Africana Studies

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

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

Africana Studies Major

Goals for the Africana Studies Major

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

Requirements for the Africana Studies Major
A major in Africana studies requires nine units. 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. Majors are required to take two of the following courses: SWA 101, SWA 102, SWA 203 and AFR 204. 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. All of the four concentrations encompass 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 gain first-hand experiential insights in the Africana world. Students in the Africa and the Caribbean and Latin America tracks are encouraged to consider the Wintersession courses in Ghana, East Africa and Jamaica offered by the department and Wintersession courses on Latin America offered by other departments. They are also strongly encouraged to consider study abroad programs in these geographic areas. Those focusing on the United States should consider studying away at an historically Black college and/or participating in a relevant U.S. internship.

Honors in Africana Studies

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

The Africana Studies Colloquium

The Common Africana Studies Experience 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.

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.

Africa

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

History: AFR 105, AFR 238, AFR 239, AFR 340, HIST 265
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 105</td>
<td>Introduction to the Black Experience</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 207</td>
<td>Images of Africana People Through the Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 211</td>
<td>Introduction to African Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 213</td>
<td>Race Relations and Racial Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 215</td>
<td>Unpacking Blackness</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 222</td>
<td>Blacks and Women in American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 235</td>
<td>Societies and Cultures of Africa</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 236/POL2 203</td>
<td>Introduction to African Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 255</td>
<td>The Black Woman Cross-Culturally: Gender Dynamics in the Africana World</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 297</td>
<td>Medical Anthropology: A Comparative Study of Healing Systems</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 301</td>
<td>Seminar: South Africa</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 306</td>
<td>Urban Development and the Underclass: Comparative Case Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 318</td>
<td>Seminar: African Women, Social Transformation, and Empowerment</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 341</td>
<td>Africans of the Diaspora</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 330</td>
<td>French, Francophone and Postcolonial Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 265</td>
<td>History of Modern Africa</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 209</td>
<td>A History of Jazz</td>
<td>1.0</td>
</tr>
<tr>
<td>SWA 101</td>
<td>Elementary Swahili</td>
<td>1.0</td>
</tr>
<tr>
<td>SWA 102</td>
<td>Elementary Swahili</td>
<td>1.0</td>
</tr>
<tr>
<td>SWA 201</td>
<td>Intermediate Swahili</td>
<td>1.0</td>
</tr>
<tr>
<td>SWA 202</td>
<td>Intermediate Swahili</td>
<td>1.0</td>
</tr>
</tbody>
</table>
The United States

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

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


Humanities: AFR 201, AFR 212, AFR 222, AFR 243, ARTH 322 [2009-10], MUS 209, MUS 300

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 105</td>
<td>Introduction to the Black Experience</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 206</td>
<td>African American History -1500 to Present</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 212 / ENG 279</td>
<td>Black Women Writers</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 213</td>
<td>Race Relations and Racial Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 215</td>
<td>Unpacking Blackness</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 217</td>
<td>The Black Family</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 222</td>
<td>Blacks and Women in American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 255</td>
<td>The Black Woman Cross-Culturally: Gender Dynamics in the Africana World</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 306</td>
<td>Urban Development and the Underclass: Comparative Case Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 152</td>
<td>Race, Ethnicity, and Politics in America</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 315</td>
<td>Beats, Rhymes, and Life: Hip-Hop Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 209</td>
<td>A History of Jazz</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>The Politics of Minority Groups in the United States</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Islam in Black America: From Slavery to the Present</td>
<td>1.0</td>
</tr>
</tbody>
</table>

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 Africana world; thus, two courses focused on other areas are required. Of the five courses on the Caribbean, one must be a humanities course; one must be a social science; one must be a history course; and two must be chosen from one discipline. (See the African track for the specific disciplines considered “humanities” and “social sciences.”) The following courses are appropriate for the Caribbean and Latin America Track concentration:

History: AFR 216, AFR 299, AFR 340, HIST 215, 377
Social Sciences: AFR 105, AFR 213, AFR 215, AFR 245, AFR 255, AFR 299 [2010-11], AFR 300, AFR 306
Humanities: AFR 207, AFR 234, AFR 310, FREN 218, FREN 330, SPAN 269

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 105</td>
<td>Introduction to the Black Experience</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 207</td>
<td>Images of Africana People Through the Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 213</td>
<td>Race Relations and Racial Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 215</td>
<td>Unpacking Blackness</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 234</td>
<td>Introduction to West Indian Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 255</td>
<td>The Black Woman Cross-Culturally: Gender Dynamics in the Africana World</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 306</td>
<td>Urban Development and the Underclass: Comparative Case Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 310</td>
<td>Seminar: Reading Du Bois</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 330</td>
<td>French, Francophone and Postcolonial Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 269</td>
<td>Caribbean Literature and Culture</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Africana Studies Minor

Requirements for the Africana Studies Minor

A minor in Africana Studies will consist of five units, including one 300-level course. A student who minors in Africana Studies is strongly encouraged to take AFR 105 and one of the following: SWA 101 and AFR 204 and must attend the “Africana Studies Colloquium: The Common Experience” that is offered each semester. Minors are strongly encouraged to take courses in at least two geographic areas (e.g., the United States and the Caribbean) and in two or more disciplines. Minors are also encouraged to attend departmentally sponsored extracurricular lectures, especially those (required of majors) that focus on methodology.

AFR Courses

Course ID: AFR105  Title: Introduction to the Black Experience
This course serves as the introductory offering in Africana Studies. It explores, in an interdisciplinary fashion, salient aspects of the Black experience, both ancient and modern, 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.

Units: 1; Max Enrollment: 46; Prerequisites: None; Instructor: Cudjoe; Distribution Requirements: HS - Historical Studies; SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AFR115/PHIL115  Title: Introduction to African American Philosophy

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AFR115; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/non.;

Course ID: AFR201  Title: The African American Literary Tradition

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.

Units: 1; Max Enrollment: 30; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: AFR204  Title: African Languages and Cultures

Taught in English, this course introduces students to the diversity and richness of African languages and cultures. The students learn about the historical, cultural, and linguistic contexts of African languages. In addition to providing a solid background to the study of African languages, the course introduces students to a linguistic phenomena not found in European and other non-African world languages. This course will stimulate the students awareness of African languages and show them what makes African languages so unique and fascinating. This is achieved by showing African languages in a relatively neutral manner, and to make the facts about African languages known to learners. Special attention is paid to the relevance of African languages and cultures to the geography, social and political organizations, and the linguistic landscape of the continent.

Units: 1; Max Enrollment: 30; Prerequisites: None.; Instructor: Geofred Osoro; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR206  Title: African American History -1500 to Present

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Jackson; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR207  Title: Images of Africana People Through the Cinema

An investigation of the social, political, and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America, 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR211  Title: Introduction to African Literature
The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi wa Thiong'o, Camara Laye, Wole Soyinka, Miriama Ba, Nawal El Saadawi, and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: AFR212/ENG279  Title: Black Women Writers

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: ENG279; Prerequisites: None; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR213  Title: Race Relations and Racial Inequality

This course examines the historical relationship between race and society in America. Through an examination of American'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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR215  Title: Unpacking Blackness, Ethnicity and Identity in the African Diaspora

This course is designed to examine the meaning of race and ethnicity and the determinants and fluidity of membership in a particular racial or ethnic group. We will also explore different ways to measure ethnic and racial identification and how ethnicity affects attitudes, economic development, social mobilization and migration. We will seek to assess to what extent ethnic and racial identities shape trust and prejudice, and examine the impact of ethnic diversity on development and the provision of public goods. Analyses will be made of ethnic and racial electoral politics and the varying extent and impact of ethnic voting patterns in relation to democratic governance and ethnic conflict.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Chipo Dendere; Distribution Requirements: SBA - Social and Behavioral Analysis;

Course ID: AFR217  Title: The Black Family

This course is an overview of the African American family in economic, sociological, psychological, economic, anthropological, and historical perspective. It is an examination of the complex interplay of self Definitions, societal, and community definitions among African American women, men, and children within the context of their families. The course is also an exploration of changing gender roles among African American women and men.

Units: 1; Max Enrollment: 30; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR222  Title: Blacks and Women in American Cinema

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR226  Title: Environmental Justice, "Race," and Sustainable Development

An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality. 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.

Course ID: AFR228/PHIL228  Title: Black Feminist Philosophy

Focusing on representations of black women in popular culture (including Beyonce's *Lemonade*), this course analyzes patterns of thought that define feminist African American culture today. Our focus will be on how black women choose to represent, invent, and define themselves. The course will emphasize the intersection of sexuality and spirituality, employing the hoodoo woman, blues woman, diva, and fixer as categories of analysis. We will analyze how each of these figures demonstrate both agency and vulnerability, what function they serve in advancing black feminist ideals, and how they address or signal tensions within black communities. Authors studied include: Angela Davis, Alice Walker, Patricia Hill Collins, Zora Neale Hurston, bell hooks, Kristie Dotson, and Joy James.

Course ID: AFR234  Title: Introduction to West Indian Literature

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.

Course ID: AFR236/POL2231  Title: Introduction to African Politics

This course offers an introduction to contemporary African politics. The primary goal is to introduce students to the diversity of challenges and development issues facing African countries since independence. Questions motivating the course include: (1) Why state institutions weaker in African than in other developing regions? (2) What explains Africa's slow economic growth? (3) What can be done to improve political accountability on the continent? (4) Why have some African countries been plagued by high levels of political violence while others have not?

In answering these questions, we will examine Africa's historical experiences, its economic heritage, and the international context in which it is embedded. At the same time, we will explore how Africans have responded to unique circumstances to shape their own political and economic situations.

As we address the core themes of the course, we will draw on a wide range of academic disciplines, including political science, history, economics and anthropology. We will study particular events in particular African countries, but we will also examine broad patterns across countries and use social science concepts and methods to try to explain them.

Course ID: AFR239  Title: Seminar: African Civilizations to 1700s

This course explores the historical landscape of Ancient Africa, with specific emphasis on its founding civilizations, politics, trade & commerce, culture and cosmologies. It serves to dispel the myth that the African continent was ahistorical, “dark” and primitive before European invasion in the 1400s. Through an interdisciplinary approach, the course encourages students to critically engage Africa from an Afro-centric perspective by examining its ancient kingdoms such as Egypt, Ghana, Mali, Songhay and Great Zimbabwe. It is anticipated that by studying these early civilizations and cultural formations, students will see Africa’s contribution and engagement in the global exchange of ideas and goods. Major themes include the political, economic and social impacts of European imperialism; the Atlantic Slave Trade; ‘Legitimate Trade’ and prelude to colonialism.

Course ID: AFR242/REL214  Title: New World Afro-Atlantic Religions
With readings, documentary films, discussions, and lectures, this course will examine the complex spiritual beliefs and expressions of peoples of African descent in Brazil, Cuba, Haiti, Jamaica, and North America. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Shango, and African American religions. Attention will be paid to how diasporic Africans practice religion for self-definition, community building, and sociocultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Units: 1; Max Enrollment: 30; Crosslisted Courses: REL214; Prerequisites: None; Instructor: Fitzpatrick; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AFR243  Title: The Black Church

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

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Fitzpatrick; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: AFR244  Title: Women & Slavery in the Trans-Atlantic World

This course is intended to explore ways in which enslaved women engaged in local, national 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?'

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Jackson; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR245/POL3245  Title: The Impact of Globalization on Africa and the Caribbean

This course is designed to offer an inside look into the processes of globalization in Sub Saharan Africa and the Caribbean. This course will focus on the ways that international forces, the political economy and new technologies are affecting citizens and countries on the continent, as well as the way that African and Caribbean countries and actors are influencing the rest of the world. We will explore a diverse set of topics including changing political landscapes, digital & technological change and development, immigration, art and culture, foreign aid, and China’s role in Africa and the Caribbean. The course will attempt to highlight the new opportunities for citizens as well as the challenges that remain for African and Caribbean countries in the globalized world.

Units: 1; Max Enrollment: 25; Crosslisted Courses: POL3245; Instructor: Chipo Dendere; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AFR249  Title: From Mumbet to Michelle Obama: Black Women’s History

This course focuses on African American Women's history in the United States with certain aspects of black women's activism and leadership covered within the African Diaspora. The course is intended to explore the ways in which these women engaged in local, national, and international freedom struggles while simultaneously defining their identities as wives, mothers, leaders, citizens, and workers. The course will pay special attention to the diversity of black women’s experiences and to the dominant images of black women in America from Mumbet (the first enslaved black woman to sue for her freedom and win) to contemporary issues of race, sex, and class in the Age of Obama. We will explore such questions as: What is black Women’s History? How does black women’s history add to our understanding of American history? Where should black women’s history go from here?

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Jackson; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR255  Title: The Black Woman Cross-Culturally: Gender Dynamics in the Africana World

This course uses a multidisciplinary approach to examine theories and socio-cultural analyses of the lives, experiences, challenges and contributions of Black women from a cross-cultural perspective. Case studies will examine gender theories and gender dynamics in North and South America, the Caribbean, Europe, Asia and Africa. The course will interrogate women's evolving positions and gender relations and analyze the legacies of
slavery, colonialism, nationalism and liberation struggles within a post-slavery, post-colonial and post-modern context.

Units: 1; Max Enrollment: 30; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR256/PORT256  Title: Cultures of the Portuguese-Speaking World through Film, Music and Fiction (In English)

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.

Units: 1; Max Enrollment: 14; Crosslisted Courses: AFR256; Prerequisites: None; Instructor: Igrejas; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AFR261  Title: History of Black American Cinema

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

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Jackson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR264/ARTH264  Title: African Art: Powers, Passages, Performances

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 artists and art institutions.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AFR264; Prerequisites: None; Instructor: Greene; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: AFR265/ENG265  Title: African American Autobiographies

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: ENG265; Prerequisites: None; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR266  Title: Black Drama

This course will examine twentieth-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 1960s and 1970s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Cudjoe; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;
This course will examine the history of cinema through the lens of American slavery. Outside of the classroom much of what we know, or think about slavery derives often from popular media—particularly through film and television. Can Hollywood do the work of historians? Does historical interpretation through film serve as useful, beneficial, or detrimental? Can we make an argument for the historical efficacy of films? What is the difference between historical accuracy and historical authenticity? In examining these films, we will take into account the time period, location, and the political and social context in which they were created. We will see how much film tells us about slavery and, most importantly, what film might tell us about ourselves. Through a critical reading of a range of historical works, cultural critiques and primary sources, students will have a better comprehension of how historians and filmmakers both differ or find mutual agreement in their understanding of the past.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS271; Prerequisites: None; Instructor: Jackson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR292/ARTH292 Title: African Art and the Diaspora: From Ancient Concepts to Postmodern Identities

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

Units: 1; Max Enrollment: 25; Crosslisted Courses: AFR292; Prerequisites: None. ART 100 recommended.; Instructor: Greene; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR295/ENG295 Title: The Harlem Renaissance

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. Fulfills the Diversity of Literatures in English requirement. Fulfills the Diversity of Literatures in English requirement

Units: 1; Max Enrollment: 30; Crosslisted Courses: AFR295; Prerequisites: None.; Instructor: Gonzalez; Distribution Requirements: HS - Historical Studies; LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: AFR297 Title: Medical Anthropology: A Comparative Study of Healing Systems

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

Units: 1; Max Enrollment: 30; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR299 Title: Seminar: Caribbean Cultural Expressions and the Diaspora

This course exposes students to the dynamic forms of Caribbean cultural expressions and the demographic diversity of its peoples. Through a multidisciplinary lens, students shall explore major themes including identity, migration, language, religious expression, cultural expression including festivals, music and cuisine, the role of women, and Caribbean traditions of intellectualism. We will engage in critical examination of the history of slavery, colonialism and emancipation, as well as regional movements toward independence and unification and the contribution of the region to global development.
Course ID: AFR301  Title: Seminar: South Africa

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.

Units: 1; Max Enrollment: 25; Prerequisites: A 200-level course of relevance to Africana studies or permission of the instructor.; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR306  Title: Urban Development and the Underclass: Comparative Case Studies

Throughout the African Diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with special focus on the most disadvantaged cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

Units: 1; Max Enrollment: 20; Prerequisites: One 200-level course of relevance to Africana Studies or permission of the instructor.; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR310  Title: Seminar: Reading Du Bois

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.

Units: 1; Max Enrollment: 20; Prerequisites: One 200-level course of relevance to Africana Studies or permission of the instructor.; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AFR316/ARTH316  Title: Seminar: 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 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 socio-political 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: AFR316; Prerequisites: ARTH 100 or a 300-level course in ARTH or a 300-level course in AFR or a visual culture course.; Instructor: Greene; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AFR318  Title: Seminar: African Women, Social Transformation, and Empowerment

A comparative analysis of the role of women in development with emphasis on the struggle within struggle-the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. We will explore women's participation in social and political movements and ways to improve the status of women.

Units: 1; Max Enrollment: 16; Prerequisites: One 200-level course of relevance to Africana studies or permission of the instructor.; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR319/PHIL319  Title: Black Aesthetics: The Politics of Black Film
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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: AFR319; Prerequisites: At least one course in Philosophy, Africana Studies, or Women's and Gender Studies.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR320/AMST320  Title: Seminar: Blackness in the American Literary Imagination

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?"

Units: 1; Max Enrollment: 16; Crosslisted Courses: AMST320; Prerequisites: Permission of the instructor.; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR341  Title: Africans of the Diaspora

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

Units: 1; Max Enrollment: 15; Prerequisites: One 200-level course of relevance to Africana studies or permission of the instructor.; Instructor: Fitzpatrick; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AFR350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: AFR350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: AFR360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: AFR370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: AFR 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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 Courses

Course ID: SWA101  Title: Elementary Swahili
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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Osoro; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.

Course ID: SWA102  Title: Elementary Swahili

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.

Units: 1; Max Enrollment: 15; Prerequisites: SWA 101; Instructor: Osoro; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.

Course ID: SWA120  Title: Swahili Language and Cultures in East Africa (Wintersession in East Africa)

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.

Units: 1; Max Enrollment: 18; Prerequisites: SWA 101; Instructor: Osoro; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter; Notes: 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.

Course ID: SWA201  Title: Intermediate Swahili

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.

Units: 1; Max Enrollment: 15; Prerequisites: SWA 102; Instructor: Osoro; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.

Course ID: SWA202  Title: Intermediate Swahili

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.

Units: 1; Max Enrollment: 15; Prerequisites: SWA 201; Instructor: Osoro; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.

Course ID: SWA203  Title: Intermediate Swahili (Intensive)

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.

Units: 1; Max Enrollment: 25; Prerequisites: SWA 102; Instructor: Osoro; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered.

Course ID: SWA220  Title: Swahili Language and Cultures in East Africa (Wintersession in East Africa)

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.

Units: 1; Max Enrollment: 18; Prerequisites: SWA 201 or by permission of the instructor.; Instructor: Osoro; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter; Notes: 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 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

Learning Objectives for the American Studies Major

Students majoring in American Studies will:

- Gain competence in the theories and methods of American Studies interdisciplinary work and explore viable models of interdisciplinary learning and critical inquiry in the arts, humanities, and social sciences
- Develop knowledge of the histories and cultures of the United States, understanding the complex interrelationships of culture and society
- Learn to evaluate the influence and impact of America beyond its borders and the transnational, racial, ethnic, and religious interactions that, in turn, define its own identity
- Gain knowledge of the many innovations within disciplines that attend to changes in historical understanding, literary and artistic sensibilities, and social life
- Learn how to conduct in-depth, independent research in American Studies, making connections among disciplines in sharp and critical ways
- Attain skills as 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 (in addition to AMST 101); one course in literature; one course in the arts; and one course from any one of the following three areas: social and behavioral analysis; or epistemology and cognition; or religion, ethics, and moral philosophy. Students are also expected to take at least two 300-level courses, one of which should be AMST 300-399, taken in the junior or senior year. AMST 350, AMST 360, and AMST 370 do not count toward this requirement.

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

Students are encouraged to explore the diversity of American culture and the many ways to interpret it. A list of courses that count toward the major is also included as a separate section in the catalog. Most courses at the College that are primarily American in content may be applied to the American Studies major: if a course isn’t listed and seems eligible for credit, students should consult with the Director. 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 American political thought (for example, POL 1 247). 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, QR 180).

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

### Courses for Credit Toward the American Studies Major

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 206</td>
<td>African American History -1500 to Present</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 207</td>
<td>Images of Africana People Through the Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 212 / ENG 279</td>
<td>Black Women Writers</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 222</td>
<td>Blacks and Women in American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 214 / AFR 242</td>
<td>New World Afro-Atlantic Religions</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 243</td>
<td>The Black Church</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 249</td>
<td>From Mumbet to Michelle Obama: Black Women's History</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 261</td>
<td>History of Black American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 265 / ENG 265</td>
<td>African American Autobiographies</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 266</td>
<td>Black Drama</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 271</td>
<td>Understanding American Slavery Through Film</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 310</td>
<td>Seminar: Reading Du Bois</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 316 / ARTH 316</td>
<td>Seminar: The Body: The Race and Gender in Modern and Contemporary Art</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 319 / PHIL 319</td>
<td>Black Aesthetics: The Politics of Black Film</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 214</td>
<td>Race and Human Variation</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 232 / CAMS 232</td>
<td>Anthropology of Media</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 225</td>
<td>Modern Art Since 1945</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 226 / CAMS 207</td>
<td>History of Photography: From Invention to Media Age</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 228</td>
<td>Modern Architecture</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 230</td>
<td>Frank Lloyd Wright and the American Home</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>ARTH 245</td>
<td>House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900</td>
<td></td>
</tr>
<tr>
<td>ARTH 258</td>
<td>The Global Americas, 1400 to Today</td>
<td></td>
</tr>
<tr>
<td>ARTH 262</td>
<td>African American Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 316 / AFR 316</td>
<td>Seminar: The Body: The Race and Gender in Modern and Contemporary Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 318</td>
<td>Seminar: New England Arts and Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminar: Topics in American Architecture</td>
<td></td>
</tr>
<tr>
<td>CAMS 207 / ARTH 226</td>
<td>History of Photography: From Invention to Media Age</td>
<td></td>
</tr>
<tr>
<td>CAMS 213 / GER 288</td>
<td>From Berlin and London to Hollywood (in English)</td>
<td></td>
</tr>
<tr>
<td>CAMS 222</td>
<td>&quot;Being There&quot;: Documentary Film and Media</td>
<td></td>
</tr>
<tr>
<td>CAMS 227</td>
<td>Television</td>
<td></td>
</tr>
<tr>
<td>CAMS 232 / ANTH 232</td>
<td>Anthropology of Media</td>
<td></td>
</tr>
<tr>
<td>CAMS 240 / WGST 223</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
<td></td>
</tr>
<tr>
<td>CAMS 241 / WGST 249</td>
<td>Asian American Women in Film</td>
<td></td>
</tr>
<tr>
<td>CAMS 272</td>
<td>The Ludic Imagination: Histories and Theories of Games and Play</td>
<td></td>
</tr>
<tr>
<td>CAMS 292 / ENG 292</td>
<td>Film Noir</td>
<td></td>
</tr>
<tr>
<td>ECON 222</td>
<td>Games of Strategy</td>
<td></td>
</tr>
<tr>
<td>ECON 226</td>
<td>Economics of Education Policy</td>
<td></td>
</tr>
<tr>
<td>ECON 228 / ES 228</td>
<td>Environmental and Resource Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 232</td>
<td>Health Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 243</td>
<td>The Political Economy of Gender, Race, and Class</td>
<td></td>
</tr>
<tr>
<td>ECON 306</td>
<td>Economic Organizations in U.S. History</td>
<td></td>
</tr>
<tr>
<td>ECON 311</td>
<td>Economics of Immigration</td>
<td></td>
</tr>
<tr>
<td>ECON 318</td>
<td>Economic Analysis of Social Policy</td>
<td></td>
</tr>
<tr>
<td>ECON 326</td>
<td>Seminar: Advanced Economics of Education</td>
<td></td>
</tr>
<tr>
<td>ECON 332</td>
<td>Advanced Health Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 334</td>
<td>Domestic Macroeconomic Policy</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ECON 341</td>
<td>Industrial Organization</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 212</td>
<td>Seminar: History of American Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Understanding and Improving Schools</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 216</td>
<td>Education and Social Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 312</td>
<td>Seminar: History of Childhood and Child Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 334</td>
<td>Seminar: Understanding Education Through Immigrant Narratives</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 335</td>
<td>Seminar: Urban Education: Power, Agency and Action</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Modern Poetry</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 253</td>
<td>Contemporary American Poetry</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 265 / AFR 265</td>
<td>African American Autobiographies</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 291</td>
<td>What Is Racial Difference?</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 292 / CAMS 292</td>
<td>Film Noir</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 279 / AFR 212</td>
<td>Black Women Writers</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 294</td>
<td>Writing AIDS, 1981-Present</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 356</td>
<td>Ernest Hemingway: Life and Writings</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 357</td>
<td>The World of Emily Dickinson</td>
<td>1.0</td>
</tr>
<tr>
<td>ES 381 / POL 381</td>
<td>U.S. Environmental Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 229</td>
<td>America Through French Eyes: Perceptions and Realities</td>
<td>1.0</td>
</tr>
<tr>
<td>GER 288 / CAMS 213</td>
<td>From Berlin and London to Hollywood (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>GER 388</td>
<td>Seminar: Germany, Europe, and the US: Stories of Love and Hate</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 203</td>
<td>Out of Many: American History to 1877</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 204</td>
<td>The United States History since 1865</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 207</td>
<td>Contemporary Problems in Latin American History</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 220</td>
<td>United States Consumer Culture and Citizenship</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 244</td>
<td>History of the American West: Manifest Destiny to Pacific Imperialism</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 245</td>
<td>The Social History of American Capitalism from</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 249</td>
<td>Cold War Culture and Politics in the United States</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 252</td>
<td>The Twentieth-Century Black Freedom Struggle</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 253</td>
<td>First Peoples: An Introduction to Native American History</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 254</td>
<td>The United States in the World War II Era</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 256</td>
<td>Brave New Worlds: Colonial American History and Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 260</td>
<td>Pursuits of Happiness: America in the Age of Revolution</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 267</td>
<td>Deep in the Heart: The American South in the Nineteenth Century</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 277</td>
<td>China and America: Evolution of a Troubled Relationship</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 299</td>
<td>U.S. Environmental History</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 311</td>
<td>Seminar: A New Birth of Freedom: Reimagining American History from Revolution to Civil War</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 312</td>
<td>Seminar: Understanding Race in the United States, 1776-1918</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 314</td>
<td>Seminar: Fashion Matters: Dress, Style, and Politics in U.S. History</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 319</td>
<td>Seminar: Fear and Violence in Early America</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Seminar: The Hand that Feeds: A History of American Food</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 321</td>
<td>Convicted: Crime and Punishment in Early America</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 340</td>
<td>Seminar: Seeing Black: African Americans and United States Visual Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 209</td>
<td>A History of Jazz</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 220</td>
<td>Jazz and Popular Music Theory</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 245 / ANTH 235</td>
<td>Introduction to Ethnomusicology: The Anthropology of Music</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 276</td>
<td>American Popular Music</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 240 / WGST 240</td>
<td>U.S. Public Health</td>
<td>1.0</td>
</tr>
<tr>
<td>POL 121</td>
<td>America and the &quot;War on Terror&quot;</td>
<td>1.0</td>
</tr>
<tr>
<td>POL 200</td>
<td>American Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>POL1 215</td>
<td>Courts, Law, and Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 233</td>
<td>Women, Men and Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 247</td>
<td>Constitutional Law</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 300</td>
<td>Public Policymaking in American Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 303</td>
<td>The Politics of Crime</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 317</td>
<td>Health Politics and Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 324</td>
<td>Seminar: Gender and Law</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 329</td>
<td>Political Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 333</td>
<td>Calderwood Seminar in Public Writing: Perspectives on American Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 381</td>
<td>U.S. Environmental Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 388</td>
<td>Seminar: Inequality and Politics in America</td>
<td>1.0</td>
</tr>
<tr>
<td>POL3 326</td>
<td>American Hegemony and Global Order</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 249</td>
<td>Neoliberalism and its Critics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 311</td>
<td>Seminar: Grassroots Organizing</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 343</td>
<td>Seminar: Democracy and Difference</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 340</td>
<td>Topics in American Political Thought</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 345</td>
<td>Seminar: Black Liberation from Haiti to Black Lives Matter</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 222</td>
<td>Asian American Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 337</td>
<td>Seminar: Prejudice and Discrimination</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 338</td>
<td>Social Influence</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 341</td>
<td>Seminar: Women and Leadership</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 346</td>
<td>Seminar: Culture and Emotion</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 218</td>
<td>Religion in America</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 220</td>
<td>Religious Themes in American Fiction</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 319</td>
<td>Seminar: Religion, Law, and Politics in America</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 205</td>
<td>Modern Families and Social Inequalities: Private Lives</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 251 / AMST 251</td>
<td>Racial Regimes in the United States and Beyond</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 306 / WGST 306</td>
<td>Women Leaders at Work</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 307 / WRIT 307</td>
<td>Learning by Giving: Crime, Punishment and Collateral Damage</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 308</td>
<td>Children in Society</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 311 / WGST 311</td>
<td>Seminar: Families, Gender, the State and Social Policies</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 314</td>
<td>Global Health and Social Epidemiology</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Calderwood Seminar in Public Writing: Crime and Justice in America</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Calderwood Seminar in Public Writing: Public Sociology</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 334</td>
<td>Consumer Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 245</td>
<td>Maps and Minds: Inventing the Americas Through Geographic Imagination</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 255</td>
<td>Chicano Literature: From the Chronicles to the Present</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Seminar: Hispanic Literature of the United States</td>
<td>1.0</td>
</tr>
<tr>
<td>THST 210</td>
<td>Oral Interpretation</td>
<td>1.0</td>
</tr>
<tr>
<td>THST 215</td>
<td>Twenty Plays, Twenty Years</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 211 / SOC 205</td>
<td>Modern Families and Social Inequalities: Private Lives and Public Policies</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 216</td>
<td>Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 217</td>
<td>Growing Up in a Gendered World</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 218</td>
<td>Stage Left: Chicanx/Latinx Theatre and Performance</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 219</td>
<td>Gender in the Workplace</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 220</td>
<td>American Health Care History in Gender, Race, and Class Perspective</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 222</td>
<td>Gender and Sexuality in Contemporary American Society</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 223 / CAMS 240</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Asian American Studies Minor

The interdisciplinary field of Asian American Studies examines the lives, cultures, and histories 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, literary criticism, political science, and women's and gender studies. It intersects significantly with the study of other minority groups in the United States and with the study of the Asia-Pacific region.

