain both breadth and depth of knowledge in the field. To that end, students take 200-level courses that represent different areas of the field, but develop depth by taking a 200-level topical course that then leads, along with statistics, to a corresponding research methods course in which they learn firsthand about how knowledge is developed within specific subareas of the field. For example, a student may take social psychology (PSYC 210), followed by the research methods in social psychology course (PSYC 310R), but she will also have taken at least two other 200-level courses, including one from the 214–219 (PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219) set of courses that historically have focused on somewhat different research questions than has social psychology.

The psychology major consists of at least 9.25 units, including PSYC 101, PSYC 205 (Statistics), and a research-methods course plus at least three additional courses at the 200 level and two additional courses at the 300 level. Of the 200-level courses, at least one must be a course numbered 207–213 (courses on developmental, social, personality, and abnormal psychology—PSYC 207, PSYC 208, PSYC 210, PSYC 212, PSYC 213) and at least one must be numbered 214–219 (courses on cognition, memory, language, sensation and perception, and biological psychology—PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219).

Independent study courses (PSYC 250 and PSYC 250H) count toward the major, but not toward the required three 200-level courses. Only one unit of independent study (PSYC 350R) or thesis course (PSYC 360, PSYC 370) can count as one of the two 300-level courses required in addition to the research-methods course. Credits for PSYC 299 and 299H do not count toward the major. At least five of the courses for the major, including one 300-level course, must be taken in the department.

Statistics: PSYC 205 is the only Wellesley statistics course that will fulfill the research-methods course requirement. Statistics courses taken outside of Wellesley will not ordinarily fulfill this requirement. Transfer students wishing to obtain credit for statistics courses taken prior to enrollment at Wellesley should consult the chair of the department.

Research Methods Requirement: The department currently offers nine research methods courses: PSYC 304R, PSYC 307R, PSYC 310R, PSYC 312R, PSYC 313R, PSYC 314R, PSYC 315R and PSYC 323R. Research methods courses taken outside of Wellesley will not fulfill this requirement. Students are encouraged to complete the research methods course by the end of the junior year. In order to be eligible for Senior Thesis Research (PSYC 360), students are required to complete the research methods course by the end of the junior year.

Honors in Psychology

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student should have a grade point average of at least 3.67 in all work in the major field above the 100 level. Students with a slightly lower average who have a strong interest and commitment to research are welcome to submit applications. See Academic Distinctions.

Experiential Learning in Psychology

The department offers a variety of experiential learning opportunities. PSYC 299 (Practicum in Psychology) offers off-campus placements in the Boston area (e.g., mental health and school settings). PSYC 299H (Practicum in Child Development) provides a structured learning experience at the Wellesley College Child Study Center. Students may receive a maximum of 4 units of credit toward the degree for any combination of 299 and 299H. 299 and 299H do not count toward the major or minor in psychology.

Transfer Credit in Psychology

To obtain Wellesley credit for any psychology course taken at another institution, preliminary approval must be obtained from the department chair prior to enrolling in the course. In general, courses taken at two-year colleges will not be accepted. These restrictions apply to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for courses taken prior to enrollment at Wellesley should consult the department chair.

Advanced Placement Policy in Psychology

Students who have received a 5 on the Psychology AP exam, or a 5, 6, or 7 on the Higher Level IB exam, are exempt from the PSYC 101 requirement, but may not count the unit toward the major. Students who have taken a college-level Introductory Psychology course prior to coming to Wellesley are exempt from the PSYC 101 requirement. If the credit for that course has been transferred to Wellesley and appears on the student’s college transcript, it may be counted toward the psychology major.

If a student with an AP score of 5 completes PSYC 101, she will receive the appropriate psychology credit for PSYC 101, but will receive no AP credit toward graduation.

Advanced placement credit for statistics does not exempt students from or fulfill the PSYC 205 requirement. A student with an AP score of 5 in statistics must still take PSYC 205, but can receive AP credit toward graduation.

Interdepartmental Majors in Psychology

Students interested in an interdepartmental major in neuroscience or cognitive and linguistic sciences are referred to the section of the catalog where these programs are described. They should consult with the directors of the neuroscience or cognitive and linguistic sciences programs.

Psychology Minor

Requirements for the Psychology Minor

The psychology minor consists of five units, including PSYC 101 and one course at the 300 level. PSYC 250 and 350 do not count as one of the five courses for the minor.

Credits for PSYC 299 and 299H do not count toward the minor. At least three of the three courses for the minor must be taken in the department.

PSYC - Psychology Courses

PSYC 101 - Introduction to Psychology (1.0)

An introduction to some of the major subfields of psychology, such as developmental, personality, abnormal, clinical, physiological, cognitive, cultural, and social psychology. Students will explore various theoretical perspectives and research methods used by psychologists to study the origins and variations in human behavior.

Instructor: Staff

Prerequisite: None

Distribution: SBA

Term(s): Fall; Spring; Summer II

PSYC 205 - Statistics (1.0)

The application of statistical techniques to the analysis of psychological experimental and survey data. Major emphasis on the understanding of statistics found in published research and as preparation for the student’s own research in more advanced courses.

Instructor: Bahns, Carli, Hennessey, Wilmer

Prerequisite: PSYC 101 or NEUR 100 or a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.

Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190, STAT 101, STAT 101Z, POL 299, or QR 180 except for psychology and neuroscience majors, with permission of the instructor.

Distribution: SBA; QRF

Term(s): Fall; Spring

Three periods of combined lecture-laboratory. Does not fulfill the laboratory requirement.

During Summer Session this is a six-week course.

PSYC 207 - Developmental Psychology (1.0)
Behavior and psychological development in infancy and childhood. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required.

Instructor: Pyers
Prerequisite: PSYC 101, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA
Term(s): Fall; Spring

PSYC 208 - Adolescence (1.0)
Survey of contemporary theories and research in the psychology of adolescents. Topics will include the physical, cognitive, social, and personality development of adolescents.

Instructor: Staff
Prerequisite: PSYC 101, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

PSYC 210 - Social Psychology (1.0)
The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Instructor: Bahn
Prerequisite: PSYC 101, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA
Term(s): Fall; Spring

PSYC 212 - Personality (1.0)
A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists, and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Instructor: Kulik-Johnson
Prerequisite: PSYC 101, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA
Term(s): Fall; Spring

PSYC 213 - Abnormal Psychology (1.0)
An examination of major psychological disorders with special emphasis on phenomenology. Behavioral treatment of anxiety-based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed.

Instructor: Theran, Wink
Prerequisite: PSYC 101, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA
Term(s): Fall; Spring

PSYC 214 - Evolution and Human Behavior (1.0)
Evolutionary Psychology is the scientific study of human nature as shaped by natural selection. It is grounded in evolutionary biology and the psychological sciences with connections to disciplines ranging from neuroscience to anthropology and economics. Topics covered will include adaptive solutions to major life challenges including survival, mating, family relations, and group living (e.g., cooperation, aggression, and status).

Instructor: Lucas
Prerequisite: PSYC 101 or NEUR 100, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Cross-Listed: CLSC 214
Distribution: SBA; EC
Term(s): Fall

PSYC 215 - Memory (1.0)
Memory is central to our functioning in everyday life and to our sense of identity. We use memory not only to accomplish routine tasks (e.g., to recall where we parked the car, to remember what items we need to pick up from the grocery store), but also to construct a narrative of our lives populated by the experiences and events that define us. Memories can be transient or lasting, and can operate both within and outside of conscious awareness. This course will examine the mechanisms underlying human memory abilities. We will discuss distinctions between different forms of memory including short-term/long-term memory, episodic/semantic memory, and implicit/explicit memory. We will examine the neural basis and development of memory functions, and will consider factors contributing to forgetting and distortion of memories.

Instructor: Keane
Prerequisite: PSYC 101 or NEUR 100, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA; EC
Term(s): Not Offered

PSYC 216 - Psychology of Language (1.0)
Introduction to the study of the psychological processes underlying language ability. Topics covered will include the biological and evolutionary foundations of language, child and adult language acquisition, reading, and sound, word, and sentence processing. We will also consider whether language is unique to humans, whether it is innate, and the degree to which language influences thought.

Instructor: Lu
Prerequisite: PSYC 101 or NEUR 100, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Cross-Listed: CLSC 216
Distribution: SBA; EC
Term(s): Spring

PSYC 217 - Cognition (1.0)
Cognition refers to the processes and systems that enable us to perceive, attend, represent and understand the world around us, to learn and remember information, to communicate with each other, and to reason and make decisions. This course provides a survey of research and theory in all of these domains.

Instructor: Lyall
Prerequisite: PSYC 101 or NEUR 100, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA; EC
Term(s): Fall; Spring

PSYC 218 - Sensation and Perception (1.0)
In a split-second, a curling of lips across a crowded room is registered by one’s eyes and translated effortlessly into a vividly three-dimensional, full-color perception of a baby’s smile. This and other sensory and perceptual feats, unmatched by any computer, are this course’s focus. Topics include consciousness, attention and inattention, perceptual learning and development, visual memory, faces, 3D depth, color, motion, and brain bases of sensation/attention/perception. Emphasis is given to abnormal and illusionary perception, such as that resulting from brain damage/stimulation or artistic sleight of hand. This course shows that our perception, far from being a "copy" of the outside world, incorporates many predictions and educated guesses. Frequent in-class demonstrations will provide insights into course concepts.

Instructor: Chen
Prerequisite: PSYC 101 or NEUR 100, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA; EC
Term(s): Not Offered
PSYC 299 - Practicum in Psychology (1.0)
Participation in a structured learning experience in an approved field setting under faculty supervision. Does not count toward the minimum major or minor in psychology.
Instructor: Staff
Prerequisite: Permission of the instructor. Two units above the 100 level that are most appropriate to the field setting as determined by the faculty supervisor. (excluding PSYC 205). 299 is repeatable for credit one time. Students who receive two units of credit for 299 may not receive credit for 299H.
Distribution: None
Term(s): Fall; Spring
Mandatory credit/noncredit, except by permission of the instructor.

PSYC 299H - Practicum in Child Development (0.5)
Participation in a structured learning experience at the Child Study Center under faculty supervision. Does not count toward the minimum major or minor in psychology.
Instructor: Staff
Prerequisite: PSYC 101 or permission of instructor. 299H is repeatable for credit a maximum of three times. Students who repeat 299H more than once may not receive credit for 299.
Distribution: None
Term(s): Fall; Spring

PSYC 225 - Introduction to Black Psychology (1.0)
Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration is given to such issues as the Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.
Instructor: Davis (African American Studies)
Prerequisite: None
Cross-Listed as AFR 225
Distribution: SBA
Term(s): Fall

PSYC 237 - Breaking the Glass Ceiling: Women and the Workplace (1.0)
This course examines the ways in which students can explore how to take their career where they want it to go with emphasis on the experiences of African-Americans. In practical and personal ways student will investigate their career choice, racial/ethnic identity, personality type, leadership style, and their dynamic interaction in the world of work. Several issues women face are examined, such as, moving from college student to a career professional, mentoring in corporate and international firms, reducing gender inequity, and exploring non-traditional career paths for traditional and re-entry students.
Instructor: Davis (African American Studies)
Prerequisite: None
Cross-Listed as AFR 237
Distribution: SBA
Term(s): Spring

PSYC 248 - Psychology of Teaching, Learning, and Motivation (1.0)
The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social, and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.
Instructor: Hennessey
Prerequisite: PSYC 101, a score of 5 on the Psychology AP exam, or a score of 5, 6, or 7 on the Higher Level IB exam, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

PSYC 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

PSYC 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

PSYC 299 - Practicum in Psychology (1.0)
our neurochemistry to produce changes in behavior, feelings, and cognition. Other course topics include basic pharmacological principles, the drug development process, and controversies in the field of psychiatric treatment. During the course, students will connect the technical aspects of drug mechanisms to larger clinical and societal issues and gain skills communicating complex psychological concepts in a clear fashion.

Instructor: Deveney
Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either PSYC 219 or PSYC 213 or NEUR 200, and excluding PSYC 205, PSYC 250, and PSYC 299. Not open to students who have taken NEUR 332.
Distribution: SBA, EC
Term(s): Spring

PSYC 319 - Seminar: Neuropsychology (1.0)
This course explores the neural underpinnings of human cognition and behavior by considering behavioral evidence from individuals with brain damage and behavioral/functional imaging evidence from healthy individuals. The first part of the course provides an overview of major neurotransmitter systems. The remainder of the course is organized around student-led discussions of current issues in the literature about how the brain gives rise to behavior.

Instructor: Keane
Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either PSYC 219 or NEUR 200, and excluding PSYC 205, PSYC 250, and PSYC 299.
Distribution: SBA, EC
Term(s): Spring

PSYC 323R - Research Methods in the Psychology of Human Sexuality (1.25)
An introduction to research methods appropriate to the study of individual and group differences in sexual attitudes and behavior. Student projects use archival and new survey data to investigate topics such as sexual motivation and attraction, sexual self-esteem and identity, intimacy in romantic relationships, and gender and cultural differences in sexuality.

Instructor: Wick
Prerequisite: Two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299.
Distribution: SBA
Term(s): Not Offered

PSYC 317 - Seminar: Affective and Clinical Psychobiology (1.0)
This course will provide students with a background on the biological underpinnings of the major psychiatric disorders and discuss emerging trends in the field. Course topics include: (1) the techniques used to study nervous system functioning in psychiatry; (2) the nervous system abnormalities observed in several major psychiatric disorders (e.g., schizophrenia, unipolar and bipolar disorders, and anxiety disorders) in childhood and adulthood; (3) recent changes in how the neurobiology of psychiatric disorders is being studied; and (4) interactions between the brain and the environment. Students will investigate individual topics of interest and will present their findings in a formal class presentation and a final paper.

Instructor: Deveney
Prerequisite: Open to juniors and seniors who have taken two 200-level units, including either PSYC 219 or NEUR 200, and excluding PSYC 205, PSYC 250, and PSYC 299.
Distribution: SBA, EC
Term(s): Fall

PSYC 318 - Seminar: Psychopharmacology (1.0)
For thousands of years, humans have used substances to alter their mental states for medicinal, religious, and recreational purposes. Many of these substances have been used to ameliorate the symptoms of severe mental illnesses. However, the illegal and/or inappropriate use of many substances has had profound costs to individuals and to society at large. This course provides an in-depth examination of how legal and illicit drugs influence
divorce, menopause, and retirement; influence of culture and history on crafting adult lives. Different models of the life course will be discussed.

Instructor: Staff
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Fall

PSYC 330 - Psychology of Law (1.0)
This course will document biases in jury decisions, inequalities in sentencing, factors that contribute to criminal behavior, and other contemporary research findings in the psychology of law. Students will review research on jury selection, the reliability of eyewitness testimony, factors affecting the perceived innocence or guilt of defendants, the use of hypnosis and lie-detector tests, blaming victims of crime, methods of interrogation, and issues surrounding testimony from children in abuse cases. This course will explore both theory and research on the psychology of law and will include case analyses. A fundamental goal of the course is to allow students to apply their psychological knowledge and critical-thinking skills to the analysis of legal decisions and outcomes.

Instructor: Carli
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250 and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Spring

PSYC 332 - Seminar: Personality and Motivation (1.0)
What do we want, why do we want it, and how do we get it? Do we all want the same things? How much control do we have over our own behavior? These questions drive psychologists who study motivation and personality. We will review major perspectives on motivation from personality and social psychology. Within each perspective, we will consider ways in which individual differences at different levels of analysis (e.g., neural networks, hormonal processes, traits, emotional dispositions, family background, social and cultural contexts) are intertwined with motivation and goal pursuit. We will consider ways in which students might apply what psychologists have learned to the pursuit of their personal goals.

Instructor: Nordem
Prerequisite: Open to juniors and seniors who have taken either PSYC 210 or PSYC 212 and one other 200-level unit, excluding PSYC 205, PSYC 250, and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

PSYC 333 - Clinical and Educational Assessment (1.0)
Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are MMPI®, CPI®, WAIS®, Rorschach®, and the TAT®. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Instructor: Wink
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Spring

PSYC 334 - Seminar: The Psychology of Creativity (1.0)
The study of the psychology of creativity is an exciting and ever-growing area of investigation. While the creative process often appears to be mysterious and outside of our conscious control, creative behavior is something that can be examined, quantified, and fostered. In this seminar, we will explore creativity at the individual, group, societal, and cultural levels. Our readings will combine many of the “classics” in the field with cutting-edge empirical studies of creativity in educational, business, and design settings. In addition to doing a substantial amount of reading and writing each class member will choose a research topic to investigate as well as a semester-long personalized creativity project.

Instructor: Hennessy
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Spring

PSYC 336 - Seminar: Postcolonial Psychology (1.0)
This course explores various psychological and political themes as they relate to global postcolonial contexts. Students will emerge from this course with a greater understanding of how social, political and cultural systems interface with the psychological trauma of oppression and how this impacts notions of human identity, suffering and freedom. Topics will include colonial discourse, structural violence, racism, oppression, indigenous psychologies, community interventions, trauma and identity.

Instructor: Staff
Prerequisite: Open to juniors and seniors who have taken one 200-level unit, excluding PSYC 205, PSYC 250, and PSYC 299, or permission of instructor.
Distribution: SBA
Term(s): Not Offered

PSYC 337 - Seminar: Prejudice and Discrimination (1.0)
A discussion-based examination of social psychological theory and research on prejudice and discrimination with applications to current social issues. Topics include racism, sexism, heterosexism, ageism, and many other forms of intergroup bias, with an emphasis on the psychological mechanisms that underlie all prejudices. We will address two primary questions: Why do people have prejudices? What factors may reduce intergroup bias?

Instructor: Balsam
Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding PSYC 205, PSYC 250 and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Fall

PSYC 338 - Social Influence (1.0)
This course focuses on a major topic in social psychology: attitude formation and change. Techniques of social influence that we encounter in everyday life will be explored, with a particular emphasis on advertising. The findings of empirical research and theory will be used to understand persuasive messages. Topics include how emotion, gender, and culture are used to maximize the effectiveness of advertisements, and how stereotypes are both perpetuated and refuted in advertising.

Instructor: Akert

PSYC 340 - Organizational Psychology (1.0)
An examination of key topics, such as social environment of the workplace, motivation and morale, change and conflict, quality of workplace, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory, and research.

Instructor: Carli
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

PSYC 341 - Seminar: Women and Leadership (1.0)
Women have made great progress as leaders, yet remain underrepresented in most leadership roles. Why? This seminar examines the changes in women’s leadership participation over time, the factors that obstruct and facilitate women’s leadership opportunities, and the effect of these factors on women’s and men’s leadership styles. The course will emphasize empirical evidence and will cover backlash and resistance to women’s advancement; psychological research on gender stereotypes, gender discrimination and prejudice and how organizational structure can impede or advance women. Other topics include gender differences in leadership effectiveness and style; personality factors associated with effective leadership; the effects of women’s and men’s non-leader roles; and cultural change increasing women’s access to leadership roles.

Instructor: Carli
Prerequisite: Open to juniors and seniors who have taken two 200-level units excluding PSYC 205, PSYC 250, and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

PSYC 343 - Calderwood Seminar in Public Writing: Psychology in the Public Interest (1.0)
The primary goal of this course is to develop skills for communicating complex and technical information about human psychology and a psychological perspective to nonexperts. Students will learn to communicate psychological theories (as well as the empirical evidence and methods that
support them) to the public through a set of varied writing assignments. These assignments will require students to take a step back from the details of their course work in psychology to think about how the major has shaped their understanding of human biological and social processes. Assignments may include interviews of research psychologists, observations of behavior, book reviews, evaluation of journal articles, and coverage of public talks related to psychological topics. Class sessions will be conducted as workshops devoted to analyzing and critiquing the presentation of psychological information in expository writing.

Instructor: Gleason
Prerequisite: Open to junior and senior psychology majors who have taken two 200-level courses, excluding PSYC 205, PSYC 250, and PSYC 299, or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

**PSYC 344 - Seminar: Social Imagination (1.0)**

An examination of the uses and types of imagination in both childhood and adulthood. This course will touch on the mechanics of mental imagery and discuss the ways in which imagery is manifest in cognition and particularly in management of social relationships. Emphasis will be placed on the connections between imagination and emotion, such as in children's enactment of scary or nurturant pretend play. How imagination affects interpersonal interactions will be considered, as will other topics such as children's creation of imaginary companions, imagination as pathology, and individual differences in imagination, imagery of individuals deprived of particular senses, and the influence of imagination on memory.

Instructor: Gleason
Prerequisite: Open to juniors and seniors who have taken two 200-level courses, excluding PSYC 205, PSYC 250, and PSYC 299.
Distribution: SBA; EC
Term(s): Not Offered

**PSYC 346 - Seminar: Culture and Emotion (1.0)**

This seminar examines ways in which cultural factors interact with basic emotional processes. We will integrate theoretical and empirical research from different areas of psychology (e.g., developmental, social, clinical), and will also include readings from other disciplines (e.g., anthropology and applied linguistics). Topics will include culture and emotion regulation, emotion and language, and socialization of emotion in the family.

Instructor: Chen
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299.
Distribution: SBA
Term(s): Not Offered

Not open to students who have taken PSYC 322.

**PSYC 349 - Seminar: Nonverbal Communication (1.0)**

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Instructor: Akert
Prerequisite: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299.
Distribution: SBA
Term(s): Fall

**PSYC 350 - Research or Individual Study (1.0)**

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

**PSYC 350H - Research or Individual Study (0.5)**

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

**PSYC 360 - Senior Thesis Research (1.0)**

Prerequisite: PSYC 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

**PSYC 370 - Senior Thesis (1.0)**

Prerequisite: PSYC 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

Quantitative Reasoning Faculty Profiles

The ability to think clearly and critically about quantitative issues is imperative in contemporary society. Today, quantitative reasoning is required in virtually all academic fields, is used in most every profession, and is necessary for decision making in everyday life. The Quantitative Reasoning Program is designed to ensure that Wellesley College students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment (described below) and staffs QR 140, the basic-skills course, and some overlay courses. The program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, the Quantitative Reasoning Program provides curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the Quantitative Reasoning requirement.

Quantitative Reasoning Requirement

All students must satisfy both components of the Quantitative Reasoning requirement: the basic-skills component and the overlay course component. The basic-skills component is satisfied either by passing the Quantitative Reasoning Assessment given during Orientation or by passing QR 140, the basic-skills course that builds mathematical skills in the context of real-world applications. Students are required to satisfy the basic skills component in their first year so that they may enroll in the many courses for which basic quantitative skills (including algebra, geometry, basic probability and statistics, graph theory, estimation, and mathematical modeling) are a prerequisite.

The overlay component is satisfied by passing a quantitative reasoning overlay course or by scoring a 5 on the AP Statistics exam. Quantitative reasoning overlay courses emphasize statistical analysis and interpretation of data in a specific discipline. The Committee on Curriculum and Academic Policy has designated specific courses in fields from across the curriculum as ones that satisfy the quantitative reasoning overlay requirement. These courses (listed below) may also be used to satisfy a distribution requirement. See the Statistics section of the catalog for more information about some of these quantitative reasoning overlay courses.

Quantitative Reasoning Program

Statistics Courses for QR Overlay

Wellesley College offers statistics courses in a variety of disciplines. Some introductory statistics courses are intended as terminal courses (e.g., MATH 101) while others are prerequisites for more advanced research methods courses in the major (e.g., PSYC 205). The courses listed below all focus on descriptive and inferential statistics but differ in their specific applications and use of statistical software. Students who wish to take one of the following statistics courses to satisfy the QR Overlay requirement are advised to select the most appropriate course given their intended major(s) and minor. Students who score a 5 on the AP Statistics exam have satisfied the QR Overlay requirement, but may be required to forgo that AP credit if a specific statistics course is required for their major. Please see the complete list of QR Overlay courses below and see the full course descriptions under each department or program for details on the applications emphasized in each course.

- ECON 103/SOC 190 - Introduction to Probability and Statistical Methods
- STAT 101 - Reasoning with Data: Elementary Applied Statistics
- STAT 101Z - Reasoning with Data: Elementary Applied Statistics with Health Applications
- MATH 220/STAT 220 - Probability and Elementary Statistics
- PSYC 205 - Statistics
- QR 180 - Statistical Analysis of Education Issues
- SOC 190/ECON 103 - Introduction to Probability and Statistical Methods

The following rules apply to these statistics courses:

MATH 101 and MATH 101Z are not open to students who have taken or are taking QR 140, nor are PSYC 205 or STAT 220. In addition, MATH 101 and MATH 101Z are not open to students who have completed STAT 220 except by permission of the instructor; such students should consider taking STAT 220Z instead. MATH 101 and MATH 101Z are intended for students who do not anticipate taking further statistics courses in college, whereas those majoring or minoring in economics, political science, sociology, or psychology are advised not to take MATH 101 or MATH 101Z; other courses are more appropriate for those majors.

ECON 103/SOC 190 (formerly QR 199) is a prerequisite for ECON 203 (Econometrics), which is required of economics majors, and for SOC 290 (Methods of Social Research), which is required of sociology majors. Economics or sociology majors or minors who have completed MATH 220 or PSYC 205 may also take ECON 103/SOC 190, but must take an additional elective in economics or sociology to complete their major or minor.

Students who have taken MATH 101, MATH 101Z, POL 299, or QR 180 may take ECON 103/SOC 190 or PSYC 205, or ECON 103Z, POL 299, or PSYC 205Z, respectively, depending on the major or minor.

The following courses satisfy the overlay course component of the Quantitative Reasoning requirement. In order to register for a course on this list, a student must first satisfy the basic skills component of the Quantitative Reasoning requirement by passing either the Quantitative Reasoning Assessment or QR 140.

- ASTR 206 - Astronomical Techniques with Laboratory
- BISC 109 - Human Biology with Laboratory
- BISC 111 - Introductory Organismal Biology with Laboratory
- BISC 111T - Introductory Organismal Biology with Laboratory (Tropical Island)
- BISC 113 - Exploration of Organismal Biology with Laboratory
- BISC 198 - Statistics in the Biosciences
- BISC 201 - Ecology with Laboratory
- CHEM 120 - Intensive Introductory Chemistry with Laboratory
- CHEM 205 - Chemical Analysis and Equilibrium with Laboratory
- CHEM 361 - Analytical Chemistry with Laboratory
- ECON 103/SOC 190 - Introduction to Probability and Statistical Methods
- ES 101 - Fundamentals of Environmental Science with Laboratory
- GEOG 101 - Earth Processes and the Environment with Laboratory
- STAT 101 - Reasoning with Data: Elementary Applied Statistics
- STAT 101Z - Reasoning with Data: Elementary Applied Statistics with Health Applications
- MATH 220/STAT 220 - Probability and Elementary Statistics
- PHYS 202 - Introduction to Quantum Mechanics and Thermodynamics with Laboratory
- POL 299 - Introduction to Research Methods in Political Science
- PSYC 205 - Statistics
- QR 180 - Statistical Analysis of Education Issues
- STAT 309/QR 309 - Causal Inference
- SOC 190/ECON 103 - Introduction to Probability and Statistical Methods

Note that this list is subject to change. Check individual department listings for information about when each course is offered.

QR - Quantitative Reasoning Courses

QR 140 - Introduction to Quantitative Reasoning (1.0)

In this course, students develop and apply mathematical, logical, and statistical skills to solve
problems in authentic contexts. The quantitative skills emphasized include algebra, geometry, probability, statistics, estimation, and mathematical modeling. Throughout the course, these skills are used to solve real-world problems, from personal finance to medical decision-making. A student passing this course satisfies the basic skills component of the Quantitative Reasoning requirement. This course is required for students who do not pass the Quantitative Reasoning Assessment. Those who pass the assessment, but still want to enroll in this course must receive permission of the instructor.

Instructor: Polito
Prerequisite: Permission of the instructor required for students with a score of 9.5 or above on the Quantitative Reasoning Assessment.
Distribution: QRB
Term(s): Fall; Spring

QR 180 - Statistical Analysis of Education Issues (1.0)
What factors explain individual and group differences in student achievement test scores and educational attainment? Do inequities in financing public elementary and secondary schools matter in terms of student achievement and future employment? This course explores the theories, statistical methods, and data used by social scientists and education researchers in examining these and other education issues. Students collect, analyze, interpret, and present quantitative data. They begin with descriptive statistics and work up to inferential statistics, including hypothesis testing and regression analyses.

Instructor: Taylor
Prerequisite: Fulfillment of the basic-skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking ECON 103/SOC 190, MATH 101, MATH 101Z, POL 299, or PSYC 205.
Distribution: SBA; QRF
Term(s): Spring

QR 190 - Epidemiology (1.0)
Epidemiology is the study of the distribution and determinants of disease and health in human populations and the application of this understanding to the solution of public health problems. Topics include measurement of disease and health, the outbreak and spread of disease, reasoning about cause and effect with attention to study designs and sources of bias, analysis of risk, and the evaluation of trade-offs. The course will emphasize women’s health topics such as mammography and breast cancer. The course is designed to fulfill and extend the professional community’s consensus definition of undergraduate epidemiology. In addition to the techniques of modern epidemiology, the course emphasizes the historical evolution of ideas of causation, treatment, and prevention of disease.

Instructor: Polito
Prerequisite: QR Basic Skills
Distribution: NPS; QRF
Term(s): Spring

QR 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

QR 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring
Religion Faculty Profiles

Religious belief and practice have played an essential role in creating and challenging personal identity and societal norms since the dawn of human history. The study of religion is therefore a constituting element of humanistic inquiry. The Religion Department pursues that inquiry through the critical interpretation of religious traditions, offering courses by scholars trained in Buddhism and the traditions of East Asia, Hebrew Bible and the Ancient Near East, New Testament and Earliest Christianity, Judaism, Catholic and Protestant Christianity, and Islam. Students may also study religions of Africa, South America, and South Asia in cognate programs and departments.

The Religion Department’s courses employ a wide range of critical methods for interpreting these traditions including historical, literary, social, comparative, and cultural studies as well as moral and metaphysical reflection. The intellectual breadth and depth of Religion Studies has helped to prepare our graduates for many careers including business, law, medicine, public service, and teaching as well as ministry.

Religion Major

Goals for the Religion Major

Students who elect a major in Religion will acquire these competencies and skills:

- Substantial knowledge of one of the great religious traditions or a central theme in two or more traditions
- Close reading and interpretation of sacred texts and religious writings, including their specialized rhetoric, forms, and contexts
- Significant mastery of critical methods used in contemporary scholarship on religion

Requirements for the Religion Major

The major consists of a minimum of nine units, at least two of which must be at the 300 level, including a seminar in the area of concentration and, ordinarily, REL 380 Seminar: “Advanced Topics in the Study of Religion,” taught by different members of the department and required of all Religion majors in their senior year, and no more than two 100-level courses. A maximum of three courses taken outside the department may be counted toward the major, no more than two of which may be taken at an institution other than Wellesley.

The major requires both a concentration in a specific field of study and adequate exposure to the diversity of the world’s religions and cultures. To ensure depth, a major must present a concentration of at least four courses, including a seminar, in an area of study that she has chosen in consultation with and that is approved by her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or themes such as women, ethics and morality, or religious communities in contact and conflict. To promote breadth, a major must complete a minimum of two courses, also to be approved by her departmental advisor, devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration that together provide a global perspective on the study of religion. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

Honors in Religion

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

Courses for Credit Toward the Religion Major

Students wishing to take related courses for their major or minor outside the department must obtain approval of their advisor in advance. Majors and minors are encouraged to take courses in other departments and programs, including Jewish Studies, Middle Eastern Studies, Medieval and Renaissance Studies, South Asia Studies, and East Asian Studies.

Religion Minor

Requirements for the Religion Minor

The minor consists of a minimum of five courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, should be within an area of concentration chosen by the student in consultation with and approved by her departmental advisor. It is strongly recommended that senior Religion minors elect REL 380.

For some students, studies in the original language of religious traditions will be especially valuable. Majors and minors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

REL - Religion Courses

REL 100 - Religion Today: Continuity and Conflict (1.0)

An introduction to religion in the contemporary world through the study of pilgrimages and rituals, spiritualities and ethics, and recent competing interpretations of the Bible. Exploration of how religious Movements and traditions understand themselves and our increasingly globalized, pluralized, and secularized world. Topics range from religion and violence to fundamentalism, queer theology, ecofeminism, television gurus, Buddhism in the United States, Latina devotion to our Lady of Guadalupe, Jerusalem and Jewish apocalyptic belief, and Islam and political change.

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

REL 105 - Study of the Hebrew Bible/Old Testament (1.0)

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to ancient Near Eastern cultures. Special focus on the fundamental techniques of literary, historical, and source criticism in modern scholarship, with emphasis on the Bible’s literary structure and compositional evolution.

Instructor: Silver
Prerequisite: None
Distribution: REP, HS
Term(s): Not Offered

REL 106 - Advances in the Theory of Religion (1.0)

Critical examination of the study of religion, looking at major traditions including historical, literary, social, and cultural studies as well as moral and metaphysical reflection. The intellectual breadth and depth of Religion Studies has helped to prepare our graduates for many careers including business, law, medicine, public service, and teaching as well as ministry.

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

REL 107 - First-Year Seminar: Science and Religion (1.0)

We will ask how religious believers have drawn upon the Bible to develop critical perspectives toward aspects of the scientific project, and we will assess the benefits and limitations of using ancient texts in this way.

Instructor: Silver
Prerequisite: None
Distribution: REP
Term(s): Fall; Summer I

REL 108 - Religion and Violence to Fundamentalism (1.0)

Discussion of controversies over the Bible and its relevance to scientific inquiry. Examination of significant areas of perceived conflict between science and religion such as: evolutionary theory, geological history, environmental stewardship, neuro-scientific models of the mind, and genetic engineering. We will ask how religious believers have drawn upon the Bible to develop critical perspectives toward aspects of the scientific project, and we will assess the benefits and limitations of using ancient texts in this way.

Instructor: Silver
Prerequisite: None
Distribution: REP
Term(s): Fall

REL 114Y - First-Year Seminar: Science and the Bible (1.0)

Discussion of controversies over the Bible and its relevance to scientific inquiry. Examination of significant areas of perceived conflict between science and religion such as: evolutionary theory, geological history, environmental stewardship, neuro-scientific models of the mind, and genetic engineering. We will ask how religious believers have drawn upon the Bible to develop critical perspectives toward aspects of the scientific project, and we will assess the benefits and limitations of using ancient texts in this way.

Instructor: Silver
Prerequisite: None
Distribution: REP
Term(s): Fall

REL 119Y - First-Year Seminar: Hiroshima, Nagasaki and Yasukuni Shrine Shinto Shrine (1.0)

Discussion based seminar deals with Japan both as a victim and as a victimizer during and in the aftermath of the World War II. It probes what drove Japan to aspire toward world domination; how the "atomic bomb to end all wars" was made in the United States, and how the Japanese "war criminals" are enshrined today at Yasukuni as "divine beings"; and how Yasukuni Shrine/Shinto Shrine remains a major barrier to establishing peace with Japan and its Asian neighbors. The seminar is intended for students interested in the comparative and historical study of religion, Peace and Justice Studies, and East Asian Studies.

Requirements: active participation in discussion, joint paper writing and presentation; no exams.

Instructor: Kodera
Prerequisite: None. Open to first-year students only.
Cross-Listed as: PEAC 119
Distribution: REP
Term(s): Not Offered
REL 200 - Theories of Religion (1.0)
Instructor: Silver
Prerequisite: None
Distribution: SBA; REP
Term(s): Not Offered
Normally alternates with REL 230.

REL 204 - Religious Speech and Social Power (1.0)
Do gods and politics belong together? What happens when someone invokes a deity or refers to a religious tradition when speaking politically? Is this kind of allusion simply ornamental? Or is religious speech qualitatively different from the secular kind? This course will survey key cross-cultural examples of religiously infused political oratory. We will develop theoretical and linguistic tools to help us understand speech as social action and to make sense of what is at stake in a public invocation of the sacred. Students will read classical and contemporary theories of rhetoric, gain experience with discourse analysis, and study examples that range from Neo-Assyrian and ancient Israelite political prophecy through contemporary cases that include Martin Luther King’s “I Have a Dream” speech and the public statements of George W. Bush and Osama bin Laden.
Instructor: Silver
Prerequisite: None. Not open to students who have taken REL 203.
Distribution: REP; HS
Term(s): Fall

REL 205 - Cosmic Order and the Ordered Self: Scribal Wisdom in Ancient Israel and Early Judaism (1.0)
What constitutes a good life? Is the structure of the universe intelligible? Does human suffering have a cause? How can we be successful? These sorts of questions go to the heart of our situation as embodied, conscious beings able to imagine a world with laws different from those that govern nature. Not ours alone, these questions also motivated the compilers of the Hebrew scriptures. In an often neglected intellectual tradition remarkable for its rationalism, practicality, and skepticism, these scribes developed an intellectual tradition remarkable for its rationalism, and cultural landscapes of the Americas.
Instructor: Obeng (Africana Studies)
Prerequisite: None
Cross-Listed as: AFR 242
Distribution: REP
Term(s): Spring

REL 216 - Saints and Sinners: Christianity to 1600 (1.0)
Orthodoxy and heresy, good and evil, free will and determinism, reason and revelation, the nature of Good and the need for Jesus: major debates of Early, Medieval, and Renaissance/Reformation Christianity studied through primary sources in translation. Authors include Augustine of Hippo, Thomas Aquinas, Catherine of Siena, Martin Luther, and Ignatius Loyola. Special attention to monasticism, mysticism, devotion to saints, veneration of icons, the uses of Scripture, and the diversity of traditions and practices.
Instructor: Elkins
Prerequisite: None
Distribution: REP; HS
Term(s): Spring

REL 218 - Religion in America (1.0)
A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day, Black Elk, Martin Luther King, Jr., and contemporary Fundamentalists.
Instructor: Marini
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered
Normally alternates with REL 220.

REL 219 - Christian Ritual and the Sacred Arts (1.0)
A study of the major forms of Christian ritual, their expression in art, architecture, music, and literature, and the methods used in interpreting them in contemporary scholarship. Ritual is a common and widely shared aspect of Christianity. It is also a remarkably complex form of religious expression that integrates language, tone, gesture, image, and design. We will examine Christianity's principal rituals from their beginnings to today's conflicts over worship, including baptism (initiation), eucharist (communion), monastic prayer, Reformation-era liturgies, sacred song, revivalism, and ritual in social media. As a special feature, we will study specific sites from various historical periods in order to learn about the art, architecture, and music that articulated these ritual forms. We will interpret these materials using current theoretical models from the emerging field of Ritual Studies.
Instructor: Marini
Prerequisite: None
Cross-Listed as: MUS 219
Distribution: ARS; REP
Term(s): Fall

REL 220 - Religious Themes in American Fiction (1.0)
Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the writings of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Leslie Marmon Silko, Rudolfo Anaya, Alice Walker, and Allegre Goodman. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.
Instructor: Marini
Prerequisite: None
Cross-Listed as: AMST 228
Distribution: LL; REP
Term(s): Not Offered
Normally alternates with REL 218.

REL 224 - Hildegard of Bingen (1.0)
This interdisciplinary course will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her popular music today.
Instructor: Elkins, Fontijn (Music)
Prerequisite: None
Cross-Listed as: MUS 224
Distribution: ARS; REP
Term(s): Spring

REL 227 - Seminar: Gods, Politics, and the Body in the Ancient Near East (1.0)
Study of the interconnection of politics, theology, and identity in the ancient Near East. Exploration of how language about the divine was used to frame concepts of political collectivity. Particular focus on sovereignty and its resistance; the uses of violence, torture, and bodily spectacle; and the emergence of literacy and writing culture as catalysts for new forms of community.
Instructor: Silver
Prerequisite: At least one unit on the Bible or one 200-level unit in Near Eastern studies, political science, or classical civilization.
Distribution: REP; HS
Term(s): Spring
This course may be taken as REL 207, or with additional assignments, REL 307.

REL 228 - Religious and Political Oratory (1.0)
Do gods and politics belong together? What happens when someone invokes a deity or refers to a religious tradition when speaking politically? Is this kind of allusion simply ornamental? Or is religious speech qualitatively different from the secular kind? This course will survey key cross-cultural examples of religiously infused political oratory. We will develop theoretical and linguistic tools to help us understand speech as social action and to make sense of what is at stake in a public invocation of the sacred. Students will read classical and contemporary theories of rhetoric, gain experience with discourse analysis, and study examples that range from Neo-Assyrian and ancient Israelite political prophecy through contemporary cases that include Martin Luther King’s “I Have a Dream” speech and the public statements of George W. Bush and Osama bin Laden.
Instructor: Silver
Prerequisite: None. Not open to students who have taken REL 203.
Distribution: REP; HS
Term(s): Fall

REL 229 - The Bible and the Making of the West (1.0)
Study of the Biblical story as an evolving speculum of the world. The course examines the Bible as an instrument of power, as a historical source, and as a literary achievement. Attention to the complex ways in which the Bible has been interpreted and misinterpreted, and the impact on the formation of the United States.
Instructor: Silver
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered
Normally alternates with REL 220.

REL 225 - Women in Christianity (1.0)
Study of the role of females in the Christian tradition and contemporary women’s issues. Readings from various sources and the work of women in the church, historical and contemporary. Specific attention to modern interpreters—feminists, womenists, Latinas, and LGBT Christians.
Instructor: Elkins
Prerequisite: None
REL 226 - The Virgin Mary (1.0)
The role of the Virgin Mary in historical and contemporary Christianity. Topics include Mary in the Bible, early Christian writings, devotion to her in the Middle Ages, her role in Islam, artistic productions in her honor, debates about her body and her power, and her “appearances” at Guadalupe, Lourdes, and Fatima, and in the late twentieth and early twenty-first centuries. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and “the feminization of the deity.”
Instructor: Elkins
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

REL 227 - Radical Individualism and the Common Good (1.0)
An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues, including self-interest, freedom, collective good, capitalism, just war, racism, environmental pollution, globalization, and religious morality. Introduction to case study and ethical theory as tools for determining moral choices.
Instructor: Marini
Prerequisite: None
Distribution: REP
Term(s): Spring
Normally alternates with REL 200.

REL 240 - Romans, Jews, and Christians in the Roman Empire (1.0)
At the birth of the Roman Empire virtually all of its inhabitants were practicing polytheists. Three centuries later, the Roman Emperor Constantine was baptized as a Christian and his successors eventually banned public sacrifices to the gods and goddesses who had been traditionally worshipped around the Mediterranean. This course will examine Roman-era Judaism, Graeco-Roman polytheism, and the growth of the Jesus movement into the dominant religion of the late antique world.
Instructor: Geller
Prerequisite: None
Cross-Listed as: CLCV 240
Distribution: REP; HS
Term(s): Not Offered

REL 243 - Women in the Biblical World (1.0)
The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal, and literary sources in reconstructing the status of women in these societies.
Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Fall
Normally alternates with REL 244.

REL 244 - Jerusalem: The Holy City (1.0)
An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem’s Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values and also to the role of the city in the ongoing Middle East and Israeli-Palestinian peace process.
Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered
Normally alternates with REL 243.

REL 245 - The Holocaust and the Nazi State (1.0)
An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies that affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.
Instructor: Geller
Prerequisite: None
Distribution: REP; HS
Term(s): Spring

REL 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

REL 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

REL 252 - Women and Religion in South Asia (1.0)
This course explores the role religion plays in the lives of women of diverse religious communities in South Asia and conversely, the roles women play in these religious worlds. The exploration focuses on three interconnected aspects of women’s lives in the religious worlds of South Asia: 1) prescriptions for women in sacred texts and the power of ideology on their lives, 2) women’s struggles and negotiations in face of the restrictions put on them, 3) achievements of extraordinary and ordinary women historically and in contemporary times. Additionally, it aims to examine how the various religious traditions of South Asia respond to aspirations and struggles as women. Passages from sacred texts, women’s own writings, historical accounts, video clips of women’s rites, and films will provide the sources for our exploration.
Instructor: Shulka-Bhatt (South Asia Studies)
Prerequisite: None
Cross-Listed as: SAS 252
Distribution: REP
Term(s): Not Offered

REL 253 - Buddhist Thought and Practice (1.0)
A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China, and Japan. Topics include: the historic Buddha’s sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, and dialogue with and influence on the West.
Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Fall
Normally alternates with REL 257.

REL 254 - Chinese Thought and Religion (1.0)
Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion, and their further developments and interaction. Materials drawn from philosophical and religious and literary works.
Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Spring
Normally alternates with REL 255.

REL 255 - Japanese Religion and Culture (1.0)
Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric “age of the gods” to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, as assimilation and rejection of the West, and
preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism, neo-Confucianism, their role in modernization and nationalism, Western colonialism, and modern Japanese thought as a crossroad of East and West.

Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered
Normally alternates with REL 254.

REL 257 - Contemplation and Action (1.0)
An exploration of the relationship between the two polar aspects of being religious. Materials drawn from across the globe, both culturally and historically. Topics include: self-cultivation and social responsibility, solitude and compassion, human frailty as a basis for courage, anger as an expression of love, nonviolence, Western adaptations of Eastern spirituality, meditation and the environmental crisis. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Thich Nhat Hanh, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Ruben Habito, and others.

Instructor: Kodera
Prerequisite: None
Distribution: REP; HS
Term(s): Spring
Normally alternates with REL 253.

REL 260 - Religion and Culture in Muslim Societies (1.0)
Historical survey of Muslim-majority societies and the diverse cultural forms produced within them from the seventh century to the beginnings of the modern period. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice.

Instructor: Marlow
Prerequisite: None
Cross-Listed as: MES 260
Distribution: REP; HS
Term(s): Fall

REL 261 - Cities in the Islamic World (1.0)
An exploration of urban forms and culture in Muslim societies from Islamic late antiquity to the present. The course examines and critiques concepts of 'the city' and 'the Islamic city' while focusing on elements of continuity and change in particular cities, such as Damascus, Baghdad, Cairo, Istanbul, Isfahan, Samarqand, Lucknow and Lahore. Topics include migration, settlement, and the construction of new cities; conversion; the emergence of 'holy cities' as centres for pilgrimage, religious education and Islamic legal scholarship; sacred space and architecture; religious diversity in urban environments; the impact of colonialism; post-colonial developments; modern and contemporary environmental issues; renewal and preservation.

Instructor: Marlow
Distribution: REP; HS
Term(s): Spring
Normally alternates with REL 269.

This course can be taken at the 300-level (REL 365) if pre-requisites are met and with additional assignments.

No prerequisite requirement for 200-level course.

REL 263 - Islam in the Modern World (1.0)
A study of the modern history of the Islamic religion and its interaction with historical forces in shaping particular developments in Muslim societies from the late eighteenth century to the present. The course explores the emergence and development of religious ideas and movements in the context of the colonial and postcolonial periods, and the histories of modern nation-states. Readings encompass a variety of perspectives and address a range of topics, including religious practice and interpretation, matters of governance and the state, economics, gender and gender relations, and the participation of women in various arenas of public life. The course explores Islam as a diverse and dynamic religious tradition that is responsive to change, and enquires into the divergent understandings and connotations of "Islam" to different speakers, groups, and perspectives in a variety of modern and contemporary contexts.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered

REL 267 - Muslim Ethics (1.0)
How have Muslims, over the course of a millennium and a half and in strikingly different environments and circumstances, conceived of human nature, moral conduct and responsibility, and the good life, and how have they formulated, debated and applied ethical principles? This course explores these questions with reference to the rich materials that have informed the religious cultures of Muslim communities, including the sacred sources of the Qur'an and the Prophet's example, the reception, interpretation and development of late antique moral philosophies and wisdom literatures, the evolving corpora of legal and theological scholarship, and the elaboration of rationally based ethical systems. Issues are likely to include charity, the environment, gender, dispute resolution, violence and non-violence.

Instructor: Marlow
Prerequisite: None
Cross-Listed as: MES 267
Distribution: REP
Term(s): Not Offered

This course may be taken as REL267/MES 267 or, with additional assignments, REL 347/MES 347.

REL 268 - Religion and Culture in Egypt (1.0)
An exploration of Egyptian history, with an emphasis on religious and cultural dimensions, from late antiquity and the rise of Islam to the present. Topics include the adoption of the Arabic language; religious diversity and conversion; the emergence of distinctive social-cultural forms in Egypt's urban, coastal, desert and rural areas; evolving understandings of and responses to the Pharaonic past; and the gradual transformation of Cairo, from a garrison town in the early Islamic period to a pre-eminent commercial, intellectual, cultural and artistic capital and a megalopolis in the twentieth and twenty-first centuries. Attention to Egypt's interactions with its neighbours in the eastern Mediterranean, especially Syria; Egypt's experience of the Crusades and colonialism, and especially its relations with Britain and France; and the challenges of the twenty-first century, including conservation of the natural and built environments.

Instructor: Marlow
Distribution: REP; HS
Term(s): Not Offered

This course can be taken as REL 268 or 348 if pre-requisites are met and with additional assignments.

REL 269 - Religion and Culture in Iran (1.0)
An exploration of the history of Iran and its peoples from antiquity to the present. Topics include cultural and religious life; social and economic developments; government and court politics; the interactions among rural, urban, and nomadic communities; the lives and roles of women; commerce, cultural exchange, and the impact on Iran of European imperial rivalries; the forging of the nation-state, discontent and dissent; the Islamic Revolution, post-revolutionary Iran; and the Iranian diaspora.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Spring
Normally alternates with REL 261.

REL 270 - Religions of the Silk Road (1.0)
An exploration of the contacts and interactions among the major religious communities of Eurasia especially as facilitated by trade, travel and pilgrimage along the 'Silk Road'. After initial consideration of the idea of the 'Silk Road' and the history of its 'discovery', the course focuses on commerce and contacts in specific historical periods from antiquity to the present. Readings include sacred texts (including Buddhist, Hindu, Confucian, Daoist, Islamic and Zoroastrian texts), as well as merchants', travellers' writings and travel accounts. The course includes substantial attention to the material cultures and artistic works produced by the religious communities of the Silk Road.

Instructor: Marlow
Prerequisite: None
Distribution: REP; HS
Term(s): Not Offered
Not open to students who have taken REL 109.

REL 281 - Sacred Arts of South Asia (1.0)
Cultural life in South Asia is vibrant with aesthetic expressions of religion in its diverse traditions—Hindu, Muslim, Buddhist, Jain, Sikh, and Christian. This course introduces students to one of the most powerful avenues for transmission of religious knowledge in the traditions of South Asia—the aesthetic experience derived through a variety of forms. In addition to visual messages sent through architectural motifs and paintings, teaching of religious doctrines through narratives in drama, dance, and musical performance is common across religious boundaries. The course will introduce theories of aesthetic experience and religious knowledge from the subcontinent and relate them to contemporary theories of performance.

Instructor: Shukla-Bhatt (South Asia Studies)
Prerequisite: None
Cross-Listed as: SAS 211
Distribution: ARS; REP
Term(s): Not Offered

REL 290 - Kyoto: Center of Japan's Religion and Culture (Wintersession in Kyoto) (0.5)
Hands-on observation and critical analyses of religion and culture in Kyoto, Japan's capital for more than a millennium. Topics include: Shinto and Buddhism in traditional Japanese art and culture, such as "tea ceremony," calligraphy, poetry, theatre and martial arts; the Shinto-Shinto and Buddhist appreciation of nature; Japan's selective memory of the Pacific War and Japan's growing nationalism; today's Buddhist clergy as specialists of the world of the dead, in sharp contrast to the earlier (pre-seventeenth century) focus on meditation and acts of mercy for the living; "new religions" in contemporary Japanese society and politics; Japan's assimilation of Western
REL 301 - Seminar: Religion in Modern South Asia (1.0)
In many parts of South Asia, the encounter with modernity coincided with colonial rule. This complex history added to the tension between modernity and religious traditions. This seminar will examine the texts, intellectual discourses, political movements, and social changes emerging from religious phenomena in South Asia from 1800 to the present. Students will not only examine specific historical events, but also reflect on how this historical knowledge can be applied in the areas of development, international relations, and human rights movements.
Instructor: Kodera
Prerequisite: At least one unit in Asian religion; though not required, preference is given to students of Asian religions and of East Asian studies. Application is required. Enrollment is limited to 10 and requires written permission of the instructor. Distribution: REP
Term(s): Not Offered
Not offered every year. Subject to Provost’s Office approval.

REL 302 - Seminar: Religion in Modern South Asia (1.0)
In many parts of South Asia, the encounter with modernity coincided with colonial rule. This complex history added to the tension between modernity and religious traditions. This seminar will examine the texts, intellectual discourses, political movements, and social changes emerging from religious phenomena in South Asia from 1800 to the present. Students will not only examine specific historical events, but also reflect on how this historical knowledge can be applied in the areas of development, international relations, and human rights movements.
Instructor: Kodera
Prerequisite: At least one unit in Asian religion; though not required, preference is given to students of Asian religions and of East Asian studies. Application is required. Enrollment is limited to 10 and requires written permission of the instructor. Distribution: REP
Term(s): Not Offered
Not offered every year. Subject to Provost’s Office approval.

REL 307 - Seminar: Gods, Politics, and the Body in the Ancient Near East (1.0)
Study of the interconnection of politics, theology, and identity in the ancient Near East. Exploration of how language about the divine was used to frame concepts of political collectivity. Particular focus on sovereignty and its resistance; the uses of violence, torture, and bodily spectacle; and the emergence of literacy and writing culture as catalysts for new forms of community.
Instructor: Silver
Prerequisite: At least one unit on the Bible or one 200-level unit in Near Eastern studies, political science, or classical civilization.
Distribution: REP, HS
Term(s): Spring
Also offered at 200-level as REL 207.

REL 319 - Seminar: Religion, Law, and Politics in America (1.0)
A study of the relationships among religion, fundamental law, and political culture in the American experience. Topics include established religion in the British colonies, religious ideologies in the American Revolution, religion and rebellion in the Civil War crisis, American civil religion, and the New Religious Right. Special attention to the sephoration of church and state, selected Supreme Court cases on the religion clauses of the First Amendment, and religious and moral issues in current American politics.
Instructor: Kodera
Prerequisite: REL 200, REL 217, REL 218, or at least one 200-level unit in American Studies or in American history, sociology, or politics; or permission of the instructor. Cross-Listed as: AMST 319
Distribution: REP, HS
Term(s): Not Offered
Normally alternates with REL 330.

REL 323 - Seminar: Feminist, Womanist, Latina, and LGBT Theologies (1.0)
A study of contemporary women theologians’ critiques and reinterpretations of Christianity - its Scriptures, its God, its teachings about human bodies and the earth - from second wave feminists to contemporary LGBT Christians. Special attention to African American, Latina, and Asian American authors. Consideration also of alternative concepts of divinity proposed by ecofeminists and devotees of goddesses.
Instructor: Elkins
Prerequisite: One 200-level course in religion, women and gender studies, or a related subject. Distribution: SBA, REP
Term(s): Not Offered
Normally alternates with REL 326.

REL 326 - Seminar: Theologies of Liberation (1.0)
Beginning with Liberation Theology’s emergence in the 1970s with Gustavo Gutiérrez (Peru), Leonardo Boff (Brazil), and James Cone (United States), this course then considers the reactions of the 1980s (including Oscar Romero and El Salvador martyrs) before turning to theologians of the late twentieth- and early twenty-first centuries: ecofeminist Ivone Gebara (Brazil), Latina Ada María Isasi-Díaz, Native American George Tinker, LGBT theologians Robert Goss (United States) and Marcella Althaus Reid (Argentina and Scotand), Pope Francis, and others. Some attention also to Engaged Buddhism, Radical Dharma, and Muslim and Jewish liberation theologies in the United States.
Instructor: Elkins
Prerequisite: One 200-level course in religion, Latin American studies, or peace and justice studies. Distribution: REP
Term(s): Fall
Normally alternates with REL 323.

REL 330 - Seminar: Religion and Violence (1.0)
An exploration of the sources and manifestations of religious violence. Topics include the role of violence in sacred texts and traditions, intra- and interreligious conflicts, religion and nationalism, and religious violence in today’s global society. Selected examples from Jewish, Christian, and Islamic traditions and contemporary religious conflicts in Africa, South Asia, and the Middle East.
Instructor: Marini
Prerequisite: HIST 205, REL 200 or REL 236, PEAC 104, or permission of the instructor. Distribution: SBA, REP
Term(s): Not Offered
Normally alternates with REL 319.

REL 335 - Seminar: Good Deaths: From the Tibetan Book of the Dead to the ICU (1.0)
Tibetan death practices—made famous by a translation of the *Bardo Thödol* (termed “The Tibetan Book of the Dead” by an American anthropologist in 1927)—have been used to reconfigure notions of a “good death” across a number of contexts. This seminar provides a grounding in the text itself, which serves as an entry point to studying scholarly accounts of illness, death, and dying. We trace the movement of the *Bardo Thödol* as a “mind-treasure” revealed to a yogini in 8th century India, its translation and scholarly acclaim in the early 1900s, and finally, its contemporary use in Euro-American hospice care. The course investigates not only how “The Tibetan Book of the Dead” has contributed to new concepts of death and dying, but also how advanced medical technologies trouble what it means to be alive or dead.
Instructor: Lewis
Prerequisite: Previous courses in Religion, Anthropology, Health & Society, or permission of the instructor. Cross-Listed as: ANTH 335
Distribution: REP
Term(s): Spring

REL 342 - Seminar: Archaeology of the Biblical World (1.0)
An examination of the ways in which archaeological data contribute to the understanding of the history of ancient Israel, and the Jewish and Christian communities of the Roman Empire.
Instructor: Geller
Prerequisite: At least one unit in archaeology, biblical studies, classical civilization, early Christianity, or early Judaism.
Distribution: HS
Term(s): Fall

REL 347 - Muslim Ethics (1.0)
How have Muslims, over the course of a millennium and a half and in strikingly different environments and circumstances, conceived of human nature, moral conduct and responsibility, and the good life; and how have they formulated, debated and applied ethical principles? This course explores these questions with reference to the rich materials that have informed the religious cultures of Muslim communities, including the sacred sources of the Qur’an and the Prophet’s example, the reception, interpretation and development of late antique moral philosophies and wisdom literatures, the evolving corpora of legal and theological scholarship, and the elaboration of rationally based ethical systems. Issues are likely to include charity, the environment, gender, dispute resolution, violence and non-violence.
Instructor: Marlow
Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern Studies or Religion, and by permission of the instructor. Distribution: REP
Term(s): Not Offered
REL 348 - Religion and Culture in Egypt (1.0)
An exploration of Egyptian history, with an emphasis on religious and cultural dimensions, from late antiquity and the rise of Islam to the present. Topics include the adoption of the Arabic language; religious diversity and conversion; the emergence of distinctive social-cultural forms in Egypt's urban, coastal, desert and rural areas; evolving understandings of and responses to the Pharaonic past; and the gradual transformation of Cairo, from a garrison town in the early Islamic period to a pre-eminent commercial, intellectual, cultural and artistic capital and a megapolis in the twentieth and twenty-first centuries. Attention to Egypt's interactions with its neighbours in the eastern Mediterranean, especially Syria; Egypt's experience of the Crusades and colonialism, and especially its relations with Britain and France; and the challenges of the twenty-first century, including conservation of the natural and built environments.
Instructor: Marlow
Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern Studies or Religion, and by permission of the instructor.
Distribution: REP; HS
Term(s): Not Offered
This course may be taken as REL 268 or, with additional assignments, REL 348.

REL 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring
REL 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

REL 353 - Seminar: Zen Buddhism (1.0)
Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts.
Instructor: Kodera
Prerequisite: At least one unit in Asian religions.
Distribution: REP; HS
Term(s): Not Offered
Normally alternates with REL 354.

REL 354 - Seminar: Tibetan Buddhism (1.0)
A critical, historical and comparative study of Buddhism that unfolded in the unique geographical, historical, cultural and religious climate of Tibet, and of the Tibetan communities in diaspora after the Communist Chinese takeover. Topics include: pre-Buddhist religions of Tibet; development of the Vajrayana teaching and the Tantric practice; the cult of Tara; Avalokitesvara Bodhisattva and the Dalai Lama; the plight of the Tibetan lamas and refugees in India and in the West; continuing controversy in China; the appeal and misunderstanding of Tibet and Tibetan Buddhism in the West; the future of Tibet and Tibetan Buddhism.
Instructor: Kodera
Prerequisite: At least one unit in Asian religions.
Distribution: REP; HS
Term(s): Not Offered
Normally alternates with REL 353.

REL 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

REL 361 - Seminar: Studying Islam and the Middle East (1.0)
An exploration of the study and representation of Islam and West Asia/the Middle East in European and American scholarship, literature, arts, and journalism, from the Middle Ages to the present. Topics, studied in historical context, include medieval European images of Islam, translations of sacred texts and literary works, religious polemic, colonial histories and correspondence, Orientalism and post-Orientalism, new and emerging scholarship, the modern press and popular culture. Students will participate in focused discussion of primary sources and works of criticism, including Edward Said's Orientalism, and will undertake individual and group-based research projects.
Instructor: Marlow
Prerequisite: Open to juniors and seniors, and sophomores who have taken at least one unit of Middle Eastern studies; or by permission of the instructor.
Distribution: REP; HS
Term(s): Not Offered

REL 364 - Seminar: Sufism: Islamic Mysticism (1.0)
An interdisciplinary exploration of the diverse manifestations of mysticism in Islamic contexts. Topics include the experiences and writings of individual Sufis, including Rabi’a, al-Junayd, Hujiveri, Ibn 'Arabi, Jalal al-Din Rumi, `Abd al-Qadir Jilani, Ruzbihan Baqli; the formation of Sufi organizations and development of mystical paths; the place of Sufism in Islamic legal, theological, and philosophical traditions as well as in Muslim religious practice; Sufism in local contexts, both urban and rural; holy men and women; Sufism's permeation of artistic and aesthetic traditions, especially poetry and music; the reception, interpretations, and practices of Sufism in Western countries.
Instructor: Marlow
Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern studies or religion, and by permission of the instructor.
Distribution: REP; HS
Term(s): Fall
Normally alternates with REL 365.

REL 365 - Cities in the Islamic World (1.0)
An exploration of urban forms and culture in Muslim societies from Islamic late antiquity to the present. The course examines and critiques concepts of 'the Arab city' and 'the Islamic city' while focusing on elements of continuity and change in particular cities, such as Damascus, Baghdad, Cairo, Istanbul, Isfahan, Samargand, Lucknow and Lahore. Topics include migration, settlement, and the construction of new cities; conversion; the emergence of 'holy cities'; as centres of pilgrimage, religious education and Islamic legal scholarship; sacred space and architecture; religious diversity in urban environments; the impact of colonialism; post-colonial developments; modern and contemporary environmental issues; renewal and preservation.
Instructor: Marlow
Prerequisite: One Unit in Middle Eastern Studies, or Religion, or Permission of the Instructor. Only applies to 300-level course.

REL 366 - Seminar: Muslim Travelers (1.0)
An exploration of the experiences and writings of Muslim travelers from the Middle Ages to the present in West, South, East, and Central Asia, North Africa, Europe, and America. Focus on the wide range of cultural encounters facilitated by journeys for purposes of pilgrimage, study, diplomacy, exploration, migration, and tourism, and on the varied descriptions of such encounters in forms of literary expression associated with travel, including poetry, pilgrimage manuals, narrative accounts, letters, memoirs, and graffiti. Authors include al-Biruni, Ibn Jubayr, Ibn Battuta, Evliya Celebi, al-Tahawi, Farahani, Abu Talib Khan, Asayesh.
Instructor: Marlow
Prerequisite: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern studies, and by permission of the instructor.
Distribution: LL; REP
Term(s): Not Offered
Normally alternates with REL 364.

REL 368 - Writing Islamic History (1.0)
How did the major Muslim historians of the pre-modern period think about the past and its relationship to the present? What genres of historical writing did they develop, what topics and themes did they address, who were their audiences, and how did they shape and reflect the mentalities of their times? This seminar explores the writing of history in Arabic, Persian and Turkish, with readings and analysis of historical accounts in English translation. Students who wish to take this course for credit in Arabic should take ARAB 202 or the equivalent and should enroll in ARAB 368.
Instructor: Marlow
Prerequisite: If taking the course for credit in Arabic, ARAB 202 or equivalent
Cross-Listed as: ARAB 368
Distribution: LL; REP
Term(s): Not Offered

REL 370 - Senior Thesis (1.0)
Prerequisite: REL 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

REL 380-01-S - Seminar: Advanced Topics in the Study of Religion (1.0)
Topic for 2017-18: Recent Trends in the Study of Religion
Reading and discussion of recent works in the study of religion noted for their innovative methods, theoretical significance, and current impact in the field. Students will incorporate these new perspectives into their individual research interests to produce a major interpretive essay in consultation with their classmates and the instructor.
Instructor: Marini
Prerequisite: Required for senior Religion majors and recommended for senior Religion minors; other students admitted by permission of instructor.
Distribution: REP
Term(s): Spring
Students majoring in Russian should consult the chair of the department early in their college career. For information on all facets of the Russian department, please visit new.wellesley.edu/Russian . Students who cannot take RUSS 101 during the fall semester are strongly encouraged to take RUSS 101 during Wintersession; those interested in doing so should consult the chair early in the fall term.

Advanced courses on Russian literature and culture are given in English translation at the 200 level; corresponding 300-level courses offer supplemental reading and discussion in Russian. Please refer to the descriptions for RUSS 376, RUSS 377 and RUSS 386 below.

**Russian Major**

**Goals for the Russian Major**

- Be able to speak, read, write and understand Russian at the ACTFL Intermediate-Mid to Advanced-Low level of proficiency
- Be a close and attentive reader of Russian literary texts, both prose and poetry
- Be able to write a persuasive argument in both English and Russian
- Have a good grasp of the history of Russian literature from 1800 to the present
- Possess a broad understanding of important aspects of Russian culture, including film, fine arts, music, history, social customs, folk beliefs, and popular culture

**Requirements for the Russian Major**

A student majoring in Russian must take at least eight units in the department above RUSS 102, including:

1. Language courses through RUSS 202, and at least two units of language at 300-level
2. RUSS 251
3. Two 200-level courses above RUSS 202
4. At least 2 of the following half-unit courses: RUSS 333, RUSS 376, and RUSS 377, RUSS 386
5. RUSS 101, RUSS 102, RUSS 203 and RUSS 303 are counted toward the degree but not toward the Russian major.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: RUSS 101 and RUSS 102, RUSS 201 and RUSS 202, RUSS 301 and RUSS 302, RUSS 251; two 200-level literature courses above RUSS 251; and one unit from 300-level literature courses.

Honors in Russian

Students may graduate with honors in Russian by writing a thesis. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Students who wish to attempt an honors thesis should consult the chair early in the second semester of their junior year. See Academic Distinctions.

**International Study in Russian**

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the United States and Russia. Major credit is also given for approved junior year international study programs.

**Russian Area Studies**

Students interested in an interdepartmental major in Russian Area Studies are referred to the following and should visit the Russian Area Studies Web pages at www.wellesley.edu/russianareaestudies. Attention is called to Russian Area Studies courses in history, economics, political science, anthropology, and sociology.

**Courses for Credit Toward the Russian Major**

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<tr>
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<td>Magical Realism</td>
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<td>CPLT 294</td>
<td>Utopia and Dystopia in Literature</td>
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**Russian Minor**

**Requirements for the Russian Minor**

A student minoring in Russian must take at least five units in the department above RUSS 102, at least one of which must be at the 300 level. RUSS 203 and RUSS 303 do not count towards the minor in Russian.

**RUSS - Russian Courses**

**RUSS 101 - Elementary Russian I (1.0)**

Introduction to Russian grammar through oral, written, and reading exercises; special emphasis on oral expression. Four periods.

Instructor: Weiner, Epsteyn
Prerequisite: None
Term(s): Fall, Winter

**RUSS 102 - Elementary Russian II (1.0)**

Continued studies in Russian grammar through oral, written, and reading exercises; special emphasis on oral expression; multimedia computer exercises. Four periods.

Instructor: Weiner, Epsteyn
Prerequisite: RUSS 101 and equivalent
Distribution: None
Term(s): Fall

**WRIT 109- RUSS 109 - Great Short Stories from Russia (in English) (1.0)**

Russian literature has given the world some of the best stories ever told, and this course surveys two centuries’ worth of them. Someone once quipped that all of twentieth century Russian literature came out of Nikolai Gogol’s “Nose.” Beginning with the “Nose” and other fantastically weird stories by Gogol, we will go on to read short works by some of the finest prose writers of the nineteenth century: Pushkin, Lermontov, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Gorky. Moving on, we will explore Russia’s twenty-century revolutions in art and politics through stories by the writers who defined this epoch of transformation: Andreev, Zamiatin, Bunin, Babel, Zoshchenko, Patonov, and Kharmas. In closing out the course, we will focus on short stories from writers of the Russian emigration and late- and post-Soviet periods: Nabokov, Shalamov, Sinavsky, Petrushkevich, Ulitskaya, Pelevin, and Sorokin.

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

No prior knowledge of Russian language or literature is required. This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Russian Language and Literature. Includes a third session each week.

**RUSS 201 - Intermediate Russian I (1.0)**

Conversation, composition, reading, music, comprehensive review of grammar; special emphasis on speaking and writing idiomatic Russian. Students learn and perform a play in Russian in the course of the semester. Four periods.