Learning Objectives for the Asian American Studies Minor

Students minoring in Asian American Studies will:

- Gain competence in the interdisciplinary study of the fastest-growing racial group in the United States
- Grasp how history has shaped the lives and experiences of Asian Americans
- Examine the relationships between this group and other minority groups within the United States
- Understand the transnational ties and global contexts of Asian Americans

Course Requirements for the Asian American Studies Minor

The Asian American Studies minor consists of five units:

1. AMST 151, The Asian American Experience
2. One course that examines race, ethnicity, immigration, or minority politics in the North American or South American context. To fulfill this requirement, the following categories may be included:
   - This requirement can be met by courses about the history, culture, religion, or politics of America, such as AMST 152 Race, Ethnicity and Politics in America; EDUC 212 Seminar: History of American Education; HIST 244 The History of the American West: Manifest Destiny to Pacific Imperialism; REL 218 Religion in America.
   - Courses about minority groups as defined by race, ethnicity, class, caste, or gender in this region, such as HIST 252 The Twentieth-Century Black Freedom Struggle or SPAN 255 Chicano Literature: From the Chronicles to the Present
   - Courses about comparative or theoretical frameworks for comprehending America and Asia, including empire, immigration, and globalization, such as LING 312 Bilingualism: An Exploration
of Language, Mind, and Culture; POL2 204 Political Economy of Development and Underdevelopment; SOC 221 Globalization; or WGST 206 Migration, Gender, and Globalization

3. One course that examines history, culture, or politics in the Asian region. To fulfill this requirement, the following categories may be included:
   - Courses about the history, culture, religion, or politics of East, South or Southeast Asia, such as CAMS 205/JPN 256 History of Japanese Cinema; POL2 211 Politics of South Asia; POL3 227 The Vietnam War; REL 259 Christianity in Asia; or SAS 302 Traditional Narratives of South Asia
   - 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
   - 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.

**Learning Objectives for the Latino/a Studies Minor**

Students minoring in Latina/o Studies will:

- Gain competence in the interdisciplinary study of the largest minority group in the United States and to its increasing importance in all areas of U.S. social life.
- Grasp the historical, social, and political contexts of Latina/o life and culture in the United States.
- Examine the relationships between this group and other minority groups within the United States.
- Understand the transnational ties and global contexts of Latina/os.

**Course Requirements for the Latino/a Studies Minor**

The Latina/o minor consists of five units:

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 327, WGST 216, WGST 218, WGST 223/CAMS 240, or WGST 326
3. Two courses that cover the larger contexts of race, ethnicity, immigration, economics, language, religion, education, and urban life that are relevant to Latina/os in the United States. To fulfill this requirement, the following categories of courses may be included in a Latina/o Studies minor.
   - Courses about transnationalism, immigration, language, or globalization that reflect on Latina/o experience, such as AMST/ENG 296: Diaspora and Immigration in 21st Century American Literature; EDUC 334: Seminar: Ethnography in Education: Race, Migration, and Borders; 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
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 Courses

**Course ID: AFR320/AMST320  Title: Seminar: Blackness in the American Literary Imagination**

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?"

Units: 1; Max Enrollment: 16; Crosslisted Courses: AMST320; Prerequisites: Permission of the instructor.; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

**Course ID: AMST101  Title: Introduction to American Studies**

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. Along a brief review of American history, the course will direct its focus on important moments in that history, including the present, investigating each of them in relation to selected cultural, historical, artistic, and political events, figures, institutions, and texts. Course topics include intersectional ethnic and gender studies, consumption and popular culture, urban and suburban life, racial formation, and contemporary American culture.

Units: 1; Max Enrollment: 25; Prerequisites: This course is required of American Studies majors and should be completed before the end of the junior year.; Instructor: Jeffries (Fall), Fisher (Spring); Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

**Course ID: AMST116/ENG116  Title: Asian American Fiction**

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. **Fulfills the Diversity of Literatures in English requirement**

Units: 1; Max Enrollment: 40; Crosslisted Courses: ENG116; Prerequisites: None; Instructor: Lee (English); Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall; Spring;

**Course ID: AMST117/ENG117  Title: Musical Theater**

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, 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.
Course ID: AMST120  Title: Sport and Society

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Jeffries; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST151  Title: The Asian American Experience

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

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Clutario; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST152  Title: Race, Ethnicity, and Politics in America

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?

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Jeffries; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST161  Title: Introduction to Latina/o Studies

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Lalama; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST212  Title: Korean American Literature and Culture

What is Korean American Literature and what is the justification for setting it apart from the rest of Asian American literature? The course approaches this question by taking up a range of recent fictional writings, all of which were turned out by Korean Americans, between 1995 and 2017. Films on Korean Americans help us to look beyond literature to a wider cultural perspective. As the semester evolves we will continue to keep an eye on the range of styles, issues, and silences that characterize this field. Finally, we will take up the problem of language: the ways in which English is used to evoke a specifically Korean American idiom and the contrary process through which certain Korean American works reach beyond the "ethnic" designation and into the mainstream.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Widmer (East Asian Languages and Cultures); Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST217  Title: Latina/o Popular Music and Identity
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 mambo, salsa, reggaetón, bachata, tejana, nortena, and artists including Willie Colón, Selena, Tego Calderón, Los Tigres del Norte, Shakira, and Aventura.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Rivera-Rideau; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST218/REL218  Title: Religion in America

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST218; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST220/SOC220  Title: Freedom: Great Debates on Liberty and Morality

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST220; Prerequisites: None.; Instructor: Cushman, Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST222/PSYC222  Title: Asian American Psychology

How can cultural values influence the way we process information, recall memories, or express emotion? What contributes to variations in parenting styles across cultures? How do experiences such as biculturalism, immigration, and racism affect mental health? This course will examine these questions with a specific focus on the cultural experiences of Asian Americans. Our aim is to understand how these experiences interact with basic psychological processes across the lifespan, with attention to both normative and pathological development.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST222; Prerequisites: PSYC 101, AMST 151, 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.; Instructor: Chen; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Every year; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST225/SOC225  Title: Life in the Big City: Urban Studies and Policy

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, socio-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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST225; Prerequisites: None; Instructor: Kaliner; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: AMST228/REL220  Title: Religious Themes in American Fiction
Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the *The Scarlet Letter*, *Moby-Dick*, *Uncle Tom's Cabin*, and contemporary novels including Alice Walker's *The Color Purple*, Rudolfo Anaya's *Bless Me, Ultima*, Allegro Goodman's *Kaaterskill Falls*, and Tommy Orange's *There There*. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST228; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST231/FREN231  Title: Americans in Paris: Race, Gender and Sexuality in the City of Light (in English)

With a spring-break onsite visit to Paris included in the course, students will experience firsthand how, 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 exploration in class and in Paris itself, we will study the city 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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: AMST231; Prerequisites: None. Permission of instructors. Interview required.; Instructor: Datta, Fisher; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST232  Title: Asian American Popular Culture

This course analyzes the significance of Asian American pop culture. We will investigate cultural constructions of gender, race, ethnicity, class, and sexuality through an examination of various kinds of popular media, including film, music, performance, social media, and art. We will read key works in cultural studies alongside transnational feminist works. Central to this course will be an examination of how popular culture can reproduce and challenge racial, sexual, gender, class, and national identity formations in the United States.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Genevieve Clutario; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;

Course ID: AMST235  Title: From Zumba to Taco Trucks: Consuming Latina/o Cultures

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Rivera-Rideau; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST240/ENG269  Title: The Rise of an American Empire: Wealth and Conflict in the Gilded Age

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

Units: 1; Max Enrollment: 25; Crosslisted Courses: ENG269; Prerequisites: None; Instructor: Fisher; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;

Course ID: AMST241/SOC241  Title: A Nation in Therapy

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: ENG269; Prerequisites: None; Instructor: Fisher; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;
What is therapy? Although historically tied to the values and goals of medicine, the roles that therapy and therapeutic culture play in defining life, liberty, and the pursuit of happiness are now ubiquitous. The impact of therapeutic culture on every major social institution, including the family, education, and the law, has created a steady stream of controversy about the ways in which Americans in particular make judgements about right and wrong, about others, and about themselves. Are Americans obsessed with their well being? Is there a type of humor specific to therapeutic culture? This course provides a broad survey of the triumph of the therapeutic and the insights into the character and culture that triumph reveals.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST241; Prerequisites: None; Instructor: Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST246/SOC246  Title: U.S. Immigration

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 voluntarily 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST246; Prerequisites: None; Instructor: Levitt; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: AMST248/ENG248  Title: Poetics of the Body

Sensual and emotionally powerful, American poetry of the body explores living and knowing through physical, bodily experience. From Walt Whitman’s “I Sing the Body Electric” to contemporary spoken word performances, body poems move us through the strangeness and familiarity of embodiment, voicing the manifold discomforts, pains, pleasures, and ecstasies of living in and through bodies. We’ll trace a number of recurring themes: the relationship between body and mind, female embodiment, queer bodies, race, sexuality, disability, illness and medicine, mortality, appetite, and the poem itself as a body. Poets include Whitman, Dickinson, H.D., T.S. Eliot, Elizabeth Bishop, Sylvia Plath, Frank O’Hara, Allen Ginsberg, Frank Bidart, Tracy K. Smith, Rita Dove, Thom Gunn, Ocean Vuong, Li-Young Lee, Max Ritvo, and Danez Smith.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST248_2; Prerequisites: None.; Instructor: Kathleen Brogan; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: AMST251/SOC251  Title: Racial Regimes in the United States and Beyond

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST251; Prerequisites: At least one social science course required.; Instructor: Radhakrishnan; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST258/ENG258  Title: Gotham: New York City in Literature, Art, and Film

This course examines that icon of modernity, New York City, as it appears in literature, art, and film. We'll cross neighborhoods and centuries to consider how Americans have variously envisioned this cultural and financial capital. We'll also consider how each imagining of the city returns us to crucial questions of perspective, identity, and ownership. How does the city become legible to its inhabitants, and how do readings of the city vary according to one's physical, cultural, and social position in it? Authors may include: Walt Whitman, Herman Melville, Edith Wharton, Anzia Yezierska, Ralph Ellison, Paule Marshall, Chang-rae Lee, Teju Cole, and Colson Whitehead. Artists include, among others, John Sloan, Helen Levitt and Berenice Abbott; filmmakers Vincente Minnelli, Martin Scorsese, and Spike Lee.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST258; Prerequisites: None; Instructor: Brogan; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST261/ENG261  Title: Hollywood from Vietnam to Reagan
Between the breakdown of the studio system and the advent of the blockbuster era, American filmmaking enjoyed a decade of extraordinary achievement. We'll study a range of great films produced in the late 60s and 70s, such as Bonnie and Clyde, Taxi Driver, The Godfather, Chinatown, Annie Hall, Shampoo, Carrie, and Apocalypse Now, exploring their distinctive combination of American genre and European art-film style, and connecting them to the social and political contexts of this turbulent moment in American history.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST261; Prerequisites: None.; Instructor: Vernon Shetley; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: AMST262/ENG262 Title: American Literature to 1865

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 examine this theme in literature, religion, social reform, sexual and racial liberation, and more. Authors to be studied will include Emerson, Thoreau, Whitman, Douglass, Stowe, Henry James. 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); and we also will consider the visual arts—photography and American landscape painting. The literature that we will read and respond to in this course was written 150 years 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST262; Prerequisites: None; Instructor: Cain; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST264 Title: Histories of Asian American Labor and Immigration

This course offers an introduction to the history of Asian American labor and immigration from the mid-nineteenth century to the present. Using a range of interdisciplinary frameworks and sources, the course will focus on the flow and movement of people to the United States, we will nonetheless pay special attention to the global, transnational and transpacific networks, issues, events and moments that have historically impacted the movement of peoples around the world. This course also spotlights the ways in which labor played a central role in shaping these migratory flows and experiences. As much as possible, this course will aim to look at historical events and moments from the perspective of ordinary people, or “histories from below,” in order to understand how historical narratives may change when you are not looking at histories from the perspective of those in power.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Genevieve Clutario; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST266/ENG266 Title: American Literature from the Civil War to the 1930s

Topic for 2019-20: From Page to Screen: American Novels and Films

This course will focus on important Americans 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 beyond 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, especially a great novel, into a great or even a good movie?

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST266; Instructor: Cain; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: This is a topics course and can be taken more than once for credit as long as the topic is different each time. ;

Course ID: AMST268/ENG268 Title: American Literature Now: The Twenty-First Century

This course will explore the richness and diversity of American (and some Canadian) writing since 2000, focusing primarily on writers who have emerged in the new century. We’ll read novels and short stories by both established authors, such as Jennifer Egan and Colson Whitehead, and rising talents like Ben Lerner and Jenny Offill. We’ll also look at the work of some experimental writers, such as Lydia Davis and Percival Everett, and some examples of the genre fiction against which literary writing has defined itself, like Stephenie Meyer’s Twilight, to think about the ways that intellectual and cultural prestige are established in contemporary America. Given that MFA programs have become a defining feature of the literary landscape in the US, we’ll examine some of the controversies around the spread of these programs through excerpts from recent treatments like Mark McGurl’s The Program Era and Chad Harbach’s MFA vs. NYC. And we’ll dip into the occasionally bitter rivalries and feuds that have shaped understandings of the contemporary literary scene:
 Jonathan Franzen vs. Oprah, Franzen vs. Jennifer Weiner, Francine Prose vs. Sadia Shepard. Studying these conflicts will help illuminate the terrain of literary and cultural values within which contemporary American literature is written, read, and discussed.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST268; Prerequisites: None; Instructor: Shetley; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST271/ENG281 Title: American Drama and Musical Theater

Study of some distinguished twentieth-century American plays, theatre pieces, and musicals. Possible musicals: The Cradle Will Rock, Showboat, West Side Story, A Chorus Line, Into the Woods, Chicago. Possible playwrights and ensembles: Eugene O'Neill, Arthur Miller, Tennessee Williams, Lorraine Hansberry, the Bread and Puppet Theatre, the Teatro Campesino, María Irene Fornés, August Wilson, David Henry Hwang, Tony Kushner, Anna Deveare 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST271; Prerequisites: None; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST274/WGST274 Title: Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST274; Prerequisites: None; Instructor: Creef, Fisher (American Studies); Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: AMST281/ENG297 Title: Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga

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 gender and sexuality with class, ethnicity and race.

Units: 1; Max Enrollment: 25; Crosslisted Courses: ENG297; Prerequisites: None; Instructor: Fisher; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST290 Title: Afro-Latinas/os in the U.S.

This course examines the experiences and cultures of Afro-Latinas/os, people of both African and Latin American descent, in the United States. We will consider how blackness intersects with Latina/o identity, using social movements, politics, popular culture, and literature as the bases of our analysis. 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 the social constructions of blackness and Latinidad; the intersections of race, class, gender, and sexuality in the Latina/o community; immigration and racial politics; representations of Afro-Latinas/os in film, music, and literature; and African American-Latino relations.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Rivera-Rideau; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;
Course ID: AMST296/ENG296  Title: Diaspora and Immigration in 21st-Century American Literature

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, Vietnam, Bosnia, Ethiopia, and Japan. Some authors to be included: André Aciman, Chimamanda Adichie, Junot Díaz, Kíran Desai, Jeffrey Eugenides, Aleksandar Hemon, Lê Thị Diem Thúy, Dinaw Mengestu, and Julie Otsuka. Fulfills the Diversity of Literatures in English requirement.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST296; Prerequisites: None; Instructor: Brogan; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AMST299/ENG299  Title: American Nightmares: The Horror Film in America

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, Night of the Living Dead, and The Exorcist, as well as contemporary films like Get Out, and read some of the most important work in the rich tradition of critical and theoretical writing on horror.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST299; Prerequisites: None; Instructor: Shetley; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST310  Title: Asian/American Cultures of Beauty

This course examines historical and contemporary contexts and processes of defining Asian/American beauty as well as the ways in which beauty is used to manage bodies, define social hierarchies, and gain or maintain power. Moreover, this course asks how presentations of beauty, especially “beautiful bodies,” could also be used as forms of subversion and resistance. Looking at sites such beauty pageants, cosmetic consumer cultures, drag performances, cosmetic surgery, and the transnational production and consumption of beauty influencers we will investigate how race, gender, sexuality, and class informs definitions of beauty and how definitions of beauty inform constructions of race, gender, sexuality, and class.

Units: 1; Max Enrollment: 15; Prerequisites: AMST 101 or AMST 151 recommended.; Instructor: Genevieve Clutario; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;

Course ID: AMST315  Title: Beats, Rhymes, and Life: Hip-Hop Studies

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, and sexism and gender scripts within hip-hop culture.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Preference given to American Studies majors and juniors and seniors.; Instructor: Jeffries; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AMST317  Title: Seminar: The Real Barack Obama

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 political and cultural lightning rod.

Units: 1; Max Enrollment: 15; Instructor: Jeffries; Distribution Requirements: HS - Historical Studies; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;
Course ID: AMST318/REL318  Title: Seminar: Interning the "Enemy Race": Japanese Americans in World War II

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

Units: 1; Max Enrollment: 15; Crosslisted Courses: REL318; Prerequisites: One course in Asian American Studies, or in Asian Religions, or permission of the instructor.; Instructor: Kodera; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: AMST319/REL319  Title: Seminar: Religion, Law, and Politics in America

A study of the relationships among religion, fundamental law, and political culture in the American experience. Topics include established religion in the British colonies, religious ideologies in the American Revolution, religion and rebellion in the Civil War crisis, American civil religion, and the New Religious Right. Special attention to the separation of church and state, selected Supreme Court cases on the religion clauses of the First Amendment, and religious and moral issues in current American politics.

Units: 1; Max Enrollment: 15; Crosslisted Courses: AMST319; Prerequisites: 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.; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST325  Title: Puerto Ricans at Home and Beyond: Popular Culture, Race, and Latino/a Identities in Puerto Rico and the U.S.

Puerto Rico has been a territory of the United States since 1898, and yet it holds a very different view of race relations. Dominant discourses of Puerto Rican identity represent the island as racially mixed and therefore devoid of racism; but many scholars argue that this is not the case. We will use popular culture, memoir, and political histories as lenses through which to examine the construction of race, and blackness in particular, in Puerto Rico and among Puerto Ricans in the US. We will explore topics such as the role of Puerto Rican activists in social movements for racial equality, performances of blackness and Puerto Ricanness in hip-hop and reggaetón, and migration's influence on ideas of blackness and Latinidad in both Puerto Rico and the U.S.

Units: 1; Max Enrollment: 15; Prerequisites: AMST 101 or permission of the instructor; Instructor: Rivera-Rideau; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST327  Title: New Directions in Black and Latina Feminisms: Beyoncé, J-Lo, and Other Divas?

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 Cherrie 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.

Units: 1; Max Enrollment: 15; Prerequisites: Previous experience with feminist or race theory helpful.; Instructor: Rivera-Rideau; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST340/ARTH340  Title: Seminar: Disneyland and American Culture

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: AMST340; Prerequisites: ARTH 100 or AMST 101 and a 200-level course in American or modern culture (history, art, literature, economics, etc.). Permission of the instructor required.; Instructor: Bedell; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and
Course ID: AMST348/SOC348 Title: Conservatism in America

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST348; Prerequisites: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.; Instructor: Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST350 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Open by the permission of the director to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: AMST355 Title: Calderwood Seminar in Public Writing: Critiquing American Popular Culture

What does Riverdale or Instagram say about American society and culture? Do self-publishing and e-books liberate literature or undermine it? How have networks like HBO, Netflix, or Amazon 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.

Units: 1; Max Enrollment: 12; Prerequisites: AMST 101 or another AMST 100- or 200-level course.; Instructor: Fisher; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST360 Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the director.; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: AMST370 Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: AMST 360 and permission of the department.; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: AMST383/ENG383 Title: Women in Love: American Literature, Art, Photography, Film

Study in depth of two important, challenging American novels: The Portrait of a Lady by Henry James and Sister Carrie by Theodore Dreiser. Detailed consideration of biographical, historical, and social contexts. Also: film adaptations; works of art by John Singer Sargent, Thomas Eakins, and Georgia O'Keefe; and photographs by Alfred Stieglitz.

Units: 1; Max Enrollment: 20; Crosslisted Courses: AMST383; Prerequisites: 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.; Instructor: Cain; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;
Anthropology

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

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

The anthropological perspective is inherently multicultural and multidisciplinary. By studying anthropology, students are “led out” (educo) 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; Central Asia; and the Caucasus.

Anthropology Major

Goals for the Anthropology Major

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

Requirements for the Anthropology Major

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 if her GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

**Anthropology Related Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 226</td>
<td>Environmental Justice, “Race,” and Sustainable Development</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 235</td>
<td>Societies and Cultures of Africa</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 297</td>
<td>Medical Anthropology: A Comparative Study of Healing Systems</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 114</td>
<td>Introduction to Linguistics</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 224</td>
<td>Feminist Ethnography</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Anthropology Minor**

**Requirements for the Anthropology Minor**

**New Minor requirements (as of Fall 2017)**

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 Courses

Course ID: ANTH101  Title: Introduction to Cultural and Social Anthropology

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Armstrong, TBD; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Formerly ANTH 104; may not be repeated for credit by students who have successfully completed ANTH 104.

Course ID: ANTH102  Title: Introduction to Biological Anthropology

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: TBD; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Formerly ANTH 204; may not be repeated for credit by students who have successfully completed ANTH 204.

Course ID: ANTH103/CLCV103  Title: Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from the Bronze Age and classical civilizations of the Old World and the Aztec and Inca empires of the New World to the historical archaeology of New England. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CLCV103; Prerequisites: None; Instructor: Minor; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Formerly ANTH 206; may not be repeated for credit by students who have successfully completed ANTH 206.

Course ID: ANTH205  Title: Anthropology Methods and Project Design

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.

Units: 1; Max Enrollment: 20; Prerequisites: Any introductory Anthropology course (ANTH 101, ANTH 102, or ANTH 103), or permission of the instructor; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ANTH207  Title: Human Evolution

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

Course ID: ANTH209  Title: Forensic Anthropology

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

Course ID: ANTH210  Title: Political Anthropology

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; statecraft 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.”

Course ID: ANTH214  Title: Race and Human Variation

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

Course ID: ANTH215/CLCV215  Title: Bronze Age Greece: Archaeology and the Digital Humanities

The archaeological evidence of Bronze Age settlements, sanctuaries, and cemeteries will be contextualized through the study of administrative records written on clay tablets and artistic representations, especially wall-paintings and luxury arts. This background will enable students to consider how the changing interpretations of fragmentary archaeological evidence are supplemented to produce more recognizable representations of Mycenaean and Minoan civilizations. We will disentangle the elements that characterize systems of power, cultural and religious practices, and interactions with neighboring societies. Students will analyze the archaeological evidence behind restored images, synthetic narratives, cultural geographies, and immersive experiences. Moreover, we will construct our own visualizations of archaeological data through diverse technologies, drawing links to the digital humanities, and will work extensively with digital applications to map and represent the ancient world.

Course ID: ANTH217  Title: Peoples, Histories, and Cultures of the Balkans
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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Karakasidou; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH222  Title: Anthropology of Science

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?

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Karakasidou; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH227  Title: Living in Material Worlds: Archaeological Approaches to Material Culture

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

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Minor; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH219  Title: Balkan Cinematic Representations

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 (re)constructed and (re)presented in film, as are the national awakenings and liberation movements. The list of films we will watch and the anthropological and historical readings we will do aspire to cover various aspects of Balkan societies as revealed through visual and cinematic representations. Balkan film is politically, socially, and historically engaged, and we will use film narratives and stories to understand the area's diverse landscapes and cultures, religions and identities, love and hatred.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Karakasidou; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH231/PEAC231  Title: Anthropology In and Of the City

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 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC231; Prerequisites: None; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;
Anthropology has a fraught and complex history within South Asia. Many of its techniques of knowledge production were honed within the colonial context. In the postcolonial period, these techniques have been taken up by scholars within the region and beyond to update and challenge long-standing understandings of the region. Much historical and recent scholarship grapples with how one ought to understand the unique nature of the region's forms of culture and social organization, and to place them in relation to modernity and the West. South Asia proves an insistently fruitful case for assessing the universality or provincial nature of Western social theory and to consider the connections between knowledge and power. In this course, students will come to comprehend and assess the history of ethnography and anthropology in India, Pakistan, and other parts of South Asia. Through contemporary ethnographic texts, they will also gain insight into the major social and cultural categories and phenomena that have come to define South Asia today such as caste, kinship and gender, class, nationalism, and popular culture. Throughout, we will consider the politics of representation and knowledge production that are particularly fraught in this postcolonial context.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Armstrong; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;
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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Karakasisdou; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH239 Title: Visual Culture of South Asia

The Indian subcontinent is iconic for its rich and varied visual traditions—from Mughal miniatures to calendar art, monumental architecture to television soap operas. With the spread of “Bollywood” films beyond the subcontinent, and with American television now representing Indian culture during prime time, an anthropological perspective on South Asian visual culture is particularly timely. In this course, we will examine many of the diverse visual forms and practices of the region from an anthropological perspective—that is, focusing on the social practices and cultural formations that arise around and shape them. We will learn how anthropologists study South Asian visual practices, including photography, film, textiles, and comic books, and assess the implications of these practices for Western theories about visuality and modernity.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: TBD; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH243 Title: The (In)Visible Native America: Past and Present

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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: TBD; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH245/LAST245 Title: Culture, Politics, and Power: Anthropological Perspectives on Latin America

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: LAST245; Prerequisites: At least one 100 or 200 course in anthropology, sociology, political science or economics or permission of the instructor.; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH246 Title: From Glyphs to Bytes: Ancient Egypt and the Future of Digital Humanities

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.
Course ID: ANTH250  Title: Research or Individual Study
Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Minor; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ANTH250GH  Title: Research or Group Study
Units: 0.5; Max Enrollment: 10; Prerequisites: By permission of the instructor.; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH250H  Title: Research or Individual Study
Units: 0.5; Max Enrollment: 25; Prerequisites: ANTH 104 and permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ANTH251  Title: Cultures of Cancer
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.

Course ID: ANTH252  Title: The Archaeology of Wellesley: College Hall Fire Summer Field School
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.

Course ID: ANTH262  Title: The Archaeology of Human Sacrifice: A Cross-Cultural Comparison of the Politics of Death
This class will use archaeological methods to explore the practice of human sacrifice in a range of cultural contexts. The act of killing a human has played significant roles in the development and maintenance of socio-political power from ancient times and into the present day. The goal of this course is to move away from a simple model of sacrifice as a ‘barbaric’ act of violence to an understanding of sacrifice as a ritualized political act within systems of legitimization or social coercion. Case studies will draw from worldwide ancient examples, often in comparison to contemporary cases.

Course ID: ANTH265/ES265  Title: The Politics of Nature
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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: ES265; Prerequisites: None; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: ANTH274 Title: Anthropological Genetics

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

Units: 1; Max Enrollment: 15; Instructor: Van Arsdale; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Spring;

Course ID: ANTH277/WRIT277 Title: True Stories: Ethnographic Writing for the Social Sciences and Humanities

Do you like to “people watch”? Do you wish you could translate your real-world experiences into narratives that are readable and relatable, and also intellectually rigorous? If so, you probably have an ethnographic writer hiding somewhere inside you, and this class will give them the opportunity to emerge. Ethnography, a “written document of culture,” has long been a key component of a cultural anthropologist’s tool-kit, and scholars in other fields have recently begun to take up this practice. We will read classic and contemporary ethnographies to better understand the theoretical and practical significance of these texts. Students will also have the unique opportunity to be the authors and subjects of original ethnographic accounts, and at various stages in the semester they will act as anthropologists and as informants. Although this course will emphasize an anthropological method, it is appropriate for students from various disciplines who are looking to expand their research skills and develop new ways to engage in scholarly writing.

Units: 1; Max Enrollment: 20; Crosslisted Courses: ANTH277; Prerequisites: Fulfillment of the First-Year Writing requirement. Not open to first-year students.; Instructor: Justin Armstrong; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: ANTH278 Title: Machines for Living and Structures of Feeling: Anthropological Approaches to Design and Architecture

What can architecture and design tell anthropologists about culture? This seminar addresses this question using a distinctly anthropological approach that focuses on topics as diverse as the ethnographic analysis of vernacular architecture in rural Newfoundland, how the Danish notion of *hygge* (coziness) informs a culturally distinct design aesthetic, and the ways in which city planning influences cultural identity in Boston. Students engage in themed discussions and participate in case-based workshops that utilize foundational anthropological practices including 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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Armstrong; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: ANTH299 Title: Home and Away: Human Geography and the Cultural Dimensions of Space and Place

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!

Units: 1; Max Enrollment: 8; Prerequisites: None; Instructor: Armstrong; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Summer; Notes: Not offered every year. Subject to Provost's Office approval;
Course ID: ANTH301  Title: Advanced Theory in Anthropology

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.

Units: 1; Max Enrollment: 15; Prerequisites: Two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.; Instructor: TBD; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ANTH305/CAMS305  Title: Ethnographic Film

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

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS305; Prerequisites: ANTH 301 or two 200-level units in anthropology, cinema and media studies, economics, history, political science, or sociology or permission of the instructor.; Instructor: TBD; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH310  Title: Wintersession in the Southern Balkans

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

Units: 0.5; Max Enrollment: 15; Prerequisites: ANTH 217 or ANTH 219, or some familiarity with the area.; Instructor: Karakasidou; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter; Notes: Not offered every year. Subject to Provost's Office approval.;

Course ID: ANTH314  Title: Human Biology and Society

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.

Units: 1; Max Enrollment: 15; Prerequisites: ANTH 204, ANTH 214, or permission of the instructor.; Instructor: Van Arsdale; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH319  Title: Nationalism, Politics, and the Use of the Remote Past

This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the 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.

Units: 1; Max Enrollment: 15; Prerequisites: One 200-level unit in anthropology, economics, political science, sociology, or permission of the instructor.; Instructor: Minor; Distribution Requirements: HS - Historical Studies; SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring.

Course ID: ANTH321 Title: Anthropology of the Senses

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 that 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 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.

Units: 1; Max Enrollment: 15; Prerequisites: ANTH 101 and two 200-level courses in anthropology or the permission of the instructor.; Instructor: TBD; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered.

Course ID: ANTH333 Title: Seminar: Taking, Keeping, Giving: Anthropologies of Exchange

From giant, immovable stone currency on the Pacific island of Yap to accumulating ‘likes’ on social media, we occupy a world of exchange where our everyday lives are mediated through the transfer of objects, ideas, and various forms of capital. This seminar examines the cross-cultural understanding of exchange from an anthropological perspective with particular attention paid to gift-giving, social and cultural capital, money, and the transmission of knowledge across space and time. Drawing on the work of Malinowski, Bourdieu, Marx, Mauss, Derrida and many other anthropologists and philosophers, we will unpack the hidden dimensions of taking, keeping and giving as key elements of culture.

Units: 1; Max Enrollment: 15; Prerequisites: ANTH 101, or permission by instructor.; Instructor: Armstrong; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered.

Course ID: ANTH335/REL335 Title: Seminar: Good Deaths: From the Tibetan Book of the Dead to the ICU

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ANTH335; Prerequisites: Previous courses in Religion, Anthropology, Health & Society, or permission of the instructor.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered.