Instructor: Epsteyn
Prerequisite: RUSS 102 or equivalent.
Distribution: LL
Term(s): Fall

**RUSS 202 - Intermediate Russian II (1.0)**

Conversation, composition, reading, popular music, continuation of grammar review; special emphasis on speaking and writing idiomatic Russian. Students read unadapted short stories by Pushkin and Zamiatin and view classic films such as Brilliantsvoya ruka. Four periods.

Instructor: Epsteyn
Prerequisite: RUSS 201 or equivalent.
Distribution: LL
Term(s): Fall

**RUSS 203W - Russian in Moscow (1.0)**

This course is offered as an immersion experience, designed to improve students’ oral proficiency in Russian while introducing them to the cultural treasures of Russia’s capital. Mornings: students study language with instructors at the Russian State University for the Humanities. Afternoons and evenings: they visit sites associated with Moscow’s great writers, art galleries, and museums, and attend plays, operas, and concerts.

Instructor: Epsteyn
Prerequisite: RUSS 201 or permission of the instructor.
Application required.
Distribution: LL
Term(s): Winter
Not offered every year. Subject to Provost’s Office approval.

**RUSS 250 - Research or Individual Study (1.0)**

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

**RUSS 250H - Research or Individual Study (0.5)**

Prerequisite: Permission of the instructor.
RUSS 251 - The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English) (1.0)
Survey of Russian fiction from the Age of Pushkin (1820s-1830s) to Tolstoy’s mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (Eugene Onegin, "The Queen of Spades"), Lermontov (A Hero of Our Time), Gogol (Dead Souls), Pavlova (A Double Life), Turgeniev (Fathers and Sons), Tolstoy (Anna Karenina), and Dostoevsky (Crime and Punishment) will be read.

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

RUSS 272 - Battle for the Russian Soul: Ideology and the Nineteenth-Century Russian Novel (in English) (1.0)

Nineteenth-century Russian writers were locked in a desperate struggle for freedom under an extraordinarily repressive regime. Through intensive analysis of the great ideological novels at the center of Russia’s historic social debates from the 1840s to the end of the century, we will unearth the roots of Dostoevsky’s fervent anti-radicalism and Lenin’s vision for translating nineteenth-century Russia’s utopian dreams into real revolutionary change. The tension between literary realism and political exigency will be explored in the fictional and critical analysis of the great ideological novels at the center of Russia’s historic social debates from the 1840s to the end of the century, we will unearth the roots of Dostoevsky’s fervent anti-radicalism and Lenin’s vision for translating nineteenth-century Russia’s utopian dreams into real revolutionary change. The tension between literary realism and political exigency will be explored in the fictional and critical analysis of the great ideological novels at the center of Russia’s historic social debates from the 1840s to the end of the century, we will unearth the roots of Dostoevsky’s fervent anti-radicalism and Lenin’s vision for translating nineteenth-century Russia’s utopian dreams into real revolutionary change.

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

RUSS 276 - Fedor Dostoevsky: The Seer of Spirit (in English) (1.0)

Probably no writer has been so detested and adored, so demonized and deified, as Dostoevsky. This artist was such a visionary that he had to reinvent the novel in order to create a form suitable for his insights into the inner life and his prophecies about the outer. To this day readers are mystified, outraged, enchanted, but never unmoved, by Dostoevsky’s fiction, which some have tried to brand as "novel-tragedies," "romantic realism," "polyphonic novels," and more. This course challenges students to enter the fray and explore the mysteries of Dostoevsky themselves through study of his major writings.

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

RUSS 277 - Lev Tolstoy: Russia’s Ecclesiast (in English) (1.0)

An odyssey through the fiction of the great Russian novelist and thinker, beginning with his early works (Sevastopol Stories) and focusing on War and Peace and Anna Karenina, though the major achievements of Tolstoy’s later period will also be included (A Confession, The Death of Ivan Ilich). Lectures and discussion will examine the masterful techniques Tolstoy employs in his epic explorations of human existence, from mundane detail to life-shattering cataclysm. Students are encouraged to have read the Maude translation of War and Peace (Norton Critical Edition) before the semester begins.

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

RUSS 286 - Vladimir Nabokov (in English) (1.0)

An examination of the artistic legacy of the great novelist, critic, lepidopterist, and founder of Wellesley College's Russian Department. Nabokov became one of the greatest novelists in both Russian and English literature. Students will read Lolita, Pnin, and Pale Fire, which were written in English, and Nabokov's English translations of two of his best Russian novels: The Defense and Invitation to a Beheading. The class will also discuss his utterly unique autobiography, Speak, Memory.

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

RUSS 301 - Advanced Russian I: Moscow (1.0)

Students will become experts in one of the great overarching themes of Russian culture: Moscow. We will read and discuss texts, view films, listen to music, and compose essays on the theme of Russia’s second capital. The course includes study of grammar, vocabulary expansion with strong emphasis on oral proficiency and comprehension. At the end of the semester, each student will write a final paper and present to the class her own special research interest within the general investigation of St. Petersburg’s history, traditions, culture, and art.

Instructor: Epsteyn
Prerequisite: RUSS 201-01-FRUSS 202 or the equivalent.
Distribution: LL
Term(s): Fall
Taught in Russian. Three periods.

RUSS 302 - Advanced Russian II: Children and Laughter in Russia (1.0)

Students will enter the world of Russian children’s folklore, literature, songs, film, and animation. From lullabies to folktales, from Pushkin’s skazki, animal fables by Krylov, didactic stories by Tolstoy, we will move on to examine the contributions of Soviet authors from the early 1920s to the present (V. Maikovsky, K. Chukovsky, S.Marshak, D. Kharns, M. Zoshchenko, A. Gaidar, N. Nosov, E. Uspensky, G. Oster) and their effect on the aesthetic development of children in Russia. The course emphasizes oral proficiency, listening, reading, and weekly writing assignments. Students will create and present a final project on their own special research interest.

Instructor: Epsteyn
Prerequisite: RUSS 301-01-FRUS 302.
Distribution: LL
Term(s): Spring
Taught in Russian.

RUSS 303W - Russian in Moscow (1.0)

This course is offered as an immersion experience, focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (Eugene Onegin, "The Queen of Spades"), Lermontov (A Hero of Our Time), Gogol (Dead Souls), Pavlova (A Double Life), Turgeniev (Fathers and Sons), Tolstoy (Anna Karenina), and Dostoevsky (Crime and Punishment) will be read.

Instructor: Cieply
Prerequisite: None
Distribution: LL
Term(s): Winter
Not offered every year. Subject to Provost’s Office approval.

RUSS 305 - Advanced Russian I: St. Petersburg (1.0)

Students will become experts in one of the great overarching themes of Russian culture: St. Petersburg. We will read and discuss texts, view films, listen to music, and compose essays on the theme of Russia’s second capital. The course includes study of grammar, vocabulary expansion with strong emphasis on oral proficiency and comprehension. At the end of the semester, each student will write a final paper and present to the class her own special research interest within the general investigation of St. Petersburg’s history, traditions, culture, and art.

Instructor: Epsteyn
Prerequisite: RUSS 201-01-FRUSS 202 or the equivalent.
Distribution: LL
Term(s): Not Offered
Taught in Russian. Three periods.

RUSS 306 - Advanced Russian II: Russian Comedy Blockbusters (1.0)

This course explores Soviet and Russian popular film classics loved by generations of viewers and that have become cultural symbols. We will study G. Aleksandrov’s musicals of the 1930s; sentimental, detective and fantastic comedies by the masters of the genre, L. Gaidai, E. Bazanov, and G. Danelia, in the 1950s-90s; and post-Soviet crime comedies of the twenty-first century. We will attempt to determine the source of their enduring popularity and cult status through an examination of their aesthetics and of their social and political context.

Instructor: Epsteyn
Prerequisite: RUSS 301 or the equivalent.
Distribution: LL
Term(s): Not Offered
Taught in Russian.

RUSS 333 - Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian) (0.5)

Students will immerse themselves in the famous poems of Derzhavin, Zhukovsky, Pushkin, Lermontov, and Nekrasov, analyzing ballads and verse tales devoted to the natural and the supernatural. Exotic "Oriental" cultures as well as high and low Russian culture serve as the backdrop for these dramatic verse narratives. Russian painting, music, and history will enrich our discussions of Russian Romanticism in the poetry.

Instructor: Hodge
Prerequisite or corequisite: RUSS 301 or RUSS 302.
Distribution: LL
Term(s): Not Offered

RUSS 350 - Research or Individual Study (1.0)

Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall, Spring
**RUSS 350H - Research or Individual Study (0.5)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**RUSS 360 - Senior Thesis Research (1.0)**
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

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

**RUSS 370 - Senior Thesis (1.0)**
Prerequisite: RUSS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

**RUSS 376 - Fedor Dostoevsky's Short Stories (in Russian) (0.5)**
A Russian-language course designed to supplement RUSS 276 above, though RUSS 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky.
Instructor: Weiner
Prerequisite: Prerequisite or corequisite: RUSS 301 or RUSS 302
Distribution: LL
Term(s): Not Offered
One period.

**RUSS 377 - Lev Tolstoy's Short Stories (in Russian) (0.5)**
A Russian-language course designed to supplement RUSS 277 above, though RUSS 377 may be taken independently. Students will read and discuss, in Russian, major short works by Tolstoy.
Instructor: Hodge
Prerequisite: Prerequisite or corequisite: RUSS 301 or RUSS 302
Distribution: LL
Term(s): Not Offered
One period.

**RUSS 378 - Mourning for Life: The Short Stories and Plays of Anton Chekhov (0.5)**
This course surveys some of the Russian prose writer and playwright Anton Chekhov’s best short stories and plays and is designed to help students develop their ability to read, discuss, and write about literature in Russian. In addition to reading Chekhov in the original Russian, students will view theatrical and cinematic adaptations of Chekhov’s work and stage their own production of a Chekhov work of their choice.
Instructor: Cieply
Prerequisite: Prerequisite or co-requisite: RUSS 301 or RUSS 302
Distribution: LL
Term(s): Spring

**RUSS 386 - Vladimir Nabokov's Short Stories (in Russian) (0.5)**
A Russian-language course designed to supplement RUSS 286 above, though RUSS 386 may be taken independently. Students will read and discuss, in Russian, major short works by Nabokov.
Instructor: Weiner
Prerequisite: Prerequisite or corequisite: RUSS 301 or RUSS 302
Distribution: LL
Term(s): Fall
One period.
AN INTERDEPARTMENTAL MAJOR

**Russian Area Studies Faculty Profiles**

Sir Winston Churchill called Russia “a riddle wrapped in a mystery inside an enigma.” The Russian Area Studies program explores Russia and the former Soviet Union, a vast region stretching from Poland to the Pacific Ocean, a land of extremes: anarchy and totalitarianism; super-growth and stagnation; stability and dramatic volatility. The world’s largest producer of oil and gas, Russia has also given the world one of its most glorious literary and musical canons. The Russian Area Studies program is based on the premise that the region is best explored through an interdisciplinary study of its culture, history, politics, and language. The program prepares students for a range of careers, including work in government, business, academia, and the arts.

**Russian Area Studies Major**

**Goals for the Russian Area Studies Major**

- An informed understanding of Russia’s and Eurasia’s place in today’s world, the goals and values espoused by its leadership, and the challenges the region faces
- A learned appreciation of the vast diversity of the broad Eurasian space, which for millennia has been inhabited by a multitude of peoples
- An understanding of how those peoples and cultures have interacted over time
- A familiarity with the basic structures and dynamics of Russian and Eurasian historical development, including the nature of autocracy, dictatorship, and empire
- A proficiency in the Russian language sufficient for advanced study of its rich literary canon
- A familiarity with enough classic Russian literature and other cultural works for an understanding of the major themes in Russian culture of the nineteenth and twentieth centuries
- Experience in critical reading, writing essays, and oral communication
- A critical knowledge of methods used by scholars of literature, history, and the social sciences

**Requirements for the Russian Area Studies Major**

A major in Russian Area Studies consists of a minimum of eight units. Majors are normally required to take four units of the Russian language above the 100 level (other than RUSS 203 and RUSS 303): RUSS 201-RUSS 202 and RUSS 301-RUSS 302. In addition, a major’s program should consist of at least four non-language units drawn from Russian Area Studies, Russian history, literature, and politics, as well as relevant courses in anthropology and comparative literature (see listings below). At least two of a major’s units should come from outside the Russian department and the Comparative Literature program. Majors are normally required to take at least two units of 300-level course work, at least one of which should be drawn from outside the Russian department.

**Honors in Russian Area Studies**

Seniors who wish to graduate with honors in the major must write an honors thesis. Applicants for honors must have a minimum 3.5 GPA in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. Interested students should discuss their ideas and plans with their advisor, the program chair, or a member of the advisory committee as early as possible in their junior year.

**International Study and Graduate Study in Russian Area Studies**

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a semester or year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian Area Studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses. For more information on the Russian Area Studies program, students may consult the Wellesley College Russian Area Studies Web pages: www.wellesley.edu/russianareastudies.

**Courses for Credit Toward the Russian Area Studies Major**

<table>
<thead>
<tr>
<th>ANTH 247</th>
<th>Societies and Cultures of Eurasia</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 319</td>
<td>Nationalism, Politics, and the Use of the Remote Past</td>
</tr>
<tr>
<td>CPLT 284</td>
<td>Magical Realism</td>
</tr>
<tr>
<td>CPLT 294</td>
<td>Utopia and Dystopia in Literature</td>
</tr>
<tr>
<td>HIST 246</td>
<td>Vikings, Icons, Mongols, and Tsars</td>
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<td>HIST 247</td>
<td>Russian Under the Romanovs</td>
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<td>HIST 248</td>
<td>The Soviet Union: A Tragic Colossus</td>
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<tr>
<td>HIST 302</td>
<td>Seminar: World War II as Memory and Myth</td>
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<tr>
<td>POL2 206</td>
<td>The Politics of Russia and Eurasia</td>
</tr>
<tr>
<td>RUSS 251</td>
<td>The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (In English)</td>
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<tr>
<td>RUSS 272</td>
<td>Battle for the Russian Soul: Ideology and the Nineteenth-Century Russian Novel (In English)</td>
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<tr>
<td>RUSS 276</td>
<td>Fedor Dostojevsky: The Seer of Spirit (In English)</td>
</tr>
<tr>
<td>RUSS 277</td>
<td>Lev Tolstoy: Russia’s Ecclesiast (In English)</td>
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<tr>
<td>RUSS 286</td>
<td>Vladimir Nabokov (In English)</td>
</tr>
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<td>RUSS 333</td>
<td>Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (In Russian)</td>
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</tr>
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<td>RUSS 386</td>
<td>Vladimir Nabokov’s Short Stories (In Russian)</td>
</tr>
</tbody>
</table>

In addition to the courses listed above, students are encouraged to incorporate the rich offerings of MIT and Brandeis into their Russian Area Studies programs.

**RAST - Russian Area Studies Courses**

**RAST 211 - Wintersession Program in the Country of Georgia (0.5)**

Wellesley’s Program in Georgia invites students to immerse themselves in the life, history and creative imagination of this “jewel of the Caucasus.” Georgia is home to vibrant culture, renowned viticulture, delicious cuisine, and majestic landscapes capped by the snow-covered peaks of the Caucasus Mountains. Students join Williams College peers in exploring Georgia through internships, visits to museums and churches, lectures by Georgian specialists, screenings by film directors, and excursions to unique Georgian sites, including Stalin’s birthplace and museum and Dmanisi, the oldest early hominin site outside Africa. While in the capital city of Tbilisi students live with Georgian host families and work on internships designed in conjunction with the Georgian program coordinator.

Instructor: Tumarkin
Prerequisite: None. Application required.
Cross-Listed as: ANTH 211
Distribution: SBA; HS
Term(s): Not Offered
Not offered every year. Subject to Provost’s Office approval. Wellesley students might be eligible to apply to this course when offered by Williams College.

**RAST 212 - Lake Baikal: The Soul of Siberia (1.25)**

The ecological and cultural values of Lake Baikal—the oldest, deepest, and most biotically rich lake on the planet—are examined. Lectures and discussion in spring prepare students for the three-week field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, history, art, music, and the country’s environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake’s stakeholders, and tours of ecological and cultural sites surrounding the lake.

Instructor: Hodge (Russian), Moore (Biological Sciences)
Prerequisite: Prerequisite or corequisites: ES 101 or BESC 111; RUS 101; and permission of the instructors. Application required.
Cross-Listed as: ES 212
Distribution: LL; NPS
Term(s): Not Offered
Not offered every year. Subject to Provost’s office approval.

**RAST 222 - Firebird! The Russian Arts Under Tsars and Commissars (1.0)**

The magical Russian Firebird, with its feathers of pure gold, embodies creative genius and the salvational glory of Russian performing arts. In this course we will explore Russian ballet, opera, music, and theater and their place in the culture and history of both Russia and Europe. One of the great paradoxes of the Russian experience in the nineteenth and twentieth centuries was the astonishing capacity of Russia’s composers, choreographers, dancers, painters, and writers to create many of the world’s greatest artistic works.
while living and working under almost unimaginably repressive political regimes. How was this achieved? In addition to larger themes and movements we will consider the contexts, histories, meanings—and, in some cases, iconic afterlives—of selected works and performers.

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

This course may be taken as RAST 222 or, with additional assignments, RAST 322.

RAST 322 - Firebird! The Russian Arts Under Tsars and Commissars (1.0)
The magical Russian Firebird, with its feathers of pure gold, embodies creative genius and the salvational glory of Russian performing arts. In this course we will explore Russian ballet, opera, music, and theater and their place in the culture and history of both Russia and Europe. One of the great paradoxes of the Russian experience in the nineteenth and twentieth centuries was the astonishing capacity of Russia’s composers, choreographers, dancers, painters, and writers to create many of the world’s greatest artistic works while living and working under almost unimaginably repressive political regimes. How was this achieved? In addition to larger themes and movements we will consider the contexts, histories, meanings—and, in some cases, iconic afterlives—of selected works and performers.

Instructor: Tumarkin
Prerequisite: Normally open to juniors and seniors who have taken at least one course in a related area (such as Russia, Europe, or performing arts).
Distribution: ARS
Term(s): Not Offered

RAST 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

RAST 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring

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

RAST 370 - Senior Thesis (1.0)
Prerequisite: RAST 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring

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

Goals for the Sociology Major
- To develop an appreciation for the sociological imagination, which is the ability to see the interrelations between personal biography, history, and social structure
- To teach basic sociological concepts and research methods that will allow students to analyze and understand aspects of social life independently, with intellectual originality and rigor
- To develop analytical and reasoning skills through hands-on experience with both qualitative and quantitative data
- To help students think critically about “taken-for-granted” assumptions and knowledge about social life and provide assessments based on sociological analysis
- To introduce students to the major ideas of classical and contemporary sociological theory and to apply these theories to the interpretation of social life on a global scale
- To teach students to be careful analysts, eloquent writers, and articulate speakers
- To provide students with the analytical, interpretive, and research skills that will serve as a foundation for graduate school, professional school, or any career
- To foster a climate of open intellectual exchange by organizing public lectures and seminars and strongly encouraging collaborative student-faculty research

Requirements for the Sociology Major
A major in sociology consists of at least nine units. The core of the major consists of four required courses (SOC 190, SOC 200, SOC 201, and SOC 290) that emphasize basic concepts, theory, and research methods that are the foundation of the discipline, but are also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major is rarely granted and must be obtained from the department chair in advance. Students must take at least five additional units, two of which must be 300-level work (including SOC 360 and SOC 370). One of the 300-level units may be SOC 350. Majors are encouraged to elect courses in a variety of substantive topics in sociology (e.g., social problems, deviance, immigration, social change and development, race and ethnicity, medicine and epidemiology, religion, gender, mass media, and popular culture).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult their faculty advisor to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year if they hope to conduct independent research or honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and SOC 201) and research methods course (SOC 290) should be taken during the sophomore year, or an alternative plan should be arranged with her advisor.

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

Sociology Minor
Requirements for the Sociology Minor
A minor in sociology (six units) consists of any 100-level unit, SOC 200, and four additional units, one of which must be at the 300-level excluding SOC 350. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a minor advisor(s). Courses for the minor will be chosen with intellectual originality and rigor to represent both social science and humanities perspectives. Students will be strongly encouraged to look comparatively rather than focusing on a specific region. The Minor is open to students in any major at the College. Sociology majors can complete the Comparative Race and Ethnicity minor so long as no single course counts toward both the major and the minor.

Comparative Race and Ethnicity Minor

Minor in Comparative Race and Ethnicity
Advisors for 2017-18: Peggy Levitt and Markella Rutherford

The interdisciplinary Minor in Comparative Race and Ethnicity examines how power dynamics, operating across time, space, and scales of social experience, shape the categories of race and ethnicity. Approaching racial and ethnic categories as socially constructed, historically situated, and contextually dependent, this minor is designed to engage students in comparative study in two key ways: (1) students will be equipped to examine and analyze racial/ethnic dynamics across and between national borders and to compare different racial and ethnic regimes, and (2) students will learn to understand race/ethnicity from different disciplinary perspectives, drawing from both the social sciences and the humanities. This minor offers a distinctly global approach to race and ethnicity that is intended to complement U.S.-based critical ethnic studies and other area studies approaches (e.g., American Studies, Africana Studies). It is fitting for any student interested in analyzing the comparative and transnational dimensions of race and ethnicity in combination with the study of race and ethnicity in the United States.

Goals for the Minor in Comparative Race and Ethnicity

The minor in comparative race and ethnicity seeks to educate students to:
- Understand the social construction of race and ethnicity
- Introduce students to a variety of disciplinary approaches to understanding and analyzing race and ethnicity
- Compare processes of racialization across history and geography
- Understand ethnic and racial conflicts in comparative context
- Critically analyze the exercise of power and domination, as well as resistance movements
- Examine how global systems of economic and political power, colonialism, and transnational migration shape race and ethnicity in various places
- Consider the intersections of race and ethnicity with gender, nation, and class in a global context

Requirements for the Minor in Comparative Race and Ethnicity

The minor in comparative race and ethnicity consists of five units:
1. At least two of the following courses:
   AFR 213 Race Relations and Racial Inequality
   ANTH 214 Race and Human Variation
   ENG 291 What Is Racial Difference?
   SOC 209 Social Inequality: Class, Race, and Gender
   SOC 246 / AMST 246 Salsa and Ketchup: How Immigration is Changing the U.S.
   SOC 251 / AMST 251 Racial Regimes in the United States and Beyond
2. Three electives from the list of courses toward the minor
   a. At least one elective must be at the 300-level
   b. At least one course taken for the minor must be in Sociology
   c. Students who wish to complete a Minor in Comparative Race and Ethnicity should contact the minor advisor(s). Courses for the minor will be selected in consultation with the minor advisor and should represent both social science and humanities perspectives. Students will be strongly encouraged to look comparatively rather than focusing on a specific region.

The Minor is open to students in any major at the College. Sociology majors can complete the Comparative Race and Ethnicity minor so long as no single course counts toward both the major and the minor.

Degree Requirements

Courses for Credit Toward the Minor in Comparative Race and Ethnicity

The following courses may be counted as electives for the Minor in Comparative Race and Ethnicity. Note that some 200- and 300-level courses have prerequisites that do not count toward the Minor. Students wishing to count a non-Wellesley course or a Wellesley course not listed below may petition the minor advisors. For example, some departments offer advanced courses with rotating topics; such courses may be considered individually based on the topic offered in a given year.

AFR 213 Race Relations and Racial
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Department</th>
<th>Course Code</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 226</td>
<td>Inequity: Environmental Justice, &quot;Race,&quot; and Sustainable Development</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>ECON 243</td>
<td>The Political Economy of Gender, Race, and Class</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AFR 261</td>
<td>History of Black American Cinema</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>ECON 327</td>
<td>The Economics of Law, Policy and Inequality</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AFR 295/ENG 295</td>
<td>The Harlem Renaissance</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>EDUC 215</td>
<td>Understanding and Improving Schools</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AFR 301</td>
<td>Seminar: South Africa</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>EDUC 216</td>
<td>Education and Social Policy</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AFR 320/AMST 320</td>
<td>Seminar: Blackness in the American Literary Imagination</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>EDUC 334</td>
<td>Seminar: Understanding Education Through Immigrant Narratives</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
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<tr>
<td>AFR 341</td>
<td>Neglected Africans of the Diaspora</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>EDUC 335</td>
<td>Seminar: Urban Education: Power, Agency and Action</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AMST 152</td>
<td>Race, Ethnicity, and Politics in America</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>ENG 114</td>
<td>What Is Racial Difference?</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AMST 246/SOC 246</td>
<td>Salsa and Ketchup: How Immigration is Changing the U.S. and Beyond</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>ENG 291</td>
<td>The Harlem Renaissance</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AMST 292</td>
<td>Racism and Sexism in Theory and Practice</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>FREN 231/AMST 231</td>
<td>Americans in Paris: Race, Gender and Sexuality in the City of Light (in English)</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AMST 320/AFR 320</td>
<td>Seminar: Blackness in the American Literary Imagination</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 206</td>
<td>Zionism and Irish Nationalism: A Comparative Perspective</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
</tr>
<tr>
<td>AMST 325</td>
<td>Puerto Ricans at Home and Beyond: Popular Culture, Race, and Latino/a Identities in Puerto Rico and the U.S.</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 224</td>
<td>History of the American West: Manifest Destiny to Pacifism Imperialism</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
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<tr>
<td>ANTH 214</td>
<td>Race and Human Variation</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 224</td>
<td>The Twentieth-Century Black Freedom Struggle</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
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<tr>
<td>ANTH 243</td>
<td>The (In)visible Native America: Past and Present</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 224</td>
<td>First Peoples: An Introduction to Native American History</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
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<tr>
<td>ANTH 247</td>
<td>Societies and Cultures of Eurasia</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 244</td>
<td>South Africa in Historical Perspective: Rereading the Past, Re-imagining the Future</td>
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<tr>
<td>ANTH 341</td>
<td>Indigenous Resurgence</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 263/PEAC 224</td>
<td>Deep in the Heart: The American South in the Nineteenth Century</td>
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<tr>
<td>ANTH 344</td>
<td>The Middle East: Anthropological Perspectives</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 267</td>
<td>The Emergence of Ethnic Identities in Modern South Asia</td>
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<tr>
<td>ARTH 237</td>
<td>Art, Architecture, and Culture in Post-Conquest Mexico</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 275</td>
<td>Seminar: Understanding Race in the United States, 1776-1918</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
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<tr>
<td>ARTH 258</td>
<td>The Global Americas, 1400 to Today</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>HIST 312</td>
<td>Zionism and Irish Nationalism: A Comparative Perspective</td>
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<td>CAMS 229</td>
<td>Transnational Journeys in European Women’s Filmmaking</td>
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<td>HIST 332</td>
<td>Seminar: Seeing Black: African Americans and United States Visual Culture</td>
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<td>CAMS 240/WGST 223</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
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<td>CAMS 241/WGST 249</td>
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<td>PHIL 317</td>
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<td>CHIN 213</td>
<td>Assessing China’s Ethnic Cultures in the 21st Century (in English)</td>
<td>DEPARTMENT OF SOCIOLOGY</td>
<td>POL2 337</td>
<td>Seminar: Race and Political Theory</td>
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<td>CHIN 313</td>
<td>Assessing China’s Ethnic Cultures in the 21st Century (in English)</td>
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<td>POL4 345</td>
<td>Seminar: Postcolonial Psychology</td>
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<td>EALC 345</td>
<td>Seminar: Language, Nationalism, and Identity in East Asia (In English)</td>
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<td>REL 245</td>
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<td>PSYC 337</td>
<td>The Holocaust and the Nazi</td>
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Related Courses:
- REL 330: Seminar: Religion and Violence
- SOC 202: Human Rights in the Modern World
- SOC 209: Social Inequality: Race, Class and Gender
- SOC 232/SAS 232: South Asian Diasporas
- SOC 246/AMST 246: Salsa and Ketchup: How Immigration is Changing the US and Beyond
- SOC 251/AMST 251: Racial Regimes in the United States and Beyond
- SOC 309: Nations in Global, Intersectional Perspective
- SOC 310: Encountering the Other: Comparative Perspectives on Mobility and Migration
- SPAN 293: The Legacy of the Nineteenth Century: Race, Gender, and Nation in Latin American Literature and Culture
- SPAN 321: Migration, Heritage, Identity: Eastern Europe in Latin America
- SPAN 325: Seminar: Candid Cuisine: Food in Latin American Literature and Culture
- SPAN 327: Seminar: Latin American Women Writers: Identity, Marginality, and the Literary Canon
- SPAN 335: Seminar: Asia in Latin America: Literary and Cultural Connections
- SAS 232/SOC 232: South Asian Diasporas
- THST 210: Oral Interpretation
- WGST 206: Migration, Gender, and Globalization
- WGST 216: Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots
- WGST 220: American Health Care History in Gender, Race, and Class Perspective
- WGST 223/CAMS 240: Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film
- WGST 235: Politics of Sexuality in a Transnational World
- WGST 249/CAMS 241: Asian American Women in Film
- WGST 305: Seminar: Representations of Women, Natives, and Others
- AMST 235: From Zumba to Taco Trucks: Consuming Latina/o Cultures
- AMST 251/SOC 251: Racial Regimes in the United States and Beyond
- FREN 227: Black Paris: 'Postcolonializing' the Seine (in English)
- REL 222: International History Seminar: Legacies of Conquest: Empires in Chinese and World History
- POL 248: Seminar: The Politics of Global Inequality
- POL 340: Topics in American Political Thought
SOC 102 - The Sociological Perspective: An Introduction to Sociology (1.0)

Thinking sociologically enables us to understand the intersection of our individual lives with larger social issues and to grasp how the social world works. Students in this course will become familiar with the background of sociology and the core analytical concepts employed by sociologists. Students will also gain familiarity with the major substantive topics explored by sociology, with focused attention given to the study of social structures, material, cultural, and institutional explanations of social action, and using concepts for real world problem solving.

Instructor: Rutherford
Prerequisite: None
Distribution: SBA
Term(s): Summer II

SOC 108 - Thinking Global: An Introduction to Sociology (1.0)

How are your personal problems related to larger issues in society and the world? In what ways do global economic and political shifts affect your personal trajectory as a college student in the United States? In this course, you will come to understand sociology as a unique set of tools with which to interpret your relationship to a broader sociopolitical landscape. By integrating classic readings in the discipline of sociology with the principles of global political economy, we will analyze and contextualize a range of social, economic, and political phenomena at the scales of the global, the national, the local, and the individual.

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

SOC 137Y - First-Year Seminar: Reading Sociology: What Culture Teaches Us about Social Life (1.0)

What do we learn about class, race, and gender by reading novels? What difference does it make when we read about these ideas rather than watching programs about them on TV? This course treats novels, short stories, poems, films, and radio and television programs as sociological texts. We will read and analyze them together to learn new concepts, methods, and analytical approaches. Class projects include debates, “author” interviews, and a creative writing project.

Instructor: Levitt
Prerequisite: None. Open to first-year students only.
Distribution: SBA
Term(s): Fall
Registration in this section is restricted to students selected for the Wellesley Plus Program. No letter grades given.

SOC 138 - Deviance and Conformity: An Introduction to Sociology (1.0)

Why are some behaviors, differences, and people considered deviant or stigmatized while others are not? This introductory sociology course examines several theories of social deviance that offer different answers to this question. We will focus on the creation of deviant categories and persons as interactive processes involving how behaviors are labeled as deviant, how people enter deviant roles, how others respond to deviance, and how those labeled as deviant cope with these responses.

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

SOC 150 - The Individual and Society (1.0)

Examination of the idea of the individual, the concept of individuality, and the ideology of individualism in comparative-historical perspective. Focus on social conceptions of the individual; free-will versus determinism; the social nature of mind and self; the role of the individual in social change; the state and the individual; tensions between individualism and collectivism; the quest for individuality and authenticity in the modern world. Draws on classic and contemporary works in sociology in an interdisciplinary framework.

Instructor: Cushman
Prerequisite: Open to first- and second-year students only.
Distribution: SBA, EC
Term(s): Not Offered

SOC 190 - Introduction to Probability and Statistical Methods (1.0)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand problems in economics and sociology. Using examples drawn from these fields, this course focuses on basic concepts in probability and statistics, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications.

Instructor: Levine (Economics), Swingle, McKnight (Economics)
Prerequisite: ECON 101, ECON 102, or one course in sociology and fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken or are taking MATH 220, PSYC 205, or POL 199.
Cross-Listed as: ECON 103
Distribution: SBA, QRF
Term(s): Fall; Spring; Summer I
Students must register for a laboratory section, which meets an additional 70 minutes each week. Does not satisfy the laboratory requirement.

SOC 200 - Classical Sociological Theory (1.0)

The discipline of sociology grew out of intellectual attempts to understand and respond to the dramatic political, economic, and social changes that swept across the world in the “long nineteenth century.” This course surveys the origins of sociology through the works of the classical founders of the discipline in Europe and America, with emphasis on learning to read and interpret primary texts. Students will understand the foundational sociological concepts classical theorists used to analyze modern phenomena such as democracy, capitalism, industrialism, urbanization, scientific and technological development, and changing forms of social domination. After understanding their historical origins, students will apply classical concepts to analyze contemporary social problems. We will also explore the development of the canon of classical sociological theory with special emphasis on the place of women and African Americans in the history of that canon. Theorists surveyed will include Auguste Comte, Harriet Martineau, Emile Durkheim, Karl Marx, Max Weber, Marianne Weber, Georg Simmel, W.E.B. DuBois, Charlotte Perkins Gilman, Ida B. Wells-Barnett, and Anna Julia Cooper.

Instructor: Rutherford
Prerequisite: One 100-level unit. Required of all majors.
Distribution: SBA
Term(s): Fall

SOC 201 - Contemporary Sociological Theory (1.0)

This course surveys important modern and postmodern social theories. The course is organized thematically around understandings of (1) human identity and selfhood, (2) knowledge and epistemology, and (3) social power and domination. Specific topics will include theories of mind and symbolic interactionism; theories of embodiment and emotion; social construction; neo-Marxist critical theory; a variety of feminist theories; theories of symbolic power; and intersectionality. Students will gain familiarity with the work of many influential sociological thinkers, such as Zygmunt Bauman, Peter Berger, Pierre Bourdieu, Patricia Hill Collins, Michel Foucault, Anthony Giddens, Erving Goffman, Donna Haraway, Arlie Hochschild, Max Horkheimer, Herbert Marcuse, Chandra Mohanty, and Judith Stacey. Emphasis will be given to using theoretical concepts to interpret contemporary social and cultural phenomena, assessing the relevance and application of theoretical concepts to empirical cases, and analyzing the development of sociological ideas in the history of the discipline.

Instructor: Rutherford
Prerequisite: SOC 200. Required of all majors.
Distribution: SBA
Term(s): Spring

SOC 202 - Human Rights in the Modern World (1.0)

Human rights is one of the most powerful frameworks for promoting freedom in the contemporary world. This course provides an interdisciplinary examination of key theories of human rights as they have developed in the modern world and the ways in which these theories have been put into practice in a variety of social and cultural contexts. The course uses an empirical case study approach that focuses on central questions and tensions in the field of human rights. Where do human rights come from? How do different human rights ideas reflect different ideas of freedom? What do rights claims demand of others by way of duties? Are there such things as universal rights, or are rights culturally specific? Are human rights a form of cultural imperialism? Are individual rights compatible with group rights? Do minority groups have special rights against majority groups and, if so, why? What are the origins of human rights organizations and what are their strategies for mobilization on behalf of endangered human beings? Students are expected to work in small groups and make presentations each week based on case materials.

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

SOC 204 - Social Problems (1.0)

This course investigates why certain problems become matters of significant public and policymaking concern while others do not. We do not focus on a predefined list of social problems but rather on the process by which some issues capture more attention than others. Our discussions analyze the actions of those institutions involved in calling public attention to or distracting public attention away from particular problems in our society. This focus enables students to acquire a perspective toward social problems that they are unlikely to gain from the many other forums where
people discuss social problems, such as journalism or politics.

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

SOC 205 - Modern Families and Social Inequalities: Private Lives and Public Policies (1.0)

Feminist scholarship demonstrates that family life is embedded in race, class, gender, sexuality and other social structures that shape our understanding and experience of the social world. In 2015 same-sex marriage became U.S. federal law; but at the same time fewer people are marrying, more are living together and there is a growing number of people who live alone. Further, government involvement and social policies are not distributed equally. Issues to be covered include: welfare to work programs (teen moms and baby daddies), work/family crises of those who are “getting by” and those at the top who argue for family “rights,” the gap in cultural capital between the working class and immigrant children and those in the upper classes, the rise in donor conceived families and surrogates to create same-sex and those in the upper classes, the rise in donor conceived families and surrogates to create same-sex or single-parent families and the ethical meaning of “borrowing body parts” and finally why people are forgoing families and living alone.

Instructor: Hertz
Prerequisite: None
Cross-Listed as: WSST 211
Distribution: SBA
Term(s): Spring

SOC 209 - Social Inequality: Race, Class and Gender (1.0)

This course examines the distribution of social resources to groups and individuals, as well as theoretical explanations of how unequal patterns of distribution are produced, maintained, and challenged. Special consideration will be given to how race, ethnicity, and gender intersect with social class to produce different life experiences for people in various groups in the United States, with particular emphasis on disparities in education, health care, and criminal justice. Consideration will also be given to policy initiatives designed to reduce social inequalities and alleviate poverty.

Instructor: Rutherford
Prerequisite: None
Distribution: SBA
Term(s): Spring-Summer

SOC 214 - Medicine as a Profession and Vocation (1.0)

Two abiding tensions exist in the making of a physician. The first is between the humanistic and scientific sides of medicine, and the second is between defining the professional foundation of medical practice and understanding the promise and limits of that foundation. A basic introduction to the sociology of the medical profession (applicable to the MCAT) will be offered in conjunction with a focus on physicians' self-reporting on the nature of their vocation.

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

SOC 221 - Globalization: Around the World in Fourteen Weeks (1.0)

Why are K-pop and Korean soap operas so popular among Western youth? How are international competitions like the Miss Universe pageant or the Olympics also geopolitical contests? Should Wellesley partner with Peking University? Does the globalization of production and consumption mean that we are all becoming the same? This course is about the social aspects of globalization. We will explore how family life, politics, community development, religion, humor, sports, and fashion change when they take place in an interconnected world.

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

SOC 220 - Freedom: Great Debates on Liberty and Morality (1.0)

Among the various challenges that face democratic societies committed to the ideal of pluralism and its representations in both individuals and institutions, is what is meant by the term "liberty." Among those who identify as conservative, the concept of liberty has over time been addressed in ways that seek to impose order on both individual and institutional behavior or what some conservatives refer to as "ordered liberty." Classical liberal views of liberty stress the removal of external constraints on human behavior as the key to maximizing individual agency, autonomy and selfhood. This course examines the historical and sociological debates and tensions surrounding different visions of liberty. Focus on case studies of contentious social issues that are at the center of public debates, including freedom of expression; race and ethnicity; criminality; sexuality; gender; social class, religion, and the war on drugs.

Instructor: Cushman, Imber
Prerequisite: None
Cross-Listed as: AMST 220
Distribution: SBA
Term(s): Spring

SOC 225 - Life in the Big City: Urban Studies and Policy (1.0)

This course will introduce students to core readings in the field of urban studies. While the course will focus on cities in the United States, we will also look comparatively at the urban experience in Asia, Africa, and Latin America and cover debates on “global cities.” Topics will include the changing nature of community, social inequality, political power, sociospatial change, technological change, and the relationship between the built environment and human behavior. We will examine the key theoretical paradigms driving this field since its inception, assess how and why they have changed over time, and discuss the implications of these shifts for urban scholarship and social policy. The course will include fieldwork in Boston and presentations by city government practitioners.

Instructor: Kalner
Prerequisite: None
Cross-Listed as: AMST 225
Distribution: SBA
Term(s): Fall

SOC 232 - South Asian Diasporas (1.0)

If any mention of South Asian culture conjures for you Bollywood films, Bharatanatyam dancers, and Google engineers, then this course will prompt you to reconsider. Adopting a sociological perspective that examines culture from the specific context of migration, we will study the histories of Punjabi-Mexican families in California, Gujarati motel owners across the United States, South African Indians at the end of apartheid, and Bangladeshi garment workers in London's East End, among others. Through our study, we develop a nuanced understanding of race, culture, migration, and upward mobility in the United States and beyond, while also considering the power of mobile South Asian cultures, including movies, music, dance, and religion.

Instructor: Radhakrishnan
Prerequisite: None
Cross-Listed as: SAS 232
Distribution: SBA
Term(s): Fall

SOC 233 - Beyond Bollywood and Microfinance: Gender Politics in South Asia (1.0)

How do we understand gender in South Asia? And how does gender shape social, economic, political, and cultural life in the region? This course examines relationships of power between men and women in far away South Asia to understand how we see, even as we learn about a new political geography. We examine popular and scholarly readings and films to understand iconic representations of South Asian women, and the relationship between those representations and their everyday lives. Topics include pop culture, rape culture, the state, garment work, microfinance, and new social movements.

Instructor: Radhakrishnan
Prerequisite: One 100-level unit or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

SOC 234 - Gender and International Development (1.0)

As theoretical approaches to studying gender have shifted in the academic world, practical approaches to international development have changed to reflect them. In this course, we will focus on the relationship between theories of gender and their translation into policies and programs designed to ameliorate the lives of the world’s poorest over the past several decades. In so doing, we will discuss the major trends in feminist theorizing, particularly in the postcolonial world, as well as the shifting paradigms of local and global organizations in designing and implementing “local” development projects. Topics to be addressed include microfinance, water distribution, land reform, and economic liberalization in Asia, Africa, and Latin America.

Instructor: Radhakrishnan
Prerequisite: One 100-level unit or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

SOC 241 - A Nation in Therapy (1.0)

What is therapy? Although historically tied to the values and goals of medicine, the role of therapist and therapeutic culture in defining life, liberty, and the pursuit of happiness are now ubiquitous. The impact of therapeutic culture on every major social institution, including the family, education, and the law, has created a steady stream of controversy about the ways in which Americans in particular make judgments about right and wrong, about others, and about themselves. Are Americans obsessed with their well being? Is there a type of humor specific to therapeutic culture? This course provides a broad survey of the triumph of the therapeutic and the insights into the character and culture that triumph reveals.

Instructor: Imber
Prerequisite: None
Cross-Listed as: AMST 241
Distribution: SBA
Term(s): Fall

SOC 246 - Salsa and Ketchup: How Immigration is Changing the US and Beyond (1.0)
We live in a world on the move. Nearly one out of every seven people in the world today is an international or internal migrant who moves voluntary or by force. In the United States, immigrants and their children make up nearly 25 percent of the population. This course looks at migration to the United States from a transnational perspective and then looks comparatively at other countries of settlement. We use Framingham as a lab for exploring race and ethnicity, immigration incorporation, and transnational practices. Fieldwork projects will examine how immigrants affect the economy, politics, and religion and how the town is changing in response. We will also track contemporary debates around immigration policy.

Instructor: Levitt
Prerequisite: None
Cross-Listed as: AMST 246
Distribution: SBA
Term(s): Fall

SOC 249 - Celebrity, Fame, and Fortune (1.0)
A critical examination of the concept of status in sociological and social-scientific thinking. Focus on the historical rise of fame and its transformation into celebrity in the modern era. The relationship of status and violence. The meaning of sudden changes in good and bad fortune as attributes of status, including contemporary examples such as lottery winners, disgraced politicians, and media-driven attention to the powerful and pathetic. Fame and celebrity among women and minorities. The psychopathologies of leadership and conformity in political, religious, and educational institutions.

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

SOC 251 - Racial Regimes in the United States and Beyond (1.0)
How can we understand the mechanisms and effects of racial domination in our society? In this class, we develop a sociological understanding of race through historical study of four racial regimes in the United States: slavery, empire, segregation, and the carceral state. We relate the U.S. experience to racial regimes in other parts of the world, including British colonialism, the Jewish ghetto in Renaissance Venice, and apartheid and post-apartheid states in South Africa, among other contexts. Thus, we develop a comparative, global understanding of race and power. We conclude with a hands-on group media project engaging a relevant contemporary issue.

Instructor: Radhakrishnan
Prerequisite: At least one social science course required
Cross-Listed as: AMST 251
Distribution: SBA
Term(s): Fall

SOC 259 - The Sociology of American Exceptionalism (1.0)
Dating back to Alexis de Tocqueville, scholars have argued that American culture and politics are distinctly different from other liberal democracies. This idea, known as “American exceptionalism”, will motivate us throughout the semester. By examining such puzzles as the persistence of racial segregation after the civil rights movement, the rise of mass incarceration, and the idea of homeownership as the American dream in comparative perspective, this course will introduce students to comparative institutional analysis using the United States as a deviant case study. Through an in depth examination of why the U.S. is different from other countries on these issues and many others, students will gain a better understanding of the major institutions in U.S. society and the prospects for reform. Students will work with the instructor to design a research proposal on a puzzle of their choice using comparative methods.

Prerequisite: One 100-level social science course or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

SOC 260 - Courage and Conscience: Dissent and Freedom of Expression in The Modern World (1.0) (1.0)
Freedom of expression is considered one of the most fundamental human rights. Why is this the case? Why are people willing to suffer, fight, and die to protect the right of freedom of expression? Why is freedom of expression so dangerous to those with political and social power? How do powerful elites mobilize against dissent and disidents? What is the role of charismatic individuals and freedom of expression in social change? This course examines sociological theories of communication and freedom of expression; the idea of “civil courage” and its relation to social change; the origins of dissent and disidents in comparative-historical perspective. Emphasis is on case studies of dissent and disidents in authoritarian societies of the 20th and early 21st centuries in order to understand sociologically, the elementary forms of dissent and “the dissident life.” The course introduces students to the life-history method of social research in examining case studies of dissent.

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

SOC 281 - Morals and Markets (1.0)
This course explores what the social scientist Albert Hirschmann called “rival interpretations of market society.” Are markets civilizing, destructive, or feeble forces within society? Focus on classical and contemporary theories and empirical research to explore key debates on morals and markets: How has capitalism made children both “economically worthless” and “culturally priceless”? Does market competition foster or discourage racism and sexism? Would markets for human organs help patients or dehumanize donors? What are the social consequences of paying men for sperm and women for their eggs? How do market pressures on hospitals affect patient care? Is it immoral for people to take bets that they will die soon? Does the pursuit of profit poison science? How do people come to different conclusions about the proper way to value nature?

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

SOC 290 - Methods of Social Research (1.0)
This course introduces some of the more prominent qualitative and quantitative methods used by sociologists to study the social world. The course emphasizes hands-on experience with several small-scale research projects with the goal of teaching students how to 1) integrate social theory with research methods, 2) ask good research questions, 3) define key concepts, 4) choose appropriate samples, 5) collect high-quality data in an ethical manner, 6) analyze data, and 7) write formal research papers. A section of this course will build upon the statistics learned in SOC 190, but statistics will not be the main focus.

Instructor: Swingle
Prerequisite: SOC 190/ECON 103 or permission of the instructor. Required of all sociology majors. Not open to students who have taken this course as SOC 301.
Distribution: SBA
Term(s): Spring

SOC 304 - Modernity and Social Change (1.0)
This seminar focuses on sociological theories of modernity that seek to understand changes in a variety of social and cultural spheres. Substantive questions and themes include: the rise of individuality and individualism in modern societies; the quest for sincerity and authenticity in personal life; ideological conformity and the problem of freedom; cultural narcissism and the postponement of adolescence; the rise of the surveillance state and threats to privacy and individual rights; the violent consequences of unrestrained state power; terrorism and modernity; and the sociology of modern love.

Instructor: Cushman
Prerequisite: One 200-level sociology required. SOC 200 and SOC 201 recommended.
Distribution: SBA
Term(s): Not Offered

SOC 306 - Women Leaders at Work (1.0)
More women leaders are in work settings and public office than any prior point in history. However, the fraction of women who are CEOs, board members of major corporations, heads of state and elected representatives in global assemblies remains shockingly small by comparison to the sheer numbers of women workers, consumers, and family decision makers. This course will examine the way that gender, race, and class shape women’s access to positions of leadership and power at work. Questions to be considered include: (1) Why are there so few women leaders in work settings? (2) What can we learn about leadership from women who have achieved it?

Four modules for the course are (1) Strategies developed by women who lead; (2) Efforts to achieve parity through policies, e.g., glass ceilings, affirmative action; (3) Tensions between work, family and carework; and (4) Profiles of Productive Rule Breakers. Students will research women leaders in all sectors and countries.

Instructor: Hertz
Prerequisite: Open to sophomores, juniors and seniors.
Prior work in sociology or WGST majors and minors.
Cross-Listed as: WGST 306
Distribution: SBA
Term(s): Spring

SOC 307 - Learning by Giving: Crime, Punishment and Collateral Damage (1.0)
Students will collaborate with local non-profit organizations that are working on issues related to the U.S. carceral state, such as community re-integration of ex-offenders, changing sentencing laws or prison practices, or addressing the consequences of incarceration for families and neighborhoods. Working in small teams, students will identify an area of need with their organization, gather information and research ways to best approach this issue, and write a grant seeking funding to address this area of need. At the conclusion of the course, students will fund one or more of these grants through a generous award from the Learning by Giving Foundation. A significant component of this course will involve learning how to write in a professional context and how to collaborate effectively on a project of consequence. Our aim is to provide students with a set of communication skills transferable to a variety of different fields and ones
SOC 311 - Seminar: Families, Gender, the State and Social Policies (1.0)
This course examines the politics facing contemporary U.S. families and potential policy directions at the State and Federal Levels. Discussion of the transformation of American families including changing economic and social expectations for parents, inequality between spouses, choices women make about children and employment, daycare and familial care giving, welfare and unemployment, and new American dreams will be explored. Changing policies regarding welfare and teen pregnancy will also be examined as part of government incentives to promote self-sufficient families. Expanding family (i.e. single mothers by choice, lesbian/gay/trans families) through the use of new reproductive technologies is emphasized as examples of legislative reform and the confusion surrounding genetic and social kinship is explored. Comparisons to other contemporary societies will serve as foils for particular analyses. Students will learn several types of research methodologies through course assignments. Student groups will also produce an original social policy case.

Instructor: Hertz
Prerequisite: Open to sophomores, juniors and seniors. Priority will go to sociology or WSST majors and minors.
Cross-Listed as: WGST 311
Distribution: SBA
Term(s): Not Offered

SOC 314 - Global Health and Social Epidemiology (1.0)
Concerns about the health of communities date back to antiquity. Social epidemiology is the study of the incidence and distribution of disease among populations. This course offers historical, sociological, and ethical perspectives on the uses of epidemiology as it emerged from an age defined principally by infectious disease to one of chronic illness. What are the social and collective responses to pandemics, real and imagined? Case studies address in particular global public health issues, including smoking, nutrition, AIDS, mad cow disease, and influenza, among others. Both governmental and nongovernmental approaches to health, including the World Health Organization and Doctors Without Borders, are considered. Special attention is given to disparities in health care, a core sociological focus.

Instructor: Imber
Prerequisite: One 200-level course in sociology, or by permission of instructor.
Distribution: SBA
Term(s): Spring

SOC 318 - Punishment (1.0)
Over the past 30 years the purposes and practices of punishment in the United States have changed dramatically, becoming increasingly harsh (death penalty, three strikes, supermax prisons), retributive (an abandonment of rehabilitation efforts) and far reaching (more than 2 million Americans are in prison or jail). These changes represent a near-complete and rapid reversal of long-term trends in penal justice in the United States. This course explores the cultural, demographic, political, and technological factors that moved crime from remote possibility in the minds of most Americans to a defining concern of a nation. Why, despite similar experiences of modernity, are European democracies characterized by such different cultures of control? What do our penal practices reveal about contemporary American culture, social structure, and politics?

Instructor: Caba
Prerequisite: One 100-level social science or humanities unit or permission of the instructor.
Distribution: SBA
Term(s): Not Offered

SOC 320 - Technology, Society, and the Future (1.0)
This course explores the powerful roles that technology plays in contemporary social life and suggests that some of the impacts that our ever-greater reliance on, and faith in, technology might have upon our lives. The course begins with a critical overview of the heralded promises that technology often carries; here, we explore some of the underside of so-called "technological progress." The remainder of the course examines a variety of salient contemporary issues concerning the social implications of technological change.

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

SOC 324 - Calderwood Seminar in Public Writing: Public Sociology (1.0)
American race relations and police shootings, the Occupy Wall Street movement, Obamacare, partisan gridlock in Congress, amnesty for illegal immigrants—these are just a few of the issues grabbing today's headlines. What does sociology offer to our understanding of these and other pressing social, economic, and political issues? In this seminar, students will use sociological research and theory learned in previous courses to engage with wider audiences. The focus of the course will be public writing intended for non-sociologists and non-experts. Students will write reviews of surveys, research and journal articles, submit book reviews and op-eds, and conduct interviews of leading sociologists. Class sessions will be organized as workshops devoted to critiquing the sociological content and rhetorical effectiveness of student work.

Instructor: Swenson
Prerequisite: (1) One course in sociological theory: SOC200 or SOC201; (2) An introductory statistics course: SOC190 or equivalent (PSYC 205, MATH 101, or MATH 220); and (3) One additional course in sociology.
Distribution: SBA
Term(s): Not Offered

SOC 334 - Consumer Culture (1.0)
How and why does consumerism exercise so great an influence on global culture today? How are our institutions and relationships shaped and transformed by the forces of commodification and consumerism? Are they any realms of life that ought to be free from the market-driven forces of commodification? Can consumerism offer a positive means of cultural critique to processes we wish to resist? In this seminar, we explore the history of consumer culture in the United States and globally, with special attention to understanding the effects of commodification upon the self, human relationships, and social institutions. We will consider both classical and contemporary critiques of commodification and consumerism, as well as arguments for the liberatory dimensions of commodification and consumerism. Through the study of foundational texts, student-generated written and oral presentation, and class discussion, students will consider how consumer culture shapes and is shaped by contemporary social practice.

Instructor: Hebert
Prerequisite: One 200-level course in sociology, or by permission of the instructor. Preference will be given to students who have taken SOC 138.
Distribution: SBA
Term(s): Not Offered

SOC 350 - Critical Issues in International Relations (1.0)
This course will view world politics from a critical perspective, and consider the different theories and empirical evidence that characterize the study of international relations. Assessments of the world order will be conducted with a critical eye as we evaluate the dominant theories in world politics in light of the facts of contemporary world politics. We will investigate the assumptions of constructivist, neoclassical realism, and liberal theories to assess the extent to which they capture the complexity of political realities. We will also explore the assumption that globalization, the spread of liberal democratic institutions, has driven a unipolar international system characterized by American power. What role do institutions play in world politics, and how do we understand these institutions? We will pay particular attention to the role of the United States in world politics, and will consider the extent to which globalization has undermined its position.

Instructor: Hall
Prerequisite: One 100-level course in social science or humanities unit or permission of instructor.
Distribution: SBA
Term(s): Not Offered

SOC 380 - Historical Sociology (1.0)
This course will cover the development of historical sociology from Durkheim to the present day. We will consider the work of such figures as Marx, Weber, and Bourdieu, as well as the contributions of contemporary sociologists to historical sociology. We will also consider the relationship between historical sociology and other fields of sociology, such as cultural sociology and social movements.

Instructor: Brubaker
Prerequisite: One 200-level course in sociology, or by permission of the instructor.
Distribution: SBA
Term(s): Not Offered
SOC 348 - Conservatism in America (1.0)
An examination of conservative movements and ideas in terms of class, gender, and race. Historical survey and social analysis of such major conservative movements and ideas as paleoconservatism, neoconservatism, and compassionate conservatism. The emergence of conservative stances among women, minorities, and media figures. The conservative critique of American life and its shaping of contemporary national discourse on morality, politics, and culture.
Instructor: Imber
Prerequisite: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.
Cross-Listed as: AMST 348
Distribution: SBA
Term(s): Not Offered

SOC 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

SOC 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

SOC 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

SOC 370 - Senior Thesis (1.0)
Prerequisite: SOC 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
SOUTH ASIA STUDIES

AN INTERDEPARTMENTAL MAJOR AND MINOR

South Asia Studies Faculty Profiles

The major and minor in South Asia Studies are designed to equip students with a set of methods and scholarly approaches for study of South Asia. The region includes Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka (the members of the South Asia Association for Regional Cooperation). Majors and minors gain knowledge of an important region of the world and develop facility in three significant methods: language, aesthetic, cultural, and literary interpretation; and behavior and social analysis.

South Asia Studies Major and Minor

Goals for the South Asia Studies Major and Minor

- Expose students to exemplary models of interdisciplinary learning and critical inquiry in the arts, humanities, and social sciences
- Provide a broad understanding of South Asian cultures and societies and their complex interrelationships
- Delineate the influence and impact of South Asia beyond its borders
- Enable students to make connections among disciplines in sharp and critical ways and
- Offer students the opportunity to become critical thinkers, cogent writers, and skillful researchers on a range of questions in South Asian life, through course work, independent study, and honors work

Requirements for the South Asia Studies Major

The major in South Asia Studies requires nine units, including two units of elementary Hindi/Urdu (or demonstration of its equivalent), one course in the humanities from among SAS 211/REL 281, SAS/ARTH 239, SAS/CAMS 243, SAS 251/REL 251, and ENG 277; one course in the social sciences from among SAS/SOC 232, HIST 270, HIST 272, HIST 276, POL 211, POL 223, or SOC 233; and at least two additional units above the 100 level, and two units at the 300 level. Students are expected to concentrate in one area of South Asia Studies, defined either in relation to a discipline, such as history or religion, or in relation to a theme, such as international development, cultural expression, gender, ethnicity and identity. The major requires four courses in the area of concentration above the 100 level, including at least one of the required 300-level courses. Advanced study of Hindi/Urdu (or another Indian language) may be substituted for the Hindi/Urdu requirement and may be pursued as either a 250 or 350 course, depending on the student's level, or in an approved course at another institution. Majors devise their programs in consultation with an advisor from the affiliated faculty and with the approval of the program director. To supplement Wellesley's offerings, students are encouraged to take courses for the major at neighboring institutions such as Brandeis, Olin, and MIT. Majors are also encouraged to study at approved academic programs in South Asia. Courses taken at other institutions for credit toward the major or minor must be approved in advance by the student's advisor and program directors.

Honors in South Asia Studies

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

Courses for Credit Toward the South Asia Studies Major

The following courses for Credit Toward the South Asia Studies Major and Minor will be offered in 2017-2018:

- AFR 341 Neglected Africans of the Diaspora
- ANTH 237 Ethnography in/of South Asia
- ANTH 239 Visual Culture of South Asia
- ANTH 247 Societies and Cultures of Eurasia
- HIST 270 Colonialism, Nationalism, and Decolonization in South Asia
- HIST 272 Political Economy of Development in Colonial and Postcolonial South Asia
- HIST 275 The Emergence of Ethnic Identities in Modern South Asia
- HIST 266/SAS 266 Port Cities of the Indian Ocean in Historical Perspective
- HIST 276 The City in Modern South Asia
- HIST 382 Seminar: Gandhi, Nehru, and Ambedkar: The Making of Modern India
- HIST 383 Seminar: 1947: Partition in History and Memory in South Asia
- HIST 396 Seminar: Port Cities of the Indian Ocean in Historical Perspective
- PEAC 104 Introduction to the Study of Conflict, Justice, and Peace
- POL 202 Comparative Politics
- POL 205 Gender, War and Peacebuilding
- PEAC 304 Senior Seminar in Peace and Justice Studies
- POL 204 Political Economy of Development and Underdevelopment
- POL 211 Politics of South Asia
- POL 219 Politics of Human Development in Pakistan
- POL 310 Seminar: Politics of Community Development
- POL 323 International Relations of South Asia
- REL 108 Introduction to Asian Religions
- REL 253 Buddhist Thought and Practice
- REL 260/REL 260 Religion and Culture in Muslim Societies
- REL 261 Cities in the Islamic World

South Asia Studies Minor

Requirements for the South Asia Studies Minor

A minor in South Asia Studies consists of a minimum of five courses of which at least one should be at 300 level (excluding 350). A program for the minor must consist one course in the humanities from among SAS 211/REL 281, SAS/ARTH 239, SAS/CAMS 243, and SAS 251/REL 251; and one course in the social sciences from among SAS/SOC 232, HIST 270, HIST 272, HIST 276, POL 211, POL 223, or SOC 233. At least one 100 level course can be counted toward the minor. Elementary Hindi/Urdu does not count toward the minor.

HNUR - Hindi Urdu Courses

HNUR 101 - Elementary Hindi/Urdu (1.0)

An introduction to the most widely spoken language in the South Asian subcontinent, which is also used extensively for interregional and international communications. Learning this language provides a linguistic passport to things South Asian. The language—often referred to as "Hindustani"—is written in two different scripts: the Perso-Arabic based Urdu, and the Sanskrit based Devanagari (Hindi). Students will learn to converse in the language and to read and write in both scripts. Conventional teaching materials will be supplemented by popular songs and clips from contemporary Indian cinema and television, the two internationally popular media that use this language.

Instructor: Delacy
Distribution: None
Term(s): Fall

Each semester of HNUR 101 and HNUR 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.
HNUR 102 - Elementary Hindi/Urdu (1.0)
An introduction to the most widely spoken language in the South Asian subcontinent, which is also used extensively for interregional and international communications. Learning this language provides a linguistic passport to things South Asian. The language—often referred to as "Hindustani"—is written in two different scripts: the Perso-Arabic based Urdu, and the Sanskrit based Devanagari (Hindi). Students will learn to converse in the language and to read and write in both scripts. Conventional teaching materials will be supplemented by popular songs and clips from contemporary Indian cinema and television, the two internationally popular media that use this language.

Instructor: Delacy
Prerequisite: HNUR 101
Distribution: None
Term(s): Spring
Each semester of HNUR 101 and HNUR 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HNUR 201 - Intermediate Hindi/Urdu (1.0)
Intermediate Hindi/Urdu will build on the reading, writing, and speaking skills acquired in Introductory Hindi/Urdu (HNUR 101-HNUR 102). The readings, drawn from simple literary texts as well as from social and journalistic writings, will reinforce the grammar learned in the introductory course and introduce new grammar topics. The writing exercises—mainly in essay formats—will stress usage of idioms and sentence constructions by students. The class will be conducted in Hindi/Urdu with a part of every class dedicated to conversation on the theme of the day in the language.

Instructor: Parwani
Prerequisite: HNUR 101-HNUR 102 or equivalent.
Distribution: None
Term(s): Fall
Each semester of HNUR 201 and HNUR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

HNUR 202 - Intermediate Hindi/Urdu (1.0)
Intermediate Hindi/Urdu will build on the reading, writing, and speaking skills acquired in Introductory Hindi/Urdu (HNUR 101-HNUR 102). The readings, drawn from simple literary texts as well as from social and journalistic writings, will reinforce the grammar learned in the introductory course and introduce new grammar topics. The writing exercises—mainly in essay formats—will stress usage of idioms and sentence constructions by students. The class will be conducted in Hindi/Urdu with a part of every class dedicated to conversation on the theme of the day in the language.

Instructor: Parwani
Prerequisite: HNUR 101-HNUR 102 or equivalent.
Distribution: LL
Term(s): Spring
Each semester of HNUR 201 and HNUR 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SAS - South Asia Studies Courses

SAS 211 - Sacred Arts of South Asia (1.0)
Cultural life in South Asia is vibrant with aesthetic expressions of religion in its diverse traditions—Hindu, Muslim, Buddhist, Jain, Sikh, and Christian.

This course introduces students to one of the most powerful avenues for transmission of religious knowledge in the traditions of South Asia—the aesthetic experience derived through a variety of forms. In addition to visual messages sent through architectural motifs and paintings, teaching of religious doctrines through narratives in drama, dance, and musical performance is common across religious boundaries. The course will introduce theories of aesthetic experience and religious knowledge from the subcontinent and relate them to contemporary theories of performance.

Instructor: Shukla-Bhatt
Prerequisite: None
Cross-Listed as: CAMS 243
Distribution: ARS
Term(s): Not Offered

SAS 232 - South Asian Diasporas (1.0)
If any mention of South Asian culture conjures for you Bollywood films, Bharatanatyam dancers, and Google engineers, then this course will prompt you to reconsider. Adopting a sociological perspective that examines culture from the specific context of migration, we will study the histories of Punjabi-Mexican families in California, Gujarati motel owners across the United States, South African Indians at the end of apartheid, and Bangladeshi garment workers in London's East End, among others. Through our studies, we develop an understanding of race, culture, migration, and upward mobility in the United States and beyond, while also considering the power of mobile South Asian cultures, including movies, music, dance, and religion.

Instructor: Radhakrishnan (Sociology)
Prerequisite: None
Cross-Listed as: SOC 232
Distribution: SBA
Term(s): Fall

SAS 239 - Art and Architecture of South Asia (1.0)
This course covers the visual culture of India from ancient Indus Valley civilization through Independence. It follows the stylistic, technological, and iconographic developments of painting, sculpture, architecture, and textiles as they were created for the subcontinent's major religions - Hinduism, Buddhism, Jainism, and Islam. We will examine the relationship between works of art and the political, economic, and social conditions that shaped their production. It will emphasize such themes as religious and cultural diversity, mythology and tradition, and royal and popular art forms. Attention will also be paid to colonialism and the close relationship between collecting, patronage, and empire.

Instructor: Oliver
Prerequisite: None. ARTH 100 and ARTH 101 recommended.
Cross-Listed as: ARTH 239
Distribution: ARS
Term(s): Fall

SAS 243 - Love in Indian Cinema (1.0)
This course explores the treatment of various types of love—for the beloved, the family, the community, the motherland or the divine—in Indian cinema, the largest and one of the oldest film industries in the world. Beginning with Indian cinema's early phase in the colonial milieu, the course continues with an examination of its flourishing in popular and art films in the later part of the twentieth century and films made by diaspora Indians. We will watch films by prominent directors like Satyajit Ray, Raj Kapoor, Mani Ratnam, and Meera Nayar. With particular attention to the distinctive grammar of song, dance and intense drama, we will consider how Indian cinema offers a mirror to the society and culture of India, reworking its long conventions of narratives and performance in a medium imported from Europe.

Instructor: Shukla-Bhatt
Prerequisite: None
Cross-Listed as: CAMS 243
Distribution: ARS
Term(s): Not Offered

SAS 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

SAS 252 - Women and Religion in South Asia (1.0)
This course explores the role religion plays in the lives of women of diverse religious communities in South Asia and conversely, the roles women play in these religious worlds. The exploration focuses on three interconnected aspects of women's lives in the religious worlds of South Asia: 1) prescriptions for women in sacred texts and the power of ideology on their lives, 2) women's struggles and negotiations in face of the restrictions put on them, 3) achievements of extraordinary and ordinary women historically and in contemporary times. Additionally, it aims to examine how the various religious traditions of South Asia respond to aspirations and struggles as women. Passages from sacred texts, women's own writings, historical accounts, video clips of women's rites, and films will provide the sources for our exploration.

Instructor: Shukla-Bhatt
Prerequisite: None
Cross-Listed as: REL 252
Distribution: REP
Term(s): Not Offered

SAS 266 - Port Cities of the Indian Ocean in Historical Perspective (1.0)
The history of Indian Ocean port cities situated on the littorals of the Red Sea, East Africa, the Persian Gulf, and the west coast of India, which together enclose the western Indian Ocean. Timeperiod: from c. 1600 to the present, with special emphasis on the transition to, and impact of British colonial rule.

Focus on the local life and contexts of these port cities, as well as their relations across the ocean: the movements and networks of people; products of exchange; technologies, legal and other; religious and political ideas, as well as common health challenges. Port cities to be studied include Zanzibar, Brava, Mombasa, Aden, Jedda, Kuwait, Bahrain, Dubai, Diu, and Bombay/Mumbai.

Instructor: Kapteijn (History)
Prerequisite: Open to students with at least one course in either History or African, Middle Eastem, or South Asian studies.
Cross-Listed as: HIST 266
Distribution: HS
Term(s): Spring

SAS 283 - The Impact of the Partition of British India on Identity and Belonging in South Asia (1.0)
This course examines the causes and effects of the partition of British India in 1947. Creation of India and Pakistan was a celebration for governments but a cataclysmic disaster on a humanitarian level. Millions lost family members, livelihoods, homes, and homelands. On the 70th anniversary of independence, we seek to understand not only the reasons for Partition, but also the continuing relevance of Partition for people's lives and for
politics in South Asia today. Drawing on a variety of sources, students will understand the forces leading to possibly the most significant event in South Asia and certainly a significant event in world history. They will also learn how memories and re-memories of events from two generations past can structure contemporary politics. The aim is to gain an understanding of how culture and religion can be manipulated and political identities constructed.

Instructor: Parwani
Prerequisite: None.
Distribution: SBA
Term(s): Spring

SAS 301 - Seminar: Religion in Modern South Asia (1.0)
In many parts of South Asia, the encounter with modernity coincided with colonial rule. This complex history added to the tension between modernity and religious traditions. This seminar will examine the texts, intellectual discourses, political movements, and social changes emerging from religious phenomena in South Asia from 1800 to the present. Students will not only examine specific historical events, but also reflect on how this historical knowledge can be applied in the areas of development, international relations, and human rights movements.