Course ID: ANTH341 Title: Indigenous Resurgence

This seminar will examine the politics, theories, and conditions of indigeneity. We will cover topics ranging from Spanish reducciones 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.

Units: 1; Max Enrollment: 15; Prerequisites: ANTH 104; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered.

Course ID: ANTH345/MUS345 Title: Introduction to Ethnomusicology: The Anthropology of Music
This course has three primary aims: (1) to give students the experience of doing ethnographic research in a local community; (2) to introduce key concepts pertaining to ethnomusicology, or the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork as participant/observers; taking scratch notes and writing up field journals; recording and transcribing interviews; and doing library and online research. Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper (15 pages) based on the student's research.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ANTH345; Prerequisites: MUS 100; Instructor: Goldschmitt; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH346  Title: Seminar: Doing Well, Doing Good?: The Political Lives of NGOs

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.

Units: 1; Max Enrollment: 15; Prerequisites: Two 200-level units in anthropology, economics, history, political science, or sociology, or permission of the instructor.; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: ANTH350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ANTH350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 10; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ANTH360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: ANTH370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: ANTH 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;
Architecture

AN INTERDEPARTMENTAL MAJOR

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

Learning Outcomes

Architecture majors will:

1. acquire knowledge of the historical, political, economic, and cultural contexts that have shaped architecture and urban form across time and in diverse cultures and geographies.
2. demonstrate an understanding of historically and geographically specific design and construction methods and building typologies.
3. apply interdisciplinary methodologies, critical theories, and professional ethical codes to interpreting architecture and urban form.
4. acquire first-hand experience of studio practice in architecture whether or not they intend to specialize in this aspect of the profession.
5. develop the skills of visual, formal, material, and spatial analysis.
6. conduct research in primary and secondary sources and be able to distinguish between reliable and unreliable sources.
7. demonstrate mastery of this knowledge and these skills in persuasively argued and clearly written essays and presentations.

Notes:

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

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

Honors in Architecture

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

Transfer Credit in Architecture

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or international study as important aspects of their education in architecture. Normally, no more than three units of transfer credit—two units at the 200 level and one unit taken at MIT at the 300 level—may be applied toward the minimum requirements for the major.

Courses for Credit Toward the Architecture Major

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

History of Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 200</td>
<td>Architecture and Urban Form</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 201</td>
<td>Medieval Art and Architecture, 400-1400</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 203</td>
<td>Iraq's Antiquities, Then and Now</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 228</td>
<td>Modern Architecture</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 230</td>
<td>Frank Lloyd Wright and the American Home</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 231</td>
<td>Architecture and Urbanism in North America</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 238</td>
<td>Chinese Art and Architecture</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 240</td>
<td>Asian Art and Architecture</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 241</td>
<td>Egyptian Art and Archaeology</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 245</td>
<td>House and Home: Domestic Architecture, Interiors, and</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Material Life in North America, 1600-1900

ARTH 247 Islamic Art and Architecture, 650-1500 1.0
ARTH 249 Japanese Art and Architecture 1.0
ARTH 259 The Art and Architecture of the European Enlightenment 1.0
ARTH 266 New Perspectives on the Global City 1.0
ARTH 289 Nineteenth-Century European Art 1.0
ARTH 309 Seminar: Spiritual Space: Modern Houses of Worship 1.0
ARTH 318 Seminar: New England Arts and Architecture 1.0
ARTH 319 Seminar: Topics in American Architecture 1.0
ARTH 340 / AMST 340 Seminar: Disneyland and American Culture 1.0

Studio Art

ARTS 105 Drawing I 1.0
ARTS 109 Two-Dimensional Design 1.0
ARTS 113 Three-Dimensional Design 1.0
ARTS 207 Sculpture I 1.0
ARTS 216 Spatial Investigations 1.0
ARTS 217 Life Drawing 1.0
ARTS 219 Introductory Print Methods: Lithography/Screenprint 1.0
ARTS 220 Introductory Print Methods: Intaglio/Relief 1.0
ARTS 221/CAMS 239 Digital Imaging 1.0
ARTS 222 Introductory Print Methods: Typography/Book Arts 1.0
ARTS 255/CAMS 255 Dynamic Interface Design 1.0
ARTS 307  Advanced Sculptural Practices  1.0  
ARTS 314  Advanced Drawing  1.0  
ARTS 317/318  Advanced Independent Senior Projects  0.5/0.5  
ARTS 321/CAMS 321  Advanced New Media  1.0  
ARTS 322  Advanced Print Concepts  1.0  
ARTS 336/MUS 336  From Mark to Sound, From Sound to Mark: Music, Drawing, and Architecture  1.0  

MIT  
The following introductory courses (200-level) may be taken for credit toward the major:  
4.111* Introduction to Architecture and Environmental Design or 4.11A (an IAP version of the same course)  
4.112* Architecture Design Fundamentals I  
4.401 Architecture Building Systems  
4.500 Introduction to Design Computing  
The following advanced courses (300-level) may be taken for credit toward the major (one unit only):  
4.113 Architecture Design Fundamentals II  
4.114 Architectural Design Studio I  
4.115 Applied Architectural Design Studio II  
4.411J D-Lab Schools: Building Technology Laboratory  
4.440J Building Structural Systems I  
*Note: courses marked with * are counted “within the Department of Art”; all others are counted as courses outside the department.  

Olin  
ENGR 2199 Engineering for Humanity  

Mathematics  
MATH 115  Calculus I  1.0  
MATH 116  Calculus II  1.0  
MATH 120  Calculus IIA  1.0  
MATH 205  Multivariable Calculus  1.0
Note: More advanced courses may also be counted toward the major.

### Physics

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 104</td>
<td>Fundamentals of Mechanics with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>PHYS 107</td>
<td>Principles and Applications of Mechanics with Laboratory</td>
<td>1.25</td>
</tr>
</tbody>
</table>

### Theatre Studies

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THST 209</td>
<td>Scenic Design as a Collaborative Art</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### ARCH Courses

**Course ID: ARCH350  Title: Research or Individual Study**

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

---

**Course ID: ARCH360  Title: Senior Thesis Research**

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the directors and advisory committee.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

---

**Course ID: ARCH370  Title: Senior Thesis**

Units: 1; Max Enrollment: 25; Prerequisites: ARCH 360 and permission of the directors and the advisory committee.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
Art History

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 in today's world. 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 us. 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

Art History Major

LEARNING GOALS

Art History majors will:

- Acquire knowledge of major art and architectural traditions across the globe and from antiquity to the present day
- Apply interdisciplinary methodologies, critical theories, and professional ethical codes to interpret art and architecture
- Develop the skills of visual, formal, material, and spatial analysis
- Conduct research in the field and in primary and secondary textual sources
- Demonstrate mastery of this knowledge and these skills in persuasively argued and clearly written essays and presentations

REQUIREMENTS FOR THE MAJOR

For students graduating in the class 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. Advanced Placement or transfer credit will not be accepted in fulfillment of this requirement.
- One of the following courses in Studio Art: ARTS 105, 106, 108/CAMS 138, 109, 113, 165/CAMS 135, 204.
- A minimum of seven further units in Art History above the 100-level to make a total of nine units. At least two of the seven 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 seven units, a student must select one from each of the following four distribution areas:


* Double-listed courses 203, 206, 215, 231, 236, 245, 247, 255, 258, 292, 309, 311, 316, 318, and 342 can be used to fulfill either of the two designated distribution areas but not both.

*ARTH 299, 336, and 369 do not count toward these distribution requirements.

HONORS IN ART HISTORY

A senior thesis in Art History engages a topic involving substantial, independent, year-long research, normally resulting in a polished, professional paper of between 50-100 pages in length. For a student who has a clear idea of what she wants to investigate, a well-considered plan of research, and a willingness to accept the responsibility of working independently, a senior thesis can be a rewarding experience. Candidates for
Departmental honors in Art History complete a senior thesis in two units of independent study/thesis (ARTH 360/370) undertaken in the fall and spring of the senior year. Admission to the honors program in the department is by application for students with a 3.5 GPA in the major and a minimum of five units in Art History above the 100 level. Four of the five units must be taken in the department, and one of the five units must be at the 300 level (a 350 does not count). Further information is available on the Department website.

**GRADUATE STUDY IN ART HISTORY**

Discuss your graduate study plans. Graduate programs require students to pass relevant foreign language exams. Please consult your adviser regarding your expected concentration and how to prepare for it.

Students interested in graduate study in the field of art conservation should investigate requirements for entrance into conservation programs. In most programs college-level chemistry and a strong Studio Art background are required.

**Additional Courses for the History of Art Major and Minor**

The following courses taught in other departments can be counted toward the Art History major or minor; however, only one of them may be used for the minimum major and the student must fulfill the distribution areas with ARTH classes only.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 207</td>
<td>Images of Africana People Through the Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 222</td>
<td>Blacks and Women in American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 101</td>
<td>Introduction to Cinema and Media Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 203 / CHIN 243</td>
<td>Chinese Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 205 / JPN 256</td>
<td>History of Japanese Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 241 / WGST 249</td>
<td>Asian American Women in Film</td>
<td>1.0</td>
</tr>
<tr>
<td>CHIN 243 / CAMS 203</td>
<td>Chinese Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 222</td>
<td>French Cinema from the Lumière Brothers to the Present: The Formation of Modernity</td>
<td>1.0</td>
</tr>
<tr>
<td>ITAS 261</td>
<td>Italian Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>JPN 256 / CAMS 205</td>
<td>History of Japanese Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>Philosophy of Art</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 265</td>
<td>Latin American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 249 / CAMS 241</td>
<td>Asian American Women in Film</td>
<td>1.0</td>
</tr>
</tbody>
</table>

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

REQUIREMENTS FOR MINOR

For students graduating in the class of 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 300-level courses. Students may elect to pursue a 350, but may not substitute this course for one of the 300-level courses. Of the five units, one must be taken in three of the following four distribution areas:


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

ARTH 299, 336, and 369 do not count toward these distribution requirements.

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.

For students graduating in the classes of 2021 and beyond, an Art History minor consists of a minimum of six units. Students considering a major 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 300-level courses. Students may elect to pursue a 350, but may not substitute this course for one of the 300-level courses. The five units must be taken in each of the following five distribution areas:

2. Africa, the Middle East, or Europe: 201, 203, 215, 218, 221, 224, 226, 241, 242, 243, 244, 246, 247, 251, 256, 259, 264, 289, 290, 292, 299, 302, 312, 328, 330, 331, 332, 343, 344, 373

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

ARTH 336 and 369 do not count toward these distribution requirements.
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.

REQUIREMENTS FOR THE DOUBLE MAJOR

For students graduating in the classes of 2019 and 2020, a double major in Art History and Studio Art must elect ARTH 100 and seven 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: 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 two 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; 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 Africa, the Middle East, or Europe
3. One course in Asia
4. Two courses in the period before 1800
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

ARTH Courses

Course ID: AFR264/ARTH264  Title: African Art: Powers, Passages, Performances

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 artists and art institutions.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AFR264; Prerequisites: None; Instructor: Greene; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: AFR292/ARTH292  Title: African Art and the Diaspora: From Ancient Concepts to Postmodern Identities
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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AFR292; Prerequisites: None. ARTH 100 recommended.; Instructor: Greene; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR316/ARTH316 Title: Seminar: 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 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 socio-political 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: AFR316; Prerequisites: ARTH 100 or a 300-level course in ARTH or a 300-level course in AFR or a visual culture course.; Instructor: Greene; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AMST340/ARTH340 Title: Seminar: Disneyland and American Culture

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: AMST340; Prerequisites: ARTH 100 or AMST 101 and a 200-level course in American or modern culture (history, art, literature, economics, etc.). Permission of the instructor required.; Instructor: Bedell; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternating years.;

Course ID: ARTH100 Title: The Power of Images: An Introduction to Art and its Histories

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 Amy Sherald's portrait of Michelle Obama. 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's campus.

Units: 1; Max Enrollment: 18; Prerequisites: None; Instructor: Bedell, Berman, Brey, Cassibry, Greene, Liu, Oliver; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: This course is open to all students; it is required for all Art History, Architecture, and Studio Majors.;

Course ID: ARTH110Y Title: First-Year Seminar: Michelangelo: Artist and Myth

This first-year seminar examines the Italian Renaissance artist Michelangelo Buonarroti (1474-1564). Although he is best known as a sculptor and painter, Michelangelo was also a poet, architect, civil engineer, and diplomat driven by complex artistic, religious, political, and economic motivations. His long career provides a framework for understanding the Italian Renaissance, and the mythology surrounding that career provides insight into changing perceptions of the artist and the individual during that time. Readings and discussions will focus on works of art and contemporary texts, and class meetings will include visits to Wellesley’s Special Collections and Book Arts Lab as well as the Museum of Fine Arts and the Gardner Museum in Boston.
Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: ARTH112Y/ASTR112Y Title: First Year Seminar: The Art of Science since the Scientific Revolution

How have the visual arts advanced the sciences? And how, in turn, have artistic representations been informed by scientific knowledge? This seminar examines the intersection of art and science as it relates to astronomy, cartography, botany, and anatomy, among several other fields, from the scientific revolution to the present day. Additionally, we will consider how scientific observations have been visually classified and described through images and data visualization. Along with readings and class discussion, we will make extensive use of rare illustrated manuscripts in the Special Collections department, take several field trips to art and science collections in the Boston area, and perform our own experiments to investigate the technologies that have historically facilitated the close correspondence between the visual arts and scientific discovery.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ASTR112Y; Prerequisites: None; Instructor: Liza Oliver, Wes Watters; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; NPS - Natural and Physical Sciences; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ARTH200 Title: Architecture and Urban Form

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Friedman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH203 Title: Iraq's Antiquities, Then and Now

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.

Units: 1; Max Enrollment: 25; Prerequisites: None. Prior coursework in Art History, Classical Civilization, or Middle Eastern Studies recommended.; Instructor: Cassibry; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: ARTH224 Title: Modern Art to 1945

A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as cubism, expressionism, Dada, and surrealism) as well as alternate practices. Painting, sculpture, photography, cinema, and the functional arts will be discussed, and critical issues, including the art market and gender, national, and cultural identities, will be examined.

Units: 1; Max Enrollment: 35; Prerequisites: None. ARTH 100 recommended.; Instructor: Berman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: ARTH225 Title: Modern Art Since 1945

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.

Units: 1; Max Enrollment: 40; Prerequisites: None. ARTH 100 recommended.; Instructor: Berman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: ARTH226/CAMS207 Title: History of Photography: From Invention to Media Age

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.
Course ID: ARTH227  Title: Art in the Age of Crusades: Visual Cultures of the Mediterranean 1000-1400

This course introduces students to the visual cultures of the Mediterranean in the centuries of the Crusades. It approaches the distinct local, religious, and imperial visual cultures of the Mediterranean as interlocking units within a larger regional system. Focusing on the mobile networks of patrons, merchants, objects, and artisans that connected centers of artistic and architectural production, it covers a geographical territory that includes Spain, North Africa, the Middle East, Anatolia, and the Italian Peninsula. Readings emphasize the theoretical frameworks of hybridity, appropriation, hegemony, and exoticism through which Medieval Mediterranean art and architecture have been understood. Discussions will highlight the significant connections that existed among the Western Medieval, Byzantine, and Islamic worlds.

Units: 1; Max Enrollment: 25; Prerequisites: None. ARTH 100 recommended.; Instructor: Alexander Brey; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: ARTH228  Title: Modern Architecture

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

Units: 1; Max Enrollment: 30; Prerequisites: None. ARTH 100 recommended.; Instructor: Friedman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: ARTH230  Title: Frank Lloyd Wright and the American Home

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

Units: 1; Max Enrollment: 30; Prerequisites: None. ARTH 100 recommended.; Instructor: Friedman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: ARTH231  Title: Architecture and Urbanism in North America

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.

Units: 1; Max Enrollment: 25; Prerequisites: None. ARTH 100 recommended.; Instructor: McNamara; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH234  Title: Latin American Art

This introductory survey explores Latin American and Latinx art of the 20th and 21st centuries. Through a series of case studies we will investigate how these painters, photographers, muralists and others engaged international currents (from symbolism to conceptual art) while also addressing local themes, such as national and racial identity, class difference, gender inequality, political struggle, and state violence. We will also cover the history of collecting and exhibiting Latin American and Latinx art. This course has no prerequisites; students without an art history background are welcome. Advanced students who enroll in 334 will have additional assignments, including a research essay. In Spring 2019, the course will be tied to a major exhibition of Latin American and Latinx art at the Davis Museum.

Units: 1; Max Enrollment: 99; Prerequisites: None; Instructor: Oles; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH236  Title: 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.

Units: 1; Max Enrollment: 18; Prerequisites: None; Instructor: Oles; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: There are no prerequisites;

Course ID: ARTH238  Title: Chinese Art and Architecture

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

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Liu; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH239/SAS239  Title: Art and Architecture of South Asia

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: SAS239; Prerequisites: None. ARTH 100 recommended.; Instructor: Oliver; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: ARTH240  Title: Asian Art and Architecture

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Liu; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH241  Title: Egyptian Art and Archaeology

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

Units: 1; Max Enrollment: 30; Prerequisites: None. ARTH 100 recommended.; Instructor: Freed; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: ARTH243  Title: Rome's Global Empire and its Legacy

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.

Units: 1; Max Enrollment: 30; Prerequisites: None. Prior coursework in Art History or Classical Civilization recommended.; Instructor: Cassibry; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and
Course ID: ARTH244  Title: Art, Patronage, and Society in Sixteenth-Century Italy

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

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH245  Title: House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900

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.

Units: 1; Max Enrollment: 20; Prerequisites: None. ARTH 100 recommended.; Instructor: McNamara; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: ARTH246  Title: Collectors, Saints, and Cheese-Eaters in Baroque Italy

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

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH247  Title: Introduction to Islamic Art and Architecture

What, if anything, makes a work of art or architecture Islamic? Islam has formed an important context for the production and reception of visual and material culture. This course enables students to develop a critical vocabulary in analyzing the arts of the Islamic world. Through the study of a broad range of objects and monuments including mosques, manuscripts, textiles, tiles, and amulets, students learn to hone their formal analysis of both figural and non-figural works of art, as well as their close reading of historical sources that reveal how objects and monuments were made and experienced. As students progress through a chronological and multi-regional overview of works produced from the emergence of Islam in the seventh century to the Early Modern empires, they also gain familiarity with methods for the study of Islamic art and ongoing debates within the field. Throughout the course, emphasis is placed on the ways in which cultural frameworks including politics, religion, ethnicity, science, and gender shaped the production and reception of images, objects, and monuments within the Islamic world.

Units: 1; Max Enrollment: 25; Prerequisites: None. ARTH 100 recommended.; Instructor: Alexander Brey; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;

Course ID: ARTH248  Title: Chinese Painting: Theories, Masters, and Principles

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.

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Liu; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;
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.

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Liu; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

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

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

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.

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Liu; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

This innovative course explores how and why we teach "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 Paolo 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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Greene, Oles; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

This course will present a 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 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.
Course ID: ARTH262  Title: African American Art

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

Units: 1; Max Enrollment: 20; Prerequisites: None; ARTH 100 recommended.; Instructor: Oliver; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: ARTH266  Title: New Perspectives on the Global City

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 cyberculture. The course will include guest lecturers and site visits.

Units: 1; Max Enrollment: 25; Prerequisites: None. ARTH 100 recommended.; Instructor: Friedman, McNamara; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: Not open to students who have taken this course as a topic of ARTH 316.;

Course ID: ARTH289  Title: Nineteenth-Century European Art

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

Units: 1; Max Enrollment: 25; Prerequisites: None. ARTH 100 recommended.; Instructor: Oliver; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: ARTH290  Title: Pompeii

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 townhomes 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 exhibits.

Units: 1; Max Enrollment: 30; Prerequisites: None. ARTH 100 or one unit of Classical Civilization recommended.; Instructor: Cassibry; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH299  Title: History of the Book from Manuscript to Print

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

Units: 1; Max Enrollment: 12; Prerequisites: Permission of the instructor.; Instructor: Rogers (Curator of Special Collections); Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;
Course ID: ARTH309  Title: Seminar: Spiritual Space: Modern Houses of Worship

This course focuses on key examples of spiritual space from the 20th and 21st century, with particular attention to the relationship between historical precedents and Modernist innovations in abstract form across multiple traditions of worship. We will look at what makes for a spiritually inspiring building or landscape, examining the strategies that architects and planners have used in the past. We will take field trips to local sites.

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 200, ARTH 228, or permission of the instructor.; Instructor: Friedman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH310  Title: The Extraordinary Interior

This course focuses on case studies representing highlights in the history of 20th and 21st-century interior and furniture design. A variety of building types and uses -- domestic, institutional, entertainment, and mixed-use -- will be considered, with an emphasis on the interpretation of style, new and traditional materials, social and cultural values, historical precedents, and the history of collecting.

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 228, ARTH 231, or permission of the instructor.; Instructor: Alice Friedman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: ARTH312  Title: Seminar: Topics in Nineteenth-Century Art- 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.

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 100 or permission of the instructor.; Instructor: Oliver; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: ARTH313  Title: Seminar: Eurasia: Empires, Merchants, and Missionaries (1600 - 1800)

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 artisans, merchants, missionaries and other intermediaries reinterpreted and disseminated practices of representation across geographic and cultural boundaries.

Units: 1; Max Enrollment: 13; Prerequisites: Recommended ARTH 100 or by permission of instructor.; Instructor: Oliver; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH317  Title: Historic Preservation: Theory and Practice

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 Political Science.

Units: 1; Max Enrollment: 13; Prerequisites: ARTH 200 or permission of instructor.; Instructor: McNamara; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH318  Title: Seminar: New England Arts and Architecture
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.

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 100 or permission of the instructor.; Instructor: McNamara; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ARTH320  Title: Seminar: Frank Lloyd Wright: Modern Architecture and New Ways of Living

This seminar will examine the buildings and theories of Frank Lloyd Wright, with a particular focus on two themes: Wright's designs for progressive and feminist clients across the long span of his career; and his relationship to the Modern Movement in Europe and the Americas.

Units: 1; Max Enrollment: 12; Prerequisites: ARTH 200, ARTH 228 or permission of the instructor.; Instructor: Friedman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH321  Title: Seminar. Making Space: Gender, Sexuality and the Design of Houses

Focusing on case studies drawn from European and American history and contemporary practice, this discussion seminar will look at the ways in which normative notions of gender and sexuality have shaped the conventions of domestic architecture for specific cultures and time periods. The course will also focus on outliers, anomalies and queer spaces, examining the roles played by unconventional architects, clients, and users of houses in changing notions of public and private space and creating new ways of living. Readings will be drawn from feminist theory, queer studies, and architectural history. Weekly oral reports on key concepts, texts and/or buildings and in-class discussion are required in addition to written research papers.

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 228 or a 300-level course in architectural history or urban studies or permission of the instructor.; Instructor: Alice Friedman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ARTH322  Title: Seminar: The Bauhaus

This seminar considers Staatliches Bauhaus, the school of architecture, art, and design that was founded in Weimar Germany at the end of World War I, closed under National Socialism in the mid-30s, and reestablished in Chicago in 1937. Without knowing it, you are surrounded and inspired by Bauhaus-inspired designs, theories, and products every day. The class considers the historical position of the Bauhaus; examines the school's curriculum and faculty (among them, Paul Klee, Walter Gropius, Wassily Kandinsky, Marianne Brandt), philosophy, and practices; studies contemporaneous developments and contacts in the international art and design world; and examines the legacies of the Bauhaus in architecture, photography, design, city planning, and paintings. The seminar provides an integrative examination of visual arts disciplines, and it brings together interdisciplinary approaches to the historical movement.

Units: 1; Max Enrollment: 15; Prerequisites: By permission of the instructor only. Preference will be given to senior Art History and Architecture majors and minors.; Instructor: Berman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH328  Title: Dining with Michelangelo: Art and Food in Renaissance Italy

This seminar will analyze the role of food in the art and life of early modern Italy. We will examine the historic and economic context of food as the basis of our investigation of its representation in paintings, sculptures, and works on paper from circa 1300 to 1800. This will entail a close look at food as subject and symbol, as well as the material culture surrounding its production and consumption. The seminar will investigate illustrated herbals and cookbooks in Special Collections, dining habits and etiquette, and food as sexual metaphor through a wide range of interdisciplinary sources; Wellesley's Botanic Gardens will grow Italian fruits, vegetables, and herbs for us to incorporate in Renaissance-era recipes.

Units: 1; Max Enrollment: 12; Prerequisites: Previous courses in European art, history, or literature recommended but not required.; Instructor: Jacqueline Marie Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every three years; Semesters Offered this Academic Year: Fall;

Course ID: ARTH330  Title: Seminar: Italian Renaissance Art - Birth, Marriage, and Death in Renaissance Italy
During the Italian Renaissance, major family events like childbirth, marriage, and death were marked by both works of art and oftentimes elaborate rituals. In this seminar we will examine childbirth trays, marriage chests, painted and sculpted portraits, and funerary monuments, as well as a wide range of additional domestic objects that surrounded people in their everyday life. These objects will be related to contemporary monumental and public art, literature, account books, and legislation, as well as recent scholarship in art history, social history, and women's studies, to provide insight into Renaissance art and life.

Units: 1; Max Enrollment: 12; Prerequisites: ARTH 100 or permission of the instructor.; Instructor: Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: ARTH332 Title: Seminar: Art, Travel, and Sex in Casanova's Europe

This seminar will analyze the world of Giacomo Casanova (1725-1798), the Venetian author, diplomat, traveler, and infamous libertine. Casanova lived during a period of critical changes to artistic, political, and social life that shaped early modern Europe. We will examine his biography in this context, incorporating a wide range of primary and secondary sources to understand his role in history. This seminar is linked to the exhibition "Casanova: The Seduction of Europe," on display at Boston's Museum of Fine Arts in Fall 2018; several sessions will be held at the MFA, while others will examine resources in Wellesley's Special Collections, Book Arts Lab, and Davis Museum.

Units: 1; Max Enrollment: 13; Prerequisites: Previous courses in European art, history, or literature recommended but not required.; Instructor: Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH334 Title: Latin American Art

This introductory survey explores Latin American and Latinx art of the 20th and 21st centuries. Through a series of case studies we will investigate how these painters, photographers, muralists and others engaged international currents (from symbolism to conceptual art) while also addressing local themes, such as national and racial identity, class difference, gender inequality, political struggle, and state violence. We will also cover the history of collecting and exhibiting Latin American and Latinx art. This course has no prerequisites; students without an art history background are welcome. Advanced students who enroll in 334 will have additional assignments, including a research essay. In Spring 2019, the course will be tied to a major exhibition of Latin American and Latinx art at the Davis Museum.

Units: 1; Max Enrollment: 15; Prerequisites: At least two art history courses.; Instructor: Oles; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH335 Title: Seminar: 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.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Instructor: Berman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: ARTH336 Title: Seminar: Museum Studies

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.

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 100 and permission of the instructor required. Preference given to senior art majors.; Instructor: Fischman and Fluke; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternating years.;

Course ID: ARTH337 Title: Seminar: The Song Imperial Painting Academy

The Imperial Painting Academy of the Song Dynasty China (960-1279), founded in 984, was the first of its kind in the history of world art. This seminar investigates the nature of imperial patronage and the institution and
Course ID: ARTH339  Title: Seminar: Who Was Frida Kahlo?

At her death in 1954, Frida Kahlo was a somewhat marginal figure, but today she is one of the most famous artists in the world, and the subject of a vast bibliography, both academic and popular, print and digital, accurate and inaccurate. This seminar will unpack Kahlo's life and work using a variety of critical and disciplinary approaches, from connoisseurship to feminism, to better understand the results of her complex self-invention. We will place her paintings in their historical context, but we will also study how she has been interpreted by curators and biographers, artists and filmmakers, fakers and advertisers. More generally, the seminar will also help you hone your ability to conduct art historical research, and analyze, interpret, and write about art, as well as think critically in response to scholarly literature and pertinent methodologies. Finally, you will be encouraged to develop the skills necessary to present oral information effectively and professionally.

Units: 1; Max Enrollment: 18; Prerequisites: None; Instructor: Oles; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH341  Title: Seminar: The Landscape Painting of China, Korea, and Japan

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

Units: 1; Max Enrollment: 13; Prerequisites: Prior coursework in art history or permission of the instructor.; Instructor: Liu; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH343  Title: Seminar: Roman Monuments: Memory and Metamorphosis

From triumphal arches to souvenirs, and from tombstones to public portraits, ancient Romans mastered the art of commemoration. Focusing on a different kind of monument each week, we will explore how Romans negotiated power through designs and dedications. In light of current debates about contested memorials, we will analyze ancient precedents for destroying or rewriting dedications to condemned emperors. We will also ask how modern commissions, such as New York's Washington Square Arch, draw on the authority of antiquity. Students will leave the course with a deeper understanding of how monuments work and how the Roman Empire's monuments still shape how we commemorate today.

Units: 1; Max Enrollment: 15; Prerequisites: Prior coursework in Art History or Classical Civilization or permission of instructor.; Instructor: Cassibry; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH345  Title: House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900

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.

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 245 may not take ARTH 345.; Instructor: Martha McNamara; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every three years; Semesters Offered this Academic Year: Spring; Notes: This course is offered at the 200 and at the 300 level. Students in the 300 level section of the course will be expected to complete additional work.;

Course ID: ARTH346  Title: Seminar: Poetic Painting in China, Korea, and Japan
Poetic painting is a conspicuous visual phenomenon in East Asian art that at its best is technically superlative and deeply moving. This seminar investigates the development of this lyric mode of painting first in China and then in Korea and Japan from the eighth century to the twentieth through the practices of scholar-officials, emperors and empresses, masters in and outside of the Imperial Painting Academy, literati artists, and modern intellectuals. Literary ideals and artistic skills, tradition and creativity, patronage and identity, censorship and freedom of expression, and other tensions between paintings and poetry/poetry theories will be examined.

Units: 1; Max Enrollment: 15; Prerequisites: Prior coursework in art history or permission of the instructor.; Instructor: Liu; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH347  Title: Seminar. Beyond Iconoclasm: Seeing the Sacred in Islamic Visual Cultures

The production and use of sacred images has provoked a wide variety of responses within the Islamic world. This class explores how sacred images have been created, viewed, destroyed, and reused within Islamic cultural contexts ranging from the Arab-Muslim conquests of the seventh century to the present day. Rather than progressing chronologically, it examines sacred images from thematic and theoretical perspectives. Topics include iconoclasm and aniconism, depictions of sacred figures and places, talismans and images on objects imbued with divine agency, and articulations of new attitudes towards images at key historical moments.