Instructor: Shukla-Bhatt
Prerequisite: Two units at the 200 level in South Asia studies, or by permission of the instructor.
Cross-Listed as: REL 301
Distribution: REP; HS
Term(s): Not Offered

SAS 303 - Seminar: Models of Religious Pluralism from South Asia (1.0)
Turning religious diversity into vibrant pluralism is a challenge faced by many parts of the world today. This seminar will explore the development of pluralistic discourses, ideologies, and interactions in the history of South Asia and will consider lessons this history may have for other religiously diverse societies. Readings will include ancient texts; writings of Buddhist, Sufi, Sikh and Hindu saints of the medieval period; historical documents about policies of the Mogul emperor Akbar; and modern writings on pluralism by Gandhi and others. We will also discuss current scholarship on religious pluralism and visit interfaith organizations in the Boston area. Final projects will give students an opportunity to develop their own model for religious pluralism in a specific part of the world.

Instructor: Shukla-Bhatt
Prerequisite: Open by permission of the instructor.
Cross-Listed as: REL 303
Distribution: REP; HS
Term(s): Not Offered

SAS 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

SAS 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

SAS 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

SAS 370 - Senior Thesis (1.0)
Prerequisite: SAS 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
Spanish Faculty Profiles

Spanish is one of the most widely spoken languages in the United States and the world today. The Spanish department offers a variety of courses intended to help students acquire proficiency in the language and develop critical skills of analysis and interpretation for exploring the rich and varied literatures and cultures that have emerged over 10 centuries in the Spanish-speaking world. The program emphasizes fundamental links between the study of language and its broader cultural contexts.

Spanish Department Information

Courses are normally conducted in Spanish; oral expression is stressed. The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

SPAN 101-SPAN 102 and SPAN 201-SPAN 202 are counted toward the degree, but not toward the major.

Spanish Major

Goals for the Spanish Major

- Achieve linguistic fluency required to actively participate in Spanish-language settings (daily life, international study, professional interactions, undergraduate and graduate research)
- Attain proficiency in the critical analysis of literary works in Spanish, including a foundation in literary theory, canonical texts and emerging creative forms and media
- Develop a cultural and historical understanding of the diversity of the Hispanic world and its ongoing evolution in a contemporary setting

Requirements for the Spanish Major

A minimum of eight units exclusive of SPAN 101-SPAN 102 and SPAN 201-SPAN 202 must be presented for the Spanish major. Also required are at least two 300-level units, including a seminar during the senior year. Both of the 300-level courses counted toward the major must be taken at Wellesley. SPAN 350, SPAN 360, and SPAN 370 count toward the major, but normally do not fulfill the two 300-level courses requirement.

The major in Spanish incorporates considerable flexibility in designing a program of study; however, it is recommended that students concentrate in an area of interest. The following areas are suggested:

- Historical perspective: at least one unit in Medieval, Renaissance, Golden Age, or Latin American Colonial literature and culture

Upon approval from the department, up to four courses taken during a semester of study away from Wellesley and up to five during a full academic year away may be counted toward the major.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the interdepartmental major in Latin American Studies, which allows students to choose from a list of courses in different departments, including Spanish. Majors devise their own programs in consultation with the directors of Latin American Studies. Students are referred to the Latin American studies interdepartmental program listing for further information.

Honors in Spanish

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

Teacher Certification in Spanish

Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Professor Rjenjilan-Burg, Department of Spanish, and Professor Hawes of the Department of Education.

Advanced Placement Policies and Language Requirement in Spanish

A student may receive one unit of credit and satisfy the foreign language requirement with a grade of 5 on either of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower-numbered course. AP credit does not count toward the major in Spanish.

International Study in Spanish

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country either with Wellesley’s consortium program in Córdoba, Spain, and in partnership with Middlebury in Santiago, Chile, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley’s Programa de Estudios Hispánicos en Córdoba (PRESHCO), or in Santiago with the Wellesley/Middlebury in Chile Program a student should ordinarily be enrolled in SPAN 241 or a higher-level language or literature course the previous semester.

Courses for Credit Toward the Spanish Major

EDUC 308 Seminar: World Languages Methodology

EDUC 325 Seminar: English as a Second Language via Immersion

SPAN - Spanish Courses

SPAN 101 - Elementary Spanish (1.0)

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities, including oral presentations, cultural readings and recordings, and video program. Three periods.

Instructor: Hall, Staff

Prerequisite: Open to all students who do not present Spanish for admission.

Distribution: None

Term(s): Fall; Summer I

Each semester of SPAN 101-SPAN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 102 - Elementary Spanish (1.0)

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities, including oral presentations, cultural readings and recordings, and video program. Three periods.

Instructor: Hall, Staff

Prerequisite: SPAN 101

Distribution: None

Term(s): Spring; Summer II

Each semester of SPAN 101-SPAN 102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 201 - Intermediate Spanish (1.0)

Intensive review of all language skills and introduction to the art, literature, and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Three periods.

Instructor: Darer, Selimovic, Staff

Prerequisite: Two admission units in Spanish or SPAN 101-SPAN 102

Distribution: None

Term(s): Fall; Summer I

Each semester of SPAN 201 and SPAN 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 202 - Intermediate Spanish (1.0)

Intensive review of all language skills and introduction to the art, literature, and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Three periods.

Instructor: Darer, Selimovic, Staff

Prerequisite: SPAN 201

Distribution: LL

Term(s): Spring; Summer II

Each semester of SPAN 201 and SPAN 202 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

SPAN 241 - Introduction to Hispanic Studies (1.0)

Practice in oral and written Spanish at the advanced level. Designed to enhance communicative competence, this course will provide an intensive review of advanced grammatical structures within cultural contexts of the Spanish-speaking world. Each section will explore a specific theme through the examination of Hispanic literary texts and the arts, as well as other cultural phenomena. Varied oral interactions, technological applications, and critical writing will be stressed.

Instructor: Guzauskyte, Ramos, Rjenjilan-Burg, Syverson-Stork

Prerequisite: SPAN 201, SPAN 202, SPAN 242, or placement by the department.
SPAN 242 - Literary Genres of Spain and Latin America (1.0)

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure.

Instructor: Agosín, Hagimoto
Prerequisite: SPAN 201, SPAN 202, SPAN 241, or placement by the department.
Distribution: LL
Term(s): Fall, Spring

SPAN 243 - Spanish for Heritage Learners: Learning Language through Culture (1.0)

This course is for Heritage Learners of Spanish. Heritage Speakers have learned Spanish primarily as an immersion experience at home. Participants will improve their written and oral Spanish through the examination of cultural assumptions and values. Content is based on a variety of topics such as legends, differing historical perspectives, traditions, and other. The review of language structures and grammar will emerge from students’ language levels. Participants will read novels, short stories, plays, and essays. Students will examine multimedia illustrating experiences of Latinos/Hispanics in the United States. By the end of the semester, students will gain an understanding of how their culture influences language learning and how language learning affects their perspective of Latino/Hispanic culture. The course is conducted entirely in Spanish.

Instructor: Darer
Prerequisite: For students who have learned Spanish primarily through an immersion experience abroad or at home.
Distribution: LL
Term(s): Fall
May not be repeated for credit by students completing SPAN 110.

SPAN 244 - Imaginative Leadership: Women’s Cultural Expressions in Latin America (in English) (1.0)

This course studies the significance of several key women artists, filmmakers, writers, and community members in bringing about social and cultural changes across Latin America from the colonial era to the present. We will study the lives and works of such women under the guiding concept of “imaginative leadership.” This kind of leadership is less “politics” in the traditional sense of the word. Instead, it is intimately linked with the fostering of significant and lasting cultural imaginations that drive social change. Readings concerning La Malinche, Sor Juana Inés de la Cruz, Malinche, Susana Amaro, Luisa M. Bemberg, Alejandra Pitarnik, Lucrecia Martel, Diámate Elit, and Doris Salcedo.

Instructor: Selimovic
Prerequisite: None
Distribution: LL

SPAN 245 - Maps and Minds: Inventing the Americas Through Geographic Imagination (1.0)

This course explores the mapping of the Americas from the pre-Columbian times until today through the study of the making of maps, both visual and conceptual, as well as of mapping space in literary works. Students will be introduced to the fundamentals of the history of cartography and the notion of mapping in literature. Visual materials will range from maps drawn on sand, trees, cloth, and pottery from pre-Columbian societies, such as the Inca, the Aztec, and the Nazca; medieval, Renaissance, and contemporary maps and map art; and the most recent examples of mapping in scientifically “accurate” maps and Latin American city subway maps. We will read works by Christopher Columbus, Jorge Luis Borges, and Belén Gopegui, and view The Motorcycle Diaries.

Instructor: Guaza/slye
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Spring

SPAN 246 - Spanish Through the Lens of Theatre (1.0)

This class integrates the reading, studying and performing of some of the most important plays in Spanish Theatre. Students will learn about the Spanish theatrical tradition while developing their language and critical skills. In Spanish.

Instructor: Ramos
Prerequisite: SPAN 241 or SPAN 242 or functional equivalent.
Distribution: LL; ARS
Term(s): Spring
Not open to students who have taken THST 314/SPAN 314 or THST 246.

SPAN 250 - Research or Individual Study (1.0)

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

SPAN 250H - Research or Individual Study (0.5)

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

SPAN 252 - Christians, Jews, and Moslems: The Spirit of Spain in Its Literature (1.0)

An intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: El Poema de Mío Cid, Maimónides, Ben Sahil de Sevilla, La Celestina, Lazarillo de Tormes, Garcielaso de la Vega, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, and Calderón de la Barca.

Instructor: Vega
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Fall

SPAN 253 - The Latin American Short Story (1.0)

A survey of the genre with in-depth analysis of works in Spanish by foundational writers Ricardo Palma, Rubén Darío, and Horacio Quiroga, as well as twentieth-century masters Jorge Luis Borges, Clarche Lispercot, Julio Gortázar, Juan Rulfo, Carlos Fuentes, and Gabriel García Márquez, among others.

Instructor: Ramos, Syverson-Stork
Prerequisite: SPAN 241 or SPAN 242, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 254 - Alienation and Desire in the City: Spanish Literature Since 1936 (1.0)

A study of the struggle for self-expression in Franco’s Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. The readings will include more recent explorations of the Spanish Civil War in literature, cinema and politics. Authors include Mercé Rodoreda, Carmen Lafuente, Manuel Rivas, Alberto Mendoza, Adela García Morales, and Víctor Erice.

Instructor: Hall
Prerequisite: SPAN 241 or SPAN 242, or permission of the instructor.
Distribution: LL
Term(s): Fall

SPAN 255 - Chicano Literature: From the Chronicles to the Present (1.0)

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and musical forms such as corridos. A critical analysis of the themes and styles of contemporary writing. Works by Luis Valdez, Rodolfo Anaya, Tomás Rivera, Gloria Anzaldúa, Américo Paredes, Rosaura Sánchez, Jorge Ramos, and Rodolfo Gonzales.

Instructor: Renjía/Burg
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 256 - Culture and Conflict in Nineteenth-Century Spain (1.0)

An exploration of nineteenth-century Spanish cultural production in correlation with the major struggles of the nation at the time. Works by Bécquer, Clarín, Goya, Jovelelano, Larra, Pardo Bazán, Pérez Galdós, and Unamuno, among others, are studied in their changing and sometimes turbulent aesthetic, social, and historical contexts. Some of the topics explored in this class include the tensions between tradition and reform, the Romantic versus Realist approach in art, how art confronted the frequent war in the period, the role of the church in society, or the loss of empire and its effect on the intellectual life of the country.

Instructor: Ramos
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 257 - The Word and the Song: Contemporary Latin American Poetry (1.0)

attention to voices that have emerged since 2000, such as Mayra Santos (Puerto Rico), Rita Indiana Hernández (Dominican Republic), Edmundo Paz Soldán (Bolivia) and Roberto Bolaño (Chile/Mexico). Contemporary texts published in indigenous languages will be read in Spanish translation. We will explore themes of identity, memory, class, freedom, creative expression, myth-making, violence, mass media, race, education, women, children, and urban and rural life.

Instructor: Hall
Prerequisite: SPAN 241 or SPAN 242, or permission of the instructor.
Distribution: LL
Term(s): Not Offered

DEPARTMENT OF SPANISH
A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz, and César Vallejo.

Instructor: Agosín
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Fall

SPAN 258 - Barcelona and the Spirit of Modernity: Art, History, and Culture (1859 to the present) (0.5)
The city of Barcelona offers a unique site to study Modernity, in both the Spanish and the global contexts. In the historical arena, the city has gone from political upheaval and anarchistic rebellions early in the century, to the fight against fascism, and finally to the struggle for democracy, nationhood, and self-determination. Students will learn about modernity and modernization in Spain in general and Barcelona in particular with special attention to Gaudí, Picasso, Miró, Mies van der Rohe, Sert, and Dalí in the historical, aesthetic, and philosophical context that inspired their works. Reactions to the recent branding of Barcelona as a destination for global cultural tourism, and the museification of parts of the city will also be explored. In Spain.

Instructor: Ramos
Prerequisite: One course above SPAN 241/SPAN 242. Application required.
Distribution: LL; ARS
Term(s): Not Offered

This Wintersession trip course is not offered every year. Subject to Provost's Office approval.

SPAN 259 - Inhabiting Memory (1.0)
During the years of post-dictatorial regimes in Latin America, writers, poets, historians, and filmmakers have become deeply involved in the ways in which literature and the arts can explore the representation of memory and oblivion and collective remembrance as well as forgetting. Among the cultural historians and writers we will read are Damiel Elkt, Carlos Cerda, and Raúl Zurita. Among the filmmakers, the works of Patricio Guzmán and his series on memory and human dignity. Special attention will be paid to the role of the writer as political activist and as witness to an historical time marked by authoritarian regimes in the region. The intricate relationship between art and social justice will be an important component of this course.

Instructor: Agosín
Prerequisite: None
Distribution: LL; REP
Term(s): Not Offered

Not open to students who have taken SPAN 267. Students planning to count the course towards their Spanish Major will have to complete all written work in Spanish.

SPAN 262 - Death, Love, and Revolt: An Introduction to Spanish Poetry (1.0)
This course presents an introductory overview of poetry written in Spain, across regions and aesthetic periods. Our study will be anchored in poets representative of relevant movements, including Romanticism, Modernismo, and Modernity. Texts will also cover Medieval, Renaissance, and Baroque periods. Basque, Catalan, and Galician poetry will also be analyzed. Some of the poets to be examined are García de la Vega, Juan de la Cruz, Francisco de Quevedo, Federico García Lorca, Concha Méndez, Luis Cernuda, Pedro Salinas, Gloria Fuertes, and Jaime Gil de Biedma.

Instructor: Ramos, Syverson-Stork
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 263 - Women's Art and Activism in Latin America (1.0)
This course will explore the history of Latin American cinema, from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad, will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several literary texts that have been made into films. Directors whose films will be analyzed include María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Instructor: Guazaikyte
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL; ARS
Term(s): Not Offered

SPAN 267 - The Writer and Human Rights in Latin America (1.0)
The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the 1970s to the present, we will explore the ways in which literature depicts issues such as censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Alegria, and others will be studied.

Instructor: Agosín
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL; REP
Term(s): Not Offered

SPAN 268 - Contemporary Spanish Cinema (1.0)
A survey of Spanish cinema. Themes of history and society as depicted by major directors since the Spanish Civil War of 1936. We will analyze films of important directors such as Pedro Almodóvar, Luis García Berlanga, Víctor Erice, Bigas Luna, Pilar Miró, and Itzár Bollaín.

Instructor: Selimovic
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL; ARS
Term(s): Not Offered

SPAN 269 - Caribbean Literature and Culture (1.0)
An introduction to the major literary, historical, and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, and Puerto Rico. We will discuss such topics as slavery, independence, romanticism, feminism, education, U.S. and immigration. Authors will include Juan Francisco Manzano, José Martí, Julio de Burgos, Alejo Carpentier, Nicolás Guillén, Luis Palés Matos, Mayra Santos Febres and Junot Díaz.

Instructor: Hagimoto, Renjilian-Burgy
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 271 - Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature (1.0)
A close reading of selected texts that illustrate the intersection of African, Spanish, and indigenous oral and literary traditions. Readings include autobiographies, novels, and poetry. Authors to be studied may include Inca García de la Vega, Rigoberta Menchú, Esteban Montejo, Luis Palés Matos, Nicolás Guillén, and Nancy Morejón. Topics include the emergence of stage voices, the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation-state, and the uses of contemporary race and gender theory in literary analysis.

Instructor: Guazaikyte
SPAN 272 - Cultures of Spain (1.0)
An examination of Spain’s multicultural civilization and history, from the pre-Roman invasions to the contemporary struggles of the young “indignados.” Literary, historical, artistic, and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus of Christian, Jewish, and Islamic thought; regionalism, nationalism, and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.
Instructor: Syverson-Stork
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 273 - Latin American Civilization (1.0)
An introduction to the multiple elements constituting Latin American culture. An examination of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover such topics as military and spiritual conquest, the Indian and African contributions, the emergence of criollo and mestizo discourses, and gender and race relations. Readings will include the works of Latin American writers, filmmakers, and historians.
Instructor: Ramos
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Fall

SPAN 274 - Captives, Clerics, and Corsairs: Cervantes in Africa (1.0)
Returning to Spain after military service in 1575, Miguel de Cervantes, author of Don Quijote, was captured by Barbary pirates and held in Algers for five years. The resulting encounter with the multilingual, multicultural, and multifaith territories of North Africa—the theatre of two warring empires, the Ottoman and the Spanish—provided both challenge and opportunity for the writer. Against the backdrop of the Maghrib, this course will examine Cervantes’ portrayals of the captives, clerics, corsairs, and émigrés that populated this fascinating frontier world. Cervantine texts in several genres—as well as cultural artifacts—will inform our inquiry into the mind and manner of this soldier/eyewitness turned writer, as we examine the religious, political, ethnic, and economic issues of Cervantes’ Age.
Instructor: Syverson-Stork
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 275 - The Making of Modern Latin American Culture (1.0)
An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations as expressed in literary, historical, and anthropological writing. We will examine the experience of each of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, filmmakers, and historians.
Special attention will be given to the relationship between social issues and the evolution of literary form.
Instructor: Hagimoto
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Spring

SPAN 293 - The Legacy of the Nineteenth Century: Race, Gender, and Nation in Latin American Literature and Culture (1.0)
An examination of the interweaving relationship between race and gender in the framework of nation building during Latin America’s era of independence. Through literary, cultural, and historical studies, we will explore how the ideological trends that defined the fundamental characteristics of the nineteenth century continue to inform Latin American identities today. Topics covered include wars of independence, art and nationalism, anti-imperialism, the role of gender and sexuality in the national imagination, slavery and violence, and popular culture (e.g. folklore, music, visual arts). Readings may cover texts by Simón Bolívar, Andrés Bello, Domingo F. Sarmiento, José Martí, José Enrique Rodó, Gertrudis Gómez de Avellaneda, Clorinda Matto de Turner, and José de Alencar. Topics covered include wars of independence, art and nationalism, anti-imperialism, the role of gender and sexuality in the national imagination, slavery and violence, and popular culture (e.g. music, dance, visual arts). Readings may cover texts by Simón Bolívar, Andrés Bello, Esteban Echeverría, Domingo F. Sarmiento, José Martí, Rubén Darío, José Enrique Rodó, Gertrudis Gómez de Avellaneda and Clorinda Matto de Turner.
Instructor: Hagimoto
Prerequisite: SPAN 241 or SPAN 242 or permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 300 - Seminar: Honor, Monarchy, and Religion in Golden Age Drama (1.0)
The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruiz de Alarcón, Tirso de Molina, and Calderón.
Instructor: Gascón-Vera
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
ARS
Term(s): Not Offered

SPAN 301 - Seminar: New Argentine Cinema (1.0)
This course traces the Argentine cinema from its origins to the present. We will examine the cultural, social, and political contexts in which the films emerged. Topics include: collective memory, urban youth cultures, indigeneity, and issues related to economic instability in post-dictatorial Argentine society. Films by Alonso, Caetano, Carri, Martel, Rejtman, Stagnaro, and Trapero.
Instructor: Selimovic
Prerequisite: Open to junior and senior majors or by permission of the instructor.
Distribution: LL
ARS
Term(s): Not Offered
Ann E. Maurer ‘51 Speaking Intensive Course

SPAN 302 - Cervantes (1.0)
A close reading of the Quijote with particular emphasis on Cervantes’ invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, and history versus fiction.
Instructor: Syverson-Stork
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 303 - Seminar: Argentine Women Filmmakers (1.0)
This course focuses on fundamental films by prominent contemporary Argentine women filmmakers. The course will highlight topics such as the construction and representation of gender in an industry primarily populated by males, gendered film storytelling, and the heretofore unheralded influence of women filmmakers on the New Argentine Cinema (NAC). Students will examine the inherent heterogeneity that informed changing sociopolitical and cultural contexts from 1995 onwards and how these realities were both represented in new media and, in turn, shaped and rendered more nuanced the social, political, economic and cultural realities of the period both in Argentina and other parts of Latin America.
Instructor: Selimovic
Prerequisite: Open to junior and senior majors or by permission of the instructor.
Distribution: LL
ARS
Term(s): Spring

SPAN 304 - Seminar: All about Almodóvar: Spanish Cinema in the “Transición” (1.0)
An examination of the culture of Spain of the last two decades seen through the eyes of filmmaker Pedro Almodóvar. We will study those films and literary texts that depict the development of Spain as a country in transition from a repressive dictatorship to democracy and postmodernism. Themes of freedom, homosexuality and cross-dressing, family, violence, and the transcendence of love and death in our contemporary society will be analyzed. Films will range from Almodóvar’s first, Pepi, Lucy y Bom to his most recent productions, with special attention given to Mujeres al borde de un ataque de nervios and Tacones lejanos.
Instructor: Staff
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
ARS
Term(s): Not Offered

SPAN 305 - Seminar: Hispanic Literature of the United States (1.0)
A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial, and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrá, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Pedro Juan Soto, Miguel Algarín, and Edward Rivera.
Instructor: Renjilian-Burgy
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Spring
SPAN 307 - Seminar: The Clothed and the Naked in Colonial Latin America (1.0)

In this seminar, we will study the colonial period of Latin America, focusing on the cultural notions of “clothing” and “nakedness.” The course will be divided into three parts dedicated to Native American texts and art (mythologies, codices, maps); European texts (Bible, Aristotle, Montaigne); and accounts of the conquest told from various points of view (Columbus, Léblanc, Che Guevara, José Lezama Lima, Reinaldo Arenas, Yoani Sánchez, and Sonia Rivera-Valdés). We will analyze how clothing and nakedness were used to symbolize changing power relationships between various protagonists: indigenous/white, female/male, and colonized/colonizer. Topics will include: notions of dress in distinct cosmological systems, clothing and gender in early colonial chronicles, clothing and its absence in the construction of the individual, and collective notions of the Self and the Other.

Instructor: Guzauskyte
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 308 - Masculinities in Medieval and Golden Age Spanish Literature (1.0)

Analysis of how masculinity is constructed in key Spanish canonical texts of the period. Together with the “Don Juan” and the “rogue/trickster” (“el pícaro”)—two literary archetypes bequeathed by Spain to the world, models for defining aspects of manhood will include the fighting hero, the saint, the villain, the “average guy,” and the philosopher. Emphasis will be placed on how these figures interact with and defined by interaction with women and how the un-enunciated queer is ever present. Together with examining how masculinity reflects notions of honor, virility, social order, religion, and misogyny, the course will consider medical and biological models of manhood and how those framed gender.

Instructor: Vega
Prerequisite: SPAN 241 or higher, or by permission of instructor.
Distribution: LL
Term(s): Not Offered

SPAN 309 - Seminar: Between Paradise and Prison: Cuban Literature and Culture in Transition (1.0)

This seminar examines Cuban literature and culture from the nineteenth century to the present. As a tropical island in the Caribbean ruled by numerous imperial powers and domestic tyrants, Cuba has often been perceived as a paradise and/or a prison. We will study both the literal and metaphorical spikes in organized crime. We will discuss texts by leading intellectuals (Paz, Fuentes, Poniatsowska, and Dresser), novelists (Anzélula, Rufo and Villalobos), filmmakers (Juan Carlos Rúfio, Claudia Sainte-Luce), and writers working in indigenous languages (Hernández Isidro). Attention to border culture and enduring cultural icons such as La Malinche, the Virgin of Guadalupe, and Cantinflas, and some aspects of popular culture (music, telenovelas).

Instructor: Hadd
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 315 - Seminar: Luis Buñuel and the Search for Freedom and Morality (1.0)

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the formal issues posed in his films and will start with a review of the historical motivations of the Buñuel perspective: Marxism, Freudianism, and Surrealism, as depicted in selected films of Buñuel, from his first, An Andalusian Dog (1928), to his last, That Obscure Object of Desire (1977).

Instructor: Staff
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL, ARS
Term(s): Not Offered

SPAN 318 - Seminar: Love and Desire in Spain’s Early Literature (1.0)

Medieval Spain, at the nexus of the Christian, Jewish, and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language in the linguistic representation of physical desire. Texts will include Ibn Hazm, The Dove’s Neck-Ring; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic kharjas; the Galician cantigas d’amigo; Juan Ruiz, The Book of Good Love; Diego de San Pedro, Cárce de Amor; and Fernando de Rojas, La Celestina.

Instructor: Gacín-Vera, Vega
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 321 - Migration, Heritage, Identity: Eastern Europe in Latin America (1.0)

What do Pablo Neruda, Julio Cortázar, and Elena Poniatowska have in common, aside from being celebrated Latin American writers? All three were intimately connected to Eastern Europe and the former Soviet Union: Neruda took his pen-name after the Czech writer Jan Neruda; Cortázar’s lover, translator, and companion was the Lithuanian writer and diplomat Urgant; and Poniatowska’s family heritage was Polish. This course explores themes such as displacement, belonging, heritage, memory, and identity, in the work of Latin American writers who negotiated their place in-between these two seemingly distant regions: Latin America and Eastern Europe. We will study the role of food and cuisine in the search for cultural splendor that is encapsulated in his

Instructor: Guzauskyte
Prerequisite: Knowledge of Spanish a plus but not a requirement. At least one course related to Latin America or Eastern Europe at Wellesley College recommended.
Distribution: LL
Term(s): Fall

SPAN 323 - Seminar: Modern Mexico (1.0)

A study of post-Revolutionary Mexico focusing on works by writers, artists, filmmakers, and activists preoccupied with what it means to be modern. We will explore the record of mostly one-party rule, the student movement of 1968, the Zapatista rebellion of 1994, and the Inseguridad stemming from recent spikes in organized crime. We will discuss texts by leading intellectuals (Paz, Fuentes, Poniatsowska, and Dresser), novelists (Anzélula, Rufo and Villalobos), filmmakers (Juan Carlos Rúfio, Claudia Sainte-Luce), and writers working in indigenous languages (Hernández Isidro). Attention to border culture and enduring cultural icons such as La Malinche, the Virgin of Guadalupe, and Cantinflas, and some aspects of popular culture (music, telenovelas).

Instructor: Hadd
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 324 - Seminar: Modernity and Avant-Garde in Spain (1.0)

Using a wide variety of literary texts, paintings, movies, and architectural examples, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between Spanish and mainstream European Avant-Garde, as well as the marginalization of women’s contributions. Main figures will include Federico García Lorca, Gómez de la Serna, Manja Mallo, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Concha Méndez, Ortega y Gasset, Salvador Dalí, and Pablo Picasso. The connections between modernity and postmodernity will also be explored.

Instructor: Ramos
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 325 - Seminar: Candid Cuisine: Food in Latin American Literature and Culture (1.0)

An in-depth study of food in Latin American literature and culture, with a particular focus on its functions and symbolism in indigenous cultures and in the context of the transatlantic exchanges of food products, plants, animals, and recipes among the Americas, Europe, and Africa after 1492. We will also study the role of food and cuisine in the search for new literary forms of expression during the Latin American independence era and contemporary food times. Notions of food, kitchens, and hunger will be vehicles to explore issues of gender, race, power relations, slavery, and the emergence of new hybrid cultures. Readings will include Gonzalo Fernández de Oviedo’s Historia, Sor Juana Inés de la Cruz’s Respuesta, Francisco de Paula García Peléez’s Libro del Chocolate, Fernando Ortíz’s Contrapunteo cubano, and Laura Esquivel’s Como agua para chocolate.

Instructor: Guzauskyte
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 326 - Seminar: Federico García Lorca, 1898-1936 (1.0)

Federico García Lorca (1898-1936) embodies Spanish Modernity. While his innovative poetry and drama established him as a crucial figure in the twentieth-century Spanish cultural landscape, his brutal murder by Fascist supporters during the Civil War made him a symbol of freedom lost. This seminar will study his artistic evolution: from his youth in Granada, and his studies in Madrid—where he met and befriended filmmaker Luis Buñuel and painter Salvador Dalí—to his trip to New York and Latin America. The class will study his poetry, theatre, and essays, and also explore both the construction of the Lorca myth, and the period of cultural splendor that is encapsulated in his
biographical dates: from the loss of the empire in 1898, to the beginning of the Civil War in the summer of 1936.

Instructor: Ramos
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Fall

SPAN 327 - Seminar: Latin American Women Writers: Identity, Marginality, and the Literary Canon (1.0)

An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous, and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and noncanonical works by Gabriela Mistral, Remedios Valdés, Marcela Aguilera, and Victoria Ocampo. The seminar will analyze how historical figures were revived and recontextualized in Latin American literature during the periods of modernismo and vanguardia. It will also examine contemporary Latin American authors with an emphasis on the multi- cultural experience of immigration and assimilation. Authors may include Tarsila do Amaral, José Martí, José Rizal, Rubén Darío, José Lezama Lima, Enrique Gómez Carrillo, Octavio Paz, Jorge Luis Borges, Christina García, Anna Kuzumi Stahl, José Watanahe, Sui Karn Wen, and Seiichi Higashide.

Instructor: Agosin
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

SPAN 328 - Seminar: Poetry of the Dawn: 1,000 Years of Dread and Desire (1.0)

An exploration of the symbolic uses of dawn songs —poetry composed to mark the arrival of the new day—in the Spanish poetic tradition, since its first manifestations in medieval times to its contemporary uses. From its origins, dawn poetry dramatizes the parting of lovers at dawn, and by illuminating the contrast between private and public spheres, offers a privileged window into the fluid nature of poetic subjectivity. Modern dawn poems mark dawn as the juncture between night and the world of private pleasures, dreams and desires, and the arrival of the new day, with its routines, compromises and social pressures. This seminar will examine dawn poetry diachronically from two perspectives: literary criticism and cultural history.

Instructor: Ramos
Prerequisite: Open to students in all classes who have completed SPAN 241.
Distribution: LL
Term(s): Spring

SPAN 329 - Seminar: Chile: Literature and the Arts (1.0)

From 1971 to 2003, Chile, one of South America’s longest democracies, has experienced traumatic cultural, political, and social change. From the election of Salvador Allende (1971–1973) through the Pinochet dictatorship, during these turbulent times an unprecedented cultural life was manifested in literature, theatre, and the visual arts. In this seminar, we will explore the cultural changes experienced in Chile during those decades, the ways in which writers understood the complex web of creativity, as well as the specter of censorship. We will analyze how historical figures were revived through writers such as Gabriela Mistral, Rosamel del Valle, Pablo Neruda, and Salvador Allende. Narratives, journalistic essays, and theatrical and visual productions will be examined vis-à-vis the social and political history in which the topics were created.

Instructor: Agosin
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL, ARS
Term(s): Fall

SPAN 335 - Seminar: Asia in Latin America: Literary and Cultural Connections (1.0)

Connections between two geographically remote areas (Asia and Latin America) that would seem to have little in common will be studied. By analyzing prose, poetry, art, and music, we will examine diverse Asian influences in Latin American literature and culture from the nineteenth century to the present. We will explore how various images of “exotic” Orient are represented in Latin America during the periods of modernismo and vanguardia. We will also examine contemporary Asian-Latin American writers and artists with an emphasis on the multicultural experience of immigration and assimilation. Authors may include Edward Said, José Martí, José Rizal, Rubén Darío, José Lezama Lima, Enrique Gómez Carrillo, Octavio Paz, Jorge Luis Borges, Christina García, Anna Kuzumi Stahl, José Watanahe, Sui Karn Wen, and Seiichi Higashide.

Instructor: Hagimoto
Prerequisite: Open to senior and junior majors or by permission of the instructor.
Distribution: LL
Term(s): Not Offered

PORT 203 - Intensive Intermediate Portuguese (1.25)

Review of all language skills and continued study of Lusophonic art, music, film, and literature. Emphasis on oral and written expression and critical analysis. The course covers the full-year intermediate language curriculum in one semester in Portuguese.

Instructor: Igrejas
Prerequisite: None
Distribution: None
Term(s): Fall

PORT 241 - Introduction to Lusophone Studies (1.0)

Practice in oral and written Portuguese at the advanced level. Serves as a transition between language study and cultural studies through the examination of Lusophone cultural and artistic production. Designed to enhance communicative competence, this course will include an intensive review of advanced grammatical structures within cultural contexts of the Portuguese-speaking world. Oral interactions and critical writing will be stressed.

Instructor: Igrejas
Prerequisite: PORT 203 or equivalent, and to heritage speakers with permission of the instructor.
Distribution: LL
Term(s): Spring

PORT 256 - Cultures of the Portuguese-Speaking World through Film, Music and Fiction (1.0)

This course is conducted in English and aims to introduce students to the cultures of the Portuguese-Speaking world through selected films, music and readings. By examining how contemporary film makers and writers present key aspects of African, Brazilian, and Portuguese societies, the following topics will be studied: colonialism; wars of independence in Africa; Brazil’s military dictatorship; Portugal’s New State dictatorship; representations of trauma and memory. Readings are in English and Films have subtitles.

Instructor: Igrejas
Prerequisite: None
Cross-Listed as: AFR 256
PORT 300 - Seminar: Brazilian Music and the Politics of Culture (1.0)

From the dawn of the 20th century, Brazil has promoted itself to the world as a particularly musical country. In addition to samba, the country is the birthplace of many well-loved genres including choro, bossa nova, and baile funk. Brazilian popular song is considered by many to be a literary genre where songwriters such as Vinicius de Moraes and Arnaldo Antunes describe themselves as poets with their lyrics as major topics of study by scholars of Portuguese literature. In this course, we will uncover the historical and cultural origins of many of the major musical developments in Brazil and explore how they express polemics around citizenship, social activism, and cosmopolitanism. Students familiar with Portuguese will have the option of additional, focused study of Portuguese lyrics and will be required to compose their writing assignments in Portuguese.

Instructor: Goldschmitt (Music)
Prerequisite: None. Students with prior experience with World Music, Portuguese, or Latin American Studies courses are especially encouraged to register.
Cross-Listed as: MUS 300
Distribution: ARS
Term(s): Spring
See Department of Mathematics
SUSTAINABILITY CERTIFICATE PROGRAM

A THREE-COLLEGE COLLABORATION PROGRAM AMONG WELLESLEY, OLIN, AND BABSON COLLEGES

Program Director: Linder (Olin College)
Wellesley Program Contact: DeSombre

Addressing the challenge of using Earth’s resources sustainably requires a collaborative and interdisciplinary approach, in which basic research about the causes and consequences of environmental problems is combined with an understanding of the incentives and processes for a large-scale reworking of economic activity and the technology with which to reconfigure the human effect on the natural world. Wellesley, Olin, and Babson Colleges are uniquely suited to address this challenge by providing a joint program capable of educating students in ways that each cannot accomplish alone. By truly integrating business, engineering, and the liberal arts in the service of environmental sustainability, this program will provide students with the cross-disciplinary academic preparation and the cross-campus cultural collaboration experiences needed to approach environmental issues holistically. This certificate program can serve as a complement to an Environmental Studies major or to any other major.

Sustainability Certificate Program

Goals for the Program

The Sustainability Certificate Program seeks to educate students to make use of the skills, tools, and concepts from the liberal arts, business, and engineering to address environmental challenges and work to move individuals and society to more sustainable practices.

Requirements for the Certificate Program

There are three components to the five-course certificate program:

1. Introductory Course (SUST 201)
2. Synthesis Course (SUST 301)
3. Three electives from the list of Courses for Credit Toward the Certificate Program.

Those three electives must include one course at each of the two non-home institutions (i.e. a Wellesley student must take one course at Babson and one at Olin) and one course in each of the two non-home areas—business, engineering, and the liberal arts (i.e. a Wellesley student must take a business course and an engineering course). These courses provide an interdisciplinary breadth of knowledge, skills, and experiences relating to environmental sustainability. (Several courses include the requirement that the major course project a student chooses focuses on sustainability issues.)

The Babson business courses listed may count toward the Wellesley degree only for students who complete the certificate program; these students may count no more than two Babson business courses toward the 32 units required for the Wellesley degree. (A student pursuing this program who takes a Babson accounting course may count only one additional Babson business course from this program toward the Wellesley degree.)

Admission to the Certificate Program

Students may declare their intention to pursue the certificate program any time after completing the introductory course; they must do so before enrolling in the synthesis course. Students with declared program participation will have preferential enrollment opportunities for the cross-campus electives. Upon declaring the intention to pursue the program, the student will be assigned a campus advisor; students may also contact the overall program director. Advising is a central part of ensuring a coherent structure to the certificate program, so students are encouraged to declare their intention to complete the program as soon as they can.

Record of Completion of the Certificate Program

The record of completion of the program will appear on the Wellesley transcript. The certificate does not count as a Wellesley minor, so courses taken for a Wellesley major or minor may also be counted toward the certificate program.

Additional Certificate Program Information

For more information about program admission and course of study, contact Beth DeSombre, the Certificate Program contact for Wellesley.

For detailed certificate program information, including the complete list of elective courses, please visit the Sustainability Certificate Program website: www.wellesley.edu/EnvironmentalStudies/Curriculum/sustainabilitycert.html

For detailed information on courses offered at Babson and Olin Colleges, please visit: fusion.mx.babson.edu/CourseListing/index.cfm?use_action=CourseListingCourseCatalog
star.olin.edu/StudentRecords.cfm

Courses for Credit Toward the Certificate Program

The following courses may be used as electives. Students who have taken SUST 201 may be able to waive prerequisites for some of these courses; please contact the course instructor to determine the accessibility and appropriateness of the course. Note that students may not earn credit for both ECON 228 (at Wellesley) and ECON 3675 (at Babson). Courses listed with an asterisk (*) require that students undertake their course project on a sustainability-related topic to gain credit toward the certificate. See the three college website for additional elective courses.

Distribution: Business

Babson
EPS 4523 Environmental and Sustainable Entrepreneurship
EPS 4525 Living the Social Entrepreneurship Experience*
EPS 4527 Social Entrepreneurship by Design*
MOB 3522 Leading and Managing Sustainability
MOB 3527 Solving Big Problems*
MKT 3541 Conscious Capitalism

Olin
AHSE 3510 New Technology Ventures

Distribution: Engineering

Olin
ENGR 1200 Design Nature
ENGR 3210 Sustainable Design
MTH/SCI 1111 Modeling and Simulation of the Physical World*

SCI 1410 Materials Science and Solid State Chemistry with Lab: Environmental and Societal Impact of Materials
MTH 2131/ENGR 2131 Data Science*
ENGR 3399 Bicycle Dynamics

Distribution: Liberal Arts

Wellesley
AFR 226 Environmental Justice, Race and Sustainable Development
BISC 108 Environmental Horticulture with Laboratory
BISC 201 Ecology with Laboratory
ES 101 Fundamentals of Environmental Studies with Laboratory
ES 102 Environment and Society: Addressing Climate Change
ES 201/GEOS 201 Environmental, Health, and Sustainability Sciences with Laboratory
ES 203 Cultures of Environmentalism
ES 214/POL2 214 Social Causes and Consequences of Environmental Problems
ES 220 Environmental Limits and Conservation with Laboratory
ES 228/ECON 228 Environmental and Resource Economics
ES 299 U.S. Environmental History
ES 312/POL2 312 Seminar: Environmental Policy
ES 313 Environmental Impact Assessment
ES 383 The Science of Compliance
GEOS 101 Earth Processes and the Environment with Laboratory

PHIL 233 Environmental Philosophy

AFR 226 Environmental Justice, "Race," and Sustainable Development
ANTH 226/ES 226 Archaeology of Environmental Change
BISC 108 Environmental Horticulture
BISC 201 Ecology with Laboratory
ES 101 Fundamentals of Environmental Science with Laboratory
ES 102 Environment and Society: Addressing Climate Change
ES 201/GEOS 201 Environmental Health, and Sustainability Sciences with Laboratory
ES 203 Cultures of Environmentalism
ES 214/POL2 214 Social Causes and Consequences of Environmental Problems
ES 220 Human Ecology: Environmental Limits and Conservation with Laboratory
ES 226/ANTH 226 Archaeology of Environmental Change
ES 228/ECON 228 Environmental and Resource Economics
ES 299/HIST 299 U.S. Environmental History
ES 312/POL2 312 Seminar: Environmental Policy
ES 313 Environmental Impact
### SUST 201 - Introduction to Sustainability (1.0)

This case-based course introduces students to the basic concepts and tools that business, engineering, and the liberal arts (science, social science, and the humanities) bring to a consideration of sustainability. It is team-taught by three faculty members, one from each institution, with course work fully integrated across the three approaches. The course will draw empirical material from, and apply concepts and tools to, a semester-long case (such as the sustainability of a city block, the transition to clean energy worldwide, or the life-cycle of a common consumer product). Course meetings will take place at Wellesley, Olin, and Babson colleges.

Instructor: Chakraborty (Wellesley), Staff (Olin), Staff (Babson)

Prerequisite: Open to first year, sophomores and juniors without prerequisite. Open to seniors by permission of instructor.

Distribution: None

Term(s): Fall

### SUST 220 - Paradigms, Predictions, and Joules: A Historical and Scientific Approach to Energy and the Environment (1.0)

This interdisciplinary course, involving faculty and students from Olin, Babson, and Wellesley Colleges, will focus on “grand challenges” at the interface between energy and the environment through the disciplinary lenses of the history of technology and environmental science. We will study the changing relationship between human societies and their natural environment, examining the consequences of human energy use (agricultural production, power generation, and other forms of energy) at the local, regional, and global scales. By combining the tools, analytical frameworks, and skills found in the history and environmental science fields, we will build models that explain the observations and trends that we observe from historical case studies.

Instructor: Brabander (Geoscience), Martello (Olin)

Prerequisite: One 100-level science course or permission of the instructor.

Distribution: None

Term(s): Not Offered

Not open to students who have completed EXTD 220.

### SUST 301 - Sustainability Synthesis (1.0)

This project-based course provides an opportunity for students to synthesize the work from the introductory course and elective courses to apply their knowledge of sustainability to a specific problem or issue of interest to an identified community. Groups of three to five students representing more than one school will work on a semester-long project of their choosing that focuses on understanding and providing solutions for a specific environmental problem, using the tools and concepts developed in the program.

Instructor: Staff

Prerequisite: Declared participation in the certificate program, completion of SUST 201, and two out of three elective courses for the program.

Distribution: None

Term(s): Spring
SWAHILI

See Department of Africana Studies
THEATRE STUDIES

AN INTERDEPARTMENTAL MAJOR
Theatre Studies Faculty Profiles

The Theatre Studies major is both an academic field of study and a practical application of that study. The purpose of the major is to provide students with a theoretical knowledge and appreciation of the history and literature of the theatre. In addition, students are instructed and given hands-on experience in production and promotion of theatrical events. The theatre is one of the oldest art forms in existence, and students learn valuable information about the way various disparate societies have evolved throughout the ages. Students are expected to work on productions as performers and technicians. The theatre department actively works to cultivate well-rounded theatre students who are knowledgeable in all areas of theatre.

Theatre Studies Major
Goals for the Theatre Studies Major
- An understanding of the development of dramatic literature from the Greeks to the present.
- Problem solving independently and within an ensemble.
- Developing the humanist/artist and theatre practitioner for the next generation.
- Providing a framework for artistic collaboration.
- Inspiring critical thinking and artistic rigor.
- Developing comprehensive knowledge of the elements of design and stagecraft.
- Competence to compete with conservatory-trained graduates for graduate school or casting/hiring opportunities within the industry.

Requirements for the Theatre Studies Major
Students entering in 2016 who plan to major in Theatre Studies must take a minimum of 10 units. Two of the ten units must be at the 300 level. At least eight of the ten units must come from within the theatre studies department. Each student must take a course in acting, directing, playwriting, and design. Theatre Studies 203 and either 104 or 215 are also required. Students entering prior to 2016 may consult the department website and a faculty advisor to determine the form or guidelines that pertain to them. Developments in the theatre arts are a result of stage experiments. The theatre performance is an expression of theatre scholarship, it is expected that students planning a major in theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the College Theatre and related on-campus producing organizations. Students may also remain on campus over the summer or Wintersession (depending on housing availability) to gain experience with the Wellesley Repertory Theatre (the professional wing of the academic department). All students are encouraged to participate in THST 250 and THST 350 individual study offerings in order to pursue their particular area of theatrical interest.

Early consultation with the director is essential because some of the relevant courses are not offered every year and careful planning is necessary. In addition to working with the director of the theatre program, students will be encouraged to consult with other members of the faculty familiar with the interdepartmental theatre major.

Exchange and International Study in Theatre Studies

Students majoring in theatre studies may elect to take at least one resident semester of concentrated work in the discipline to supplement and enrich their work at Wellesley. They may attend the National Theatre Institute at the Eugene O'Neill Theatre Center, another institution in the Twelve College Exchange Program, one of the many London programs offering intensive study in their discipline, or other programs approved by the department. On occasion, a student may elect to take a relevant course in the programs at Babson, Olin or MIT.

Honors in Theatre Studies
The theatre program offers a variety of opportunities for honors. After consultation with the director, the candidate will devise a proposal that incorporates both the academic and the practical aspects of the thesis. Normally, the candidate completes the research and writing segment of the thesis in the first semester. In the second semester, the candidate produces the practical/theatrical component for public performance. Applicants for honors should have a minimum 3.5 GPA in all work in the major field above the 100 level; the department may petition on her behalf if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Courses for Credit Toward the Theatre Studies Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHIN 244</td>
<td>Classical Chinese Theater (in English)</td>
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<tr>
<td>CLCV 210</td>
<td>Greek Drama</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Shakespeare Part I: The Elizabethan Period</td>
</tr>
<tr>
<td>ENG 224</td>
<td>Shakespeare Part II: The Jacobean Period</td>
</tr>
<tr>
<td>ENG 324-01-F</td>
<td>Advanced Studies in Shakespeare</td>
</tr>
<tr>
<td>SPAN 246</td>
<td>Spanish Through the Lens of Theatre</td>
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</tbody>
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THST - Theatre Studies Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>THST 101Y</td>
<td>Can We Have an Argument? Understanding, Employing, and Delivering Effective Rhetoric (1.0)</td>
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This course will apply theatrical performance training to the art of public speaking or rhetoric. One of the three original Liberal Arts, the art of discourse has long been recognized as fundamental to the creation of knowledge, and the development of thought. Employing dramatic and nondramatic texts, original student-written work, and an occasional Saturday Night Live sketch, students will discover the power of words to change hearts and minds, as well as their ability to undercut the speaker who does not know how to use them properly. The course is intended to develop communicative and expressive skills in students who might not be drawn to the fine arts, but who might benefit from theatrical training to become more effective thinkers, writers, and speakers.

Instructor: Arciniegas
Prerequisite: Open to first-years only.
Distribution: ARS
Term(s): Fall
Ann E. Maurer '51 Speaking Intensive Course.

THST 104 - "Real World" Experience On and Off Stage (1.0)

Exposing students to the live theatre in the Boston area and encouraging lively discussion of the productions is the focus of this introductory course. Scripts will be read and rigorously analyzed in the classroom. Women’s presence in the arts, contemporary issues as seen on stage and the history of theatre in society will all be addressed by the group. The syllabus will be fluid and drawn from classical, musical and contemporary offerings each year. Visiting artists in all the disciplines will augment discussions. Attendance at productions will be arranged for Thursday evenings and paid for by the Theatre Program. This is an opportunity to have a hands-on, up close and personal interaction with those who write, design, direct and act in the theatre.

Instructor: Rainer
Distribution: ARS
Term(s): Spring

THST 106 - Speaking Truth to Power (1.0)

This course will introduce students to the art of developing personal narrative as a means to creating a viable piece of theatre. Through guided writing exercises and exposure to the works of Nora Ephron, Billie Holiday, and Susanna Kaysen, and others, students will explore the intricacies of their own and their family histories. Based on the techniques that have produced numerous original plays here at Wellesley, the weekly exercises will be centered around various aspects of life such as race, gender, class, body image, and personal history. Students will hear and critique each other weekly while preparing for a final evening of “stories” to be offered to the public at the end of the semester. The class will also focus on the final composition of the evening, and the journey each student makes to bring it to fruition. Emphasis is on the development and refinement of the dramatic content while building confidence for even the least experienced student.

Instructor: Roach
Prerequisite: None
Distribution: ARS
Term(s): Fall
Mandatory credit/no credit.
THST 130 - Japanese Animation (in English) (1.0)
What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional aesthetics, arts, and values in a highly industrialized society entranced by novelty. Through animation films (English subtitles) and readings on animation we will explore this phenomenon from the inside. Focus is on the works of Tsuzuki Osamu, Hayao Miyazaki, and others. No Japanese language required.
Instructor: Morley
Prerequisite: None
Cross-Listed as: JPN 130
Distribution: LL, ARS
Term(s): Fall

THST 200 - That's What She Said: Trailblazing Women of American Comedy (1.0)
This course invites students to take feminist women seriously. Through their legacy of work as well as oral histories, we will investigate the evolving challenges and triumphs of women whose comedic voices influenced American expectations over the last century. Elaine May, Joan Rivers, Carol Burnett, Gilda Radner, Whoopi Goldberg, Margaret Cho, and Wellesley's own Nora Ephron are only several of the hams (with egos) who will make us laugh. Mediums to be explored include writing, improvisation, stand-up, comic acting on stage and screen, plus new media. Creating belly laughs changed the culture on which these women were commenting – ultimately, through deepening our understanding of the purposefulness and craft of comedy, we will have the opportunity to attempt the same.
Instructor: Rainer
Prerequisite: None
Distribution: ARS
Term(s): Fall, Spring

THST 203 - Page to Stage: Making Theatre (1.25)
Creating and collaborating - the essence of making theatre. This course studies the principles and practice of collaboration that make up the production of a play in the theatre. Students will analyze the dramatic script in terms of the actor, director, and playwright. Through interviews and guided writing exercises students will collaborate in the creation of an innovative production for the Wellesley College Theatre program. Emphasis is placed on the artistic and interpersonal collaboration within the structure of a theatre company. Essentially, this is off-off Broadway brought to an undergraduate experience.
Instructor: Hussey
Prerequisite: None
Distribution: ARS
Term(s): Fall

THST 204 - Acting I (1.0)
This course is intended for any and all levels of experience. Students are introduced to the fundamentals of contemporary stage performance, as devised by such stage theoreticians as Constantine Stanislavsky, Lee Strasburg, and Sanford Meisner. Instruction focuses on the proper methods for breaking scenes down into component units or "beats," staging them for clarity of purpose, and performing them truthfully in the immediate present before a live audience. Students perform in every class with a rotating roster of partners, emphasizing group learning and mutual support in the pursuit of an individual acting aesthetic. Performance material is drawn from the work of contemporary playwrights researched by the students or recommended by the instructor.
Instructor: Arciniegas
Prerequisite: None

THST 206 - Introduction to Directing (1.0)
This course studies the creative skills of the director in conjunction with the analytical skills of the dramaturge. Particular emphasis will be placed on communicating on a "moment-to-moment" basis with an actor. Students will be encouraged to develop their own unique "directorial vision." Students will be expected to provide probing intellectual questions to each other while collaborating. Dramatic material will be drawn from a variety of world literature with emphasis placed on women playwrights. Students will be given opportunities to work each week with professional actors in a guest-artist "lab" format.
Instructor: Hussey
Prerequisite: None
Distribution: ARS
Term(s): Fall

THST 207 - Stagecraft for Performance (1.0)
This course studies the craft and theory of the production arts in the theatre. The course will cover the process and will analyze the designers' function in the production: creating working drawings, problem solving, and use of theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.
Instructor: Towhan
Distribution: ARS
Term(s): Fall

THST 208 - Stage and Production Management (0.5)
This course examines the role and duties of a stage manager in the collaborative process and the stage manager's relationship to the director, designers, and actors. Students will learn to write rehearsal reports, call cues, assemble rehearsal schedules, call scripts, etc. Students will also be taught the importance of technical script analysis. Emphasis will also be placed on a number of transferable skills, including leadership, organization, delegation, effective communication, and attention to detail. In addition, students are strongly encouraged to complete a THST 250H by stage managing either a Wellesley College Theatre or an Upstage production during the academic year in order to complement the material learned in class.
Instructor: Towhan
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

THST 209 - The Art of Scenic Design (1.0)
Think outside the box! Learn visual communication skills in this basic of scenic design course. After reading assigned plays, students will learn how to develop their concepts through analysis of the action of the play. Visual research, sketches, and basic drafting skills will be developed in addition to the idea of a basic "concept" for each script. In addition to teaching artistic and technical skills, this course will emphasize the process of collaboration with the director and fellow designers.
Instructor: Howland
Prerequisite: None
Distribution: ARS
Term(s): Fall

THST 210 - Oral Interpretation (1.0)
Have you ever wondered what is lost in the process of assimilation into American culture? In this interpretation class, students are introduced to the literature of Latino, Celtic, and African American cultures. Through prose, poetry, and drama, stories and characters are brought to vivid life. Students will hone their interpretive skills while exploring issues of identity, immigration, and the female experience. Material will be taken from folklore, mainstream literature, and emerging writers of today. Students will also have the opportunity to write about their "homeland" as part of a final exercise.
Instructor: Hussey, Roach, Lopez
Prerequisite: None
Distribution: ARS
Term(s): Not Offered
Mandatory credit/noncredit.

THST 212 - Woman, Center Stage (1.0)
This course will focus on American and European theatre and the powerful female protagonists, playwrights and practitioners who captivate us. From Medea to Shakespeare's heroines through contemporary theatre artists including Anna Deveare Smith and Paula Vogel, we will explore what it means to put a woman's story center stage. What are the expectations of a society and an audience? Do female playwrights tell different stories than their male counterparts? Who are the women working in theatre today who are going to change the form forever? This class will attend four productions and create written critical responses to the scripts and productions. These will be shared in subsequent class discussions. (The tickets to the productions will be funded by the department.)
Instructor: TBD
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

THST 214 - Voice and Movement (0.5)
This course will give students the tools and skills to develop a character either from the outside in, using movement, or from the inside out, using the voice. Utilizing the techniques of Kristin Linklater, students will move toward "freeing their natural voice" and developing range, color, and texture for effective stage use. Concurrently, students will work on "freeing their bodies" and using physicality to flesh out a character. Class work will focus on both individual and group work with particular attention given to layering voice and movement with text to create vivid, fully developed characters.
Instructor: Rainer
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

THST 215 - Twenty Plays, Twenty Years (1.0)
A survey of contemporary American plays, Pulitzer Prize winners as well as experimental, using innovative new companies that break down the boundaries between performance and audience. We'll read texts ripped from the headlines as well as what might be the "new classics." We'll also attend productions and discuss the journey from page to stage. This is not your parents' theatre class. No Plays Over 20 Years Old. Students will be taken from folklore, mainstream theatre, contemporary theatre, and contrast and compare contemporary events with the events in dramatic texts. We will incorporate our knowledge into class projects, such as adaptations, research papers, or original plays. Guest artists from the theatre world occasionally visit to illuminate other perspectives.
Instructor: TBD
Prerequisite: None
This studio course will integrate the literary and contextual analysis of all aspects of an ancient Greek drama with its performance. Focusing on a single ancient play, tragedy or comedy, students will learn about ancient dramatic conventions and then interpret them for the modern stage. Students will gain familiarity with the literary and cultural context in which the play was produced, with assignments geared toward historical and critical analysis, as well as doing significant work toward a dramatic performance of a play at the end of the term.

Instructor: Arciniegas, Gilhuly (Classical Studies)
Prerequisite: Permission of instructor.
Term(s): Not Offered
Distribution: ARS

THST 221 - The Art of Playwriting (1.0)
This course will teach basic playwriting skills and techniques through in-class exercises and at-home writing assignments. This hands-on, practical approach will require writing one short play each week. Emphasis is on experimentation, innovation, risk taking, and process. A spirit of fun, innovation, and fun will be required for the modern stage. Students will begin to connect dramatic voices and theatrical passion.

Instructor: Roch
Prerequisite: None
Distribution: ARS
Term(s): Fall
Mandatory credit/noncredit. This course may be taken as THST 321 upon completion of THST 221. See the description for THST 321

THST 222 - Theatrical Design (1.0)
If you want to be a theatrical designer, this class is for you. In 12 weeks you will learn the art of costume, lighting, and scenic design collaboration. This is a theatrical boot camp, taught by New England professionals. The emphasis for 2016/17 will be on costume research and creation.

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

THST 250G - Research or Group Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

THST 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Not Offered

THST 251 - Japanese Writers Explore Their World (in English) (1.0)
Longing, dreams, and transformations, recurrent subjects in early Japanese literature, are familiar to us from animation and popular culture. We will return to the beginnings of these themes in the great works of Japanese poetry and prose in translation from the seventh through the eighteenth centuries: The Pillowbook, The Tale of Genji, medieval tales of miraculous transformations, puppet plays and kabuki, among others. Who were the writers, and for whom were they writing? What role did Buddhism and Shinto play? How were the concepts of longing and dream transformed into a unique esthetic that has continued to influence Japanese culture?

Instructor: Morley
Prerequisite: None
Cross-Listed as: JPN 251
Distribution: LL
Term(s): Not Offered

This course may be taken as either THST 251 or, with additional assignments, THST 355.

THST 253 - Telling Stories in China, Japan, and Korea: The Performing Tradition in East Asia (1.0)
We will be reading and viewing a selection of the most popular and influential stories of the East Asian theatrical tradition, including Chinese drama from the Yuan, Ming, and Qing periods, the Japanese Noh and kabuki, and the Korean pansori tradition. We will be looking at the deep cultural significance of shamanism in theater, as well as later Buddhist, Confucian, Taoist, and Shinto influences. How do the performing arts enable us to tell our most private and intimate stories of love, friendship, and death? What do these stories reveal to us about the cultures from which they emerge? Are there common themes that cross cultural boundaries?

Instructor: Morley (East Asian Languages and Cultures)
Prerequisite: None
Cross-Listed as: EALC 253
Distribution: LL; ARS
Term(s): Not Offered

THST 300 - The Art of Lighting Design (1.0)
Modern live performances rely heavily on the emotional impact that lighting design can produce in an audience. The purpose of this course is to explore and understand modern stage lighting design and how it effects a theatrical production. In this class, you will learn how a lighting designer uses lighting equipment to evoke a sense of time, space, emotion and movement. The initial classes will focus on a history of stage lighting, from ancient Greece, through the English Renaissance to the invention of gas light and finally electricity. The remainder of the course will balance understanding electrical theory and lighting design as you explore the uses of various lighting equipment, techniques and tools.

Instructor: Edmondson
Prerequisite: THST 222 or THST 207 or discuss with instructor.
Distribution: ARS
Term(s): Spring

THST 305 - Acting II (1.0)
Students will explore dramatic texts including but not limited to: Victorian Comedy and Melodrama, Heroic Drama and its satirists, Restoration Comedy and Tragedy, Jacobean Comedy and Tragedy, Roman and Greek Comedy and Tragedy as well non-English language plays.

Instructor: Arciniegas
Prerequisite: THST 204
Distribution: ARS
Term(s): Spring

THST 306 - Advanced Directing (1.0)
Intended for the serious directing student, this course will focus on seeing, analyzing, and critiquing the work of the director on stage and screen. Significant attention will be paid to the collaboration between directors, designers, and actors. The pragmatic aspects of mounting a stage production will be analyzed using the performances attended by the class as raw material for discussions. Students will attend five productions in the New England area paid for by Theatre Studies. Particular emphasis will be placed on the students determining how the productions reflect the intention of the playwright. As a final presentation, students will produce and direct a ten-minute play festival for the Wellesley community.

Instructor: Hussey
Prerequisite: THST 203 or THST 206
Distribution: ARS
Term(s): Not Offered

THST 315 - Acting Shakespeare (1.0)
This course focuses on the study and practice of skills and techniques for the performance of scenes and monologues and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes will be performed for class criticism. The class will be subdivided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Instructor: Arciniegas
Prerequisite: Any THST course and any Shakespeare course in the English Department or permission of the instructor.
Distribution: ARS
Term(s): Not Offered

THST 316 - Performing Ancient Drama (1.0)
This studio course will integrate the literary and contextual analysis of all aspects of an ancient Greek drama with its performance. Focusing on a single ancient play, tragedy or comedy, students will learn about ancient dramatic conventions and then interpret them for the modern stage. Students will gain familiarity with the literary and cultural context in which the play was produced, with assignments geared toward historical and critical analysis, as well as doing significant work toward a dramatic performance of a play at the end of the term.

Instructor: Arciniegas, Gilhuly (Classical Studies)
Prerequisite: Permission of instructor.
Cross-Listed as: CLCV 316
Distribution: LL; ARS
Term(s): Not Offered

This course may be taken as either THST 216 or, with additional assignments, THST 316.

THST 321 - The Advanced Art of Playwriting (1.0)
THST 321 is an opportunity for former students of THST 221 to build on skills developed during that course. Students will work in an intensive process with the goal of completing a two act play with related analysis material. Similar to THST 221, there will be opportunities to hear the material during table reads as part of class participation. Interested students should discuss their interest with the professor prior to registration.

Instructor: Roch
Prerequisite: THST 221 or permission of the instructor
Distribution: ARS
Term(s): Fall
Mandatory credit/no credit.

THST 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

THST 350G - Research or Group Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**THST 350H - Research or Individual Study (0.5)**
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Not Offered
Not open to students who have taken JPN 251/THST 251

**THST 351 - Seminar: Theatres of Japan (in English) (1.0)**
The Tales of the Heike (Heike Monogatari), an epic recounting the twelfth century battles between the Heike (Taira) and Genji (Minamoto) clans for dominance over the imperial court, has spawned plays in almost every genre of Japanese theatre. Some will be familiar with the story from anime as well. We will use this text and the themes that appear to explore the performance arts of noh, kyogen, bunraku puppet theatre, and kabuki. Where possible we will view DVDs of the plays under discussion. Some of the major themes we will be examining have shaped Japanese culture into the modern period: loyalty and the code of the warrior; Buddhism; the aesthetic of pathos; Confucianism; and the significance of China. Our approach will be multiple, as we will be discussing performance texts and the differences between genres of theatre, as well as the Heike themes and their manifestation in different periods of Japanese drama.

Instructor: Morley  
Prerequisite: One course on theatre or on Japan.  
Cross-Listed as: JPN 351  
Distribution: LL; ARS  
Term(s): Not Offered

**THST 353 - Lady Murasaki and The Tale of Genji (in English) (1.0)**
Shortly after 1000 C.E., in the imperial court of Japan, Murasaki Shikibu, a court lady of middle rank, completed what is arguably the first novel in the history of world literature, The Tale of Genji. Who was she? How did she come to write a novel of such surprising psychological subtlety? Who is the hero? Why is he still appealing a millennium later? Focusing on The Genji and Murasaki’s diary, we examine the culture of the Heian court, Buddhist beliefs, the aesthetic of mono no aware (a beauty evocative of longing), and the literature (poetry, prose, and ladies’ diaries) of the courtsalons. Films, plays, animation, and modern novels modeled on The Genji will also be discussed in class. No Japanese language required.

Instructor: Morley  
Prerequisite: One course on Japan or by permission of the instructor.  
Cross-Listed as: JPN 353  
Distribution: LL  
Term(s): Spring

**THST 355 - Japanese Writers Explore Their World (1.0)**
Longing, dreams, and transformations, recurrent subjects in early Japanese literature, are familiar to us from animation and popular culture. We will return to the beginnings of these themes in the great works of Japanese poetry and prose in translation from the seventh through the eighteenth centuries: The Pillowbook, The Tale of Genji, medieval tales of miraculous transformations, puppet plays and kabuki, among others. Who were the writers, and for whom were they writing? What role did Buddhism and Shinto play? How were the concepts of longing and dream transformed into a unique aesthetic that has continued to influence Japanese culture? For 300 level credit students will read selections from the works covered in class in the original Japanese during an extra weekly class meeting.

Instructor: Morley  
Prerequisite: JPN 232 or permission of the instructor.  
Cross-Listed as: JPN 355  
Distribution: LL  
Term(s): Not Offered

**THST 360 - Senior Thesis Research (1.0)**
Prerequisite: Permission of the department.  
Distribution: None  
Term(s): Fall; Spring

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

**THST 370 - Senior Thesis (1.0)**
Prerequisite: THST 360 and permission of the department.  
Distribution: None  
Term(s): Spring

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

Women's and Gender Studies is an interdisciplinary field that places gender and its intersections with race, social class, sexuality, and ethnicity at the center of rigorous academic inquiry. These structural forces shape the individual and collective lives of all persons across diverse cultures and times as well as provide analytical categories for critically examining the worlds in which we live. The Women's and Gender Studies major offers particular attention to the lives and experiences of women and girls via the critical scholarship of the humanities, sciences, and social sciences. Department faculty endeavor to provide intellectually rich student-centered learning environments via limited class sizes, collaborative research opportunities, and summer internship support.

Women's and Gender Studies Major

Goals for the Women's and Gender Studies Major

- Studying "gender" within a critical and theoretical interdisciplinary and comparative framework
- Learning how to craft a feminist critical inquiry framework
- Benefitting from a unique capstone experience in their senior year where students can explore a provocative topic in Women's and Gender Studies with either peers or a faculty member

Requirements for the Women's and Gender Studies Major

A major in Women's and Gender Studies offers an opportunity for the interdisciplinary study of women from the perspectives of the humanities, sciences, and social sciences. Women's and Gender Studies majors seek an understanding of the new intellectual frameworks that are reshaping critical thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality, and ethnicity are constitutive of that experience.

A major in Women's and Gender Studies requires nine units taken both within the department and courses listed for credit in other departments. The major requires a minimum of two 300-level courses taught within the WGST Department that may include WGST 312, 313, and 360/370* (which count as one course for this purpose), but not 350/350H. All students are required to select a capstone experience (see below).

Students are encouraged to enter the department through one of two core units: WGST 108 The Social Construction of Gender or WGST 120 Introduction to Women's and Gender Studies. Majors must take one of these units as a required course. Apart from this required unit (WGST 108 or WGST 120), majors must elect at least four other units offered within the Women's and Gender Studies department, of which two should be 300-level seminars. Not more than two units can be 100-level courses.

Courses at the 100 level are introductions to topics in Women’s and Gender Studies. They are taught from the perspective of each faculty member’s specialty. Courses at the 200 level are overviews to substantive areas. Courses at the 300 level provide in-depth examination of material covered in 200-level courses.

We recommend that students take a course related to data-analysis in support of their WGST major.

Capstone Experience in Women's and Gender Studies

All majors will be required to select a capstone experience, with the guidance of their advisor, from the following three options offered in 2017-18. They must declare their option by the end of their junior year.

Option 1: WGST 312 Seminar. Feminist Inquiry.
Option 2: WGST 313 (Fieldwork in Women's and Gender Studies).
Option 3: WGST 360/WGST 370 (Senior Thesis).

Option 3 is the traditional senior honors thesis, which requires two units during the senior year. See Academic Distinctions in this catalog for requirements. A thesis does not need to have an experiential component, but typically it is based on some original research. Option 2 must involve an experiential component.

Honors in Women's and Gender Studies

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

Advanced Placement Policy in Women's and Gender Studies

Women's and Gender Studies does not allow students to count AP credits toward the fulfillment of the major or minor.