Units: 1; Max Enrollment: 15; Prerequisites: Prior coursework in Art History or Middle Eastern Studies, or permission of instructor.; Instructor: Alexander Brey; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: ARTH350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: ARTH 100 or permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ARTH350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: ARTH 100 or permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ARTH360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: ARTH369  Title: Seminar: Conservation Studies: The Materials and Techniques of Painting and Sculpture

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

Units: 1; Max Enrollment: 12; Prerequisites: ARTH 100 or by permission of the instructor.; Instructor: Newman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered every three years.;

Course ID: ARTH370  Title: Senior Thesis

Units: 1; Max Enrollment: 15; Prerequisites: ARTH 360 and permission of the department.; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: ARTH373/CLCV373  Title: Antiquities Today: The Politics of Replication

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 and 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.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CLCV373; Prerequisites: Prior college-level coursework in Art History and/or Classical Civilization.; Instructor: Cassibry; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: ARTH391  Title: Persuasive Images

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.

Units: 1; Max Enrollment: 15; Prerequisites: 200-level courses in Art or Media Arts and Sciences.; Instructor: Berman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;
Astronomy

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 our small telescopes and historic telescopes in introductory courses and the new 0.7m research telescope for advanced classes and student research. Our introductory survey courses are appropriate for both science and nonscience majors: ASTR 100 provides a non-mathematical introduction to life in the universe, with an emphasis on exploring our sense of place in the cosmos, both scientifically and humanistically. ASTR 107 is a more mathematical and laboratory-based survey of astronomy, highlighting hands-on discovery-based inquiry and observations with our historic and modern telescopes, and serving as a gateway to our more advanced 200- and 300-level courses.

Astronomy Major

Requirements 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 a Ph.D. in Planetary Science or careers in education, data science, scientific and technical computing, and public outreach (e.g., museum staff, journalism), we offer a major in Astronomy.

The major consists of 12 courses. In astronomy, we require ASTR 107, 206, and another 200-level course, and two 300-level courses (one of which may be in an affiliated field). We also require MATH 215, and PHYS 100, 107, 108, 120, 205, and 207.

Students should consult with faculty about choosing electives and research opportunities appropriate for their fields of study. For example, students interested in pursuing graduate study in planetary science should elect ASTR 223/GEOS 223 (Planetary Climates and Atmospheres), ASTR 303/GEOS 313 (Planetary Geology & Geophysics), and additional courses in geosciences and chemistry. Students working toward teacher certification might 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.

Goals for the 100 level curriculum:

1. Develop critical thinking skills to evaluate claims based on scientific standards of evidence
2. Cultivate basic scientific/physical reasoning abilities
3. Explore the constellations, the motions of the sky, and our place in the cosmic neighborhood, using naked eye and telescopic observations
4. Understand the properties of light as a universal messenger, enabling astronomers to decipher the physical processes that shape planets, stars, galaxies and the evolution of the universe
5. Apply the physical laws of light and gravity to stars, galaxies, and planetary systems

Goals for the 200-300 level curriculum:

1. Apply an astronomer’s toolkit, based on the properties of light, matter and gravity, to understand the life stories of planetary worlds, planetary systems, stars, galaxies, and the origin and fate of the universe
2. Collaborate with peers on research projects that address scientific and technical problems using experiments, computer models, and analysis
3. Plan, design, organize, carry out and document hands-on observations with modern instrumentation
4. Identify, formulate, and solve tractable scientific and technical problems
5. Interpret astronomical data and observations, using physical and mathematical models
6. Read and critically evaluate primary scientific literature
7. Synthesize new hypotheses from an integrated appreciation of observations and physical theories
8. Communicate technical knowledge through effective scientific writing and oral presentations.
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 outdoor telescopes for 100-level courses and the computer-controlled 0.7m telescope used for upper-level courses and independent research. Other accommodation requests can be made by contacting Disability Services, or by meeting with the instructor.

Honors in Astronomy

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

Astronomy Minor

Requirements for the Astronomy Minor

A minor in Astronomy consists of five units in ASTR, including ASTR 107, ASTR 202 or ASTR 206, and any 300-level course.

ASTR Courses

Course ID: ARTH112Y/ASTR112Y  Title: First Year Seminar: The Art of Science since the Scientific Revolution

How have the visual arts advanced the sciences? And how, in turn, have artistic representations been informed by scientific knowledge? This seminar examines the intersection of art and science as it relates to astronomy, cartography, botany, and anatomy, among several other fields, from the scientific revolution to the present day. Additionally, we will consider how scientific observations have been visually classified and described through images and data visualization. Along with readings and class discussion, we will make extensive use of rare illustrated manuscripts in the Special Collections department, take several field trips to art and science collections in the Boston area, and perform our own experiments to investigate the technologies that have historically facilitated the close correspondence between the visual arts and scientific discovery.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ASTR112Y; Prerequisites: None; Instructor: Liza Oliver, Wes Watters; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; NPS - Natural and Physical Sciences; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ASTR100  Title: Life in the Universe

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. Our exploration of our place in the universe will include some nighttime observing at our on-campus observatory.

Units: 1; Max Enrollment: 36; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Watters, McLeod; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Spring;
This course provides an overview of the Universe through the lens of the physical principles that help us to probe it from right here on our puny planetary perch. Topics include stars and their planetary companions, the lives and deaths of stars, black holes, galaxies, and the origin and fate of the Universe. Regularly-scheduled weekly daytime laboratories cover both naked-eye astronomy (e.g. the motions of the Sun and stars) and techniques of modern astronomy (e.g. digital imagery). Additional required nighttime sessions (scheduled according to the weather) guide students through their own observations of the sky with both naked eyes and the historic and modern telescopes of Whitin Observatory. This course serves as a gateway to more advanced courses in our astronomy curriculum.

Units: 1; Max Enrollment: 28; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: McLeod, Watters; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring; Fall; Notes: This course is open to first years and sophomores.;

Course ID: ASTR107 Title: Exploring the Cosmos: Introductory Astronomy w/Lab

This course provides an introduction to modern methods of astronomical observation. Students will learn to use the Whitin Observatory's 0.7m 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.

Units: 1; Max Enrollment: 20; Prerequisites: ASTR 107 or ASTR 101; or ASTR 100 with permission of instructor.; Instructor: Watters; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Not to be counted toward the minimum physics major or to fulfill the physics entrance requirement for medical school.

Course ID: ASTR110Y/PHYS111Y Title: First Year Seminar: Einstein and the Dark Universe

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.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ASTR110Y; Prerequisites: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: James Battat; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: ASTR200 Title: Exoplanetary systems

This course will focus on exoplanets and the stellar systems they inhabit. Topics include exoplanet demographics, techniques of discovery and characterization, models of formation and evolution, and potential for future telescopes to uncover signs of atmospheric chemistry and habitability. Students will practice application of physical principles, build data analysis skills, and be introduced to astronomical literature. Students will also make exoplanet transit observations with our on-campus telescope and will model the resulting light curve to ascertain properties of a real exoplanetary system.

Units: 1; Max Enrollment: 20; Prerequisites: ASTR 107 or ASTR 101; or ASTR 100 with permission of instructor.; Instructor: McLeod; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: ASTR202 Title: Hands-on Planetary Exploration with Laboratory

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 studying the development of a historical planetary mission and by building their own instrumented probe to investigate a challenging environment such as the Earth's lower atmosphere or the bottom of Lake Waban. Depending on their role in the project, students can gain experience with a wide range of new skills, such as how to assemble and test electronic circuits, computer programming, and data analysis.

Units: 1; Max Enrollment: 12; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Any 100-level science course (including CS). High school physics recommended.; Instructor: Watters; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year.;

Course ID: ASTR206 Title: Astronomical Techniques with Laboratory

This course provides an introduction to modern methods of astronomical observation. Students will learn to use the Whitin Observatory's 0.7m 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.
Course ID: ASTR210  Title: Cosmology: 13.7 Billion Years and Counting

The 21st century Universe is weirder than 20th century astronomers could imagine--its matter 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 what we think we know about the makeup, history, and fate of our 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.

Units: 1; Max Enrollment: 20; Prerequisites: ASTR 107 or 101, PHYS 107, and MATH 116; not open to students who have taken ASTR110/PHYS110.; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;

Course ID: ASTR223/GEOS223  Title: Planetary Atmospheres and Climates

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. 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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: GEOS223; Prerequisites: MATH 116, PHYS 107 and one of ES 101, ASTR 107, GEOS 101, or GEOS 102, or by permission of instructor.; Instructor: Watters; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;

Course ID: ASTR250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ASTR250GH  Title: Research or Group Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of Instructor.; Instructor: Staff; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Mandatory credit/noncredit.;

Course ID: ASTR250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ASTR303/GEOS313  Title: Advanced Planetary Geology and Geophysics

Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, such as the giant impact basins on Mars, towering thrust fault scarps on Mercury, coronae structures on Venus, and active volcanoes on Io and Enceladus. From a comparative perspective, this course examines the physical processes that drive the evolution of the planets and small bodies in the solar system. Topics include: planetary shape and internal structure, mechanisms of topographic support, tectonics, impacts, volcanism, and tides. Additional, out-of-class time is scheduled for seminar-style discussions of journal articles. Students also produce a final project that involves researching a topic of their choosing.

Units: 1; Max Enrollment: 12; Crosslisted Courses: GEOS313; Prerequisites: Any 100-level course in ASTR or GEOS in addition to at least one of the following - PHYS 107, GEOS 203, GEOS 218, or GEOS 220. An introductory course in mechanics (e.g., PHYS 104 or PHYS 107) is not required but is strongly recommended.; Instructor: Watters; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: ASTR304  Title: Advanced Experimental Techniques

In this course students will learn advanced techniques for experimental astronomy and planetary science. Students will carry out term-long projects involving acquisition and analysis of data. In some cases these data
will be derived from observations performed with telescopes or instruments built by the students themselves. In other cases students will build projects around data from space missions or ground or space-based telescopes. Techniques may include spectroscopy, photometry, multiwavelength astronomy, remote sensing of planetary surfaces, particle astrophysics, and gravitational wave astronomy.

Units: 1; Max Enrollment: 8; Prerequisites: ASTR 202 or ASTR 206 or prior experience with instrumentation with permission of instructor.; Instructor: McLeod; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year.;

Course ID: ASTR311/PHYS311  Title: Advanced Astrophysics

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 planetary dynamics, the life stories of stars and galaxies, the interstellar medium, high-energy processes, and large scale structure in 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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: PHYS311; Prerequisites: PHYS 207; Instructor: French; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: ASTR350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ASTR360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 5; Prerequisites: Permission of the department.; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: ASTR370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: ASTR 360 and permission of the department.; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
Astrophysics

AN INTERDEPARTMENTAL MAJOR

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

Requirements for the Astrophysics Major

An astrophysics major consists of the courses required for the physics major (with one of the 300-level courses being ASTR/PHYS 311), along with ASTR 107, ASTR 206, and one additional upper-level astronomy course. All students who wish to consider a major in astrophysics are urged to complete the introductory physics sequence (PHYS 100, PHYS 107 and PHYS 108), as well as ASTR 107, as soon as possible. In planning the major, students should note that some of the courses have prerequisites in mathematics.

Goals for the Astrophysics Major

As an Astrophysics major, you will be able to:

1. Identify, discuss, and explain the basic laws of physics within the fields of classical mechanics, electromagnetism, quantum mechanics, and thermodynamics and statistical mechanics, as an underpinning to understanding astronomical phenomena.
2. Apply an astronomer’s toolkit, based on the properties of light, matter, and gravity, to understand the life stories of planetary worlds, planetary systems, stars, galaxies, and the origin and fate of the universe.
3. Identify, formulate, and solve tractable scientific and technical problems by placing them in context, making appropriate estimates and simplifications, modeling the important physical processes, quantifying predictions with analytic and computational tools, and testing the correctness of the results.
4. Plan, design, organize, carry out and document hands-on observations with modern instrumentation.
5. Interpret astronomical data and observations, using physical and mathematical models and computational tools.
6. Read and critically evaluate primary scientific literature.
7. Collaborate with peers on research projects that address scientific and technical problems using experiments, computer models, and analysis.
8. Propose and test hypotheses from an integrated appreciation of observations and physical theories.
9. Communicate technical knowledge through effective scientific writing and oral presentations.

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 outdoor telescopes for 100-level courses and the computer-controlled 0.7m 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 Courses

Course ID: ASPH350  Title: Research or Individual Study
Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ASPH360  Title: Senior Thesis Research
Units: 1; Max Enrollment: 15; Prerequisites: Permission of the director.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: ASPH370  Title: Senior Thesis
Units: 1; Max Enrollment: 15; Prerequisites: ASPH 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;
Biochemistry

AN INTERDEPARTMENTAL MAJOR

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 Biochemistry Majors

- Analyze biological systems through the lens of the three unifying themes defined by the American Society for Biochemistry and Molecular Biology (ASBMB):
  - Energy is required and transformed
  - Macromolecular structure determines function and regulation
  - Information storage and flow are dynamic and interactive
- Formulate biochemical hypotheses and test them utilizing well-designed experiments, critical evaluation of data, and appropriate statistical analyses
- Safely use appropriate instrumentation, laboratory techniques, and computational methods to solve a given problem
- Apply, develop, and critically evaluate qualitative and quantitative models
- Synthesize biological, chemical, physical, and mathematical knowledge to solve problems at the interfaces between these disciplines
- Communicate sophisticated biochemical concepts to technical and general audiences orally and in writing
- Retrieve, examine, analyze, interpret, and critique the primary biochemical literature
- Work effectively as a member and leader of diverse groups to solve scientific problems
- Articulate the centrality of biochemistry in addressing societal issues, evaluate ethical and public policy issues of biochemical significance, and engage in respectful discourse
- Practice high standards of professional conduct, including data integrity, proper attribution of work, and reproducibility

Requirements for the Biochemistry Major

**BIOC**: BIOC 219; BIOC 220; BIOC 223; BIOC 320; BIOC 323; BIOC 331. BIOC 324 may be used in place of BIOC 323.

**CHEM**: a) both CHEM 105/CHEM 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 328; BISC 333; BISC 334; BISC 335; BISC 336; NEUR 332 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 100, PHYS 104, PHYS 106, PHYS 107, PHYS 108 or equivalent. This requirement may be satisfied by students passing the physics exemption exam for one of these courses.

**MATH:** MATH 116, MATH 120 or equivalent. This requirement can be satisfied by earning Wellesley credit from the AP Calculus BC exam or placement into MATH 205 or a higher level course by the Department of Mathematics.

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 324; 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/CHEM 105P (or CHEM 120) and Math or Physics or 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 323/324; 300-level BISC courses (and independent study)

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

BIOC 250, BIOC 250H, BIOC 350, BIOC 350H, BIOC 355/BIOC 365 are open to any student. The research should focus on some aspect of the molecular biosciences and may be advised by any member of the 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 will follow the guidelines of the appropriate department, but each honors candidate must be approved by the Biochemistry Advisory Committee.
Requirements for the Biochemistry Minor

A minor in Biochemistry includes:

a) Both CHEM 105/CHEM 105P and CHEM 205, or CHEM 116 and CHEM 205, or CHEM 120
b) BISC 110 or BISC 112 or BISC 116
c) CHEM 211
d) BIOC 219 or BIOC 220
e) BIOC 223
f) One 300-level unit from the following courses: BIOC 320, BIOC 323, BIOC 324, BIOC 331, BISC 311, BISC 314, BISC 316, BISC 319, BISC 328, BISC 333, BISC 334, BISC 335, BISC 336, NEUR 332 or other 300-level courses if relevant to the major and approved by the director.

The minor in biochemistry is not open to students with a major in Biological Sciences or Chemistry. Students may not count CHEM 211, BIOC/BISC 219, BIOC/BISC 220 or BIOC/BISC 223 for both the Neuroscience major and Biochemistry minor.

BIOC Courses

Course ID: BIOC219/BISC219  Title: Genetics with Laboratory

The goal of the course is to develop an understanding of the fundamental principles of genetics at the molecular, cellular, organismal and population levels. The course establishes a link 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. The course also explores principles of genome organization and the mechanisms that regulate gene expression. Other topics include: DNA sequencing and the use of genomic data to address questions in genetics, comparing and contrasting genetic regulation strategies across the three domains of life, and exploring experimental approaches for addressing genetic questions. Laboratory investigation will expose students to the fundamentals of genetics including transmission 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.

Units: 1.25; Max Enrollment: 60; Crosslisted Courses: BIOC219; Prerequisites: BISC 110/BISC 112 or BISC 116/CHEM116. One unit of college chemistry is recommended. Not open to first-year students.; Instructor: Sequeira, Biller, Beers, Carmell, Okumura; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BIOC220/BISC220  Title: Cell Biology with Laboratory

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.

Units: 1.25; Max Enrollment: 60; Crosslisted Courses: BIOC220; Prerequisites: ((BISC 110, BISC 112 or BISC 112Y) and two units of college chemistry) or (BISC 116/CHEM 116 and one unit of college chemistry). One semester of organic chemistry is recommended. Not open to first-year students.; Instructor: Darling, Goss, Carmell, Roden; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BIOC223/CHEM223  Title: Fundamentals of Biochemistry with Laboratory
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.

Units: 1.25; Max Enrollment: 9; Crosslisted Courses: BIOC223; Prerequisites: CHEM 205 or CHEM 120, CHEM 211, and either BISC 110/BISC 112/BISC 116 or CHEM 212.; Instructor: Oakes, Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: BIOC227/CHEM227 Title: Principles of Biochemistry

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: BIOC227; Prerequisites: CHEM 205 or CHEM 120, CHEM 211, CHEM 212, and BISC 110/BISC 112/BISC 116. CHEM 212 may be taken as corequisite with permission of the instructor.; Instructor: Staff; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Does not count toward the minimum major in Chemistry. Not open to students who have completed CHEM/BIOC 223.;

Course ID: BIOC250 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BIOC250H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Winter; Semesters Offered this Academic Year: Fall; Winter; Spring;

Course ID: BIOC320/CHEM320 Title: Integrated Biophysical Chemistry Advanced Laboratory

An intensive laboratory course offering a multiweek independent team research project and training in experimental applications of physical chemistry and biochemistry. Topics will include spectroscopy and chemical thermodynamics of biomolecules. 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 Ruhlman conference. One class period per week plus one lab and mandatory weekly meetings with instructor.

Units: 1; Max Enrollment: 16; Crosslisted Courses: BIOC320; Prerequisites: BIOC 223/CHEM 223; Instructor: Oakes; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: BIOC323/CHEM323 Title: Advanced Seminar in Biochemistry

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: BIOC323; Prerequisites: BIOC/CHEM 223.; Instructor: Elmore; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BIOC324/CHEM324 Title: Calderwood Seminar in Public Writing: Advances in Chemical Biology

Many critical advances result from applying basic chemical principles and tools to biological systems. This approach has opened up exciting new areas of study, such as the biosynthesis of drug molecules and modern
materials, the engineering of cells to incorporate “unnatural” biomolecules, and the development of improved methods to study processes in vivo. In this course, juniors and seniors will explore contemporary research breakthroughs in chemical biology through readings in the primary literature, invited lectures, interviewing researchers and developing independent research proposals. Students will analyze and interpret research findings through weekly writing assignments targeted towards broad audiences, such as research summaries for the scientific press, textbook sections, executive summaries and proposals accessible to non-specialists. Class sessions will be structured as workshops to analyze core chemical and biological concepts and provide structured critiques of writing assignments.

Units: 1; Max Enrollment: 12; Crosslisted Courses: BIOC324; Prerequisites: CHEM 223/BIOC 223 or CHEM 227/BIOC 227 or permission of instructor; Instructor: Elmore; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: BIOC331/CHEM331 Title: Physical Chemistry of Biological Systems: The Fundamental Models of Biological Molecules and Processes

This course will address fundamental questions about molecular structure, how chemical reactions take place, and why substances behave the way they do. Topics to be covered include: the laws of thermodynamics, physical transformations, chemical changes, chemical kinetics, quantum theory, atomic structure, the chemical bond, molecular interactions, molecular spectroscopy, and statistical thermodynamics. Applications to biologically relevant molecules will be discussed.

Units: 1; Max Enrollment: 24; Crosslisted Courses: BIOC331; Prerequisites: BIOC 223/CHEM 223 and MATH 116.; Instructor: Radhakrishnan; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Does not count toward the chemistry major but counts toward the biochemistry major and the chemistry minor.;

Course ID: BIOC350 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BIOC350H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Winter; Semesters Offered this Academic Year: Fall; Winter; Spring;

Course ID: BIOC355 Title: Biochemistry Thesis Research

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open only to seniors by permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BIOC360 Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: BIOC365 Title: Biochemistry Thesis

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.

Units: 1; Max Enrollment: 10; Prerequisites: BIOC 355 and by permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BIOC370 Title: Senior Thesis
Units: 1; Max Enrollment: 25; Prerequisites: BIOC 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
Biological Sciences

Biology, the study of life, is a dynamic science that interfaces with many other disciplines. Biologists examine life at all levels of organization: from molecules to ecosystems. The patterns and processes of evolution provide a unifying theme for our knowledge and investigation of the astounding variety of living organisms, past and present. Biological Sciences majors will develop the problem-solving skills and intellectual flexibility to contribute to and participate in a rapidly changing world.

Biological Sciences Major

As a Biological Sciences major you will be able to:

- Articulate the relevance of biology in your life and the lives of others and evaluate ethical and public policy issues of biological significance.
- Collaborate successfully to solve problems in an interdisciplinary team.
- Identify, discuss and explain the fundamental principles and concepts of biology from molecules to ecosystems.
- Recognize and explain the evolutionary basis of biology and the dynamic nature of life.
- Summarize and assess new biological problems and use critical thinking and problem-solving skills to arrive at defensible conclusions within the framework of current knowledge.
- 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.
- Effectively communicate both orally and in writing about biological topics with the general public and with discipline specific audiences.
- Examine, analyze, interpret and critique the primary biological literature.
- Implement and safely apply a broad array of experimental research skills.

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 or one of the following courses: ES 212/RAST 212, EXTD 225 and EXTD 226. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. BISC 250, BISC 250H, BISC 350, BISC 350H, BISC 355, BISC 360, BISC 365, and BISC 370 do not count toward the minimum major. BISC 101, BISC 104, BISC 105, 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 108, and BISC 109 as laboratory sciences; BISC 101, BISC 104, and BISC 105 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.
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.

Courses for Credit Toward the Biological Sciences Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 212 / RAST 212</td>
<td>Lake Baikal: The Soul of Siberia</td>
<td>1.25</td>
</tr>
<tr>
<td>EXTD 225</td>
<td>Biology of Fishes</td>
<td>1.0</td>
</tr>
<tr>
<td>EXTD 226</td>
<td>Biology of Whales</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Biological Sciences Related Courses - Attention Called
### 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

2. Two 200-level courses, each of which must be in a different group as described in the first paragraph above under major requirements

3. One 300-level course, excluding BISC 350/BISC 350H

Four of the five courses for a minor must be taken at Wellesley. Chemistry is recommended.

### BISC Courses

**Course ID: BIOC219/BISC219  Title: Genetics with Laboratory**

The goal of the course is to develop an understanding of the fundamental principles of genetics at the molecular, cellular, organismal and population levels. The course establishes a link 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. The course also explores principles of genome organization and the mechanisms that regulate gene expression. Other topics include: DNA sequencing and the use of genomic data to address questions in genetics, comparing and contrasting genetic regulation strategies across the three domains of life, and exploring experimental approaches for addressing genetic questions. Laboratory investigation will expose students to the fundamentals of genetics including transmission 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.
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.

The eyes are supposedly the window to your soul. That may be true in poetry, but in vascular biology, the eye is a window into heart disease. In this research focused course, we will explore the vasculature and how vascular diseases in the eye have larger implications for cardiovascular diseases systemically. We will discuss the principles of the cardiovascular system from a physiological and cellular approach. The course will be a combination of short lectures, primary literature readings, student presentations, and field trips to research facilities in the area. The course will conclude with individual presentations on a specific cardiovascular disease and relevance the eye has on earlier detection and treatment. Students will learn to interpret data and effectively communicate biological concepts to general and discipline specific audiences. This course is open to Wellesley Plus First Year students.

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.

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 hands-on component involves working with plants, experimental design, data collection and analysis, and field trips.

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.
Course ID: BISC110  Title: Introductory Cellular and Molecular Biology with Laboratory

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 111T/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1.25; Max Enrollment: 32; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 112 or BISC 116.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC110L  Title: Laboratory for BISC 110 and BISC 112

Effective Fall 2019, this is the co-requisite laboratory course for both BISC 110 and BISC 112.

Units: 0; Max Enrollment: 16; Prerequisites: See BISC 110 or BISC 112.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: BISC 110L is the laboratory course for BISC 110 and BISC 112. Students must register for a lab section of BISC 110L when registering for a lecture section of BISC 110 or BISC 112.;

Course ID: BISC111  Title: Introductory Organismal Biology with Laboratory

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 111T/BISC 113 may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1.25; Max Enrollment: 32; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 111T/BISC 113.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC111L  Title: Laboratory for BISC 111 and BISC 113

Effective Fall 2019, BISC 111L is the co-requisite laboratory course for BISC 111 and BISC 113.

Units: 0; Max Enrollment: 16; Prerequisites: See BISC 111 or BISC 113.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: BISC 111L is the laboratory course for BISC 111 and BISC 113. Students must register for a lab section of BISC 111L when registering for a lecture section of BISC 111 or BISC 113.;

Course ID: BISC111T  Title: Introductory Organismal Biology with Laboratory (Tropical Island)

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken BISC 111/BISC 113/ BISC 113Y. Contact instructor for the application in early October.; Instructor: Königer; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC112  Title: Exploration of Cellular and Molecular Biology with Laboratory
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 111T/BISC 113/BISC 113Y may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1; Max Enrollment: 16; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: BISC112Y  Title: First-Year Seminar: Exploration of Cellular and Molecular Biology with Laboratory

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 scientific 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 112Y/BISC 116 or BISC 111/BISC 111T/BISC 113/BISC 113Y may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1; Max Enrollment: 16; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC1113  Title: Exploration of Organismal Biology with Laboratory

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 scientific 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 112Y/BISC 116 or BISC 111/BISC 111T/BISC 113/BISC 113Y may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1; Max Enrollment: 16; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Fall; Spring; Semesters Offered this Academic Year: Fall; Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course, Fall sections only.;

Course ID: BISC113Y  Title: First-Year Seminar: Exploration of Organismal Biology with Laboratory

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 scientific 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 112Y/BISC 116 or BISC 111/BISC 111T/BISC 113/BISC 113Y may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1; Max Enrollment: 16; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Fall; Spring; Semesters Offered this Academic Year: Fall; Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course, Fall sections only.;
Course ID: BISC116  Title: Fundamentals of Chemistry and Molecular/Cellular Biology with Lab: An Integrated Approach

This gateway course provides an integrated introduction to the application of chemical principles to understand biological systems and covers the content of both BISC 110/112/112Y 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 atomic properties and chemical bonding. Cellular metabolism and molecular genetics are integrated with quantitative introductions to thermodynamics, equilibrium, 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 CHEM105 or BISC 110/112/112Y is a prerequisite.

Units: 1.25; Max Enrollment: 32; Prerequisites: 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, BISC 112Y, CHEM 105, CHEM 105P, or CHEM 120. Students must attend lab during the first week to continue in the course.; Instructor: Matthews, Elmore (Chemistry), Hall (Chemistry); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: BISC198  Title: Statistics in the Biosciences

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.

Units: 1; Max Enrollment: 25; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement and one course in biology, chemistry, or environmental science. Fulfills the Quantitative Reasoning overlay course requirement.; Instructor: Selden; Distribution Requirements: NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC201  Title: Ecology with Laboratory

An introduction to the scientific study of the interrelationships among organisms and their interactions with the environment. Topics include evolutionary adaptation in dynamic environments, behavioral ecology and life-history strategies, population growth and regulation, interactions among organisms, and the structure and function of biological communities and ecosystems. Emphasis is placed on the development of quantitative skills to address issues such as the stability and resilience of ecosystems with climate change, conservation of endangered species, and the dynamics of infectious disease. Laboratory sessions occur primarily in the field, where students explore and study local habitats, and will learn GIS, statistical analysis, and scientific writing.

Units: 1.25; Max Enrollment: 28; Prerequisites: BISC 108 or BISC 111/BISC 111T/BISC 113/BISC 113Y or ES 101 or by permission of the instructor.; Instructor: Koniger, Thomas; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC202  Title: Evolution with Laboratory

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, the evolution of sex, and the impact of sexual selection, the importance of evolutionary thinking in medicine, and patterns in the origination, diversity, and extinction of species over time. Labs include hands-on assessments of genetic variation in populations using DNA and protein based analyses; estimation of mutation rates in bacteria; exploration of computer simulations to understand the effects of genetic drift and student-designed experiments to assess the effects of natural selection in populations.
Course ID: BISC203  Title: Comparative Physiology and Anatomy of Vertebrates with Laboratory

The physiology and functional anatomy of vertebrate animals, with an emphasis on comparisons among representative groups. The course covers topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, neural, and ecological physiology. The laboratories incorporate the study of preserved materials and physiological experiments.

Units: 1.25; Max Enrollment: 36; Prerequisites: BISC 109 or BISC 111/BISC 111T/BISC 113/BISC 113Y, or permission of the instructor.; Instructor: Buchholtz, Dolce; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC204  Title: Biological Modeling with Laboratory

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.

Units: 1.25; Max Enrollment: 14; Prerequisites: BISC 110/BISC 112/BISC 112Y/BISC 116 or BISC 111/BISC 111T/BISC 113/BISC 113Y, and MATH 116 (or equivalent), or permission of instructor.; Instructor: Matthes; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: BISC207  Title: The Biology of Plants with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: BISC 110/BISC 112/BISC 112Y/BISE 116 and one unit of college chemistry or BISC 116/CHEM 116.; Instructor: Klepac-Ceraj, Roden; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC209  Title: Microbiology with Laboratory

Introduction to bacteria, archaea, viruses, and eukaryotic microorganisms. Overview of the microbial world including a survey of the morphology, structure, function, and diversity of microorganisms and microbial effects on the environment. Introduction to the fundamental concepts of microbial evolution, genomics, metabolism, ecology, genetics, pathogenesis, and immunity. Investigation-based laboratories focused on microbial ecology, microbial interactions and molecular genetics will provide students with experience in classical and modern techniques. Students must attend lab during the first week in order to continue in the course.

Units: 1.25; Max Enrollment: 24; Prerequisites: BISC 110/BISC 112/BISC 112Y and one unit of college chemistry or BISC 116/CHEM 116.; Instructor: Klepac-Ceraj, Roden; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC210  Title: Marine Biology with Laboratory

Oceans cover more than 70 percent of the Earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants and animals in a variety of marine habitats. Focal habitats include the photic zone of the open ocean, the deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat. Laboratories will emphasize fieldwork in marine habitats as well as hands-on study of marine organism adaptation and anatomy.

Units: 1.25; Max Enrollment: 14; Prerequisites: BISC 111/BISC 111T/BISC 113/BISC 113Y or ES 101, or by permission of the instructor.; Instructor: Selden, Beers; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
Course ID: BISC214  Title: Animal Behavior with Laboratory

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 that make each animal's strategy unique, including communication, orientation, foraging, conflict and aggression, mating, parental care, and social life. Laboratories will expose students to the challenges of collecting, analyzing, interpreting, and presenting data on animal behavior.

Units: 1.25; Max Enrollment: 24; Prerequisites: BISC 109 or BISC 111/BISC 111T/BISC 113/BISC 113Y, or permission of the instructor.; Instructor: Ellerby, Skow; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC216  Title: Developmental Biology with Laboratory

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.

Units: 1.25; Max Enrollment: 36; Prerequisites: BISC 110/BISC 112/BISC 112Y/BISC 116 and BISC 111/BISC 111T/BISC 113/BISC 113Y, or permission of the instructor.; Instructor: Suzuki, Beers, Okumura; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC247/ES247  Title: Plant Diversity and Ecology with Laboratory

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 forest 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.

Units: 1.25; Max Enrollment: 14; Crosslisted Courses: BISC247; Prerequisites: ES 100, ES 101, BISC 108, BISC 111, BISC 111T, BISC 113 or permission of instructor; Instructor: Griffith; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Semesters Offered this Academic Year: Fall; Notes: Not open to students who have completed ES 347/BISC 347.;

Course ID: BISC250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: BISC250G  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: BISC250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC302  Title: Human Physiology with Laboratory

This course takes an integrated approach to the study of organ system function in humans. We will examine control mechanisms that allow the body to maintain a constant balance in the face of environmental challenges, such as exercise, temperature change, and high altitude. Our particular focus will be recent findings in the areas of neural, cardiovascular, respiratory, renal, and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research at both the cellular and organismal levels.

Units: 1.25; Max Enrollment: 12; Prerequisites: (BISC 111, BISC 111T, BISC 113, BISC 113Y or NEUR 100) and (BISC 203 or NEUR 200).; Instructor: Ellerby, Dolce; Distribution Requirements: LAB - Natural and Physical
Course ID: BISC305  Title: Seminar: Evolution

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.

Units: 1; Max Enrollment: 12; Prerequisites: Two units in Biological Sciences at the 200 level or permission of the instructor.; Instructor: Buchholtz; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC306/NEUR306  Title: Principles of Neural Development

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 and writing skills.

Units: 1; Max Enrollment: 12; Crosslisted Courses: BISC306; Prerequisites: NEUR 200 or BISC 216 or permission of instructor. Open to Juniors and Seniors only.; Instructor: Beltz; Distribution Requirements: EC - Epistemology and Cognition; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC307/ES307  Title: Ecosystem Ecology with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Crosslisted Courses: ES307; Prerequisites: Two units in Biological Sciences at the 200-level or above, or permission of the instructor.; Instructor: Matthes; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ’51 Speaking Intensive Course;

Course ID: BISC310  Title: Seminar: Contemporary Issues in Marine Biology

Life in the sea faces accelerating threats due to ever-increasing demands and consequences of a growing human population. These include over-exploitation, pollution, habitat destruction, and invasive species. Overarching these are the many ramifications of global climate change. We will explore these issues through the primary literature, augmented with background material on marine biodiversity and ecology.

Units: 1; Max Enrollment: 12; Prerequisites: Two units in Biological Sciences at the 200 level, or permission of the instructor.; Instructor: Selden; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC311  Title: Evolutionary Developmental Biology with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: BISC 201, BISC 202, BISC 216, or BISC 219, or by permission of the instructor.; Instructor: Suzuki; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC314  Title: Environmental Microbiology with Laboratory
The availability of next generation sequencing in the last 10-15 years has revolutionized the field of environmental microbiology. Although most of the microbial world remains to be discovered and explored, we are now starting to find answers to some central ecological questions such as: What microbes are present in various ecosystems? What is the distribution of each type of organism? What are their roles (functions)? How does each role relate to the magnitude of microbial activity? What factors influence microbial activity and interactions? We will explore the questions in the context of the human and cheese microbiomes. The topics will include microbial diversity, microbial evolution, phylogeny, physiology, metabolism, community ecology, genomics, metagenomics and proteomics. Through reading of original papers on the human microbiome, we will examine recent advances made in microbial ecology and critically analyze the role of microorganisms on human health and beyond. Students will have the opportunity to design and conduct an independent research project to explore the cheese microbiome.

Units: 1.25; Max Enrollment: 12; Prerequisites: CHEM 211 plus any of the following - BISC 201, BISC 202, BISC 209, BISC 210, BISC 219, or BISC 220, or permission of the instructor.; Instructor: Klapac-Ceraj; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer ’51 Speaking Intensive Course;

Course ID: BISC315/NEUR315 Title: Neuroendocrinology with Laboratory

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 behavioral levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior.

Units: 1.25; Max Enrollment: 12; Crosslisted Courses: BISC315; Prerequisites: NEUR 200, or both BISC 110/BISC 112/BISC 112Y and BISC 203, or both BISC 116/CHEM116 and BISC 203, or permission of the instructor.; Instructor: Tetel; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; EC - Epistemology and Cognition; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC316 Title: Molecular Genetics with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: BISC 219 or permission of the instructor.; Instructor: Peterman; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer ’51 Speaking Intensive Course.;

Course ID: BISC318 Title: Seminar: CRISPR Gene Editing – a new revolution in biology

CRISPR gene editing is at the center of an ongoing revolution in biology. This system for precise and efficient gene editing in living cells has led to numerous applications in medicine, agriculture and the environment. This course will examine the molecular genetic, cellular and biochemical principles that govern CRISPR and its myriad uses. Topics will include the microbial adaptive immune system and its modification for use as a gene editing tool, applications of CRISPR to the study and treatment of cancer, human genetic diseases and the improvement of food crops, CRISPR gene drives as tools to control disease-spreading insects and invasive species in wild populations, and CRISPR as a powerful tool to study model organisms and probe biological functions. We will also evaluate ethical and legal issues surrounding this revolutionary genome engineering system.

Units: 1; Max Enrollment: 12; Prerequisites: BISC 219; Instructor: Peterman; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Spring;

Course ID: BISC327/ES327 Title: Seminar: Topics in Biodiversity

Topic for 2019-20: Biodiversity in the Built Environment:

How do other species interact with landscapes and habitats that people have modified or even completely restructured? Which species live in human-dominated environments, and how does the diversity of species in
these habitats affect the function and health of these ecosystems? In this course we will build our scientific understanding of biodiversity and its consequences, and explore how this understanding can inform the design and management of spaces we occupy. We will consider habitats from agricultural landscapes to suburban parks to buildings, with special attention to the opportunities afforded by Wellesley’s remarkable campus, including the Global Flora greenhouse.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ES327; Prerequisites: Two units in Biological Sciences at the 200 level or above, or permission of the instructor.; Instructor: Jones; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Fall;

Course ID: BISC328  Title: Seminar: Modern Biological Imaging

This course will take an interdisciplinary approach to examine how scientists 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, focusing on fluorescent microscopy. Student exploration and analysis of review and primary literature will be integral to this course along with a hands-on fluorescence microscopy project. Additional topics may include electron microscopy, atomic force microscopy (AFM), and biomedical imaging (MRI, CT, ultrasound, etc). The course incorporates a combination of introductory lectures, seminar-style discussions, practical experience, and student presentations throughout the semester.

Units: 1; Max Enrollment: 12; Prerequisites: CHEM 211 and either BISC/BIOC 219 or 220 or permission of the instructor; Instructor: Darling; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: BISC333  Title: Genomics and Bioinformatics with Laboratory

Genomics, transcriptomics, and other ‘omics’ techniques represent powerful tools for studying biological systems. In this course, students will gain experience with the use of ‘next-generation’ DNA sequencing and other ‘omic’ approaches to address diverse types of questions in biology. Classroom lectures and discussions of primary literature will introduce students to key experimental and bioinformatics concepts underlying the design and interpretation of ‘omic studies. The laboratory will provide hands-on experience with a variety of computational tools for analyzing genomic and other large datasets, culminating in an original research project examining the genomics of marine microbial ecosystems. Topics to be covered include genome assembly and annotation, comparative genomics, metagenome interpretation, transcriptomics, metabolic pathway inference, phylogenetic analysis, and systems-level integration of multi-omics datasets.

Units: 1.25; Max Enrollment: 14; Prerequisites: BISC 219/BIOC 219, BISC 209, or permission of the instructor.; Instructor: Biller; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: BISC334  Title: Seminar: The Biology of Stem Cells

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.

Units: 1; Max Enrollment: 12; Prerequisites: BISC 216 or BISC 219 or BISC 220.; Instructor: O'Donnell; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC335  Title: Seminar: Cellular and Molecular Mechanisms of Disease

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.

Units: 1; Max Enrollment: 12; Prerequisites: BISC 220/ BIOC 220; Instructor: Goss; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course;
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.

Units: 1; Max Enrollment: 12; Prerequisites: BISC 219/ BIOC 219 or BISC 220/ BIOC 220.; Instructor: Matthews; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC338  Title: Seminar. The Biology of Social Insects

Warfare, communication, agriculture, and caring for family are phenomena that are typically attributed to human societies, but social insects do these same things. In this course, we will explore the weird and wonderful world of social insects to discover their diverse strategies for success. We will learn about how conflict and selfishness have shaped the cooperative effort that characterizes these seemingly utopian communities. Topics will include the natural history of social insects, self organization in systems, models of division of labor, communication, and an examination of some of the biological oddities that have arisen as a result of kin selection. The format for the course will consist of demonstrations of basic principles, followed by discussion and presentation of classic literature and groundbreaking current research.

Units: 1; Max Enrollment: 12; Prerequisites: BISC 201, BISC 202, or BISC 214 or by permission of instructor; Instructor: Mattila; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: BISC340  Title: Calderwood Seminar in Public Writing: Biology in the News

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.

Units: 1; Max Enrollment: 12; Prerequisites: Any two BISC 200-level courses; juniors and seniors only.; Instructor: Kóniger; Distribution Requirements: NPS - Natural and Physical Sciences; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC347/ES347  Title: Advanced Plant Diversity and Ecology with Laboratory

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 course of the semester that examines mechanisms of plant diversity and coexistence.

Units: 1.25; Max Enrollment: 14; Crosslisted Courses: BISC347; Prerequisites: BISC 201, ES 220, BISC 207 or permission of instructor; Instructor: Griffith; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Semesters Offered this Academic Year: Fall; Notes: This course is not available to students that have already taken ES 247/BISC 247.;

Course ID: BISC348  Title: Seminar: Muscle and Movement

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.

Units: 1; Max Enrollment: 12; Prerequisites: Two units in the biological sciences at the 200 level or above, or permission of the instructor.; Instructor: Ellerby; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC350  Title: Research or Individual Study

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.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC350H  Title: Research or Individual Study

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.

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC355  Title: Biological Sciences Thesis Research

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open only to seniors by permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC360  Title: Senior Thesis Research

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.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC365  Title: Biological Sciences Thesis

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.

Units: 1; Max Enrollment: 15; Prerequisites: BISC 355 and by permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: BISC370  Title: Senior Thesis

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.

Units: 1; Max Enrollment: 25; Prerequisites: BISC 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
Calderwood Seminars in Public Writing

Calderwood Seminars in Public Writing are advanced-level, writing-intensive courses that engage students in a review of their majors or areas of special interest. These seminars challenge students to integrate what they have learned in other courses and to communicate this knowledge to a broad audience.

Calderwood Seminars will rotate among departments and programs. Class size will remain small and enrollment, ordinarily, will be limited to juniors and seniors. The Seminars may fulfill major requirements.

The Calderwood Seminars in Public Writing are named after Stanford Calderwood, a patron of the arts and benefactor of Wellesley College. Throughout his career, Mr. Calderwood realized the value of written communication. To improve the capabilities of Wellesley College students as public writers, the Calderwood Charitable Foundation has provided generous support for this program.

Key elements for the Calderwood Seminars in Public Writing:

• Seminars targeted at juniors and seniors that draw on skills learned in prior courses and that empower a student’s “voice” in her major field or area of study
• Seminars that offer a reflective overview of a major or area by covering topics central to the field or that explore a defining theme
• Seminars that emphasize public writing, rather than writing for a specialized and professional audience.
Public writing—the ability to translate complex arguments and professional jargon to a broad audience—is a central feature of a liberal arts education
• Seminars that encourage a more collaborative experience, with students writing frequently and rewriting their work in response to comments by their professors and input from classmates

CSPW Courses

Course ID: AMST355  Title: Calderwood Seminar in Public Writing: Critiquing American Popular Culture

What does Riverdale or Instagram say about American society and culture? Do self-publishing and e-books liberate literature or undermine it? How have networks like HBO, Netflix, or Amazon 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.

Units: 1; Max Enrollment: 12; Prerequisites: AMST 101 or another AMST 100- or 200-level course.; Instructor: Fisher; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC340  Title: Calderwood Seminar in Public Writing: Biology in the News

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.

Units: 1; Max Enrollment: 12; Prerequisites: Any two BISC 200-level courses; juniors and seniors only.; Instructor: König; Distribution Requirements: NPS - Natural and Physical Sciences; Other Categories: CSPW
Course ID: CPLT359/FREN359  Title: Calderwood Seminar in Public Writing: Advocating for Other Cultures (in English)

Say 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 and students interested in other cultures to rethink and repurpose their academic knowledge, shaping it to contribute to public debates, writing not for “the professor” but for the real world. Pieces may include op-eds and letters to the editor; book, film and music reviews; blogs; and interviews with notables in the field. Students will sharpen their skills as both writers and editors, writing in alternate weeks and revising their work in response to comments from their peers and from the instructor. The contributions of students from different language backgrounds will introduce participants to the assumptions, perspectives and approaches of other cultures, inviting all to become advocates for a wider, more inclusive cultural literacy.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CPLT359; Prerequisites: At least two courses at the advanced 200 level or the 300 level in the major department.; Instructor: Lydgate; Distribution Requirements: LL - Language and Literature; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: ECON335  Title: Calderwood Seminar in Public Writing: Economic Journalism

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 and recent journal articles. Students also will write an op-ed and a blog post. Class sessions will be organized as workshops devoted to critiquing the economic content of student work.

Units: 1; Max Enrollment: 12; Prerequisites: ECON 201, ECON 202, and ECON 203.; Instructor: Sichel; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ENG316  Title: Calderwood Seminar in Public Writing: Dead Poetry Society

This Calderwood seminar in public writing will show that there is no such thing as dead poetry. In a series of weekly writing and editing exercises ranging from movie reviews to op-eds, we will explore the many ways that the great poetry of centuries past speaks directly to modern experience. We will be taught both by the poets themselves (whose eloquence will rub off on us) and each other, as each student will pick a poet whose writing she will become expert at relaying to a lay audience. By the end of the semester, not only will you be able to persuade a newspaper reader that blank verse matters as much as Twitter; you will also learn how to articulate the value of your English major to a prospective employer--and how to transmit your excitement about the latest discoveries in your field to friends and parents.

Units: 1; Max Enrollment: 12; Prerequisites: 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.; Instructor: Lynch; Distribution Requirements: LL - Language and Literature; Other Categories: CSPW - Calderwood Seminar in Public Writing; Semesters Offered this Academic Year: Spring;

Course ID: ES399  Title: Calderwood Seminar in Public Writing: Environmental Synthesis and Communication

Tax carbon? Label genetically modified crops? Ban endocrine disruptors? In this course, an interdisciplinary capstone experience for the ES major, 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.

Units: 1; Max Enrollment: 12; Prerequisites: A declared major in environmental studies and completion of six courses that count toward the ES major, or permission of instructor. This course is only open to juniors and seniors.; Instructor: Turner; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PHIL330  Title: Calderwood Seminar in Public Writing: Ethics for Everyone
Socrates practiced philosophy in the public marketplace, but many 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, artificial intelligence, climate change, etc.

Units: 1; Max Enrollment: 12; Prerequisites: 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.; Instructor: Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Course ID: PSYC343  Title: Calderwood Seminar in Public Writing: Psychology in the Public Interest

Take a step back from your psychology major and learn how to transfer your expertise to the public. This Calderwood Seminar challenges upper-class students in an intimate workshop setting to grow as psychologists and writers. Throughout the semester, students will build a writing portfolio that might include op-eds, book reviews, journal article reviews, coverage of public talks, Wikipedia entries, articles for middle school STEM magazines, and interviews with research psychologists. Classes will include collaborative editing workshops, guest lectures from experts in the writing field, and activities to build a strong writing foundation. In keeping with the structure of the Calderwood seminar, weekly deadlines in this class are firm so as to allow classmates time to reflect and comment on each others' work. You have learned how to write for college, now learn how to write for life.

Units: 1; Max Enrollment: 12; Prerequisites: 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.; Instructor: Gleason; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: CSPW - Calderwood Seminar in Public Writing; Semesters Offered this Academic Year: Spring; Course ID: WRIT391  Title: CSPW: A Word After a Word After a Word is Power: Women Writing the 21st Century

Margaret Atwood professes that, “A word after a word after a word is power.” Propelled by the #MeToo movement, LeanIn, and the women’s march, women are baring their truths, beliefs, and experiences in an explosion of public words. In this seminar students will become immersed in the dynamic contemporary landscape of women’s writing, spanning memoir, poetry, journalism, and political commentary. Within an intimate workshop setting, students will develop their own voices through assignments that will include book reviews, op-eds, social media analyses, and interviews. By taking turns as writers and editors, students will become skilled in evaluating and fostering their own writing as well as the writing of others. This course takes as its premise the intensive Calderwood format of having students regularly produce, critique, and revise their and their peers' writing by taking turns alternating being writers and editors throughout the semester.

Units: 1; Max Enrollment: 12; Prerequisites: This course is open only to juniors and seniors; all students must have taken at least one 200-level course in the study of literature.; Instructor: Bryant (Writing Program); Distribution Requirements: LL - Language and Literature; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
Chemical Physics

An Interdisciplinary Area of Scholarship, Research, and Employment

The Departments of Chemistry and Physics offer an interdepartmental major in Chemical Physics, an interdisciplinary field of study at the intersection of chemistry and physics. The major incorporates the core elements of the Chemistry and Physics degrees that relate to the structure and properties of atoms, molecules, and materials. It offers a richer foundation in physics than the standard Chemistry major and significantly more experience in experimental and theoretical chemistry than the usual Physics major.

Chemical physics is an interdisciplinary field at the crossroads of chemistry and physics that applies the quantitative methods usually associated with physics to systems of chemical interest. While these systems range in size and complexity, from atomic nuclei to biological molecules and nano-materials, the unifying theme of chemical physics is the development of a quantitative understanding of a system’s structural and dynamical properties. Core elements of both chemistry and physics inform experimental, theoretical, and modeling work in the discipline. The interdisciplinary nature of Chemical Physics makes it appropriate that this major should not reside in just one department.

By the time they graduate, Chemical Physics majors will:

- 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.

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 Courses

Course ID: CHPH250  Title: Research or Individual Study
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
<th>Max Enrollment</th>
<th>Prerequisites</th>
<th>Typical Periods Offered</th>
<th>Semesters Offered this Academic Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHPH350</td>
<td>Research or Individual Study</td>
<td>1</td>
<td>15</td>
<td>Permission of the instructor. Open to juniors and seniors.</td>
<td>Spring; Fall</td>
<td>Fall; Spring</td>
<td></td>
</tr>
<tr>
<td>CHPH360</td>
<td>Senior Thesis Research</td>
<td>1</td>
<td>15</td>
<td>Permission of the department.</td>
<td>Spring; Fall</td>
<td>Spring; Fall</td>
<td>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>
</tr>
<tr>
<td>CHPH370</td>
<td>Senior Thesis</td>
<td>1</td>
<td>0</td>
<td>CHPH 360 and permission of the department.</td>
<td>Spring; Fall</td>
<td>Spring; Fall</td>
<td>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>
</tr>
</tbody>
</table>
Chemistry

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, and nanotechnology — are represented in the course offerings and opportunities for student-faculty collaborative research.

Learning Goals for Chemistry Students

Our learning goals for chemistry students are focused on six major areas:

Knowledge

- Predict the properties of atoms, molecules, and materials from information about their structure.
- Characterize (quantitatively and qualitatively) interactions of light with matter.
- Predict and explain the outcome of chemical reactions by applying kinetic and thermodynamic principles.

Problem Solving

- Develop testable hypotheses, design and execute experiments, analyze data, and draw appropriate conclusions.
- Evaluate and report data using appropriate visual and statistical methods.
- Utilize appropriate instrumentation to solve chemical problems.
- Apply, develop, and critically evaluate the validity of models (computational, mathematical, and abstract) to make predictions.
- Integrate theory and experiments to explain chemical phenomena.

Scientific Literacy

- Retrieve, critically evaluate, and properly cite technical articles from the chemical literature.
- Communicate effectively through formal and informal means to chemists and to the broader population.
- Connect chemical principles to contemporary issues.

Safety

- Understand, and practice safe laboratory techniques to minimize risk in the lab.
- Critically evaluate safety protocols and suggest improvements.

Ethics

- Demonstrate high standards of professional conduct, including data integrity, proper attribution of work, and reproducibility.
- Appreciate the impact of chemists in contributing to and addressing societal problems.
- Engage in respectful discourse regarding controversial topics related to science.

Teamwork
Chemistry Major

Requirements for the Chemistry Major

We invite any student who plans to take chemistry courses to consult one or more members of the Chemistry Department faculty. The department website (www.wellesley.edu/Chemistry/chem.html) contains specific suggestions about how to structure academic programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs, and careers of former majors.

The major consists of the following courses:

- 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/independent study (CHEM 250, CHEM 350, CHEM 355, or CHEM 360) or completion of approved summer or off-campus research and required paper/presentation
- One additional chemistry course at the 300 level, excluding research courses, thesis courses, CHEM 320, and CHEM 331.

Additionally, the following courses outside of the Chemistry Department are required for the major:

- MATH 215 (strongly recommended) or MATH 205
- PHYS 104 or PHYS 107
- 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 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): On-campus research projects are supervised by a member of the Wellesley College Chemistry Department.

2. Thesis in Chemistry (CHEM 355/CHEM 365 or CHEM 360/CHEM 370): Off-campus theses require active involvement by a Wellesley faculty member throughout the research period.

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). 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.

In all three cases, in order to fulfill the research requirement for the major, the student must complete a paper of at least 8-10 pages on the research and give a presentation to the Chemistry Department. The paper must contain substantial literature references, demonstrating a familiarity with searching the chemical literature. A copy of the paper must be submitted to the chair of the Chemistry Department.

Honors in Chemistry

The only route to honors in the major is writing a thesis and passing an oral examination (CHEM 360 and CHEM 370). To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level. 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 3.3 and 3.5. See Academic Distinctions.

Placement

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. Students who have taken one year of high school chemistry should elect CHEM 105, 105P, or 116 followed by either CHEM 205 or CHEM 211. 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. Details of the AP/IB/A-level policy are on the department’s website, [http://www.wellesley.edu/chemistry/prospective/choose](http://www.wellesley.edu/chemistry/prospective/choose).

Advanced Placement Credit in Chemistry

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.

Transfer Credit in Chemistry

Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the chair of the department as soon as possible.

All other enrolled Wellesley students must obtain prior approval from the chair of the department via the Wellesley College Registrar’s Office in order to obtain Wellesley credit for any chemistry course taken at another institution during the summer or the academic year. 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 taken as part of a high school program or after enrollment at Wellesley will not be accepted.

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.

**American Chemical Society Accreditation**

The American Chemical Society has established a set of requirements in various areas that it considers essential for the training of undergraduate chemists. Students wishing to be officially accredited by our professional society should consult the chair of the department.

**Teacher Certification in Chemistry**

The Chemistry Department strongly supports our students who are interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts or elsewhere. We encourage students to consult jointly with us and the chair of the education department to determine the best undergraduate preparation for that goal.

**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, CHEM 341, or CHEM 361
- One additional 200- or 300-level course, *excluding* research courses (CHEM 250/CHEM 350/ 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/BIOC 223,

  Or

- For students interested in the mathematical foundations of chemistry: CHEM 330, for which the prerequisites include 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 Courses**
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.

Units: 1.25; Max Enrollment: 9; Crosslisted Courses: BIOC223; Prerequisites: CHEM 205 or CHEM 120, CHEM 211, and either BISC 110/BISC 112/BISC 116 or CHEM 212.; Instructor: Oakes, Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: BIOC227/CHEM227  Title: Principles of Biochemistry

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: BIOC227; Prerequisites: CHEM 205 or CHEM 120, CHEM 211, CHEM 212, and either BISC 110/BISC 112/BISC 116. CHEM 212 may be taken as corequisite with permission of the instructor.; Instructor: Staff; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Does not count toward the minimum major in Chemistry. Not open to students who have completed CHEM/BIOC 223.;

Course ID: BIOC320/CHEM320  Title: Integrated Biophysical Chemistry Advanced Laboratory

An intensive laboratory course offering a multiweek independent team research project and training in experimental applications of physical chemistry and biochemistry. Topics will include spectroscopy and chemical thermodynamics of biomolecules. 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 Ruhlman conference. One class period per week plus one lab and mandatory weekly meetings with instructor.

Units: 1; Max Enrollment: 16; Crosslisted Courses: BIOC320; Prerequisites: BIOC 223/CHEM 223; Instructor: Oakes; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: BIOC323/CHEM323  Title: Advanced Seminar in Biochemistry

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: BIOC323; Prerequisites: BIOC/CHEM 223.; Instructor: Elmore; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BIOC324/CHEM324  Title: Calderwood Seminar in Public Writing: Advances in Chemical Biology

Many critical advances result from applying basic chemical principles and tools to biological systems. This approach has opened up exciting new areas of study, such as the biosynthesis of drug molecules and modern materials, the engineering of cells to incorporate “unnatural” biomolecules, and the development of improved methods to study processes in vivo. In this course, juniors and seniors will explore contemporary research breakthroughs in chemical biology through readings in the primary literature, invited lectures, interviewing researchers and developing independent research proposals. Students will analyze and interpret research findings through weekly writing assignments targeted towards broad audiences, such as research summaries for the scientific press, textbook sections, executive summaries and proposals accessible to non-specialists. Class sessions will be structured as workshops to analyze core chemical and biological concepts and provide structured critiques of writing assignments.
Units: 1; Max Enrollment: 12; Crosslisted Courses: BIOC324; Prerequisites: CHEM 223/BIOC 223 or CHEM 227/BIOC 227 or permission of instructor.; Instructor: Elmore; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: BIOC331/CHEM331 Title: Physical Chemistry of Biological Systems: The Fundamental Models of Biological Molecules and Processes

This course will address fundamental questions about molecular structure, how chemical reactions take place, and why substances behave the way they do. Topics to be covered include: the laws of thermodynamics, physical transformations, chemical changes, chemical kinetics, quantum theory, atomic structure, the chemical bond, molecular interactions, molecular spectroscopy, and statistical thermodynamics. Applications to biologically relevant molecules will be discussed.

Units: 1; Max Enrollment: 24; Crosslisted Courses: BIOC331; Prerequisites: BIOC 223/CHEM 223 and MATH 116.; Instructor: Radhakrishnan; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Does not count toward the chemistry major but counts toward the biochemistry major and the chemistry minor.;

Course ID: CHEM103 Title: Elements and the Environment

Elements and molecules interact with the environment producing global challenges such as climate change, ozone depletion, and heavy metal pollution. This course is a general introduction to the chemistry of such environmental problems, focusing on the chemical principles that regulate the effect, fate, and transport of chemicals in the environment. It explores how the structure of a chemical relates to its environmental impact and how interactions can be predicted through chemistry. Assignments will include working with real data-sets of elements in the environment, such as records of phosphorus in Alaska, carbon in forests, oxygen in the ocean, and heavy metals in soils.

Units: 1; Max Enrollment: 24; Prerequisites: Students need to have completed the QR basic skills requirement.; Instructor: Stanley; Distribution Requirements: NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CHEM104Y Title: First-Year Seminar: How to Model: Building, Using, and Evaluating Models Across the Disciplines

Every person -- from an artist or linguist to an economist or scientist -- relies on models to make sense of her world, herself, and the relationships between the two. In this first-year seminar, we will explore what models are, how they are created, and how they are paradoxically useful due to their imperfections. Through primary literature and discussions, we will discuss the philosophical and psychological bases of model creation and limitation. We will also explore, apply, evaluate, and even create both qualitative and mathematical models across the disciplines aided by primary literature, hands-on activities, and guest speakers and faculty who engage with models within their fields, ranging from art to physical science. In this way, the course will serve as a "sampler" to introduce students to many academic disciplines while also preparing students to recognize both the power and limitations of models in their future learning.

Units: 1; Max Enrollment: 16; Prerequisites: None.; Instructor: Mala Radhakrishnan; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; EC - Epistemology and Cognition; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHEM105 Title: Fundamentals of Chemistry with Laboratory

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.

Units: 1.25; Max Enrollment: 28; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
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 labor.

Units: 1.25; Max Enrollment: 16; Prerequisites: 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.; Instructor: Miwa; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHEM116  Title: Fundamentals of Chemistry and Molecular/Cellular Biology with Lab: An Integrated Approach

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, equilibrium, 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 CHEM105 or BISC110/112 is a prerequisite.

Units: 1.25; Max Enrollment: 32; Prerequisites: 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.; Instructor: Matthews, Elmore (Chemistry), Hall (Chemistry); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: CHEM120  Title: Intensive Introductory Chemistry with Laboratory

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.

Units: 1.25; Max Enrollment: 32; Prerequisites: 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/ CHEM 116 and/or CHEM 205.; Instructor: Arumainayagam; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHEM205  Title: Chemical Analysis and Equilibrium with Laboratory

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; 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, and solution equilibria.

Units: 1.25; Max Enrollment: 36; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHEM211  Title: Organic Chemistry I with Laboratory

Topics covered include: stereochemistry, synthesis and reactions of alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, nomenclature of organic functional groups, IR, and GC/MS.

Units: 1.25; Max Enrollment: 28; Prerequisites: CHEM 105, CHEM 105P, CHEM 116, or CHEM 120.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHEM212  Title: Organic Chemistry II with Laboratory

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.

Units: 1.25; Max Enrollment: 42; Prerequisites: CHEM 211; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: CHEM250  Title: Research or Individual Study

Research is supervised by a member of the Wellesley College chemistry department. Off-campus research requires active participation of a Wellesley faculty member throughout the research period. Course fulfills the research requirement for the major only upon completion of a paper of 8-10 pages on the research and a presentation to the chemistry department during one of the two research seminar presentation periods. A copy of the paper must be submitted to the chair of the department.

Units: 1; Max Enrollment: 15; Prerequisites: Open by permission to students who have taken at least one chemistry course and are not eligible for CHEM 350.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHEM250H  Title: Research or Individual Study

Research is supervised by a member of the Wellesley College Chemistry Department. Students will be expected to devote 10-12 hours per week for CHEM 250 and five to six hours for CHEM 250H.