Courses for Credit Toward the Women's and Gender Studies Major and Minor

AFR 212/ENG 279 Black Women Writers
AFR 222 Blacks and Women in American Cinema
AFR 228/PHIL 228 Black Feminist Philosophy
AFR 237/PSYC 237 Breaking the Glass Ceiling: Women and the Workplace
AFR 238 Womanism
AFR 244 Women & Slavery in the Trans-Atlantic World
AFR 316-01-S/ARTH 316-01-S Topics in African/African American Art
AMST 215 Gender, Sexuality, and Hip-Hop
AMST 274/WGST 274 Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns
AMST 281/ENG 297 Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga
AMST 315 Beats, Rhymes, and Life: Hip-Hop Studies
AMST 327 New Directions in Black and Latina Feminisms: Beyoncé, J-Loc, and Other Divtract
AMST 342 Sexualities in Whitman's America
ANTH 238 The Vulnerable Body: Anthropological Understandings
ARTH 230 Frank Lloyd Wright and the American Home
ARTH 245 House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900
ARTH 309 Seminar: Problems in Architectural History
ARTH 331 Seminar: The Art of Northern Europe
CAMS 203/CHIN 243 Chinese Cinema (in English)
CAMS 229 Transnational Journeys in European Women's Filmmaking
CHIN 243/CAMS 203 Chinese Cinema (in English)
CHIN 245 Chinese Women in a Century of Revolution (in English)
ECON 229 Women in the Economy
ECON 243 The Political Economy of Gender, Race, and Class
ECON 343 Seminar: Feminist Economics
EDUC 312 Seminar: History of Childhood and Child Policy
ENG 121 Jane Austen’s Novels
ENG 272 The Nineteenth-Century Novel
ENG 346 George Eliot and Her Readers
ENG 355-01-F Advanced Studies in Twentieth-Century Literature
ENG 364-01-S/AMST 364-01-S Race and Ethnicity in Literature
FREN 323 Liberty, Equality, Sexualities: How the Values of the French Republic Have Both Protected and Limited Sexual Freedom
GER 329 Border Crossing: German Culture in a Global Context
HIST 243 Gender and Sexuality in Twentieth-Century Europe
HIST 293 Changing Gender Constructions in the Modern Middle East
HIST 353 Women in Love: Portraits of Female Desire in Italian Culture
ITAS 274 Lady Murasaki and The Tale of Genji (in English)
JPN 353/THST 353 Gender and Language in Modern Korean Culture (in English)
KOR 256 Music, Gender, and Sexuality
MUS 222 Music, Gender, and Sexuality
MUS 322 Gender, War and Peacebuilding
PEAC 205 Bearing Witness: Conflict, Trauma, and Narrative in Africa and the African Diaspora
PEAC 259/ENG 259 Feminist Philosophy of Science
PHIL 218 Seminar in Modern Philosophy
POLI 324 Seminar: Gender and Law
POLI 344 Seminar: Feminist Theory from
PSYC 341 Seminar: Women and Leadership

REL 224/MUS 224 Hildegard of Bingen

REL 225 Women in Christianity
REL 226 The Virgin Mary
REL 243 Women in the Biblical World
REL 323 Seminar: Feminist, Womanist, Latina, and LGBTQ Theologies
SOC 209 Social Inequality: Race, Class and Gender
SOC 233 Beyond Bollywood and Microfinance: Gender Politics in South Asia
SOC 234 Gender and International Development
SOC 308 Children in Society
SPAN 260 Women, Gender, and Love in Twenty-First-Century Spain
SPAN 263 Women's Art and Activism in Latin America
SPAN 271 Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature
SPAN 327 Seminar: Latin American Women Writers: Identity, Marginality, and the Literary Canon
THST 200 That’s What She Said: Trailblazing Women of American Comedy
THST 212 Woman, Center Stage

Women’s and Gender Studies Minor

Requirements for the Women’s and Gender Studies Minor

A minor in Women’s and Gender Studies consists of five courses, of which one must be chosen from among WGST 100Y or WGST 120 and of which one must be a 300-level course (not WGST 350 or WGST 350H) offered within the department. A total of at least three courses must be taken within the Women’s and Gender Studies department. Not more than one unit can be a 100-level course.

Health and Society Minor

Health and Society is a multidisciplinary field that examines human health as an eco-social phenomenon and draws principally from the humanities and social sciences. The rapid global growth of things "health" - public health, health care, health policy, and biomedical sciences and technology - in the face of growing disparities raises serious questions about the underlying social conditions that contribute to collective health and illness. Thus the intersections of gender, race, social class, sexuality, and ethnicity in a transnational and global context are central focal points in the minor. This minor is fitting for any student interested in learning about health and its social, cultural, political, ethical, environmental, and economic dimensions.

Goals for the Health and Society Minor

The Health and Society minor seeks to educate students to:
1. Understand historical and current collective efforts to improve health
2. Introduce students to the multiple social determinants of health and their complex interactions
3. Examine how gender, race, class, sexuality, age, and ability shape health, illness, healing, and health care
4. Analyze how health problems are defined and how strategies for improved health are selected and implemented.

*The minor is open to students in any major at the College. WGST majors may complete the Health and Society minor so long as no single course counts toward both the major and the minor.

Requirements for the Health and Society Minor

The Health and Society minor consists of five units:

1. WGST 150 Health and Society. This required introductory course is optimally taken before other courses in the Minor.
2. Four 200 level (or higher) electives from the list of Courses Approved for Credit toward the Health and Society minor.
   - At least one of the four electives must be in the WGST Department.
   - At least one must be a 300 level elective

*Students wishing to count a non-Wellesley course toward the Health and Society minor must petition the Program Director prior to course enrollment.

Courses Approved for Credit Toward the Health and Society Minor

The following courses may be counted as electives for the Health and Society minor. Courses not listed may be accepted by petition to the Program Director.

AFR 226 Environmental Justice, "Race," and Sustainable Development
AFR 297 Medical Anthropology: A Comparative Study of Healing Systems
ANTH 238 The Vulnerable Body: Anthropological Understandings
ANTH 251 Cultures of Cancer
ANTH 274 Anthropological Genetics
ANTH 314 Human Biology and Society
ECON 232 Health Economics
ECON 332 Advanced Health Economics
GEOS 201/ES 201 Environmental, Health, and Sustainability Sciences with Laboratory
PE 205 Sports Medicine-Lower Extremity
PE 206 Sports Medicine-Upper Extremity
PHL 249 Medical Ethics
POL 317 Health Politics and Policy
REL 235 Religion, Healing, and Medicine
REL 266 Divine Madness: Dreams, Visions, Hallucinations
SOCI 241/AMST 241 A Nation in Therapy
SOCI 314 Global Health and Social

WGST 100Y - First-Year Seminar: The Body: From Reproduction to Fashion (1.0)

This course explores the ways in which the body, as a reflection and construction of the self, is tied to social and political relations. The body is also a surface upon which we inscribe cultural norms. Through this examination of the role that our bodies play in daily life we will delve into the study of gender, sexuality, and power. We focus on three major areas: (1) the medicalization of bodies (such as abortion and infertility); (2) the discipline of bodies (cosmetic surgery, fitness); and (3) the use of the body as a vehicle for performance, self-expression, and identity (drag queens, fashion, sports). Throughout the course we will look at how ideas about bodies are transported across national borders and social, sexual, and class hierarchies. Instructor: Hertz

WGST 102Y - First-Year Seminar: Lessons of Childhood: Representations of Difference in Children’s Media (1.0)

This course takes as a site of analysis media aimed at children to investigate the lessons imparted and ideologies circulated in popular films, television shows, and books. How is class drawn in Lady and the Tramp? What are the sounds of masculinity in Beauty and the Beast? Does Mulan construct gender, race, and militarism? Using an intersectional frame of analysis, we will trace popular tropes, identify images of resistance, and map out the more popular messages children receive about difference in our world.

Instructor: Mata

WGST 120 - Introduction to Women’s and Gender Studies (1.0)

Introduction to the interdisciplinary field of women’s and gender studies with an emphasis on an understanding of the “common differences” that both unite and divide women. Beginning with an
examination of how womanhood has been represented in myths, ads, and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality will be studied. This course also exposes some of the critiques made by women’s studies’ scholars of the traditional academic disciplines and the new intellectual terrain currently being mapped.

Instructor: Creed, Gilmore, Musto
Prerequisite: None
Distribution: ARS
Term(s): Fall; Spring

**WGST 121 - Reading Elvis Presley and 1950s America (1.0)**

Some have argued that Elvis Presley was the greatest cultural force in twentieth-century America. This course will consider the early career of Elvis Presley as a unique window for the study of race, class, gender, and heteronormativity in popular American culture. Specifically, we will look at the blending of African American and other forms of musical style in Presley’s music, the representation of masculinity and sexuality across a sampling of his films and television performances, and key cultural film texts from the 1950s, and we will end by evaluating Presley’s lasting impact as a unique icon in American cultural history.

Instructor: Creed
Prerequisite: None
Distribution: LL; SBA
Term(s): Fall; Spring

**WGST 150 - Health and Society (1.0)**

This multidisciplinary introduction to health and society is a critical examination of diverse understandings of health, illness, healing, and health care operating in the contemporary United States with an emphasis on community and societal health. We investigate health status and the determinants of health with particular attention to the social inequalities underlying health and health care disparities at the intersections of gender, race, class, sexuality, age, and ability. Other key subjects include how health problems are defined; various strategies for improved health, the current public health and health care systems in historical perspective, “health justice” and rights to health/care, the roles of government and private players in the production of health, and selected health topics.

Instructor: Galanne
Prerequisite: None
Distribution: SBA
Term(s): Summer II

**WGST 200 - Introduction to Reproductive Issues: Culture and Politics (1.0)**

This course focuses on the politics of reproduction and examines the intractability of reproduction from culture and power relations. Reproductive debates are not only about reproduction and health. They serve as proxies for fundamental questions about citizenship, national and religious identities, gender, class, race and sexuality. This course explores reproduction in cross-cultural contexts, attending to the social, ethical and policy implications of pregnancy, parenthood, and reproductive technologies. It is divided into three sections: frames and contexts, reproductive issues and debates, and women’s agency, social movements and global policy. Readings will problematize the multiple dimensions of reproductive politics and the social hierarchies that are produced, resisted, and transformed in the practice of reproductive lives.

Prerequisite: One WGST course or by permission of instructor.
Distribution: SBA
Term(s): Not Offered

**WGST 205 - Love and Intimacy: A Cross-Cultural Perspective (1.0)**

This course explores love and intimacy in transnational context. In this course, we will examine the systems of meaning and practices that have evolved around notions of love and intimacy and investigate their broader political significance. We will further explore how love and intimacy are linked to economics, consumption practices, structural inequalities, disruptive technologies, and shifting ideas about subjectivity. If we accept that love, intimacy, and sexuality are socially constructed, how much agency do we exercise in whom we love and desire? Have our experiences and expectations of love and intimacy changed because of transnational economic arrangements, mobility and technology? Finally, what, if any, ethical frameworks should mediate our intimate connections, desires, and labor with others?

Instructor: Musto
Prerequisite: One WGST course or permission of the instructor
Distribution: SBA
Term(s): Fall

**WGST 210 - African American Women’s Literature: Contemporary Black Memoir (1.0)**

This course provides historical, literary, and cultural contexts for the study of contemporary African American women’s autobiographical writing. We will study the emergence of the testimonial “I” in the essays and fictional prose of Zora Neale Hurston and Toni Morrison in order to develop a context for reading the profusion of contemporary autobiographical writing by Audre Lorde, Margo Jefferson, Claudia Rankine, and Patricia Williams, among others. Special attention will be given to the fusion of literary innovation, political commentary, and cultural criticism in first-person writing.

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

**WGST 211 - Modern Families and Social Inequalities: Private Lives and Public Policies (1.0)**

Feminist scholarship demonstrates that family life is embedded in race, class, gender, sexuality and other social structures that shape our understanding and experience of the social world. In 2015 same-sex marriage became U.S. federal law; but at the same time fewer people are marrying more are living together and there is a growing number of people who live alone. Further, government involvement and social policies are not distributed equally. Issues to be covered include: welfare to work programs (teen moms and baby daddies), work/family crises of those who are “getting by” and those at the top who argue for family “rights”, the gap in cultural capital between working-class or immigrant children and those in the upper classes, the rise in donor conceived families and surrogates to create same-sex or single-parent families and the ethical meaning of “borrowing body parts” and finally why people are forgoing families and living alone.

Instructor: Hertz
Prerequisite: None
Cross-Listed as: SOC 205
Distribution: SBA
Term(s): Spring

**WGST 212 - Feminist Bioethics (1.0)**

Attentive to the ways that gender, race, class, sexuality, ability, and other social systems influence ethical frameworks, norms, and values as well as health and disease, feminist bioethics analyzes moral concerns in clinical care, biomedical research, health care organization and financing and health policy in the service of the health of all persons and communities. This course draws on the theoretical resources of feminist philosophy and religious social ethics as well as on the narratives and practices of law, medicine, public health, and the social and biological sciences to examine ethical issues across the lifespan. Not limited to “women’s issues” (e.g. reproduction), the course addresses the historical emergence of feminist bioethics, the ethics of care and of empowerment, relational autonomy, the right to bodily self-determination, narrative ethics, justice and oppression, dependency, vulnerability, the moral status of persons as well as reproductive justice, the ethics of research on pregnant women, and the commodification of reproductive labor.

Instructor: Galanne
Prerequisite: Open to sophomores, juniors, and seniors with one WGST course or permission of instructor.
Distribution: REP
Term(s): Fall

**WGST 214 - Women and Health (1.0)**

This multi-disciplinary course introduces a broad range of concepts and issues related to the highly diverse group we call “women” and their health with a primary focus on the United States. The first half of the course explores basic definitions, concepts, data, and narratives regarding women's health needs, status, and experiences, the social determinants of health, women’s health movements, women as midwives and community health workers, and related health care including insurance and recent reforms. The second half of the course focuses on three interrelated health realms: sexual and reproductive health, violence, and mental health.

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

**WGST 215 - Gender Inequality and Sexualities in Denmark and Sweden: Local Policies and Transnational Markets (1.0)**

Feminist scholars have long recognized Denmark and Sweden as among the most gender equal, sexually progressive countries in the world. Bolstered by a strong welfare state and egalitarian values, Sweden and Denmark have been held up as prototypes for their cultivation of gender inclusive
polices. The course will cover a range of topics, including sexual and reproductive markets, sex education, and changing configurations of family. We will also examine how both countries’ welfare states are influenced by markets and consider the extent to which national legislation in a moment of heightened mobility and globalization is equipped to transform societal norms, promote gender equality, and foster sexual freedom and reproductive justice.

WGST 216 - Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots (1.0)

This course proposes an analysis of popular cultural productions and the ways in which they represent Chican@ and Latin@s. Cultural productions go beyond just entertaining an audience: they help to inform how we see ourselves and the world around us. These productions often support traditional stereotypes about marginalized groups. The course will encourage students to question the ways in which Chican@s and Latin@s are reduced to stereotypes that reinforce hierarchies of race and gender. By critically reading popular productions as analyzable cultural texts, we will ask: How do cultural productions perpetuate the "otherness" of Chican@ and Latin@s? What role does sexuality play in the representation of the Chican@/Latin@s subject? In what ways do cultural productions by Chican@/Latin@s resist/challenge negative images?

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

WGST 217 - Growing Up in a Gendered World (1.0)

This course focuses on childhood and the teen years in the United States. How is gender socially constructed in childhood and adolescence? What are the experiences of children and teens in families, schools, and peer groups that contribute to that process? What is the relationship between pop culture and the gendered lives of children and teens? How does gendering vary by race/ethnicity and social class? We will explore the core issues in the field, including the importance of including the voices of children and teens, the ways in which gender is constructed in social interactions, and the intersections of gender, sexuality, and peer status.

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

WGST 218 - Stage Left: Chican@/Latino@ Theatre and Performance (1.0)

This course serves as an introduction to Chican@/Latino@ theatre and performance and the role that class, race, gender, and sexuality play in constructing identity on the stage. We will examine how members of the Chican@/Latino@ community—individuals often marginalized from mainstream theatre productions—embody the public stage as a space for self-expression and resistance. Through an analysis of plays and theatre/performance scholarship, we will identify common themes and important differences in the various productions. We will further consider how community, citizenship, and notions of belonging manifest themselves on the public arena of the stage. We will begin by studying the role of theatre in the social justice movements of the 1960s and trace the changes that Chican@/Latino@ theatre and performance have undergone in subsequent years.

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

WGST 219 - Gender in the Workplace (1.0)

This course explores the experiences of women and men in the changing U.S. workplace. The course will address key issues related to gender, race, and class in the workplace, with a focus on the social organization of work—the nature of work, division of labor, social inequality—and its consequences for women and men; and gendered organizations and processes of gender discrimination, including sexual harassment.

Instructor: Marshall
Prerequisite: WGST 108, WGST 120, WGST 222, or SOC 102.
Distribution: SBA
Term(s): Fall

WGST 220 - American Health Care History in Gender, Race, and Class Perspective (1.0)

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course, we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how gender, race, class, and sexuality have affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: WGST 108, WGST 120, or WGST 222, or by permission of the instructor.
Distribution: HS
Term(s): Not Offered

WGST 222 - Gender and Sexuality in Contemporary American Society (1.0)

Drawing upon feminist, queer, and social science theories of gender and sexuality, this course will examine transformations in the lives of cisgender and transgender people in a contemporary U.S. context. Particular emphasis will be placed on technology, inequality, and activist and scholarly agitations for social justice. Questions we will explore include: To what extent are categories of gender, sexuality, and class socially constructed? How do our understandings of these categories shifted across time and space? How do networked and mobile technologies shape identities and alter individuals' understanding and performance of gender, sexuality, race, and class? Finally, how are carceral politics, border policies, carceral feminist labor arrangements and surveillance practices, among other topics, shaped by race, gender, sexuality, class and citizenship and to what extent are these intersecting positionalisations leveraged in building movements for justice?

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

WGST 223 - Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film (1.0)

The history of Chican@s and Latin@s on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chican@s/Latin@s, this course proposes an analysis of films that trace various stereotypes to examine how those images have been perpetuated, altered, and ultimately resisted. From the Anglificing of names to the erasure of racial backgrounds, the ways in which Chican@s and Latin@s are represented has been contingent on ideologies of race, gender, class, and sexuality. We will be examining how films have typecast Chicanas/Latinas as criminals or as "exotic" based on their status as women of color, and how Chicano/Latino filmmakers continue the practice of casting Chicanas/Latinas solely as supporting characters to male protagonists.

Instructor: Mata
Prerequisite: None
Cross-Listed as: CAMS 240
Distribution: ARS
Term(s): Fall

WGST 225 - Politics and Sexuality (1.0)

This interdisciplinary course will provide an overview of the key texts, topics, debates, and policies that inform the field of sexuality studies. Students will use critical thinking skills to discern how gender and sexuality inform social, political, and historical ways of knowing and being. Because this field of inquiry has developed within the context of many different movements for social change, we will be discussing sexuality with respect to its intersections with feminism and LGBTQ (lesbian, gay, bisexual, transgender, and queer) movements. We will place these alongside critiques of race, nationalism, fundamentalism, and uneven economic development, and will aim to articulate foundational questions about the relationship between power and sexual subjectivity.

Instructor: Gilmore
Prerequisite: One 100-level course or permission of the instructor.
Distribution: LL
Term(s): Spring

WGST 240 - U.S. Public Health (1.0)

A quarter century ago the Institute of Medicine defined the work of public health as “what we as a society do collectively to assure the conditions in which people can be healthy.” Historically rooted in a commitment to social justice, U.S. public health is now renewing its commitment through 1) an epidemiological shift to examine the social, economic, and political inequities that create disparate health and disease patterns by gender, class, race, sexual identity, citizenship, etc., and 2) a corresponding health equity movement in public health practice. This broad-ranging course examines the above as well as the moral and legal grounds of public health, basic epidemiology, and the roles of public and private actors. Highlighted health topics vary year to year.

Instructor: Galanou
Prerequisite: Open to sophomores, juniors and seniors or permission of the instructor.
Cross-Listed as: PESC 240
Distribution: SBA
Term(s): Spring

WGST 249 - Asian American Women in Film (1.0)

This course will serve as an introduction to representations of Asian/American women in film beginning with silent classics and ending with contemporary social media. In the first half of the course, we examine the legacy of Orientalism, the politics of interracial romance, the phenomenon of "yellow face", and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at "Asian American cinema" where our focus will be on...
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contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Instructor: Creef
Prerequisite: None
Cross-Listed as: CAMS 241
Distribution: ARS
Term(s): Not Offered

WGST 250 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

WGST 250H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

WGST 274 - Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns (1.0)
Westerns, a complex category that includes not only films but also novels, photographs, paintings, and many forms of popular culture, have articulated crucial mythologies of American culture from the nineteenth century to the present. From Theodore Roosevelt to the Lone Ranger, myths of the Trans-Mississippi West have asserted iconic definitions of American masculinity and rugged individualism. Yet as a flexible, ever-changing genre, Westerns have challenged, revised, and subverted American concepts of gender and sexuality. Westerns have also struggled to explain a dynamic and conflictive “borderlands” among Native Americans, Anglos, Latinos, Blacks, and Asians. This team-taught, interdisciplinary course will investigate Westerns in multiple forms, studying their representations of the diverse spaces and places of the American West and its rich, complicated, and debated history.

Instructor: Creef, Fisher (American Studies)
Prerequisite: None
Cross-Listed as: AMST 274
Distribution: LL, ARS
Term(s): Fall

WGST 300 - Pain as a Feminist Issue (1.0)
This course examines the phenomenon of pain as a feminist issue. From the science of quantifying pain to the clinical management of it, the role of the person in pain has only recently come to be considered significant. A focus on women's relationships to pain reveals a complex interplay of gender, race, and authority within medical and legal contexts. We will focus on four key areas: disability studies, trauma theory, medical humanities and narrative medicine, and the self-representation of pain in essays, memoirs, and comics.

Instructor: Gilmore
Prerequisite: Open to Juniors and Seniors
Distribution: SBA
Term(s): Spring

WGST 305 - Seminar: Representations of Women, Natives, and Others (1.0)
A feminist cultural studies approach to the representation of race, class, gender and sexuality in film, photography, and art featuring Native Americans. This course examines the longstanding legacy of the Hollywood Western and its depiction of “real innocents” before exploring the rich history of Native American self-representation in film and culture.

Instructor: Creef
Prerequisite: None
Distribution: LL, ARS

WGST 306 - Seminar: Women Leaders at Work (1.0)
More women leaders are in work settings and public office than any prior point in history. However, the fraction of women who are CEOs, board members of major corporations, heads of state and elected representatives in global assemblies remains shockingly small by comparison to the sheer numbers of women workers, consumers, and family decision makers. This course will examine the way that gender, race, and class shape women's access to positions of leadership and power at work. Questions to be considered include: (1) Why are there so few women leaders in work settings? (2) What can we learn about leadership from women who have achieved it?

Four modules for the course are (1) Strategies developed by women who lead; (2) Efforts to achieve parity through policies, e.g., glass ceilings, affirmative action; (3) Tensions between work, family and caregiving and work; and (4) Profiles of Productive Rule Breakers. Students will research women leaders in other sectors and countries.

Instructor: Hertz
Prerequisite: Open to sophomores, juniors and seniors.
Priority will go to Sociology or WGST majors and minors.
Cross-Listed as: SOC 306
Distribution: SBA
Term(s): Spring

WGST 310 - Health Activism (1.0)
The rise of voluntary associations, NGOs (nongovernmental organizations), foundations, politicized health care practitioners, and embodied health movements have transformed the focus, research priorities, and organization of health care and medicine across the globe. This seminar will explore how historically differing stakeholders have transformed the shape and delivery of health care, making what was once believed to be just the domain of physicians into a political sphere. Special attention will be paid to infectious diseases, transnational women's health movement, HIV-AIDS, and gay/lesbian/transgender health care issues.

Prerequisite: WGST 220, WGST 214, WGST 240, or WGST 340 or permission of the instructor.
Distribution: HS
Term(s): Not Offered

WGST 311 - Seminar: Families, Gender, the State, and Social Policies (1.0)
This course examines the politics facing contemporary U.S. families and potential policy directions at the State and Federal Levels. Discussion of the transformation of American families including changing economic and social expectations for parents, inequality between spouses, choices women make about children and employment, daycare and familial care giving, welfare and unemployment, and new American dreams will be explored.

Changing policies regarding welfare and teen pregnancy will also be examined as part of government incentives to promote self-sufficient families. Expanding family (i.e. single mothers by choice, lesbian/gay/trans families) through the use of new reproductive technologies is emphasized as examples of legislative reform and the confusion surrounding gender and social kinship is explored. Comparisons to other contemporary societies will serve as foils for particular analyses. Students will learn several types of research methodologies through course assignments. Student groups will also produce an original social policy case.

Instructor: Hertz
Prerequisite: Open to sophomores, juniors and seniors.
Priority will go to sociology or WGST majors and minors.
Cross-Listed as: SOC 311
Distribution: SBA
Term(s): Not Offered

WGST 312 - Capstone Seminar: Feminist Inquiry (1.0)
This is a multidisciplinary roundtable that aims to provide a forum for students and faculty to explore and discuss the different narratives, approaches, and methodologies of feminist scholarship. Faculty and guest speakers from a range of disciplines will join students to jointly interrogate the history, present, and future of feminist theory and feminist practice. The capstone seminar is designed to facilitate the integration of learning from prior WGST coursework by investigating common themes and differences, compelling students to find their own voice amidst the diversity of feminist thought and approaches.

Instructor: Marshall
Prerequisite: Open to WGST seniors and WGST juniors/minors or by permission of the instructor.
Distribution: SBA
Term(s): Spring

WGST 313 - Fieldwork in Women's and Gender Studies (1.0)
This is a supervised, independent fieldwork project resulting in a research paper, documentary, policy initiative, creative arts presentation, or other research product. This project, developed in conjunction with a WGST faculty member, will have a significant experiential component focusing on research issues and/or gender. Topics should be part of the student’s area of concentration. Students may (1) work in an organization, (2) work with activist or policy makers on social change issues or social policy issues, or (3) design their own fieldwork experience.

Instructor: Staff
Prerequisite: Open to juniors or seniors only. Permission of the instructor required.
Distribution: SBA
Term(s): Fall; Spring

WGST 314 - Seminar: Transnational Feminisms (1.0)
This seminar is structured as a critical engagement of transnational feminisms in a global context. In this course, we will explore how neoliberal globalization, migration, settler colonialism and an intersecting array of complexes – including those of a humanitarian, non-profit, and prison industrial variety – shape, constrain, and complicate agitation for justice across national, political, and human/non-human borders and boundaries. We will further track how ideas about feminism and agitation for gender, queer, transgender and human rights travel across borders, shape systems of response, and promote and/or ameliorate the vulnerability and life opportunities of particular bodies located within particular geopolitical contexts.

Instructor: Musto
Prerequisite: Open to juniors and seniors who have taken any course on gender, race, or sexuality.
Distribution: SBA
Term(s): Fall

WGST 321 - Seminar: Gender, Justice, and Health Policy (1.0)
Various understandings of justice persist and vie for dominance in contemporary health policy debates. Health justice extends beyond recent health care reforms as well as beyond distributive notions of
about the issue of identity and subject formation. We
constructed boundaries of identity being imposed by
ideas about race or sexuality, refusing to conform to gender roles or hegemonic
constructed to benefit racial and gender hierarchies
will examine how the roles of women are
negotiate considerable challenges to their authority.
When women bear witness to their own experiences,
they do so in complex contexts in which they must
how can autobiography provide women with an
adequate vehicle for self representation and truth
telling? How can it also be a means for self
transformation and creative innovation? Analysis of
methodological and theoretical implications of
studying women’s testimony, memoir, graphic
memoir, and hybrid forms. Authors include: Audre
Lorde, Rigoberta Menchu, Adrienne Rich, Patricia J.
Williams, Anita Hill, Phoebe Gloekner, and Jamaica
Kincheloe.

Instructor: Gilmore
Prerequisite: WGST 108, WGST 120
Distribution: EC
Term(s): Fall

WGST 326 - Seminar: Crossing the Border(s):
Narratives of Transgression (1.0)
This course examines literatures that challenge the
construction of borders, be they physical, ideological,
or metaphoric. The theorizing of the border, as more
than just a material construct used to demarcate
national boundaries, has had a profound impact on
the ways in which Chican@/Latin@s have written
about the issue of identity and subject formation. We
will examine how the roles of women are
constructed to benefit racial and gender hierarchies
through the policing of borders and behaviors. In
refusing to conform to gender roles or hegemonic
ideas about race or sexuality, the Chican@ and Latin@ writers being discussed in the
course illustrate the necessity of crossing the
constructed boundaries of identity being imposed by
the community and the greater national culture.

Instructor: Mata
Prerequisite: WGST 108 or WGST 120 and a 200-level
WGST course, or by permission of the instructor.
Distribution: LL
Term(s): Spring

WGST 330 - (Im)Morality on Stage: Repro-
Eugenics in Twentieth-Century United States
This seminar engages bioethics, history, and cultural
and theatre studies to examine the morality of
reproductive eugenics in twentieth-century United
States. To set the social-historical context, we study
contemporary birth control and population
control movements and resistance to them as well as
the gender, race, and class relations manifest in
public health/healthcare. We analyze (though not
exclusively) the state-sanctioned sterilization of
low-income persons in North Carolina and examine the
moral, medical, and other arguments given for and
against this program and others. Drawing on theatre
studies to educate about social justice and social
change, we stage a reading of a play about the 1960’s
sterilization of North Carolinians. We also investigate
the legal, regulatory, and political strategies used to
address state responsibility for such harm.

Instruction: Mata and Galanrne
Prerequisite: Open to juniors and seniors with
permission of the instructors.
Distribution: ARS; REP
Term(s): Not Offered

WGST 340 - Seminar: Global Health (1.0)
This seminar explores contemporary
global/international health through a political
economy perspective that extends the disease-
oriented, biomedical model of global health through
engagement with the social determinants of health
including gender, income inequality, culture, and
nationality. Absent a global health infrastructure, we
devote particular attention to the influential role of
the United States in shaping global health and
disease. South-to South efforts to improve individual
and community health are also studied. We examine
tese subjects primarily through close readings of
texts, weekly writing, seminar discussion facilitated by
students and faculty, and student research.

Instructor: Galanrne
Prerequisite: Open to juniors and seniors who have
taken WGST 108 or WGST 120, and one health-related
course, or by permission of the instructor.
Distribution: SBA
Term(s): Spring

WGST 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to
juniors and seniors.
Distribution: None
Term(s): Fall; Spring

WGST 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Term(s): Fall; Spring

WGST 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in
the first semester and carry out independent work
under the supervision of a faculty member. If
sufficient progress is made, students may continue
with Senior Thesis (370) in the second semester.

WGST 370 - Senior Thesis (1.0)
Prerequisite: WGST 360 and permission of the
department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in
the first semester and carry out independent work
under the supervision of a faculty member. If
sufficient progress is made, students may continue
with Senior Thesis (370) in the second semester.
THE WRITING PROGRAM

Writing Program Faculty Profiles

Writing is central to academic life at Wellesley and will continue to play an important role in most students’ lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. The starting point for writing at Wellesley is the First-Year Writing (FYW) requirement. All students are required to fulfill the FYW requirement by taking an introductory course in expository writing during their first year at Wellesley. Courses fulfilling this requirement, numbered WRIT 101 to WRIT 198, make up the majority of the course offerings in the Writing Program. These courses are taught by faculty from many departments as well as by a team of writing professionals based in the Writing Program. All FYW faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, and as a way to participate in civic life.

All FYW courses have the primary goal of helping students establish a useful writing process, from developing ideas through drafting and revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard FYW course (meeting two periods a week and addressing a well-defined topic related to the instructor’s expertise), or to study writing as part of an introductory course in another department. These latter are called “combined courses” and offer departmental course numbers in their titles, for example WRIT 105/ENG 120. The combined courses carry one unit of credit, full distribution and/or major requirements, and meet for at least three periods each week.

In addition to these combined courses, the Writing Program also offers courses designed for students who need additional help making the transition from high school composition and writing. In 2017-2018, students enrolled in the Wellesley Plus Program will enroll in WRIT 120, WRIT 122, or WRIT 132 in the spring. In the fall, we offer WRIT 121, WRIT 127, and WRIT 132, all of which provide extra support for students for whom one or more of the following is true: they did not do much writing in English in high school; they received scores of less than 600 on the Writing or Critical Reading sections of the SAT; or they find writing especially challenging or anxiety-producing. Placement into these sections occurs during summer pre-registration, and students interested in them should contact the Writing Program director.

In 2017-2018, the Writing Program will offer WRIT 116/117, a full-year experience combining a First-Year Writing course and a First-Year Seminar. Students electing this option must complete both semesters of the course in order to fulfill the First-Year Writing requirement.

Students who wish to pursue the study of writing beyond the introductory course may select WRIT 201 (an intensive workshop and tutorial for students who want more practice with academic writing), WRIT 307 (on grant writing), WRIT 390 (a Calderwood Seminar in Public Writing), or independent study in writing (WRIT 250 for a full unit or WRIT 250H for a half-unit of credit). Many courses at Wellesley outside the Writing Program curriculum emphasize writing, offering students the opportunity to study writing as part of their disciplinary study. Students wishing to pursue course work in creative writing should consult the English Department course listings.

FYW courses offered in the fall semester will be covered by the college’s shadow grading policy. In most writing courses, faculty members give students letter grades during the semester and on their semester grade reports, though those semester grades will be shadowed on students’ transcripts. In others writing classes, no letter grades will be given at any point. These latter types of courses are designated with “No letter grades given” in the course description.

PLEASE NOTE: Students may not take a second First-Year Writing course (WRIT 101 to WRIT 198) unless they have the written consent of the director of the Writing Program.

WRIT - Writing Courses

WRIT 1005 - Studies in Memoir (1.0)

Personal essays and memoirs are forms of writing that attempt to arrive at truths through self-exploration. In this class, students read celebrated personal essays and memoirs that are noteworthy for their writing styles as well as for the stories they tell. In many of our readings, language and literature play significant roles in the lives of the authors/narrators. In classroom exercises and homework, students analyze literary elements such as conflict, characterization, dialogue, exposition, setting and metaphor and then apply these elements to their own personal writing. This course combines reading, writing, workshop, revision and discussion. Writing assignments include both analytical/expository essays as well as creative nonfiction.

Instructor: O’Connor
Prerequisite: None
Distribution: None
Term(s): Summer II

This course is restricted to students enrolled in the summer Pre-College Residential Program. It does not meet the Wellesley College writing requirement. Grading is mandatory credit/no credit.

WRIT 105 - ENG 120 Critical Interpretation (1.0)

This is the writing section of ENG 120 Critical Interpretation and includes a third session each week. This course introduces students to a level of interpretative sophistication and techniques of analysis essential not just in literary study but in all courses that demand advanced engagement with language. In active discussions, sections perform detailed readings of poetry drawn from a range of historical periods with the aim of developing an understanding of the richness and complexity of poetic language and of connections between form and content, text and cultural and historical context. The reading varies from section to section, but all sections involve learning to read closely and to write persuasively and elegantly. Required of English majors and minors.

Instructor: Wall-Randell, Sabin, Brogan (English)
Prerequisite: None
Distribution: LL; W
Term(s): Fall; Spring

This course satisfies both the First-Year Writing requirement and the critical interpretation requirement of the English major. Includes a third session each week.

WRIT 107 - ARTH 100 The Power of Images: An Introduction to Art and its Histories (1.0)

Why does art matter? Because images, buildings, and environments shape our ways of understanding our world and ourselves. Learning how to look closely and analyze what you see, therefore, is fundamental to a liberal arts education. Within a global frame, this course provides an introduction to art and its histories through a series of case studies, from ancient China’s terracotta army to Picasso’s Demoiselles d’Avignon. Meeting three times weekly, the class will draw on these case studies to explore concepts of gender and race, cultural appropriation, political propaganda, and other issues. Assignments focus on developing analytical and expressive writing skills and will engage with the rich resources of Wellesley College and of Boston’s art museums. The course fulfills both the Writing requirement and the ARTH 100 requirement for art history, architecture, and studio majors.