Units: 0.5; Max Enrollment: 15; Prerequisites: Open by permission to students who have taken at least one chemistry course and are not eligible for CHEM 350 or 350H.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: CHEM302/EDUC317  Title: Seminar: 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 opportunities 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 communicate and teach chemistry to non-expert audiences at a museum or science cafe. 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.

Units: 1; Max Enrollment: 12; Crosslisted Courses: EDUC317; Prerequisites: Chem 205 or Chem 120.; Instructor: Rachel Stanley; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: CHEM307  Title: Nanoscience
“Why cannot we write the entire 24 volumes of the Encyclopedia Britannica on the head of a pin?” When the physicist Richard Feynman first asked that question a half century ago, the word nanoscience had yet to be used. Today, nanoscience and nanotechnology have created a great deal of interest from scientists and engineers and also from the general public. Questions we will address include: What is the nature of nanoscience and nanotechnology? What are the principles that enable us to predict behavior over nanometer length scales? How are nanomaterials made and organized? How is nanotechnology likely to impact our lives? We will use the primary literature, popular portrayals, and interactions with researchers in nanoscience as avenues to explore the field.

Units: 1; Max Enrollment: 15; Prerequisites: CHEM 205 or CHEM 120, and CHEM 211.; Instructor: Flynn; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: CHEM308 Title: Seminar: The Organic Chemistry of Drug Design and Discovery

This course will cover a variety of aspects about drugs: discovery, development, mechanism of action, 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.

Units: 0.5; Max Enrollment: 24; Prerequisites: One semester organic chemistry course or permission of instructor.; Instructor: Adrian Huang; Distribution Requirements: NPS - Natural and Physical Sciences;

Course ID: CHEM309 Title: Computational Chemistry

Computational chemistry now plays a crucial role in both the design and the analysis of molecules and systems across industries including pharmaceuticals, materials, and manufacturing. This course will provide students with a conceptual understanding of computational modeling techniques pertinent to chemistry along with practical experience applying these methods. Specific techniques considered in the course may include quantum mechanical ab initio and semiempirical models, molecular mechanics, molecular dynamics simulations, optimization and sampling frameworks, and chemical informatics, with case studies coming from current literature. Emphasis will be placed on the trade-offs between model accuracy and efficiency, and fundamental principles in computer programming, numerical methods, hardware, and software will be introduced as they relate to this trade-off. Application of these methods to solve problems in diverse areas, such as protein structure, drug design, organic reactivity, and inorganic systems, will also be emphasized. In addition to regular computer-based exercises, the course will culminate in an independent project utilizing techniques presented in the course.

Units: 1; Max Enrollment: 12; Prerequisites: CHEM 205 or CHEM 120 and CHEM 211 and MATH 116, or permission of the instructor.; Instructor: Radhakrishnan; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: CHEM310 Title: Seminar: Chemistry of the Heavens

The course will cover the foundations of astrochemistry, a young field at the intersection between chemistry and astronomy. Topics to be discussed include the interstellar medium, atomic and molecular physics, interstellar chemistry, molecular astronomy, and unresolved enigmas in the field, such as the homochirality of amino acids. The seminar will involve guest lectures by experts, group discussions, readings from the primary and review literature, field trip(s), movies (including a science fiction movie), weekly writing assignments, telescopic observations, and one day in a laboratory on earth.

Units: 1; Max Enrollment: 24; Prerequisites: CHEM 105/ CHEM 120.; Instructor: Chris Arumainayagam; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Every three years; Semesters Offered this Academic Year: Spring;

Course ID: CHEM318 Title: Advanced Organic Chemistry: Reactions, Mechanisms, and Modern Synthetic Methods

This course will cover strategies and tactics for assembling complex organic molecules. Considerable emphasis will be placed on stereoselective synthesis, including the stereoselective construction of ring systems, acyclic stereocontrol, and asymmetric catalysis. Reaction mechanisms will also be emphasized throughout the semester. Lecture topics will be accompanied by case studies drawn from the current chemical literature. The course will culminate in an independent project involving pharmaceuticals and other molecules of medicinal importance.
Course ID: CHEM330  Title: Physical Chemistry I with Laboratory

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.

Units: 1; Max Enrollment: 16; Prerequisites: CHEM 212; Instructor: Carrico-Moniz; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CHEM330X  Title: Introduction to Physical Chemistry

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.

Units: 1; Max Enrollment: 18; Prerequisites: CHEM 205 or CHEM 120, PHYS 104 or PHYS 107, MATH 215 (strongly recommended) or MATH 205. Not open to students who have taken CHEM 331.; Instructor: Arumainayagam; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHEM334  Title: Physical Chemistry II

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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 331.; Instructor: Radhakrishnan; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CHEM341  Title: Inorganic Chemistry with Laboratory

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.

Units: 1.25; Max Enrollment: 24; Prerequisites: Required CHEM 205 or CHEM 120, and CHEM 211; Strongly recommended CHEM 212.; Instructor: Stanley; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CHEM350  Title: Research or Individual Study
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.)

Units: 1; Max Enrollment: 25; Prerequisites: Open by permission to students who have taken at least three chemistry courses.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHEM350H  Title: Research or Individual Study

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.

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHEM355  Title: Chemistry Thesis Research

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.)

Units: 1; Max Enrollment: 15; Prerequisites: Open only to seniors by permission of the instructor.; Instructor: Staff; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHEM360  Title: Senior Thesis Research

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.)

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHEM361  Title: Analytical Chemistry with Laboratory

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.

Units: 1.25; Max Enrollment: 8; Prerequisites: CHEM 205 and CHEM 211 or CHEM 120 and CHEM 211. Suggested - PHYS 106 or PHYS 108.; Instructor: Flynn; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHEM365  Title: Chemistry Thesis

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.)

| Units: 1; Max Enrollment: 15; Prerequisites: CHEM 355 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; |
| Course ID: CHEM370  Title: Senior Thesis |

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.)

| Units: 1; Max Enrollment: 25; Prerequisites: CHEM 360 and permission of department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; |
Cinema and Media Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

The Cinema and Media Studies program (CAMS) offers an innovative, interdisciplinary major and minor focused on the history, theory, and practice of the media that characterize modernity and those new media that are currently emerging. CAMS engages with all forms of still, moving-image, and screen-based audio-visual media, from the dominant forms of the last century (film, television, and still photography) through today's emergent forms (digital, Web, gallery-based, and more). While the major requires students to select one of two distinct tracks—in Cinema/Media Studies or Video/Media Production—an innovative feature of the major is that we expect students in all tracks to be conversant in both theory and production. Students in the program come to understand theory through practice, and practice through theory.

Cinema and Media Studies Major

Goals for the Cinema and Media Studies Major

Students in the CAMS major will learn that the various media we use/interact with are not only the products of human imagination and expression, but are an influential, perhaps primary, means by which we come to understand the world and ourselves in it as thinking, communicating, and interacting members of ethnicities, genders, classes, societies, nations, and global communities.

Students who complete the CAMS major will have:

- Acquired a broad-based contemporary and historical knowledge of international film and audio-visual media
- Acquired a set of critical and analytical tools for the study of film and audio-visual media
- Developed a critical awareness of the cultural, political and economic role of film and media in modern societies
- Produced media works in the form or forms of their choice
- Explored, through their own processes of image-making, the relationships between technology, aesthetic process, and social impact of modern media culture.

Requirements for the Cinema and Media Studies Major

The major in Cinema and Media Studies requires 10 units and offers two areas of concentration, Cinema/Media Studies and Video/Media Production. Students choose either the Studies track or the Production track at the time they elect the major.

Common Requirements

Students in both tracks are required to take the following:

1. CAMS 101, Introduction to Cinema and Media Studies
2. CAMS 201, Between Magic and Reality: A Century of Cinema, Part I
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:

7. Two core courses, to be chosen from among these:
   - CAMS 213, From Berlin and London to Hollywood
   - CAMS 216, Creative Media Manipulation
   - CAMS 222, “Being There”: Documentary Film and Media
   - CAMS 225, From the Fairground to Netflix: Cinema in the Public Sphere
   - CAMS 227, Television
   - CAMS 228, Avant-Garde and Experimental Film
   - CAMS 226, 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

   - 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:

7. One core course (to be chosen from the list above)
8. Four additional studio courses to be selected among the following (or equivalent) courses:
   - CAMS 208, Writing for Television
   - CAMS 235/ARTS 265, Intermediate Video Production/The Documentary Form
   - CAMS 335/ARTS 365, Advanced Video Production
   - CAMS 238/ARTS 208, Intermediate Digital Photography: the Digital/Analog Rift
   - 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 207</td>
<td>Images of Africana People Through the Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 222</td>
<td>Blacks and Women in American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 261</td>
<td>History of Black American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 274 / WGST 274</td>
<td>Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 219</td>
<td>Balkan Cinematic Representations</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 239</td>
<td>Visual Culture of South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 222</td>
<td>French Cinema from the Lumière Brothers to the Present: The Formation of Modernity</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 300</td>
<td>Post-Apocalyptic Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 314</td>
<td>A Cinematic History of Intellectual Ideas in Post-WWII France: The Politics of Art</td>
<td>1.0</td>
</tr>
<tr>
<td>ITAS 261</td>
<td>Italian Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>JPN 130 / THST 130</td>
<td>Japanese Animation (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>The Historical Imagination in Japanese Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>THST 130 / JPN 130</td>
<td>Japanese Animation (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Why is Miley in Malaysia?: Global Art, Media, and Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 265</td>
<td>Latin American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 268</td>
<td>Contemporary Spanish Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 315</td>
<td>Seminar: Luis Buñuel and the Search for Freedom and Morality</td>
<td>1.0</td>
</tr>
<tr>
<td>THST 209</td>
<td>Scenic Design as a Collaborative Art</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Related Courses

Attention Called

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 277</td>
<td>Interactive Sound Art with Electronics</td>
<td>1.0</td>
</tr>
<tr>
<td>RAST 222</td>
<td>Firebird! The Russian Arts Under Tsars and Commissars</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Cinema and Media Studies Minor

Requirements for the Cinema and Media Studies Minor

The CAMS minor will be made up of six courses in the following areas:
1. CAMS 101, CAMS 201, and CAMS 202
2. One introductory production course
3. Two additional courses, at least one of which must be at the 300 level

CAMS Courses

Course ID: AFR271/CAMS271  Title: Understanding American Slavery Through Film

This course will examine the history of cinema through the lens of American slavery. Outside of the classroom much of what we know, or think about slavery derives often from popular media—particularly through film and television. Can Hollywood do the work of historians? Does historical interpretation through film serve as useful, beneficial, or detrimental? Can we make an argument for the historical efficacy of films? What is the difference between historical accuracy and historical authenticity? In examining these films, we will take into account the time period, location, and the political and social context in which they were created. We will see how much film tells us about slavery and, most importantly, what film might tell us about ourselves. Through a critical reading of a range of historical works, cultural critiques and primary sources, students will have a better comprehension of how historians and filmmakers both differ or find mutual agreement in their understanding of the past.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS271; Prerequisites: None; Instructor: Jackson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH232/CAMS232  Title: Anthropology of Media

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

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS232; Prerequisites: None; Instructor: Karakasidou; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: ANTH305/CAMS305  Title: Ethnographic Film

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

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS305; Prerequisites: ANTH 301 or two 200-level units in anthropology, cinema and media studies, economics, history, political science, or sociology or permission of the instructor.; Instructor: TBD; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH226/CAMS207 Title: History of Photography: From Invention to Media Age

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CAMS207; Prerequisites: None. ARTH 100 strongly recommended.; Instructor: Berman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;

Course ID: ARTS108/CAMS138 Title: Photography I

Photo I is a foundational studio course exploring key methods and concepts in photography. Technical skills will be addressed through camera work, lighting, and traditional darkroom practices. Studio assignments, readings, discussions, lectures, gallery visits, and critiques will help students build the conceptual, aesthetic, and critical skills essential to understanding photography's broader role in contemporary art, history, and society. Aimed for first year and sophomore students, and those pursuing majors in Studio Art, MAS, or CAMS.

Units: 1; Max Enrollment: 14; Crosslisted Courses: CAMS138; Prerequisites: None. Open to Firstyears and Sophomores. Juniors and Seniors by permission of the instructor and should add themselves to the waitlist.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Meets Production requirement for CAMS major.;

Course ID: ARTS165/CAMS135 Title: Introduction to the Moving Image

This introductory course explores video as an art form. Organized around a series of assignments designed to survey a range of production strategies, the course is 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. Weekly readings, screenings, discussions and critique, explore contemporary issues in video and help students develop individual aesthetic and critical skills. Practical knowledge is integrated through lighting, video/sound production and editing workshops.

Units: 1; Max Enrollment: 14; Crosslisted Courses: CAMS135; Prerequisites: Open to First years and Sophomores, Juniors and Seniors by permission of instructor.; Instructor: Joskowicz; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Meets the Production requirement for CAMS majors. Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: ARTS208/CAMS238 Title: Photography II: The Digital/Analog Rift

Building on the foundation of Photo I, this intermediate course aims to strengthen students' conceptual photographic acumen while introducing advanced studio and location lighting, digital retouching, inkjet printing, and basic multimedia production. Assignments address contemporary and historic theories of photography as contemporary art and the aesthetic and cultural implications of the ubiquity of digital photography. Emphasis is on developing project-based photography through cultivating research, planning, conceptual, and production skills.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS238; Prerequisites: ARTS 108/CAMS 138, or ARTS 221, or permission of the instructor required.; Instructor: Van Beckum; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ARTS221/CAMS239 Title: Digital Imaging

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS239; Prerequisites: Any 100-level ARTS course.;
Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods
Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: ARTS255/CAMS255  Title: Dynamic Interface Design

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS255; Prerequisites: ARTS 108 /CAMS 138, ARTS 109
and CS 110 or CS 111.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film
and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTS260/CAMS230  Title: Moving Image Studio

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.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS230; Prerequisites: ARTS 108/CAMS 138, ARTS
165/CAMS 135, or ARTS 221/CAMS 239.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts,
Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall; Notes: Normally offered in
alternate years.;

Course ID: ARTS265/CAMS235  Title: Intermediate Video: Experimental Production

An intermediate level studio that guides students through different approaches to experimental video
production while challenging linear narrative and documentary conventions. Students experiment with non-
narrative approaches to content, structure, and technique. 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. This course explores the independent media and video fields as students develop
independent video projects and articulate their artistic process through a series of presentations and critiques.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS235; Prerequisites: ARTS 165/CAMS 135 or
permission of the instructor required.; Instructor: Joskowicz; Distribution Requirements: ARS - Visual Arts,
Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ARTS308/CAMS338  Title: Photography III

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 in response to
each student's work. Continued emphasis is placed on research into the content and context of the
photographic image in contemporary practice through visiting artist events as well as gallery, museum, and
studio visits.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS338; Prerequisites: ARTS 108/CAMS 138, and either
ARTS 208/CAMS 238 or ARTS 221/CAMS 239, or permission of the instructor required.; Instructor: TBA;
Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring;
Semesters Offered this Academic Year: Spring; Notes: Not offered in 2019-20.;

Course ID: ARTS313/CAMS313  Title: Virtual Form

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS313; Prerequisites: Any 100-level ARTS course.
Strong computer familiarity needed.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music,
Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year:
Spring; Notes: Normally offered in alternate years.;
Course ID: ARTS321/CAMS321  Title: Advanced New Media

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS321; Prerequisites: Two 200-level courses in ARTS, CAMS, or MAS.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: ARTS 321/CAMS 321 may be repeated, ordinarily for a maximum of two semesters.;

Course ID: ARTS365/CAMS335  Title: Advanced Video Production

This advanced-level class centers on the production and critique of individual film and video work, along with an ongoing schedule of screenings, readings, and discussions that investigate various positions from artists and directors on the dynamics of space on screen. Our focus will be on the construction of cinematic space as a formal and conceptual component of storytelling. Using poetry, film, and literature as guides to navigating both constructed and conceptual landscapes, student projects will oscillate between portraiture and social documentary. Formally, this class explores advanced strategies of image and sound manipulation, both technical and conceptual. It covers pre-production planning (storyboards and scripting), refinement of digital editing techniques, visual effects, post-production, as well as audio and sonic components. Students will develop semester-long video/film projects and will articulate their artistic process through a series of presentations and critiques over the semester.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS335; Prerequisites: ARTS 165/CAMS 135 and CAMS 101 or permission of the instructor.; Instructor: Joskowicz; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CAMS101  Title: Introduction to Cinema and Media Studies

CAMS 101 introduces students to the study of audio-visual media, including oral, print, photographic, cinematic, broadcast, and digital media forms and practices. Using a case study approach, we will explore the nature of audio-visual communication/representation in historical, cultural, disciplinary, and media-specific contexts, and examine different theoretical and critical perspectives on the role and power of media to influence our social values, political beliefs, identities, and behaviors. We'll also consider how consumers of media representations can and do contest and unsettle their embedded messages. Our emphasis will be on developing the research and analytical tools, modes of reading, and forms of critical practice that can help us to negotiate the increasingly mediated world in which we live.

Units: 1; Max Enrollment: 30; Prerequisites: None. Open to all students. CAMS 101 is required for all students majoring or minoring in Cinema and Media Studies, and should ideally be taken before any other CAMS course.; Instructor: Morrow; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CAMS105Y  Title: First-Year Seminar: Twenty-first-Century Cinema

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 cinamas examined and the videography component make this seminar a must for adventurous minds interested in the multifaceted potential of audiovisual language.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open to first-year students only.; Instructor: Viano; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered;

Course ID: CAMS201  Title: Technologies of Cinema and Media

This course investigates the technological, economic, and cultural determinants behind forms of media from the last 150 years, including the telephone, the telegraph, photography, and film, as well as new media like virtual reality and interactive media. If photography realized the desire to transcend mortality and early cinema fulfilled the dream to depict the world, their missions have been extended by technologies that seek to invent new worlds as well as material and virtual realities. Relying on a material theory of film and audio-visual media, the course examines both technologies of making and of circulation, exploring the commercial potential of the entertainment industry. The course will employ relevant texts, films, and other audio-visual artifacts.
Course ID: CAMS202  Title: Aesthetics of Cinema and Media

Examining cinematic forms and styles, this course retraces film's emergence and development as an art and its relations to other artistic, cultural, technological, and socio-economic practices. Analysis of representative films will help understand cinema's relationship to reality, including its reproduction and construction of the "real," the changing terms of spectatorship, and the ways in which film aesthetics have been employed to build ideology and interrogate it. Understanding form as inextricably bound to content, we will appreciate the aesthetic significance of formal choices and innovations within particular films, directorial oeuvres, periods and movements, from classical Hollywood cinema to European New Waves of the 60s and 70s, to the contemporary cinemas of Asia and Latin America.

Units: 1; Max Enrollment: 18; Prerequisites: CAMS-101 or CAMS-105 or CAMS-106 or permission of the instructor.; Instructor: Morari; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: CAMS208/ENG208  Title: Writing for Television

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS208; Prerequisites: None; Instructor: Holmes; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit.;

Course ID: CAMS213/GER288  Title: From Berlin and London to Hollywood (in English)

This course offers an introduction to the formative years of Hollywood by tracing the impact of European cinema on the American movie industry. Focusing on the work of film directors who in the first half of the twentieth century left the European centers of film-making for Hollywood, we will discuss the commercial competition between Berlin, London, and Hollywood as well as notions of aesthetic transfer. Among the actors and directors to be discussed are Marlene Dietrich, Alfred Hitchcock, F.W. Murnau, Fritz Lang, Ernst Lubisch, Billy Wilder, Douglas Sirk, Charlie Chaplin and others.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS213; Prerequisites: None; Instructor: Nolden; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: CAMS218  Title: Theories of Media From Photography to the Internet

Considering media as diverse as photography, film, radio, television, video, sound recording, and the Internet, this course is an introduction to the major theoretical works of media theory through a close attention to both texts and media artifacts. Topics include theories of ideology, spectatorship and reception, structuralism and poststructuralism, modernism and postmodernism, semiotics, psychoanalysis, postcolonialism, feminism, and queer theory. Through class discussions and writing assignments, students will consider both prevailing conceptual currents as well as alternative formulations in order to question the various forces that work to shape media as material and discursive systems. Readings will be structured so that media works are paired with historical and contemporary texts in order to draw out the connections between the theory, history, and practice of media.

Units: 1; Max Enrollment: 20; Prerequisites: CAMS 101; Instructor: Shpolberg; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Required for all students majoring or minoring in Cinema and Media Studies.;

Course ID: CAMS222  Title: "Being There": Documentary Film and Media

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?
Course ID: CAMS224/ITAS212  Title: Italian Women Film Directors: The Female Authorial Voice in Italian Cinema (in English)

This course examines the films of a number of major Italian women directors across two artistic generations: Cavani and Wertmüller from the 1960s to the 1990s; Archibugi, Comencini, and others in the 1990s. Neither fascist cinema nor neorealism fostered female talents, so it was only with the emergence of feminism and the women's movement of the 1960s and 1970s that a space for female voices in Italian cinema was created. The course will explore how women directors give form to their directorial signatures in film, focusing on their films' formal features and narrative themes in the light of their sociohistorical context.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS224; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: CAMS225  Title: Cinema in the Public Sphere: From the Fairground to Netflix

How did cinema, originally hailed as a popular entertainment, achieve the social legitimacy that elevated it to the rank of an art form and an industrial force? This course examines the development of cinema as an institution over the last 150 years, from its origins to its present digital extensions, from Europe to Latin America, from Japan to the United States. Relying on academic scholarship, film criticism, and a selection of documentaries and essay-films, we will examine the historical, social and aesthetic conditions that led to the creation of the movie theater, the opening of cine-clubs, art houses, and multiplexes, as well as cinema's relationship to television and the exponentialized accessibility of films in the age of video and streaming.

Units: 1; Max Enrollment: 15; Prerequisites: CAMS 101, CAMS 105 or permission of the instructor.; Instructor: Morari; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CAMS227  Title: Television

What does subscribing to a channel on YouTube have in common with tuning into the live broadcast of Kraft Television Theatre? Despite major technological, industrial and cultural change since television's first golden age in the 1950s, televisual concepts and metaphors remain central to our understanding of media. This course will seek to understand both television history and the contemporary new media context by unpacking these concepts. We will think about television's ontology, viewership, and transnational reach, in order to understand how television has shaped and continues to shape our identities and our perspectives on the world around us. We will watch shows ranging from *I Love Lucy* and *Hill Street Blues* to *The Real World* and *Atlanta*.

Units: 1; Max Enrollment: 15; Prerequisites: CAMS 101, CAMS 135/ARTS 165, or ARTH 100 or permission of the instructor.; Instructor: Morrow; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CAMS234/ENG204  Title: The Art of Screenwriting

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS234; Prerequisites: None; Instructor: Cezair-Thompson; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.;

Course ID: CAMS240/WGST223  Title: Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

The history of Chicanoxs and Latinxns on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chicanoxs/Latinxns, 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 Chicanoxs and Latinxns 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS240; Prerequisites: None.; Instructor: Mata; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall;
Semesters Offered this Academic Year: Fall;

Course ID: CAMS241/WGST249  Title: Asian American Women in Film

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 contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS241; Prerequisites: None; Instructor: Creef; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: CAMS243/SAS243  Title: Love in Indian Cinema

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 Bimal Roy, Guru Dutt, Raj Kapoor, Mani Ratnam, and Meera Nayar that have "love" as a core theme. 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS243; Prerequisites: None; Instructor: Shukla-Bhatt; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CAMS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 10; Prerequisites: Permission of the instructor and director of Cinema and Media Studies required.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: CAMS250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 10; Prerequisites: Permission of the instructor and director of Cinema and Media Studies required.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CAMS286/GER286  Title: Fantasy Factories: Film and Propaganda in Nazi Germany and Beyond (in English)

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS286; Prerequisites: None; Instructor: Hans; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Spring;

Course ID: CAMS301  Title: Surveillance Media: Technology, Ideology, Ethics

In 1895, the first movie camera filmed workers leaving a factory. That movie camera has been replaced by a security camera that both protects and monitors those workers. From the early cameras to the latest technologies, the history of cinema and media can be understood as a recurrent series of surveillance techniques. This course examines surveillance technologies and monitoring practices to explore how technology and ideology came to play together in audio-visual forms. We will examine the politics and ethics of security and surveillance, stretching from the first manifestations of voyeuristic photography to such modern forms as drones, GPS and user security on social media. Course materials will include readings as well as features, documentaries and video installations.

Units: 1; Max Enrollment: 14; Prerequisites: Either CAMS-201 or CAMS-202, plus another CAMS-200 level course; Instructor: Codru?a Morari; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;
We constantly describe films with labels like action, horror, rom-com, sci-fi, musical, western, but where do those categories come from, and how do we decide what belongs within them? This course will explore the concept of film genre in terms both theoretical and practical. We’ll examine the antecedents of cinema’s genre system in literary criticism, read key works of film genre theory, and watch films in a wide range of genres. Among the questions we’ll address are: How do ideas about genre help us understand the cinematic experience? How do genre categories influence the production and marketing of films, and the discourse around them? How do ideas about genre connect to social identities, such as race and gender, to create categories like “chick flick” or “Blaxploitation”? What criteria differentiate the genres we value from those we don’t?

Units: 1; Max Enrollment: 15; Prerequisites: Either CAMS 201 or CAMS 202, and an additional 200-level CAMS course.; Instructor: Vernon Shetley; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

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.

Units: 1; Max Enrollment: 12; Prerequisites: CAMS 202 or permission of the instructor.; Instructor: Shetley; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

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.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

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.

Units: 0.5; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

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.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the director.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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 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.

Units: 1; Max Enrollment: 25; Prerequisites: CAMS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;
Classics

Cinema and Media Studies Minor

Requirements for the Cinema and Media Studies Minor

The CAMS minor will be made up of six courses in the following areas:
1. CAMS 101, CAMS 201, and CAMS 202
2. One introductory production course
3. Two additional courses, at least one of which must be at the 300 level

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:

- Students will have the ability to read and interpret major texts in Greek and/or Latin and in English translation, such as those written by Plato, Euripides, Herodotus, Cicero, Vergil and Catullus.
- Students will be critical readers of primary and secondary sources and will communicate ideas clearly and effectively in oral and written form.
- Students will learn disciplinary methods to analyze primary texts and artifacts.
- Students will work with a range of texts (history, philosophy, poetry) and types of artifacts (art, architecture, and other material remains) to develop an interdisciplinary understanding of the historical context in which they were produced.
- Students will understand the diversity of cultures in the ancient Mediterranean and their interactions.

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 complete four units in either Greek or Latin (or two 300-level units). Group 2: Courses in Classical Civilization or further courses in Greek or Latin (or approved courses from related departments), including one unit each in at least two of the following three areas: literature; material culture; history and society. At least two of the nine units must be at the 300 level, one of which must be in CLCV or Greek or Latin. Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work.

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

**Teacher Certification in Classical Studies**

Students interested in obtaining certification to teach Latin and classical humanities in the Commonwealth of Massachusetts should consult the department chair and the chair of the Department of Education.

**Advanced Placement Policies and Language Requirement in Classical Studies**

A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. AP courses will not be counted toward either major offered by the Classical Studies department. All students who wish to elect a 200-level or higher Latin course must take Wellesley’s Latin placement examination. The department reserves the right to place a new student in the language course for which she seems best prepared regardless of her AP score or the number of units she has offered for admission.

**International Study in Classical Studies**

Qualified students are encouraged to spend a semester, usually in the junior year, on international study. Excellent programs are available in Rome and Athens.

**Special Opportunities in Classical Studies**

Limited departmental funds are available to support special opportunities for Classics-related research and travel.

**Courses for Credit Toward the Classics and the Classical Civilization Majors**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 103 / CLCV 103</td>
<td>Introduction to Archaeology</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 203</td>
<td>Iraq's Antiquities, Then and Now</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 241</td>
<td>Egyptian Art and Archaeology</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 243</td>
<td>Cities of the Roman Empire</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 290</td>
<td>Pompeii</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 343</td>
<td>Seminar: Roman Monuments: Memory and Metamorphosis</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 373</td>
<td>Seminar: Antiquities Today</td>
<td>1.0</td>
</tr>
<tr>
<td>HEBR 201</td>
<td>Intermediate Hebrew</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 200</td>
<td>Roots of the Western Tradition</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 228</td>
<td>Swords and Scandals: Ancient History in Films,</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Documentaries, and Online</td>
<td></td>
</tr>
<tr>
<td>HIST 229</td>
<td>Alexander the Great: Psychopath or Philosopher King</td>
<td>1.0</td>
</tr>
</tbody>
</table>
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:

- Students will have the ability to read and interpret major texts in Greek and/or Latin and in English translation, such as those written by Plato, Euripides, Herodotus, Cicero, Vergil and Catullus.
- Students will be critical readers of primary and secondary sources and will communicate ideas clearly and effectively in oral and written form.
- Students will learn disciplinary methods to analyze primary texts and artifacts.
- Students will work with a range of texts (history, philosophy, poetry) and types of artifacts (art, architecture, and other material remains) to develop an interdisciplinary understanding of the historical context in which they were produced.
- Students will understand the diversity of cultures in the ancient Mediterranean and their interactions.

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 complete four units in either Greek or Latin (or two 300-level units). Group 2: Courses in Classical Civilization or further courses in Greek or Latin (or approved courses from related departments), including one unit each in at least two of the following three areas: literature; material culture; history and society. At least two of the nine units must be at the 300 level, one of
which must be in CLCV or Greek or Latin. Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work.

**Honors in Classics and Classical Civilization**

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

**Teacher Certification in Classical Studies**

Students interested in obtaining certification to teach Latin and classical humanities in the Commonwealth of Massachusetts should consult the department chair and the chair of the Department of Education.

**Advanced Placement Policies and Language Requirement in Classical Studies**

A student entering Wellesley must have an Advanced Placement score of 5 or an SAT II score of 690 to satisfy the foreign language requirement. AP courses will not be counted toward either major offered by the Classical Studies department. All students who wish to elect a 200-level or higher Latin course must take Wellesley’s Latin placement examination. The department reserves the right to place a new student in the language course for which she seems best prepared regardless of her AP score or the number of units she has offered for admission.

**International Study in Classical Studies**

Qualified students are encouraged to spend a semester, usually in the junior year, on international study. Excellent programs are available in Rome and Athens.

**Special Opportunities in Classical Studies**

Limited departmental funds are available to support special opportunities for Classics-related research and travel.

**Courses for Credit Toward the Classics and the Classical Civilization Majors**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 103/CLCV 103</td>
<td>Introduction to Archaeology</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 203</td>
<td>Iraq’s Antiquities, Then and Now</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 241</td>
<td>Egyptian Art and Archaeology</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 290</td>
<td>Pompeii</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 343</td>
<td>Seminar: Roman Monuments: Memory and Metamorphosis</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 373</td>
<td>Seminar: Antiquities Today</td>
<td>1.0</td>
</tr>
<tr>
<td>HEBR 201</td>
<td>Intermediate Hebrew</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 200</td>
<td>Roots of the Western Tradition</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 228</td>
<td>Swords and Scandals: Ancient History in Films, Documentaries, and Online</td>
<td>1.0</td>
</tr>
</tbody>
</table>
HIST 229  Alexander the Great: Psychopath or Philosopher King  1.0
HIST 230  Greek History from the Bronze Age to the Death of Philip II of Macedon  1.0
HIST 231  History of Rome  1.0
HIST 325  Veni; Vidi; Vici*: The Life and Times of C. Iulius Caesar  1.0
PHIL 201  Ancient Greek Philosophy  1.0
PHIL 310  Seminar. Ancient and Medieval Philosophy  1.0
REL 104  Study of the Hebrew Bible/Old Testament  1.0
REL 105  Study of the New Testament  1.0
REL 243  Women in the Biblical World  1.0
REL 244  Jerusalem: The Holy City  1.0

Note: ARTH 100 will only count towards the major if taken before 2016-2017.

**CLCV Courses**

Course ID: ANTH103/CLCV103  Title: Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from the Bronze Age and classical civilizations of the Old World and the Aztec and Inca empires of the New World to the historical archaeology of New England. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CLCV103; Prerequisites: None; Instructor: Minor; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Formerly ANTH 206; may not be repeated for credit by students who have successfully completed ANTH 206.;

Course ID: ANTH215/CLCV215  Title: Bronze Age Greece: Archaeology and the Digital Humanities

The archaeological evidence of Bronze Age settlements, sanctuaries, and cemeteries will be contextualized through the study of administrative records written on clay tablets and artistic representations, especially wall-paintings and luxury arts. This background will enable students to consider how the changing interpretations of fragmentary archaeological evidence are supplemented to produce more recognizable representations of Mycenaean and Minoan civilizations. We will disentangle the elements that characterize systems of power, cultural and religious practices, and interactions with neighboring societies. Students will analyze the archaeological evidence behind restored images, synthetic narratives, cultural geographies, and immersive experiences. Moreover, we will construct our own visualizations of archaeological data through diverse technologies, drawing links to the digital humanities, and will work extensively with digital applications to map and represent the ancient world.

Units: 1; Max Enrollment: 50; Crosslisted Courses: ANTH215; Prerequisites: None; Instructor: Burns; Distribution Requirements: HS - Historical Studies; SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTH373/CLCV373  Title: Antiquities Today: The Politics of Replication

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 and 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.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CLCV373; Prerequisites: Prior college-level coursework in Art History and/or Classical Civilization.; Instructor: Cassibry; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: CLCV104  Title: Greek and Roman Mythology

Achilles' heel, the Trojan Horse, Pandora's Box, an Oedipal complex, a Herculean task-themes and figures from classical mythology continue to play an important role in our everyday life. We will read the original tales of classical heroes and heroines 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.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Wise (Spring), Dougherty (Summer); Distribution Requirements: LL - Language and Literature; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Summer; Fall; Semesters Offered this Academic Year: Spring;

Course ID: CLCV106  Title: Daily Life in Ancient Greece and Rome

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Starr; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CLCV200  Title: Political Archaeology: The City-States of Ancient Greece

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Burns; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either CLCV 200 or, with additional assignments, CLCV 300.;

Course ID: CLCV202  Title: Culture and Politics of Ancient Athens

In the fifth century B.C.E., Athens was home to great intellectual ferment as well as political growth and crisis. This cultural revolution resulted in significant artistic and intellectual accomplishments: Pericles oversaw the building of the Acropolis; citizens saw productions of Oedipus Tyrannos, Medea, and Lysistrata and Herodotus and Thucydides invented the genre of history as we know it. On the political front, Athens defended itself against the Persian empire, developed into the most powerful city-state in the Mediterranean, and then dramatically fell as the result of failed imperial policy. In the early fourth century, Plato engaged with the political and intellectual conflicts of this period in The Apology and The Symposium. In this course, students will consider works of philosophy, history, tragedy, comedy, rhetoric, and political theory in their cultural and political context. We will examine and interrogate Athenian democracy, its conflicts, and its stunning and influential cultural achievements.

Units: 1; Max Enrollment: 40; Instructor: Gilhuly; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: CLCV205  Title: Ancient Spectacle
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 splendor, drama, and gore of antiquity.

Units: 1; Max Enrollment: 16; Prerequisites: None; Instructor: Burns; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either CLCV 205, or, with additional assignments, CLCV 305. Ann E. Maurer '51 Speaking Intensive Course.

Course ID: CLCV206 Title: Gods and Heroes

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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Burns; Distribution Requirements: HS - Historical Studies; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CLCV210 Title: Greek Drama

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Dougherty; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: This course may be taken as either CLCV 210, or, with additional assignments, CLCV 310.

Course ID: CLCV212 Title: On the Road: Travel in Fiction and Film

Every story is a travel story, and this class introduces students to the theme of travel as it appears in literature (ancient and modern) and film. We will focus on the ways that mobility, transience, and unsettledness function in these works both to confirm and challenge our ideas of home, identity (both personal and cultural), and the possibilities of return.

Units: 1; Max Enrollment: 25; Instructor: Dougherty; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CLCV213 Title: Gender in Ancient Greece and Rome

Do notions of gender change over time? In this course, we will explore how gender was constructed in ancient Greece and Rome 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Gilhuly; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either CLCV 213 or, with additional assignments, CLCV 313.

Course ID: CLCV213D Title: Engendering Ancient Greece: Sex and gender in Greek Literature and Culture

In ancient Greece, the categories of masculine and feminine were deployed as a master trope for defining oppositions, but the ancients used these categories for significantly different ends at various times and places. In this course, we will explore how gender was constructed in antiquity and how it functioned as an
Over the course of the semester we will address the following questions: to what extent were the categories of masculinity and femininity structurally interdependent? How did gender intersect with sexuality as well as political and economic identities? Did the ancients make a distinction between sex and gender? Were these categories static or malleable?

Units: 1; Max Enrollment: 20; Prerequisites: There are no prerequisites for this class. This course is an online adaptation of Gender in Antiquity, which is currently offered on the 200 and 300 levels.; Instructor: Kate Gilhuly; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Summer;

Course ID: CLCV220/MAS220  Title: Digital Archaeology: Emergent Approaches to Excavations in Greece

Digital technologies are transforming the ability of archaeologists to accurately record excavation, analyze artifacts, and restore fragmentary finds through virtual models/animation. This intensive, interdisciplinary course will introduce students to innovative practices in the application of new media to archaeological field work including two weeks based in central Greece. Students will learn how to create 3D models of artifacts, architecture, and archaeological contexts using drones and aerial photography, photogrammetry, and 3D digital scanners. As members of the international team pursuing the excavations at ancient Eleon, students will participate in the analysis of finds dating from the Late Bronze Age through Classical period, including human remains, ceramics, metal tools, and sculpted figurines. They will also document the spatial relationships of digital models through three-dimensional mapping, Geographical Information Systems, and virtual reality environments. Students' final project will position their own creations within the discussion surrounding the standards of representation in traditional academic formats and new digital opportunities, the ethics of replication and online distribution, and the relationships between 3D modeling, virtual/augmented reality, and material fabrication.

Units: 1; Max Enrollment: 8; Crosslisted Courses: MAS220; Prerequisites: Enrollment by application.; Instructor: Burns, Tynes; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Summer;

Course ID: CLCV227  Title: Wintersession in Athens: Archaeology & Religion

This intensive travel course will explore the dynamics of ancient Greek ritual through direct engagement with the evidence preserved at archaeological sites and museums. Tracing developments from the Bronze Age through Roman periods, we will examine the interplay between ideology and landscape, between communal action and built environments. Our study will begin with the religious and political dynamics that integrated Attica, from the central spaces of the acropolis and agora to rural settlements and coastal landmarks. Traveling beyond Athens, we will explore the Mycenaean citadels of the Argolid, the major pan-Hellenic centers of Olympia and Delphi, and sites dedicated to the commemoration of regional heroes and heroines.

Units: 0.5; Max Enrollment: 14; Prerequisites: 200-level course in Ancient Greek, Classical Civilization, or related field. Application required.; Instructor: Burns; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's Office approval. Mandatory credit/noncredit.;

Course ID: CLCV230  Title: War: From Troy to Baghdad

War is undoubtedly bad. But human beings have always practiced war. Indeed, war preceded history itself by tens of thousands of years-if by history we mean the written inquiry into the past. But what causes wars? How have wars been justified historically? How are wars won and lost? What are their effects? In this class, we examine a series of case studies in warfare, including the Trojan War, the Peloponnesian War, and the Roman Punic Wars. We will read classic accounts of warfare and theoretical literature about tactics, strategy, and logistics, and also will analyze how war is represented in other media, such as art and film.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Rogers; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CLCV236  Title: Greek and Roman Religion

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?
Course ID: CLCV240/REL240  Title: Romans, Jews, and Christians in the Roman Empire

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.

Course ID: CLCV241  Title: Running a Business in Ancient Rome

Ancient Rome's economy was pre-industrial but highly developed and sophisticated. We will study fundamental large-scale questions such as the labor force with both free and slave labor, raw materials acquisition, start-up capital, transportation by land and sea, state involvement in the economy, banking, production methods, marketing, and retail trade. We will also study how individual businesses and trades operated, such as restaurants, furniture making, agriculture, pottery production, construction, stonework, lodging, sex work, handicrafts, textile and clothing production, dry-cleaning, and professional services (e.g., education). What modern models and approaches, including behavioral economics, help us understand ancient Roman businesses? Possible projects include case studies, consultations with modern craftspeople, and development of business plans.

Course ID: CLCV243  Title: Roman Law

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

Course ID: CLCV245  Title: Race and Ethnicity in the Classical World

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, inflected with pseudo-biological, 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.

Course ID: CLCV250  Title: Research or Individual Study

This 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.

Units: 1; Max Enrollment: 30; Instructor: Burns; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either CLCV 200 or, with additional assignments, CLCV 300.;

Course ID: CLCV305  Title: Ancient Spectacle

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 splendor, drama, and gore of antiquity.

Units: 1; Max Enrollment: 16; Prerequisites: Permission of the instructor required.; Instructor: Burns; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either CLCV 205, or, with additional assignments, CLCV 305. Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: CLCV310  Title: Greek Drama

The Athenian playwrights of the fifth century, BCE, 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.

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor required.; Instructor: Dougherty; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: The course may be taken as either CLCV 210 or, with additional assignments, CLCV 310.;

Course ID: CLCV313  Title: Gender in Ancient Greece and Rome

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.

Units: 1; Max Enrollment: 25; Instructor: Gilhuly; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either CLCV 213 or, with additional assignments, CLCV 313;

Course ID: CLCV330  Title: War: From Troy to Baghdad

War is undoubtedly bad. But human beings have always practiced war. Indeed, war preceded history itself by tens of thousands of years—if by history we mean the written inquiry into the past. But what causes wars? How have wars been justified historically? How are wars won and lost? What are their effects? In this class, we examine a series of case studies in warfare, including the Trojan War, the Peloponnesian War, and the Roman Punic Wars. We will read classic accounts of warfare, theoretical literature about tactics, strategy, and logistics, and also will analyze how war is represented in other media, such as art and film.

Units: 1; Max Enrollment: 25; Prerequisites: Permission of instructor required.; Instructor: Rogers; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CLCV336  Title: Greek and Roman Religion

The founders of Western civilization were not monotheists. Rather, from 1750 B.C.E. until 500 C.E., the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals to achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2,000 years? What impact did the religion of the Greeks and Romans
have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear?

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor required.; Instructor: Rogers; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either CLCV 236 or, with additional assignments, CLCV 336.

Course ID: CLCV350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CLCV350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CLCV360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.

Course ID: CLCV370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: CLCV 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

---

### CLST Courses

Course ID: CLST350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CLST350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: CLST360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.

Course ID: CLST370  Title: Senior Thesis

Units: 1; Max Enrollment: 15; Prerequisites: CLST 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

---

### GRK Courses

Course ID: GRK101  Title: Beginning Greek 1
Greek 101 and 102 will teach you all you need to know to learn to read Plato, Sappho, Sophocles, and Herodotus in their original language, with no previous knowledge required. While learning Greek, you will also learn another amazing language at the same time: English. Students who study Greek also learn English grammar and vocabulary with a level of detail and clarity that you must experience to believe. Students interested in math and the sciences will excel at Greek and benefit enormously from the vocabulary you learn, since 90% of scientific vocabulary comes from classical languages. In Greek 101, you will learn how to pronounce ancient Greek, and we will cover more than half of Greek grammar, so by the end of the year, you will be reading Attic Greek.

Units: 1; Max Enrollment: 20; Prerequisites: Open to students who do not present Greek for admission.; Instructor: Dougherty; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: GRK102 Title: Beginning Greek 2

Greek 102 builds on what you learned in Greek 101 in the fall (see the description of Greek 101 for details) and completes your introduction to the ancient Greek language. In the last month or so, we'll turn from the textbook to reading excerpts from actual Greek authors like Lysias, Euripides and Sappho. Steady review throughout the term will reinforce what you learned in the fall at the same time you're learning new material. A single year can take you from knowing no Greek at all to being able to read texts that shaped the western literary, philosophical, and political traditions. Studying Greek will also strengthen your English vocabulary, improve your command of English grammar, and enhance your writing skills.

Units: 1; Max Enrollment: 22; Prerequisites: GRK 101 or equivalent.; Instructor: Gilhuly; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: GRK201 Title: Intermediate Greek I: Athenian Literature

Study of a selected work from Classical Athenian literature, such as a dialogue of Plato or a tragedy of Euripides. Supplementary reading in English translation from other Greek works to illuminate the text in its literary and cultural context.

Units: 1; Max Enrollment: 10; Prerequisites: GRK 101 and GRK 102 or two admission units in Greek, or permission of the instructor.; Instructor: Dougherty; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: GRK202 Title: Intermediate Greek II: Homer

Study of selected books in Greek from Homer's iliad or Odyssey with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period.

Units: 1; Max Enrollment: 20; Prerequisites: GRK 201; Instructor: Gilhuly; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: GRK250 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall, Spring;

Course ID: GRK250H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall, Spring;

Course ID: GRK302 Title: Advanced Greek: Homer

Study of selected books in Greek from Homer's iliad or Odyssey with emphasis on the oral style of early epic. Translation and discussion of the Greek text will be supplemented with additional reading of the Homeric poems in translation as well as secondary readings on issues relating to the epics and their broader literary, social, political, and cultural contexts.

Units: 1; Max Enrollment: 20; Prerequisites: GRK 202 or permission of the instructor; Instructor: Dougherty; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: GRK303 Title: Euripides

Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright Euripides. Translation and discussion of the Greek text will be supplemented with additional reading of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.
Course ID: GRK304  Title: Sophocles

Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright, Sophocles. Translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.

Units: 1; Max Enrollment: 15; Prerequisites: GRK 202 or permission of the instructor.; Instructor: Dougherty; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: GRK308  Title: Aeschylus

Close reading and discussion of a play (or plays) from the extant works of the Athenian playwright Aeschylus. Translation and discussion of the Greek text will be supplemented with additional readings of Greek dramas in translation as well as secondary readings on issues relating to the plays and their broader literary, social, political, and cultural contexts.

Units: 1; Max Enrollment: 15; Instructor: Carol Dougherty; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: GRK309  Title: Plato's Symposium

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.

Units: 1; Max Enrollment: 10; Prerequisites: GRK 202 or permission of the instructor.; Instructor: Gilhuly; Distribution Requirements: LL - Language and Literature; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: GRK311  Title: Longus' Daphnis and Chloe

In this advanced ancient Greek reading course, students will read Longus' Daphnis and Chloe. Study of historical and literary background. Further reading in primary sources in translation and secondary readings.

Units: 1; Max Enrollment: 25; Instructor: Gilhuly; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: GRK350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GRK350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GRK360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: GRK370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: GRK 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
LAT Courses

Course ID: LAT101  Title: Beginning Latin 1

In a single year that assumes you have not studied Latin before, Latin 101 and 102 will teach you how to read major Latin works in their original language, substantially increase your English vocabulary (thousands of English words come ultimately from Latin), improve your writing skills in English, enhance your command of English grammar, and either build on your knowledge of Spanish, French, or Italian if you've already studied one of them or help you learn them if you haven't (they are called "Romance" languages because they come from Latin, the language of the Romans). You'll learn how to pronounce Latin out loud so you know how it sounds and you'll acquire a reading knowledge, but we will not converse in Latin. Latin 101 covers roughly half of the year's material, and by the end of the semester you'll be able to read simple stories.

Units: 1; Max Enrollment: 25; Prerequisites: Open to students who do not present Latin for admission or permission of the instructor.; Instructor: Wise; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: LAT102  Title: Beginning Latin 2

Latin 102 builds on what you learned in Latin 101 in the fall (see the description of Latin 101 for details) and covers the rest of Latin. In the last month or so, we'll turn from the textbook to reading actual ancient and medieval Latin texts, such as love poems, letters, and myths. Steady review throughout the term will reinforce what you learned in the fall at the same time you’re learning new material. A single year can take you from knowing no Latin at all to being able to read texts that shaped the western literary, philosophical, and political traditions. Studying Latin will also strengthen your English vocabulary, improve your command of English grammar, and enhance your writing skills.

Units: 1; Max Enrollment: 42; Prerequisites: LAT 101; Instructor: Wise; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: LAT200  Title: Intermediate Latin I: Introduction to Roman Literature and Culture

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 novella, *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.

Units: 1; Max Enrollment: 25; Prerequisites: LAT 102 or Wellesley's placement questionnaire and permission of the instructor.; Instructor: Wise; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: LAT201  Title: Intermediate Latin II: Vergil and Augustus

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.

Units: 1; Max Enrollment: 25; Prerequisites: LAT 200 or Wellesley's placement questionnaire and permission of the instructor.; Instructor: Starr; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: LAT250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAT250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAT302  Title: Roman Poems and Poetry Books
How can we read Roman poetry the way a Roman would have read it, knowing what to expect in a poem and a poetry book? An exploration of features common to many Roman poems and books of poetry, with focused attention to the dramatic nature of Roman poetry (speaker, addressee, scene, monologue, dialogue), diction and poetic language, simile and metaphor, point of view, intertextuality (the relationship of one poem to another), ekphrasis, genre and generic composition (e.g., the song before the lover's closed door, the drinking song, the letter), the structure of a poetry book (opening poem, sphragis-or closing-poem, internal balancing), and the resonances of the various popular meters. Readings from major Latin poems in Latin and from various Roman works in translation; focused exercises to build the skills necessary for reading Latin poetry. 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.

Units: 1; Max Enrollment: 25; Prerequisites: LAT 201 or a 300-level Latin course or Wellesley's placement questionnaire and permission of the instructor; Instructor: Starr; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: LAT306 Title: Republican Latin Literature

The Roman Republic stretches from the expulsion of the kings at the end of the sixth century BCE to the rise of Augustus, the first Roman emperor, in the second half of the first century BCE. Those 500 years saw the invention and development of a Roman literature that drew on Greece for inspiration but moved beyond it to uniquely Roman achievements. We'll explore major authors in several genres, including such authors as the comic poets Plautus and Terence, the orator and philosopher Cicero, the poet Catullus, and the historian Sallust.

Units: 1; Max Enrollment: 20; Prerequisites: LAT 201 or a 300-level Latin course, or Wellesley's placement questionnaire and permission of the instructor.; Instructor: Starr; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: LAT308 Title: Imperial Latin Literature

Latin literature flourished in the Imperial period, even though it is referred to as "Silver" instead of "Golden" Latin Literature. We'll explore various authors and genres, including such authors as Seneca (philosophy and drama), Lucan (epic), Tacitus (history), Pliny (letters), Juvenal (satire), and Martial (epigrams). We'll also examine the impact of rhetoric on the writing of Latin prose and poetry.

Units: 1; Max Enrollment: 25; Prerequisites: LAT 201 or a 300-level Latin course or Wellesley's placement questionnaire and permission of the instructor.; Instructor: Starr; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: LAT310 Title: Roman Historical Myths

Romans based their history in myth and made their history into myths. This course includes reading from major authors such as Livy, Vergil, Horace, Ovid, Propertius, and Tacitus, focusing on historical myths such as Romulus and Remus, the Rape of the Sabine Women, Tarquinius Superbus, and Hercules and Cacus. We will then examine how later Romans reworked those myths to serve current political purposes and how they transformed historical events into powerful myths.

Units: 1; Max Enrollment: 25; Prerequisites: LAT 201 or a 300-level Latin course or Wellesley's placement questionnaire and permission of the instructor.; Instructor: Starr; Distribution Requirements: HS - Historical Studies; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: LAT311 Title: The Roman Novel: Petronius and Apuleius

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.

Units: 1; Max Enrollment: 18; Prerequisites: LAT 201 or a 300-level Latin course, or Wellesley's Latin placement questionnaire and permission of the instructor.; Instructor: Staff; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: LAT315 Title: Ovid

In this advanced Latin reading course, students will read selected works of Ovid. Study of historical and literary background. Further reading in primary sources in translation and secondary readings.
Units: 1; Max Enrollment: 25; Prerequisites: LAT 201 or a 300-level Latin course, or Wellesley's placement questionnaire and permission of the instructor.; Instructor: Wise; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: LAT317  Title: Lucan's Pharsalia

In this course, we will examine Lucan’s tragic, comedic, gruesome, tendentious, historical epic, the Pharsalia or Bellum Civile. We will read selections from the poem in Latin and the entire work in translation, and a variety of scholarly responses to the poem and its characters. Our primary focus will be Lucan’s careful crafting of character: the three main (anti) heroes (Caesar, Pompey, and Cato), as well as some of the more pitiful, devious, and creepy minor characters. We will get a sense of how these historical figures represented themselves by reading selections from Caesar’s Bellum Civile, Cicero’s letters, and Sallust’s Bellum Catilinae. Other topics will include the roles of genre, the narrator, violence, the supernatural, and the rhetoric of decline.

Units: 1; Max Enrollment: 25; Prerequisites: LAT 201 or permission of instructor.; Instructor: Seidman; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: LAT350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAT350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAT360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: LAT370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: LAT 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
Cognitive and Linguistic Sciences

AN INTERDEPARTMENTAL MAJOR

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.

Student Outcomes

Upon completing the major, students will be able to

- Read and analyze cognitive science literature across disciplines
- Recognize and evaluate important ways in which the mind has been perceived by philosophers, scientists and others over time.
- Solve problems in cognitive and linguistic sciences using formal symbolic systems
- Recognize and describe the different research methodologies of various disciplines
- Apply the research methodologies employed in their concentration discipline

Requirements for the Cognitive and Linguistic Sciences Major

Students majoring in cognitive and linguistic sciences must take a minimum of nine units for the major, including four core units, one from each of the categories below, and a minimum of four electives in a concentration. It is recommended, but not required, that the ninth course be in a different concentration. In addition to the courses eligible for the major, which are listed below, NEUR 100 can count as a ninth course in the major. Students may consult the MIT catalog for additional offerings in the major, but students are encouraged to take courses for the major at Wellesley College.

Cognitive and Linguistic Sciences Core Requirements

Students must fulfill the following four core requirements:

1. One course in Linguistics: Consult individual concentrations for requirement
2. One course in Formal Systems: Consult individual concentrations for requirement
3. PHIL 215
4. CLSC 300

Honors in Cognitive and Linguistic Sciences

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

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 248, LING 312, LING 315, LING 319, LING 322 or LING 338; 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 316. KOR 206 or KOR 256 may be taken after consultation with the student’s linguistics advisor.

Students planning to do graduate work in sociolinguistics or experimental linguistics should take at least one course in statistics, preferably PSYC 205. Students are also encouraged to do research, for example, through an independent study or thesis or an MIT UROP. However, 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

Formal System Requirement for Linguistics: LING 240 or LING 244 or appropriate equivalent MIT course

Students will also be expected to demonstrate proficiency in a foreign language above the College’s foreign language requirement (at an intermediate level or above).

Psychology Concentration

Students concentrating in psychology must take PSYC 205 and one of 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, PSYC 215, PSYC 217, PSYC 218, PSYC 219, PSYC 301, PSYC 316, PSYC 318, PSYC 319, PSYC 328, PSYC 345 (when the topic for PSYC 345 is approved by the student’s advisor).

Linguistics Requirement: CLSC/PSYC 216 or CLSC/PSYC 316.

Formal System Requirement for Psychology: One of CS 111, CS 112, LING 240, LING 244, or PHIL 216. For students planning to do graduate work in psychology, CS 112 is recommended.

Philosophy Concentration
Students concentrating in philosophy must elect at least four of any of the following courses: PHIL 207, PHIL 216, PHIL 222, PHIL 245, PHIL 311, PHIL 323 or PHIL 333. PHIL 345 may be taken after consultation with the student’s philosophy advisor.

Linguistics Requirement: LING 114 or CLSC 216

Formal System Requirement for Philosophy: PHIL 216

---

**Computer Science Concentration**

Students concentrating in computer science must take CS 230 and CS 232. In addition, students must elect at least two courses from the following list: CS 220, CS 231, CS 235, CS 251, CS 305, CS 310, CS 332, CS 249 or CS 349 (when the topic for CS 249 or CS 349 is approved by the student’s computer science advisor).

Linguistics Requirement: LING 114 or CLSC 216

Formal System Requirement for Computer Science: CS 111

Students planning to do graduate work in an interdisciplinary field that integrates computation and cognition should take at least one course in statistics. Students are also encouraged to do research, for example, through an independent study, thesis, MIT UROP, or summer internship. 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 CS courses or for 300-level credit.

---

**CLSC Courses**

Course ID: CLSC214/PSYC214  Title: Evolution and Human Behavior

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).

Units: 1; Max Enrollment: 30; Crosslisted Courses: PSYC214; Prerequisites: 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.; Instructor: Lucas; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CLSC216/PSYC216  Title: Psychology of Language

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: PSYC216; Prerequisites: 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.; Instructor: Lucas; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: CLSC250  Title: Research or Individual Study
Topic for 2019-20: How We Choose

Every day we make many choices. Some of these choices are trivial but some can have profound effects on our lives. In this interdisciplinary course, we will investigate how individuals make choices, examining processes of decision-making that are often intuitive and irrational. Topics include biases that lead to poor choices, loss aversion, sunk costs, risk-taking, impulsiveness, moral choice, and group decision-making.

Units: 1; Max Enrollment: 15; Crosslisted Courses: PSYC300; Prerequisites: Open to juniors and seniors who have taken one of PSYC 214, PSYC 215, CLSC/PSYC 216, PSYC 217, PSYC 218, PSYC 219, LING 114, PHIL 215, or CS 111, or permission of the instructor.; Instructor: Lucas; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: This is a topics course and can be taken more than once for credit as long as the topic is different each time.

Course ID: CLSC316/PSYC316 Title: Seminar: Language Acquisition

Children around the world acquire their first language, spoken or signed, with seemingly little effort. By the end of their first year, they are saying their first words, and a mere two years later they are speaking in full sentences. What are the biological, cognitive, and environmental factors that that play into children’s rapid language learning? What do special cases of language acquisition, such as bilingualism, disordered language development (e.g., autism, dyslexia), and sign language tell us about the human capacity to learn language? We will consider all of these questions and more. In addition, we will spend time observing children of different ages to witness language acquisition in action.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CLSC316; Prerequisites: Two 200-level courses in PSYC (excluding PSYC 205) or LING, or permission of the instructor.; Instructor: Jennie Pyers; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: CLSC350 Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CLSC360 Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the director.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.

Course ID: CLSC370 Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: CLSC 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

LING Courses

Course ID: LING114 Title: Introduction to Linguistics

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.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING238</td>
<td>Sociolinguistics</td>
<td>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.</td>
</tr>
<tr>
<td>LING240</td>
<td>The Sounds of Language</td>
<td>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.</td>
</tr>
<tr>
<td>LING244</td>
<td>Language: Form and Meaning</td>
<td>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.</td>
</tr>
<tr>
<td>LING248</td>
<td>Introduction to Historical Linguistics</td>
<td>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.</td>
</tr>
<tr>
<td>LING312</td>
<td>Bilingualism: An Exploration of Language, Mind, and Culture</td>
<td>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.</td>
</tr>
<tr>
<td>LING315</td>
<td>Invented Languages: From Wilkins' Real Character to <em>Avatar's Na'vi</em></td>
<td></td>
</tr>
</tbody>
</table>
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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Carpenter; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: LING338  Title: Seminar: African American English

This course will examine the history, linguistic structure, and sociocultural patterns of use of English as spoken by African Americans in the United States. We will focus on the phonology and morphosyntax that is considered unique to AAE, and discuss lexical and discursive features as well. We will cover the major debates that continue to rage within AAE scholarship, including the debates surrounding its origins and its use in education. Additional topics include AAE and hip hop, appropriation, and crossing.

Units: 1; Max Enrollment: 15; Prerequisites: Either LING 114, CLSC 216/PSYC 216, related coursework at the 200 level or by permission of the instructor.; Instructor: Sabriya Fisher; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: LING350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;
Comparative Literary Studies

Computer Science Concentration

Students concentrating in computer science must take CS 230 and CS 232. In addition, students must elect at least two courses from the following list: CS 220, CS 231, CS 235, CS 251, CS 305, CS 310, CS 332, CS 249 or CS 349 (when the topic for CS 249 or CS 349 is approved by the student’s computer science advisor).

Linguistics Requirement: LING 114 or CLSC 216

Formal System Requirement for Computer Science: CS 111

Students planning to do graduate work in an interdisciplinary field that integrates computation and cognition should take at least one course in statistics. Students are also encouraged to do research, for example, through an independent study, thesis, MIT UROP, or summer internship. 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 CS courses or for 300-level credit.

CPLT Courses

Course ID: CPLT200  Title: Graphic Novel - Digital Texts

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.
Course ID: CPLT225  Title: Digital Media & Culture

In this course, we will analyze some of the profound changes that digital media have brought to traditional ways of reading & 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Nolden (German Studies); Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: CPLT236/EALC236  Title: The Girl in Modern East Asian Culture (In English)

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CPLT236; Prerequisites: None; Instructor: Zimmerman; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CPLT247/ENG247/MER247  Title: Arthurian Legends

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: MER247; Prerequisites: None; Instructor: Wall-Randell; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CPLT275  Title: Translation and the Multilingual World

A study of translation in theory and in practice, in its literal and metaphorical senses alike, and 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 taking the course at the 300 level will do a substantial independent project: a translation, a scholarly inquiry, or a combination of the two.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CPLT275; Prerequisites: 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.; Instructor: Rosenwald; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CPLT284  Title: Magical Realism

This course examines fictions whose basic reality would be familiar if not for the introduction of a magical element that undermines commonplace notions about what constitutes reality in the first place. The magical element can be a demon, talisman, physical transformation, miraculous transition in space or time, appearance of a second plane of existence, revelation of the unreality of the primary plane of existence, etc. Students will read Kafka's *Metamorphosis*, Queneau's *The Blue Flowers*, Bulgakov's *The Master and Margarita*, Márquez's *One Hundred Years of Solitude*, Calvino's *If on a Winter's Night a Traveler*, Pynchon's *The Crying of Lot 49*, Murakami's *Hard-Boiled Wonderland and the End of the World* and Sokolov's *School for Fools*, and short stories by Borges, Cortazar, and Nabokov.