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

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

WRIT 109 - RUSS 109 Great Short Stories from Russia (1.0)

Russian literature has given the world some of the best stories ever told, and this course surveys two centuries’ worth of them. Someone once quipped that all of twentieth century Russian literature came out of Nikolai Gogol’s “Nose.” Beginning with the “Nose” and other fantastic/strange-stories by Gogol, we will go on to read short works by some of the finest prose writers of the nineteenth century: Pushkin, Lermontov, Turgeniev, Dostoevsky, Tolstoy, Chekhov, and Gorky. Moving on, we will explore Russia’s twentieth-century revolutions in art and politics through stories by the writers who defined this epoch of transformation: Andreev, Zamiatin, Bunin, Babel, Zoschenko, Platonov, and Kharm. In closing out the course, we will focus on short stories from writers of the Russian emigration and post-Soviet periods: Nabokov, Shalamov, Sinaysky, Petrushevskaya, Ulitskaya, Pelevin, and Sorokin.

Instructor: Cieply (Russian)
Prerequisite: None. Open only to first-year students.
Distribution: LL; W
Term(s): Spring

No prior knowledge of Russian language or literature is required. This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Russian Language and Literature. Includes a third session each week.

WRIT 110 - WGST 108 The Social Construction of Gender (1.0)

This course discusses the ways in which gender is socially constructed through social interactions and within social institutions. The relationships among gender, race, ethnicity, and social class will be stressed. The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts: political, economic, religious, educational, and familial.
Instructor: Marshall (Women's and Gender Studies)
Prerequisite: None. Open only to first-year students.
Distribution: SBA; W
Term(s): Fall
This course satisfies the First-Year Writing requirement and counts as an introductory course toward the major in Women's and Gender Studies. Includes a third session each week.

WRIT 111 - CAMS 115 Hitchcock, Auteur (1.0)
What is it that draws filmmakers, critics, writers, and scholars back to the films of Alfred Hitchcock, time and time again? What shots and frame compositions tempt filmmakers to imitation and homage? What narrative themes seduce critics? What paradoxes puzzle scholars and writers? To what extent is Hitchcock's work within the frames of film theory, an auteur as much as a director? To what extent did he collaborate with others—screenwriters, composers, actors, cinematographers, and yes, his own wife and daughter—to produce enduring works of art? In reading, viewing, analyzing, and writing about films from all periods of Hitchcock's work, students will use these questions to shape our understanding of film and film theory.
Instructor: Wood (The Writing Program and CAMS)
Prerequisite: None. Open only to first-year students.
Distribution: ARS; W
Term(s): Fall
This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Cinema and Media Studies. Includes a third session each week.

WRIT 112 - ECON 104 Contemporary Economic Issues (1.0)
We are living through the most turbulent economic times in recent history, and we find ourselves facing a dizzying array of pressing economic policy choices: on housing policy, on taxation, on health care, and on the environment, just to name a few. This course aims to use the basic tools of introductory economics to understand and to practice writing cogently about several of these contemporary economic issues. We will draw on the popular press, the blogosphere, and the academic literature for reading material. Writing assignments will focus on the art of writing clearly, concisely, and precisely about quantitative phenomena. This will include learning how to gather, organize, and write about data for nontechnical audiences.
Instructor: Rothschild (Economics)
Prerequisite: International Baccalaureate credit in Economics (a score of 5, 6, or 7 on the IB exam) or Advanced Placement credit (a score of 5) in Microeconomics and Macroeconomics, and by permission of the instructor. Open only to first-year students.
Distribution: SBA; W
Term(s): Fall
Ann M. Maurer '51 Speaking Intensive Course. This course is designed to serve as a bridge between high-school and sophomore-level college economics for students with AP or IB credit. This course satisfies the First-Year Writing requirement and counts as a unit toward the major in Economics. Includes a third session each week.

WRIT 114 - EDUC 102 Education in Philosophical Perspective (1.0)
This course is guided by questions such as: What is education? How do an individual’s own efforts to make sense of the world and to guide her life relate to schools and academic work? To the diversity of experiences and cultures? What should the aims of education be? The focus will be on perspectives and processes of learning and teaching. We will use the works of earlier thinkers (for example, Confucius, Plato, and Dewey) and contemporary writers as starting points in our investigations.
Instructor: Hawes (Education)
Prerequisite: None. Open only to first-year students.
Distribution: EC; W
Term(s): Spring
This course satisfies the First-Year Writing requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week. Mandatory credit/noncredit.

WRIT 116Y - First-Year Seminar: You Are (Not) Here: Living and Writing in the Age of Distraction (1.0)
We are living in an age of unprecedented access to information and have the means for immediate communication, thanks to advances in technology. However, connecting to this virtual, ceaselessly changing world often means turning away from the physical realm and prioritizing immediate reaction over thoughtful reflection. In this first semester of a year-long, interdisciplinary course, we will investigate the boundless opportunities, and the real challenges, of living and writing in the age of distraction. How do we understand ourselves and each other as we toggle between the virtual and the physical worlds? How do we create meaningful ideas and understand communities? Students will explore these questions, both inside the conventional classroom and beyond, by writing about social media, literature, art, and psychology, as they explore Boston and its environs.
Instructor: Bryant (The Writing Program)
Prerequisite: This course is part of a year-long sequence (WRIT 116Y followed by WRIT 117Y). Students must complete both semesters in order to fulfill the college’s writing requirement. Open only to first-year students.
Distribution: LL; W
Term(s): Fall
No letter grades given.

WRIT 117Y - First-Year Seminar: You Are (Not) Here: Living and Writing in the Age of Distraction (1.0)
We are living in an age of unprecedented access to information and have the means for immediate communication, thanks to advances in technology. However, connecting to this virtual, ceaselessly changing world often means turning away from the physical realm and prioritizing immediate reaction over thoughtful reflection. In this second semester of a year-long, interdisciplinary course, we will investigate the boundless opportunities, and the real challenges, of living and writing in the age of distraction. How do we understand ourselves and each other as we toggle between the virtual and the physical worlds? How do we create meaningful ideas and understand communities? Students will explore these questions, both inside the conventional classroom and beyond, by writing about social media, literature, art, and psychology, as they explore Boston and its environs.
Instructor: Bryant (The Writing Program)
Prerequisite: This course is part of a year-long sequence (WRIT 116Y followed by WRIT 117Y). Students must complete both semesters in order to fulfill the college’s writing requirement. Open only to first-year students.
Distribution: LL; W
Term(s): Fall
Mandatory credit/none.

WRIT 120 - The Maternal in Film (1.0)
Film theorist MaryAnn Doane observes that "in Western culture, there is something obvious about the maternal, which has no counterpart in the paternal"—and whatever it is that is obvious about motherhood is represented and played out in countless films. In this course, we will test Doane’s claim, examining multiple versions of “the mother” in Hollywood cinema, both classic and contemporary. Among the motherly archetypes we will consider are: the self-sacrificing mother of ’40s melodrama, the monstrous mother of the ’50s, women-who-could-never-be-mothers of film noir, the absent mother of the ’80s and ’90s, and (possibly), as we investigate race and immigration issues, mother as “other.” Writing assignments will ask students to analyze films using the techniques of film analysis to be taught in the course.
Instructor: Wood (The Writing Program and Cinema and Media Studies)
Prerequisite: Enrollment restricted to students in the Wellesley Plus Program. Open only to first-year students.
Distribution: W
Term(s): Spring
Registration in this course is restricted to students selected for the Wellesley Plus Program. This course will provide extra academic support and intensive preparation for the demands of writing at the college level. Mandatory credit/none.

WRIT 121 - Almost Touching the Skies: Women’s Coming of Age Stories (1.0)
This course will examine what it means to come of age as a woman in contemporary America by focusing on how the narrative has changed since the 1880’s. Through a variety of readings by writers anthropologist in Almost Touching the Skies, including Zora Neale Hurston, Toni Cade Bambara, Shirley Geok-lin Lim, Kate Chopin and Louise Meriwether, we will look at how the stories we read shape us, and how we, in turn, write our own stories. In so doing, we both conform to an established tradition and create a new one. We will pay particular attention to how to weave an original tale against the backdrop of an unfamiliar history.
Instructor: Bryant (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall
This course is appropriate for students who have not done much writing in English in high school, or who lack confidence in their writing. It will provide extra academic support and intensive preparation for the demands of writing at the college level. No letter grades given.

WRIT 122 - Wellesley and the World (1.0)
Wellesley’s mission is to educate “women who will make a difference in the world.” In this course, we will study Wellesley’s place in the world, particularly its role in shaping American higher education, promoting wellness and fitness, advancing women’s rights, and influencing politics and world health. We will also study the world that is Wellesley, with special emphasis on the College’s historic buildings and unique landscape architecture.
Instructor: Johnson (The Writing Program)
Prerequisite: Enrollment restricted to students in the Wellesley Plus Program. Open only to first-year students.
Distribution: W
Term(s): Spring
Registration in this course is restricted to students selected for the Wellesley Plus Program. This course will provide extra academic support and intensive preparation for the demands of writing at the college level. Mandatory credit/none.
WRIT 1225 - Wellesley and the World (1.0)
Wellesley’s mission is to educate "women who will make a difference in the world." In this course, we will study Wellesley’s place in the world, particularly its role in shaping American higher education, promoting wellness and fitness, advancing women’s rights, and influencing politics and world health. We will also study the world that is Wellesley, with special emphasis on the College’s historic buildings and unique landscape architecture.
Instructor: Johnson (The Writing Program)
Prerequisite: None
Term(s): Summer II
This course is restricted to students enrolled in the summer Pre-College Residential Program. It does not meet the Wellesley College writing requirement. Grading is mandatory credit/no credit.

WRIT 127 - Writing for Change: Protest Literature in America (1.0)
How have writers and artists in the U.S. used the power of words, images, and sound to promote social change? We will explore this question by examining an array of texts within their specific cultural contexts, including the founding documents of the American Revolution, abolitionist speeches, 1930s documentary photography, postwar Civil Rights and feminist narratives, and contemporary transgender autobiography. Students will analyze the rhetorical strategies of these works of protest literature, assessing their influence on laws, social practices, and cultural values. Students will also practice protest as they explore the possibilities and limits of writing with a purpose in America today.
Instructor: Battat (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall
This course is appropriate for students who have not done much writing in English in high school, or who lack confidence in their writing. It will provide extra academic support and intensive preparation for the demands of writing at the college level. No letter grades given.

WRIT 132 - Class Matters in American Writing and Culture (1.0)
Through the lens of social and economic class, we will examine a range of materials that seek to document the realities of everyday life. Readings and discussions of modern American fiction, poetry, memoir, non-fiction essays will prompt us to ask: what are the enduring myths of social mobility and success? How does perceived or actual class position inform selfhood, access to resources and opportunities, and relationships to local, national, and international communities? What do we learn about class from stories situated outside an American context? What are the relationships between class and other forms of identity (e.g. race, gender, sexuality)? How do class issues intersect with human rights advocacy and social justice movements? Writing assignments will allow an examination of these questions in a range of genres.
Instructor: Brubaker (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall; Spring
This course will provide extra academic support and intensive preparation for the demands of writing at the college level. The fall offering of this course is appropriate for students who have not done much writing in English in high school, or who lack confidence in their writing. No letter grades given.
Registration in the spring offering of this course is restricted to students selected for the Wellesley Plus Program. Mandatory credit/noncredit.

WRIT 134 - A Nation of Immigrants? American Migration Myths and the Politics of Exclusion (1.0)
The United States has defined itself as an exceptional "nation of immigrants" whose easy access to citizenship and democratic pluralism sets it apart from the rest of the world. But is this really true? How do the history of slavery, colonization, nativism, and recent travel bans complicate this narrative of inclusion? How do migrants who are not European, white, and Christian tell different kinds of stories about their encounters with America? Students will analyze autobiographies, films, museum exhibits, and scholarly histories to understand how American immigration narratives have influenced public policy, social attitudes, and the meaning of "America" today.
Instructor: Shetley (English)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring
Mandatory credit/noncredit.

WRIT 1345 - Alternative Worlds, American Dreams (1.0)
We will read a diverse range of modern science fiction stories with an aim toward understanding how these texts represent, critique, and imagine alternatives to existing social, political, economic, and environmental conditions. Through stories by writers such as Ursula K. Le Guin, Philip K. Dick, Octavia Butler, Ted Chiang, Nancy Kress, and Gene Wolfe and films such as Blade Runner, Another Earth, and District 9, we will explore how science fiction reimagines and challenges traditional ideas about ourselves, complicating easy distinctions between mind and body, human and machine, alien and native, self and other. Writing assignments include a personal blog, two analytic essays, a researched paper, a film review, and a fictional story.
Instructor: Agosin (Spanish)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring
Mandatory credit/noncredit.

WRIT 140 - Romantic (and Unromantic) Comedy (1.0)
"Boy meets girl" has long been a classic starting point, in both literature and the movies. This course will focus on romantic comedy in American cinema, with significant historical and literary sources. We will view films from the classic era of Hollywood (It Happened One Night, The Lady Eve), the revisionist comedies of the 1970s and beyond (Annie Hall, My Best Friend's Wedding), and perhaps some of the decidedly unromantic comedies of recent years (Knocked Up). We will also read one or two Shakespeare plays, and a Jane Austen novel, to get a sense of the literary precedents that established the paradigms within which cinematic comedy operates.
Instructor: Shetley (English)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall; Spring

WRIT 142 - Creative Lives, Political Lives: Latin American Writers and the Nobel Prize (1.0)
This course will give students the opportunity to explore the writing and the lives of Latin America's Nobel Prize Winners for Literature, including Gabriela Mistral, Mario Vargas Llosa, Octavio Paz, and Pablo Neruda. Students will read these authors' important and varied literary works, as well as some of their non-literary writings. In so doing, students will learn about the ways in which these writers have engaged with the political and cultural movements of their times, becoming influential public intellectuals in their respective countries. Students will also consider the politics of the Nobel Prize: Who wins the world's most prestigious literary honor, and why? What responsibilities do Nobel winners have to literature, and to the world?
Instructor: Agosin (Spanish)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring
Mandatory credit/noncredit.

WRIT 146 - Alternative Worlds, American Dreams (1.0)
We will read a diverse range of modern science fiction stories with an aim toward understanding how these texts represent, critique, and imagine alternatives to existing social, political, economic, and environmental conditions. Through stories by writers such as Ursula K. Le Guin, Philip K. Dick, Octavia Butler, Ted Chiang, Nancy Kress, and Gene Wolfe and films such as Blade Runner, Another Earth, and District 9, we will explore how science fiction reimagines and challenges traditional ideas about ourselves, complicating easy distinctions between mind and body, human and machine, alien and native, self and other. Writing assignments include a personal blog, two analytic essays, a researched paper, a film review, and a fictional story.
Instructor: Agosin (Spanish)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring
Mandatory credit/noncredit.

WRIT 150 - Fantastic Fictions (1.0)
When fiction blurred or crossed the line between our "real world" and "other worlds," the reader (as well as the narrator or main character) has entered the realm of "the fantastic," a genre that (broadly interpreted) contains "the uncanny," "the ghost story," and "magical realism." We will read and write "fantastic" short stories by nineteenth-century, twentieth-century,
and twenty-first writers from all over the world: Edgar Allan Poe, Nikolai Gogol, Franz Kafka, Gabriel García-Márquez, Isak Dinesen, Yanarui Kawabata, Karen Russell, Amy Bender, Midori Ozaki.

### WRIT 151 - Lost in Translation: At the Crossroads of Self-discovery (1.0)

This course explores how young characters standing at the crossroads of two cultures seek to define their identity. Raised in Asian and Francophone languages and cultures, these first-person narrators confront the challenges of self-expression and self-creation in cultures not their own. Readings in Francophone, Asian Francophone, and American Asian literature will be discussed. We will ask a number of critical questions raised by these books of the self: How can we express what it means to live in the gap between different cultural, linguistic, and socioeconomic spaces? How do we come to terms with the impossibility of belonging? How does one articulate the defining moments of a life, and how do these inform the development of identity? How, ultimately, do the struggles of these characters speak to our own?

**Instructor:** Sides  
**Prerequisite:** None. Open only to first-year students.  
**Distribution:** W  
**Term(s):** Fall  
**No letter grades given.**

### WRIT 152 - Growing Up In the Novel (1.0)

Because we’ve grown up reading the novels of the nineteenth, twentieth, and twenty-first centuries, we take for granted that the novel as a genre has a deep investment in a plot that begins with an immature protagonist and traces his or her progress (gender matters here, in ways we will discuss) over the course of the novel. We will investigate this pattern by reading and writing about novels that both conform to and interrogate it. We will also think about why this plot has come to dominate the novel. Readings may include Charlotte Bronte’s Jane Eyre, George Eliot’s The Mill on the Floss, Virginia Woolf’s The Voyage Out and D.H. Lawrence’s Sons and Lovers.

**Instructor:** Rodensky (English)  
**Prerequisite:** None. Open only to first-year students.  
**Distribution:** W  
**Term(s):** Fall  
**No letter grades given.**

### WRIT 154 - Beauties and Beasts: Tales of Transformation from Antiquity to the Present (1.0)

What makes us human? What distinguishes us from gods, from animals, from unerringly beasts? Can love, desire, or beauty transform us in body or spirit? Do people ever really change? These are questions that writers have grappled with since antiquity. In this course, we will explore several ancient texts and their ideas about identity, transformation, and growth, including Metamorphoses by Ovid and Apuleius and Augustine’s Confessions. We will then turn to modern texts written by women that appropriate these stories for new audiences and genres, including de Beaumont’s Beauty and the Beast and Mary Zimmerman’s recent theatrical adaptation of Ovid. In so doing, we will consider how metamorphosis myths are themselves transformed over time, shaped by the beliefs and perspectives of different eras and writers.

**Instructor:** Ulrich (Classical Studies)  
**Prerequisite:** None. Open only to first-year students.  
**Distribution:** W  
**Term(s):** Fall  
**No letter grades given.**

### WRIT 155 - The Selfie in American Life (1.0)

This course will examine how the rapid-fire pace of technology is changing the way we see ourselves, the way we present ourselves to the world, and our fundamental understanding of our relation to the world around us. Through the use of social media platforms like Facebook, Snapchat, Twitter, Vine, Pinterest, Yik Yak, Tinder, Hinge, Instagram, and Tumbler, to name just a few, we are all constantly forming and reforming our identities, thereby changing the nature of human experience. By altering the course of our lives, we are reformatting the age-old questions: How do we discover who we are? How do we show the world who we are? We will read a series of books, traditional and untraditional, by discovered and undiscovered authors, to analyze the way this seismic shift is being documented and portrayed in fiction and non-fiction.

**Instructor:** Bryant (The Writing Program)  
**Prerequisite:** None. Open only to first-year students.  
**Distribution:** W  
**Term(s):** Spring  
**Ann E. Maurer ’51 Speaking Intensive Course.**

### WRIT 155S - The Selfie in American Life (1.0)

This course will examine how the rapid-fire pace of technology is changing the way we see ourselves, the way we present ourselves to the world, and our fundamental understanding of our relation to the world around us. Through the use of social media platforms like Facebook, Snapchat, Twitter, Vine, Pinterest, Yik Yak, Tinder, Hinge, Instagram, and Tumbler, to name just a few, we are all constantly forming and reforming our identities, thereby changing the nature of human experience. By altering the course of our lives, we are reformatting the age-old questions: How do we discover who we are? How do we show the world who we are? We will read a series of books, traditional and untraditional, by discovered and undiscovered authors, to analyze the way this seismic shift is being documented and portrayed in fiction and non-fiction.

**Instructor:** Bryant (The Writing Program)  
**Prerequisite:** None.  
**Distribution:** None  
**Term(s):** Summer II  
**This course is restricted to students enrolled in the summer Pre-College Residential Program. It does not meet the Wellesley College writing requirement. Grading is mandatory credit/no credit.**

### WRIT 156 - Taste (1.0)

What does it mean to have good or bad taste in literature, music, fashion? People sometimes say they enjoy books they think are “bad” (like the Twilight series) and don’t enjoy books they consider great (Moby-Dick or Paradise Lost). How is that possible? Is your own taste something unique about you, or does it reflect your social class, your education, age, or gender, ethnic or regional background? We’ll read philosophers, sociologists, critics, and other writers to help us answer such questions. Throughout we’ll consider what role taste may play in improving our writing. Can a qualitative, non-rule-bound form of judgment like taste help guide our intellectual lives and academic work? Or is taste too arbitrary and subjective to be intellectually useful?

**Instructor:** Nagle (English)  
**Prerequisite:** None. Open only to first-year students.  
**Distribution:** W  
**Term(s):** Spring  
**WRIT 157 - What Music Makes Us Feel (1.0)**

What makes music so emotional? How can it move us to tears, give us goosebumps, make us want to dance, or conjure powerful memories? In this course, we will investigate these questions by considering music’s relationship to three kinds of human experience—trauma, ecstasy, and fantasy. We will consider how music impacts war veterans, abuse survivors, and people suffering from mental and emotional disorders. We will study the transcendent musical emotions of people who participate in religious rituals, “superfans” who follow bands on tour, devotees of drag culture, and participants in large-scale events such as Burning Man and Coachella. Finally, we will study individuals who claim to have no affinity for music, as well as people who suffer from amusia, the neurological inability to process musical pitch.

**Instructor:** Johnson (Music)  
**Prerequisite:** None. Open only to first-year students.  
**Distribution:** W  
**Term(s):** Spring  
**Mandatory credit/noncredit.**

### WRIT 158 - Bestsellers after the Boom: Contemporary Latin American Literature in Translation (1.0)

"The Boom" was how publishers described the rapid rise of a select group of Spanish-American authors to the forefront of the international literary scene in the 1960s. This course focuses on Latin American literature written during the "post-Boom," from the 1970s to the present. We will read a variety of texts, including testimonials, detective fiction, erotic fiction, essays, and poetry. We will consider the popularity of “magic realism” novels, and reflect on the origins and limitations of the term in discussions of Latin American fiction. We also will explore the limits of literary canons and genre categories and read texts that question social constructions of individual, cultural, and national identities. Moreover, we will consider the role of translators and the cultural politics that influence their “recreations” of Latin American texts, as well as the impact of translations upon the international literary marketplace.

**Instructor:** O’Connor (Spanish)  
**Prerequisite:** None. Open only to first-year students.  
**Distribution:** W  
**Term(s):** Fall, Spring  
**Ann E. Maurer ’51 Speaking Intensive Course.**

The fall offering of this course will be, No letter grades given and the spring offering, Mandatory credit/noncredit.

### WRIT 160 - The Magic of Everyday Life: Stories About Our Culture (1.0)

Fascinating cultural practices are found not only in far-off places but are also embedded in the stories of our everyday lives. From our families and friends to taxi drivers and grocery clerks, everyone’s personal history has something to teach us. Written accounts of culture (called ethnographies) are created from these narratives of how people live their lives. What extraordinary stories of culture are hidden in local, everyday places? What does it mean to write someone else’s story? Or our own? What can we learn about culture by translating oral histories into words? With the understanding that some of the most interesting stories about human culture are told in our own backyards, we will approach writing
WRIT 161 - Hidden Worlds: Desert Islands, Ghost Towns, Invisible Cities, and Writing about Place (1.0)

Have you ever wondered why some places evoke strong emotions, or why particular locations are charged with powerful meaning? Through the lenses of cultural geography and anthropology, this course explores the complex relationship between human beings, their emotions, and their environment. Key questions include: How can feelings for the places from our past and present be written into words? What are the qualities of a place that evoke certain emotions and memories? How do our memories of places change over time? What effect do collective memories have on individual remembrances? By reading memoirs, cultural histories, and critical essays, students learn how space and place can be translated into texts. Students will create their own written geographies of memory and analyze popular conceptions of space and place.

Instructor: Armstrong (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall
No letter grades given.

WRIT 162 - Environmental Law: Policy and Action (1.0)

Can laws change the way we treat the planet and prevent environmental catastrophe? We will read and analyze landmark court decisions about major environmental laws, from the 1960s to today, including the Clean Air Act, the Clean Water Act, the Endangered Species Act, Superfund, and the Resource Conservation and Recovery Act. We will learn how these decisions have affected policy and practice in protecting people and the environment. We will also track how the actions of the new Executive Branch and Congress in 2017 might affect key federal legislation on the environment, and the Supreme Court’s previous rulings on these laws.

Instructor: Viti (The Writing Program)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall
No letter grades given.

WRIT 166 - Constitution 3.0: Freedom, Technology, and the Law (1.0)

We will focus on the intersection between American constitutional law and the digital revolution that has spawned so many technologies that affect—and have already begun to jeopardize—our constitutional rights and freedoms. Students will read and write about seminal Supreme Court cases focusing on the right of privacy and the power of the government to regulate channels of communication, including radio, television, and the Internet. We will also study legislation and cases about new technologies that enable surveillance of suspected criminals and good citizens as well. Other course topics include net neutrality, live feeds, security surveillance techniques, artificial intelligence, cloning, MRI technology, and airport scanning procedures.

Instructor: Viti (The Writing Program)
Prerequisite: None. Open only to first-year students.

WRIT 171 - The Influence of Place (1.0)

How does where you are affect who you are? Throughout the semester we will draw from important writings on nature and the environment that depict and rely on a strong sense of place. From the scientific perspective of Alan Lightman’s Our Place in the Universe to Annie Dillard’s laser-focused compositions on place, we will learn about different ways to understand and write about spatial identity. We will cross disciplinary boundaries in our examination of the interactions of both humans and non-humans with their environment. Students will actively engage with different locations around and nearby campus, exploring the environment and using current geographic data and maps to more deeply investigate the powerful influence of place.

Instructor: Thomas (Biological Sciences)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring
Mandatory credit/noncredit.

WRIT 177 - Live and Learn: Understanding Mind-Body Connections (1.0)

This course traces the history of exercise and wellness practices in Western culture, focusing on the development of scientific knowledge about the effects of physical activity on physiology, cognitive processes, and overall well-being. Students will learn about activity practices and cultural attitudes toward exercise, from ancient times to the present day, with a special emphasis on exercise within educational settings. They will also learn about today’s cutting-edge research on the subject, gaining an understanding of the principles and mechanisms associated with physical activity and the beneficial influences it exerts on body and mind. In addition, students will examine emerging exercise science applications and public health policies that impact wellness lifestyle choices and standards in schools and colleges. Students will utilize health and fitness technology to monitor their own physiological processes to put their understanding into practice.

Instructor: Johnson (The Writing Program), Bauman (Physical Education)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall
Includes a third session each week. No letter grades given.

WRIT 181 - Creation and Re-Creation: Adaptation in the Performing Arts (1.0)

In this course we will investigate the transformative journey art takes when it is adapted for performance. We will examine what happens to art as it moves from short story to stage, from board game to cult film, from graphic novel to Tony-winning musical and beyond. We will explore what motivates an artist to adapt a work into a new medium, considering what is gained or lost in the process of re-creation. Our work will be to understand the form, content, and social context of various artistic sources, to assess public and critical reception of their adapted forms, and to propose potential new directions for artistic re-creation.

Instructor: Rainier (Theatre Studies)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring
Mandatory credit/noncredit.

WRIT 184 - Words of Faith, Words of Action: Christian Spiritual Classics (1.0)

What explains the enduring appeal of seminal Christian spiritual texts? Is it writing style? Personality and circumstances of the authors? Descriptions of a spiritual realm? Or their practical advice for living harmoniously and responsibly? We can ask these questions to help us gain insight into the practice of reflection and the craft of writing, whether or not we share the authors’ beliefs. The course will begin with three famous autobiographies from earlier times. Our focus will then be on 20th-century texts of varied genres, including Dietrich Bonhoeffer’s letters on his resistance to Hitler, Martin Luther King, Jr.’s sermons, Carter Heyward’s essays on erotic spirituality, and a Japanese novel by Shûsaku Endô. We will conclude with 21st-century works that may also become “classics.”

Instructor: Elkins (Religion)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Spring
Mandatory credit/noncredit.

WRIT 187 - From Miracles to Mesmerism: The Cultural History of the Scientific Revolution (1.0)

Current controversy about climate change is only the latest in a long history of disagreements about scientific fact in the West. When do such disagreements happen, and how do they get resolved? To answer these questions, this course examines one of the most radical and conflict-ridden transformations in Western beliefs about the natural world: the “scientific revolution” that gave birth to modern science and medicine between 1500 and 1800. We will focus on moments of controversy that illuminate the cultural mechanics of this transformation: disagreement about the relationship between science and theology, contested new practices of experimentation, and conflicts over “animal magnetism” and the biology of gender. We will conclude by applying lessons of the course to present-day science-related issues.

Instructor: Grote (History)
Prerequisite: None. Open only to first-year students.
Distribution: W
Term(s): Fall
No letter grades given.

WRIT 201 - Intensive Writing Workshop (1.0)

This course will help students become more confident and proficient in the writing that they do at Wellesley and beyond. Students will design an individualized syllabus around a topic of interest to them and focused on the areas of writing in which they most want to improve. Building on what they learned in their 100-level WRIT course, students will become more adept at working with sources, developing their thinking, and communicating their ideas clearly and purposefully. There will be two class meetings per week. In one, all students will meet as a group with the professor, engaging in feedback and brainstorming. In the second meeting, students will meet individually with a TA to discuss readings and assignments.
Prerequisite: Open to qualified students who have fulfilled the First-Year Writing requirement. Permission of the instructor and the director of the Writing Program required.
Distribution: None
Term(s): Fall; Spring

WRIT 250H - Research or Individual Study (0.5)
Prerequisite: Open to qualified students who have fulfilled the First-Year Writing requirement. Permission of the instructor and the director of the Writing Program required.
Distribution: None
Term(s): Fall; Spring

WRIT 290 - Advanced Writing in the Social Sciences (1.0)
Students will produce several kinds of social science writing: journal keeping; reviews of academic literature from the disciplines of law, political science, sociology, anthropology, and history; analysis of constitutional law issues; analytic techniques from the social sciences to write persuasively about court opinions, contemporary social issues, and legal controversies; report writing based on fieldwork; oral histories using established academic guidelines; informative and persuasive writing on blogs and wikis. Students will learn documentation systems widely used in the social sciences. Close print and electronic research will be emphasized, as will fieldwork. Students will adapt topics to different modes of writing. In addition to shorter writings, each student will complete an independent capstone writing project based on traditional scholarly print and electronic sources and fieldwork.
Instructor: Viti (The Writing Program)
Prerequisite: Fulfillment of the First-Year Writing requirement. Not open to first-year students.
Distribution: LL; SBA
Term(s): Not Offered

WRIT 291 - Secrets of the Library: Advanced Academic Research and Writing (1.0)
We will explore library archives, special collections, and rare books, learning how and why to study and write about these rich primary materials. We will have access to the physical collections at Wellesley and Harvard’s Houghton Library, as well as both schools’ vast digital archives. Librarians will introduce us to the collections, and, as a group, we will make trips to Harvard and to Yale’s Beinecke Library. Students will learn how to work with library materials as scholars do, devising viable topic and approach, doing hands-on research, producing a significant writing portfolio, and offering oral presentations of their work. The materials in these collections will appeal to students interested in the humanities and social sciences, and in the history of science, medicine, and the law.
Instructor: Johnson (The Writing Program)
Prerequisite: Open to qualified students who have fulfilled the First-Year Writing requirement. Not open to first-year students.
Distribution: LL
Term(s): Not Offered
Ann E. Maurer '51 Speaking Intensive Course

WRIT 293 - Advanced Writing: The West of Ireland in Literature, Art and Culture (1.0)
Why has the west of Ireland produced so many poets, lyricists, musicians, dramatists and fiction writers? This intensive, interdisciplinary writing course will allow students to engage that question as they are introduced to the terrain, villages, counties, cultural history, arts and people of the west of Ireland. In this two-week course in Ireland, students will explore and write about the cities of Letterfrack, Louisburg, Galway and Cork. Site visits will include Kylemore Abbey, the islands of Inishbofin and Achill, Bowen’s Court, Big House country, the Renyle Peninsula. The course will comprise daily lectures by faculty, small group discussions, and daily writing, as well as visits by Irish poets and academics who contribute to the rich traditions of the Irish West.
Instructor: Bryant
Prerequisite: A first-year writing course.
Distribution: LL
Term(s): Summer

WRIT 299 - Advanced Writing: The West of Ireland in Literature, Art and Culture (1.0)
This course allows students to explore the rich literary and cultural history of the west of Ireland. Through a combination of lectures, discussions, and writing exercises, students will gain an understanding of the unique cultural and historical context of the region.
Instructor: Viti (The Writing Program)
Prerequisite: Open to qualified students who have fulfilled the First-Year Writing requirement.
Distribution: None
Term(s): Not Offered

WRIT 307 - Learning by Giving: Crime, Punishment and Collateral Damage (1.0)
Students will collaborate with local non-profit organizations that are working on issues related to the U.S. carceral state, such as community reintegration of ex-offenders, changing sentencing laws or prison practices, or addressing the consequences of incarceration for families and neighborhoods. Working in small teams, students will identify an area of need with their organization, gather information and research ways to best approach this issue, and write a grant seeking funding to address this area of need. At the conclusion of the course, students will fund one or more of these grants through a generous award from the Learning by Giving Foundation. A significant component of this course will involve learning how to write in a professional context and how to collaborate effectively on a project of consequence. Our aim is to provide students with a set of communication skills transferable to a variety of different fields and ones that will prepare them for the kinds of writing they will do beyond the Wellesley classroom.
Instructor: Viti (The Writing Program)
Prerequisite: Two 200-level courses in the social sciences. Preference will be given to students who have a demonstrated commitment to service.
Cross-Listed as: SOC 307
Distribution: SBA
Term(s): Fall

WRIT 390 - Calderwood Seminar in Public Writing: Law, Medicine, and Ethics (1.0)
Should young women serve as egg donors? What happens if Roe v. Wade is overturned? Should there be "markets" for organ donations? Who should make end-of-life decisions for the terminally ill? Should parents be allowed to genetically engineer a perfect child? We will engage with these and other issues in law, medicine, and ethics from the perspective of public writers, trying to inform and influence public opinion. Students will write op-ed articles, a position paper, blog posts, and book and film reviews. This course is intended for juniors and seniors who want to develop their writing skills and gain expertise in headline debates in law and medicine.
Instructor: Viti (The Writing Program)
Prerequisite: Open to Juniors and Seniors, preference given to Seniors. Completion of First Year Writing requirement and at least one 200-level course in the Social Sciences.
Distribution: LL; SBA
Term(s): Spring