Units: 1; Max Enrollment: 40; Prerequisites: None; Instructor: Weiner (Russian); Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: CPLT294  Title: Utopia and Dystopia in Literature
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' Time Machine and A Modern Utopia, Evgeny Zamyatin's We, Aldous Huxley's Brave New World, George Orwell's 1984, Ayn Rand's Atlas Shrugged. We will examine the ideas and plans of Plato, Charles Fourier, Jeremy Bentham, Charles Darwin, Cecil Rhodes and others as they take shape on the pages of the novels we read. And we will consider the extent to which the utopias we read are prophesy or prescription.

Course ID: CPLT310/FREN330  Title: French, Francophone and Postcolonial Studies

This course examines texts that foreground pressing concerns of the postcolonial world: in Africa, the Creole islands of the Caribbean and the Indian Ocean. France's postcolonialism is also studied. Close attention will be paid to the relationship of a colonial culture to that of the metropolis, the functioning of minority and majority languages, and the narrative techniques that make these differences manifest in fictional and theoretical writing. The course includes discussion of postcolonial theory and its many debates.

Course ID: CPLT350  Title: Research or Individual Study

Course ID: CPLT359/FREN359  Title: Calderwood Seminar in Public Writing: Advocating for Other Cultures (in English)

Say 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 and students interested in other cultures to rethink and repurpose their academic knowledge, shaping it to contribute to public debates, writing not for "the professor" but for the real world. Pieces may include op-eds and letters to the editor; book, film and music reviews; blogs; and interviews with notables in the field. Students will sharpen their skills as both writers and editors, writing in alternate weeks and revising their work in response to comments from their peers and from the instructor. The contributions of students from different language backgrounds will introduce participants to the assumptions, perspectives and approaches of other cultures, inviting all to become advocates for a wider, more inclusive cultural literacy.

Course ID: CPLT360  Title: Senior Thesis Research

Course ID: CPLT370  Title: Senior Thesis

Course ID: CPLT375  Title: Translation and the Multilingual World

A study of translation in theory and in practice, in its literal and metaphorical senses alike, and 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 taking the course at the 300 level will do a substantial independent project: a translation, a scholarly inquiry, or a combination of the two.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CPLT375; Prerequisites: 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.; Instructor: Rosenwald; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;
Computer Science

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 enable students to engage in a world shaped by computation and data, including a solid preparation for graduate work and a successful career in computer science or a related discipline. To achieve this success, computer science majors upon graduation will be able to:

- Demonstrate competency in foundational areas of computer science, encompassing its theoretical basis, software methodologies, computer hardware, and applications
- Formulate, analyze, and solve computational problems
- Apply computational thinking to new problems and adapt to new technologies
- Communicate technical material, orally and in writing, including operating in a team-based setting and solving problems collaboratively
- Evaluate the role of computer science in society and draw connections between computer science and other disciplines

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 and STAT 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 https://www.wellesley.edu/cs/curriculum/senior for past topics). 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 Courses

Course ID: CS111  Title: Computer Programming and Problem Solving
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.

Units: 1; Max Enrollment: 30; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. No prior background with computers is expected.; Instructor: Davis, Freire, Lerner, Singh, Wood; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Does not fulfill the laboratory requirement.;

Course ID: CS112  Title: Computation for the Sciences

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.

Units: 1; Max Enrollment: 30; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. No prior background with computers is expected.; Instructor: Hildreth; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Does not fulfill the laboratory requirement.;

Course ID: CS115/MAS115  Title: Computing for the Socio-Techno Web

Technologies and services made available from Computer Science, such as online environments Facebook, Twitter, and Wikipedia, are integral in 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: MAS115; Prerequisites: This course is open to Firstyears and Sophomores, others by permission.; Instructor: Bassem, Mustafaraj; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CS203  Title: Computer Music

This course explores how computer code can be used to produce music by examining topics such as digital signal processing, synthesis, protocols, networking, and modeling. Students work with a computer environment called SuperCollider, an open-source software designed for real-time audio synthesis. Students complete weekly programming assignments and create music ranging from synthesizer tracks in popular songs to experimental algorithmic compositions.

Units: 1; Max Enrollment: 18; Prerequisites: CS 111 or permission of the instructor.; Instructor: Andrew Davis; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;

Course ID: CS204  Title: Introduction to Front-End Web Development

This course introduces modern web development using HTML, CSS and JavaScript. JavaScript is explored in detail, including scoping, closures, objects, prototype inheritance, and namespace. 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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 111 or permission of the instructor.; Instructor: Anderson; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CS220  Title: Human-Computer Interaction
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.

Units: 1; Max Enrollment: 18; Prerequisites: One of CS 110, CS 111, CS 112, CS/MAS 115, CS 117.; Instructor: Delcourt; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CS230 Title: Data Structures

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.

Units: 1; Max Enrollment: 26; Prerequisites: CS 111 or permission of the instructor.; Instructor: Bassem, Delcourt, Lerner, Metaxas; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Does not fulfill the laboratory requirement.;

Course ID: CS231 Title: Fundamental Algorithms

An introduction to the design and analysis of fundamental algorithms. General techniques covered: divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Units: 1; Max Enrollment: 24; Prerequisites: CS 230 and either MATH 225 or permission of the instructor.; Instructor: Freire, Singh; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: CS232 Title: Artificial Intelligence

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 dissect 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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 or permission of the instructor.; Instructor: Mustafaraj; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;

Course ID: CS234 Title: Data, Analytics, and Visualization

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 initially 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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 or permission of the instructor.; Instructor: Mustafaraj; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: CS235 Title: Theory of Computation

This course offers an introduction to the theory of computation. Topics include languages, regular expressions, finite automata, grammars, pushdown automata, and Turing machines. The first part of the course covers the Chomsky hierarchy of languages and their associated computational models. The second part of the course
focuses on decidability issues and unsolvable problems. The final part of the course investigates complexity theory.

Units: 1; Max Enrollment: 24; Prerequisites: CS 230 and either MATH 225 or permission of the instructor.; Instructor: Singh, Tjaden; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CS240  Title: Foundations of Computer Systems with Laboratory

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.

Units: 1.25; Max Enrollment: 24; Prerequisites: One of CS 111, CS 112, or permission of the instructor.; Advisory: CS 230 is recommended but not required.; Instructor: Davis, Wood; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: CS242  Title: Computer Networks

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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 or permission of the instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: CS 230 or permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Mandatory credit/noncredit.;

Course ID: CS250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: CS 230 or permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit.;

Course ID: CS251  Title: Theory of Programming Languages

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 course topics via programming exercises in several languages, including the development of programming language interpreters.

Units: 1; Max Enrollment: 24; Prerequisites: CS 230 or permission of the instructor.; Instructor: Wood; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CS301  Title: Compiler and Runtime System Design

This course covers principle 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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 and at least one of CS 240 or CS 251. CS 235 is recommended, but not required.; Instructor: Wood; Distribution Requirements: MM - Mathematical Modeling
Course ID: CS304  Title: Databases with Web Interfaces

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 focus on Flask, a popular Python-based web micro-framework, as well as important alternatives such as PHP and Node.js. We will also discuss performance, reliability, and security issues. Finally, we will create dynamic websites driven by database entries.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 or permission of the instructor.; Instructor: Anderson; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CS305  Title: Machine Learning

Machine learning is the science of teaching computers how to learn from observations. It is ubiquitous in our interactions with society, showing up in face recognition, web search, targeted advertising, speech processing, genetic analysis, and even Facebook's selection of posts to display. It is currently at the forefront of research in artificial intelligence, and has been making rapid strides given the vast availability of data today. This course is a broad introduction to the field, covering the theoretical ideas behind widely used algorithms like support vector machines, neural networks, graphical models, decision trees, and many more. We will also study practical applications of these algorithms to problems in vision, speech, language, biology, and the social sciences.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 and either MATH 206 or MATH 220 or MATH 225.; Instructor: Tjaden; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; EC - Epistemology and Cognition; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring; Fall; Notes: Mandatory credit/noncredit.;

Course ID: CS307  Title: Computer Graphics

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. Students will build graphics applications using a browser-based platform.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 or permission of the instructor.; Instructor: Hildreth; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CS313  Title: Computational Biology

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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 or permission of the instructor.; Instructor: Tjaden; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years.;

Course ID: CS315  Title: Data and Text Mining for the Web

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.
Course ID: CS320  Title: Tangible User Interfaces

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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 or permission of the instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years. Not offered in 2019-2020.;

Course ID: CS321  Title: Mixed and Augmented Reality

Mixed and Augmented Reality technologies combine virtual content with the physical environment, allowing people to interact with computers and digital content in exciting new ways. These emerging human-computer interaction paradigms have been applied to a variety of fields including medicine, education, design, entertainment, and play. This course introduces fundamental methods, principles, and tools for designing, programming, and testing mixed and augmented reality applications. Topics include the history of virtual and augmented reality, application domains, hardware for 3D input and display, tracking and registration, 3D perception, and societal implications. Students will work individually and in teams to develop novel virtual and augmented reality experiences.

Units: 1; Max Enrollment: 18; Prerequisites: CS 215, CS 220, or CS 230, or permission of the instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Not offered in 2019-2020.;

Course ID: CS323  Title: Social Computing

Social Computing systems connect us to our closest friends, and globally to people all over the world. In recent decades, companies like Facebook, Snapchat, and even Amazon, have reshaped our social environments. All of these systems, at their core, are designed to facilitate interactions between people. What design decisions shape these systems? Students will learn the theoretical foundations of Social Computing drawn from the Social Sciences, and will learn software prototyping and design techniques to create new systems. This class will explore topics such as identity, anonymity, reputation, moderation, crowdsourcing, and social algorithms. Students will work in teams to design, prototype, and build social computing systems.

Units: 1; Max Enrollment: 18; Prerequisites: CS 220 or CS 230.; Instructor: Tynes; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CS332  Title: Visual Processing by Computer and Biological Vision Systems

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.

Units: 1; Max Enrollment: 20; Prerequisites: CS 112 or CS 230, or permission of the instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years. Not offered in 2019-20.;

Course ID: CS341  Title: Operating Systems

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.
Course ID: CS342  Title: Computer Security and Privacy

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.

Units: 1; Max Enrollment: 18; Prerequisites: CS 240 or permission of instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Not offered in 2019-2020. Normally offered in alternate years.;

Course ID: CS343  Title: Distributed Computing

What is the “cloud”? What is a distributed system? This course is for students interested in understanding the fundamental concepts and algorithms underlying existing distributed systems. By the end of this course, students will have the basic knowledge needed to work with and build distributed systems, such as peer-to-peer systems and cloud computing systems. Topics include MapReduce, Spark, communication models, synchronization, distributed file systems, coordination algorithms, consensus algorithms, fault-tolerance, and security.

Units: 1; Max Enrollment: 18; Prerequisites: CS 230 and CS 240 or permission of the instructor. Recommended - at least 2 of CS 242, CS 220, CS 204, and Math 225.; Instructor: Lerner; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Mandatory credit/noncredit.;

Course ID: CS350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit.;

Course ID: CS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: CS370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: CS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;
Data Science

Data Science
A Structured Individual Major

Directors: Eni Mustafaraj (CS), Casey Pattanayak (MATH/QR), Wendy Wang (MATH)

The Data Science major is a structured individual major, consisting of twelve (12) courses that include a concentration area, plus a capstone experience. Students are expected to design their major and concentration in consultation with one of the directors listed above and a second advisor from a department related to the concentration. At least two (2) courses must be at the 300-level, and at least one of these must be from STAT or CS as opposed to the concentration. A student can begin the major requirements in the first or second year. She can take MATH 115 and/or MATH 116 in their first year as prerequisites for MATH 205, if needed. Ordinarily, at least statistical modeling, data structures, and two 300-level courses must be taken at Wellesley. The structured individual major in Data Science is large and comprehensive. Students interested in pursuing this major along with another major or minor should consult closely with both the Data Science advisors and the other department. In particular, students should not major in Data Science and minor in statistics or computer science.

Goals of the major:

Data Science lies at the intersection of computer science, mathematics, and statistics. A student pursuing a structured individual major in Data Science will develop a strong foundation in all three areas and complete coursework that emphasizes the integration of the three. By completing a concentration in an applied or theoretical field connected to data analysis, students will learn how data-driven knowledge is produced in that field, gain exposure to its foundations and language, and build the perspective needed to work on field-specific data problems. The capstone will ensure that students experience the challenges of Data Science research. Students will graduate with the critical thinking needed to pose and refine questions that can be answered with data in an ethical way, the statistical skills needed to draw meaning from data appropriately, the computational skills needed to tackle practical data challenges, and the ability to collaborate, communicate, and critique in the context of modern data.

Major requirements:

1. Six (6) foundational courses:
   - Introductory Statistics: Any one of STAT 101, STAT 218, BISC 198, ECON 103, POL 299, PSYC 205, QR 180, or SOC 190
   - Statistical Modeling: Either QR/STAT 260 or STAT 318 (Students may take both modeling courses and count the second as an elective.)
   - Introduction to Programming: CS 111
   - Data Structures: CS 230 (requires CS 111)
   - Multivariable Calculus: MATH 205 (requires MATH 116)
   - Linear Algebra: MATH 206 (requires MATH 205)

   If a student places out of any foundational course, or substitutes the Quantitative Analysis Institute Summer Course for the modeling requirement, or enrolls in STAT 260 or the QAI Summer Course without first taking introductory statistics, she must choose an additional elective, as listed in (2), so that the total number of courses for the major is twelve (12).

2. Three (3) electives, including at least one from statistics and at least one from computer science, usually chosen from the following list:
   - CS 232: Artificial Intelligence
   - CS 234: Data, Analytics, and Visualization
This list of electives is not exhaustive, and many other courses in the CS and MATH/STAT curricula or potentially other departments can be appropriate substitutes. We strongly encourage students to talk to the program directors about their interests and learning goals in order to select the most relevant courses for them.

3. Three (3) electives in an area of concentration, including at least one at the 200- or 300-level. Possible concentrations include but are not limited to digital humanities, social justice, data journalism, economics, education, global ecology, molecular bioinformatics, psychology, mathematical/statistical theory, and computer science/data engineering.

4. Students are expected to complete an experiential capstone as part of the Data Science major. The capstone must be approved by the program directors and may include: a thesis or other independent project; a Quantitative Analysis Institute internship; a research assistantship; or another internship or data consulting experience on or off-campus, during the semester, wintersession, or summer. Students are encouraged to present their work at a conference or poster session.

Honors:

A student may achieve honors by writing a thesis, if her GPA in major courses over the 100-level meets the college’s requirements. See Academic Distinctions.

Example Concentrations and Course Sequences:

1. Data Science with a Concentration in Social Justice

The concentration in social justice might also include courses from departments other than PEAC, such as economics or sociology, for students with appropriate preparation.

(MATH 115 Calculus I) (MATH 116 Calculus II)

CS 111 Intro to Programming

MATH 205 Multivariable Calculus

STAT 218 Intro Statistics

PEAC 104 Intro to Study of Conflict, Justice, and Peace
2. Data Science with a Concentration in Digital Humanities

Instead of ANTH/CLCV 215 or ANTH 246, students might choose to spend a summer taking CLCV/MAS 220 Digital Archaeology in Greece. Students with strong French or Spanish backgrounds might propose sequences that include digital humanities courses taught in those languages.

(MATH 115 Calculus I) (MATH 116 Calculus II)

MATH 205 Multivariable Calculus
CS 111 Intro to Programming

STAT 101 Reasoning with Data
MATH 206 Linear Algebra

STAT 260 Applied Data Analysis
CS 230 Data Structures

ANTH/CLCV 215 Bronze Age Greece: Archaeology and the Digital Humanities

ANTH/CLCV 103 Intro to Archaeology

CS 305 Machine Learning
CS 315 Data and Text Mining for the Web

ANTH 246 From Glyphs to Bytes: Ancient Egypt and the Future of Digital Humanities
STAT 228 Multivariate Data Analysis

Experiential Capstone: One semester QAI internship focused on analysis of ancient texts, analyzing patterns in words and symbols to determine similarity of texts in one time period.
3. Data Science with a Concentration in Computer Science / Data Engineering

(MATH 115 Calculus I) (MATH 116 Calculus II)
CS 111 Intro to Programming
MATH 205 Multivariable Calculus
CS 234 Data, Analytics, and Visualization
MATH 206 Linear Algebra
CS 240 Computer Systems
STAT 318 Regression Analysis

Experiential Capstone: QAI consulting internship, one semester, providing advice to faculty, staff, and students on projects from all across the college. We are providing this example to point out that the experiential capstone does not necessarily have to be tied to the concentration area.

How is this different from the CS major?
- It requires 3 to 7 (typically 5 or 6) MATH/STAT courses (the CS major requires only two).
- It specifies 200 and 300 electives from a subset of courses with focus on data science. CS majors can choose from a bigger set of electives (HCI, graphics, systems, etc.)
- It drops two of the CS core components (CS 251 and CS 235), so that they are among the pool of possible concentration courses, but not required.

4. Data Science with a Concentration in Psychology

In psychology, the concentration should consist of PSYC 101, a 200-level area course, and the 300R course in the same area. PSYC 205 would count as the introductory statistics course rather than part of the concentration.

(MATH 115 Calculus I) (MATH 116 Calculus II)
PSYC 101 Intro to Psychology
PSYC 205 Statistics
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 205</td>
<td>Multivariable Calculus</td>
</tr>
<tr>
<td>PSYC 213</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>STAT 260</td>
<td>Applied Data Analysis</td>
</tr>
<tr>
<td>CS 230</td>
<td>Data Structures</td>
</tr>
<tr>
<td>STAT 228</td>
<td>Multivariate Data Analysis</td>
</tr>
</tbody>
</table>

Experiential Capstone: Senior honors thesis focused on creating visualization tools for psychology studies that use fMRI data.

5. Data Science with a Concentration in the Life Sciences (for example Global Ecology or Molecular Bioinformatics)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115</td>
<td>Calculus I</td>
</tr>
<tr>
<td>BISC 111/113</td>
<td>Introductory Organismal Biology with Lab OR</td>
</tr>
<tr>
<td>BISC 110/112</td>
<td>Introductory Molecular &amp; Cellular Biology with Lab</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Multivariable Calculus</td>
</tr>
<tr>
<td>BISC 201</td>
<td>Ecology with Lab OR</td>
</tr>
<tr>
<td>BISC 209</td>
<td>Microbiology with Lab</td>
</tr>
<tr>
<td>STAT 260</td>
<td>Applied Data Analysis</td>
</tr>
<tr>
<td>CS 230</td>
<td>Data Structures</td>
</tr>
<tr>
<td>CS 313</td>
<td>Computational Biology</td>
</tr>
<tr>
<td>BISC 307</td>
<td>Ecosystem Ecology with Lab OR</td>
</tr>
<tr>
<td>BISC 333</td>
<td>Genomics and Bioinformatics with Lab</td>
</tr>
</tbody>
</table>

Experiential Capstone: Science Summer Research Program student in the biology department, analyzing experimental data.

6. Data Science with a Concentration in Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 116</td>
<td>Calculus II</td>
</tr>
<tr>
<td>BISC 198</td>
<td>Statistics in the Biosciences</td>
</tr>
<tr>
<td>MATH 206</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>CS 234</td>
<td>Data, Analytics, and Visualization</td>
</tr>
<tr>
<td>CS 313</td>
<td>Computational Biology</td>
</tr>
<tr>
<td>BISC 307</td>
<td>Ecosystem Ecology with Lab OR</td>
</tr>
<tr>
<td>BISC 333</td>
<td>Genomics and Bioinformatics with Lab</td>
</tr>
<tr>
<td>STAT 228</td>
<td>Multivariate Data Analysis</td>
</tr>
</tbody>
</table>

Experiential Capstone: Science Summer Research Program student in the biology department, analyzing experimental data.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Multivariable Calculus</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Introduction to Probability and</td>
</tr>
<tr>
<td></td>
<td>Statistics Methods</td>
</tr>
<tr>
<td>CS 230</td>
<td>Data Structures</td>
</tr>
<tr>
<td>STAT 260</td>
<td>Applied Data Analysis</td>
</tr>
<tr>
<td>ECON 229</td>
<td>Women in the Economy</td>
</tr>
<tr>
<td>Experiential</td>
<td>Capstone: Summer internship at the</td>
</tr>
<tr>
<td></td>
<td>Federal Reserve, Division of Research</td>
</tr>
<tr>
<td></td>
<td>and Statistics.</td>
</tr>
</tbody>
</table>
East Asian Languages and Cultures

The Department of East Asian Language and Cultures offers EALC majors and minor with three different tracks focusing on The Chinese Language and Cultures, Japanese Language and Cultures, 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.

East Asian Languages and Cultures Major

Goals for all students taking East Asian Languages and Cultures courses

- Comprehend literary works, newspaper reports, historical accounts, social media, audiovisual materials, and other authentic materials in the target language at the intermediate advanced level
- Present ideas in the target language and master levels of formality appropriate to specific social and professional settings
- Deepen understanding of East Asian socio-cultural practices through classroom work and study abroad experience
- Demonstrate knowledge of East Asian classical traditions as well as modern contemporary East Asian national literatures and cultures
- Identify salient marks of East Asian national cultures and draw connections among them
- Assemble research materials in both English and primary language sources
- Demonstrate analytic ability by employing methodologies that pertain to the subject of study

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.

East Asian Languages and Cultures Major

The Department of East Asian Languages and Cultures trains students to achieve fluency in Chinese, Japanese, and/or Korean language; attain familiarity with the cultural, literary, and linguistic traditions of East Asia; and become sophisticated readers of East Asian texts. EALC majors generally choose to focus on one area of East Asia: China, Japan or Korea. At the same time, the Department recommends that students take one or more courses with the EALC designation. (These courses cover China, Japan, and Korea in one semester.) Students are strongly encouraged to begin their study of an East Asian language during their first year at Wellesley. Students with intermediate or advanced language proficiency are required to take a placement test to determine their proper course level. All students will choose an advisor from faculty within the department and will design their major in consultation with their advisor. Additionally, the Department strongly recommends that students spend a summer, semester, or full year studying at an approved program in the country where their language is spoken.

The EALC-Chinese major consists of a minimum of 8 units distributed as follows:

1. Gateways to East Asia (EALC 221)
2. Three core language courses to be fulfilled by either:
   - Track One: CHIN 202, CHIN 301, CHIN 302
   - Track Two: CHIN 203, CHIN 204, and CHIN 306
3. Two non-language courses, of which one must be a 200-level survey course.
4. Two 300-level courses taken at Wellesley. One of these courses must be an advanced seminar in English with the CHIN designation. Only one may have the EALC designation.
5. Students who wish to study two East Asian languages must finish 202 in one language before beginning the second one.

6. One unit from another department at Wellesley may count toward the major provided the course is relevant to the student’s program of study.

7. Only one independent study (350) can count toward the major.

The EALC-Japanese major consists of a minimum of 8 units distributed as follows:

1. Gateways to East Asia (EALC 221)

2. Three core language courses to be fulfilled by JPN 202, JPN 231, JPN 232

3. Two non-language courses of which one must be a 200-level survey course

4. Two 300-level courses taken at Wellesley. One of these must be an advanced 300-level seminar in English with a JPN designation. Only one may have the EALC designation.

5. Students who wish to study two East Asian languages must finish 202 in one language before beginning the second one.

6. One unit from another department at Wellesley may count toward the major provided the course is relevant to the student’s program of study.

7. Only one independent study (350) can count toward the major.

The EALC-Korean major consists of a minimum of 8 units distributed as follows:

1. Gateways to East Asia (EALC 221)

2. Three core language courses to be fulfilled by KOR 202, KOR 231, KOR 232

3. Two non-language courses of which one must be a 200-level survey course

4. Two 300-level courses taken at Wellesley. EALC courses at the 300-level satisfy the requirement. Students on the Korea track may also take one 300-level from the China and Japan tracks.

5. Students who wish to study two East Asian languages must finish 202 in one language before beginning the second one.

6. One unit from another department at Wellesley may count toward the major provided the course is relevant to the student’s program of study.

7. Only one independent study (350) can count toward the major.

Sample China-track major:

CHIN 103/CHIN 104 Advanced Beginning Chinese
CHIN 203/CHIN 204 Advanced Intermediate Chinese
CHIN 306 Advanced Readings in Twentieth-Century Literature and Culture
CHIN 220/320 The Fall of the Ming
CHIN 208 Modern Chinese Literature
CHIN 311 Dream of the Red Chamber (in English)
CHIN 382 Science Fiction and the Future of China

EALC 221 Gateways to East Asia

Sample Japan-track major:

JPN 101/JPN 102 Beginning Japanese
JPN 201/JPN 202 Intermediate Japanese
JPN 231/JPN 232 Selected Readings in Advanced Japanese (3rd-year)
JPN 280 Japanese Popular Culture
JPN 309 Japanese Social Science Readings (in Japanese)
JPN 352 Postwar Japanese Literary and Visual Culture (in English)

EALC 221 Gateways to East Asia
EALC 236 The Girl in Modern East Asian Culture (in English)

Sample Korea-track major:
KOR 101/KOR 102 Beginning Korean
KOR 201/KOR 202 Intermediate Korean
KOR 206 An Introduction to Korean Language and Culture (In English)
KOR 231/KOR 232 Advanced Intermediate Korean
KOR 256 Gender and Language in Modern Korean Culture
KOR 309 Professional Korean Through contemporary Texts and Multimedia
EALC 221 Gateways to East Asia
EALC 345 Seminar: Language, Nationalism, and Identity in East Asia

Honors in East Asian Languages and Cultures

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

Teacher Certification in East Asian Languages and Cultures

Students interested in seeking certification in teaching Chinese or Japanese should speak with the chairs of the EALC department and the Education department early in their college career.

Transfer Credits in East Asian Languages and Cultures

The transfer of credit (either from another American institution or from a 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 minimum of four units of coursework for the major or a minimum of two units of coursework for the Chinese, Japanese, and Korean minors must be completed within EALC at Wellesley
- A maximum of three units towards the major and two units toward the minor may be transferred from another institution
- 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.

East Asian Languages and Cultures -Chinese Related Courses

Related Courses

Attention Called
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 236 / EALC 236</td>
<td>The Girl in Modern East Asian Culture (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 221</td>
<td>Gateways to East Asia (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 225</td>
<td>Traditional Romances of East Asia (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 236 / CPLT 236</td>
<td>The Girl in Modern East Asian Culture (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 325</td>
<td>Traditional Romances of East Asia (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 345</td>
<td>Seminar: Languages, Nationalism, and Identity in East Asia (in English)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**East Asian Languages and Cultures - Japanese Related Courses**

**Related Courses**

Attention Called

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 236 / EALC 236</td>
<td>The Girl in Modern East Asian Culture (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 221</td>
<td>Gateways to East Asia (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 225</td>
<td>Traditional Romances of East Asia (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>The Book in East Asia: From the Beginning to World War II (in English) [2014-15]</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 236 / CPLT 236</td>
<td>The Girl in Modern East Asian Culture (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 325</td>
<td>Traditional Romances of East Asia (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 345</td>
<td>Seminar: Languages, Nationalism, and Identity in East Asia (in English)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**East Asian Languages and Cultures - Korean Related Courses**

**Related Courses**

Attention Called

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 212</td>
<td>Korean American Literature and Culture (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>CPLT 236 / EALC 236</td>
<td>The Girl in Modern East Asian Culture (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 221</td>
<td>Gateways to East Asia (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 225</td>
<td>Traditional Romances of East Asia (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 236 / CPLT 236</td>
<td>The Girl in Modern East Asian Culture (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 325</td>
<td>Traditional Romances of East Asia (in English)</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Chinese Language and Culture Minor

Requirements for the Minor in Chinese Language and Culture

The minor in Chinese Language and Culture consists of five courses distributed as follows:

1. Two core language courses to be fulfilled by either

or

2. 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 236, CHIN 338, CHIN 339, CHIN 343, CHIN 381 and EALC 221, EALC 225/EALC 325.

3. 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 China-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.

Japanese Language and Culture Minor

Requirements of the Minor in Japanese Language and Culture

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.

Korean Language and Culture Minor

Requirements of the Minor in Korean Language and Culture

The Korean minor consists of a minimum of five units of language or non-language courses at the 200-level or above, normally including KOR 201 and KOR 202. At least one course must be a non-language course. No more than one course may have the EALC designation, and the others should all have the KOR designation. Upper-level language work is highly recommended. Students must choose an advisor from within the Korean program. Only one unit may be transferred from another institution to fulfill requirements for the minor.
Students entering with advanced language preparation must still complete a year of Korean language and take three additional units, following the guidelines above.

CHIN Courses

Course ID: CHIN101  Title: Beginning Chinese

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.

Units: 1.25; Max Enrollment: 15; Prerequisites: None. Open only to students with no Chinese language background.; Instructor: Tang; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: CHIN102  Title: Beginning Chinese

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.

Units: 1.25; Max Enrollment: 15; Prerequisites: CHIN 101 or placement by the department.; Instructor: Tang; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Students who are placed into CHIN 102 can receive 1.25 units of credit.;

Course ID: CHIN103  Title: Advanced Beginning Chinese

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.

Units: 1; Max Enrollment: 15; Prerequisites: Placement by the department. Open to students who can speak some Chinese (Mandarin or other Chinese dialect), or who have some knowledge about reading and writing Chinese characters.; Instructor: Tang; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: CHIN104  Title: Advanced Beginning Chinese

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.

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 103 or placement by the department.; Instructor: Zhao;

Course ID: CHIN201  Title: Intermediate Chinese

Further training in listening comprehension, oral expression, reading, and writing.

Units: 1.25; Max Enrollment: 15; Prerequisites: CHIN 102 or placement by the department.; Instructor: Chen;

Course ID: CHIN202  Title: Intermediate Chinese

Further training in listening comprehension, oral expression, reading and writing.

Units: 1.25; Max Enrollment: 15; Prerequisites: CHIN 201 or placement by the department.; Instructor: Chen; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered
Course ID: CHIN203  Title: Advanced Intermediate Chinese

Further training in listening comprehension, oral expression, reading, and writing.

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 104 or placement by the department.; Instructor: Zhao; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: CHIN204  Title: Advanced Intermediate Chinese

Further training in listening comprehension, oral expression, reading, and writing.

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 203 or placement by the department.; Instructor: Zhao; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Students who are placed into CHIN 204 can receive 1.0 unit of credit;

Course ID: CHIN208  Title: Writing Modern China (in English)

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Song; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHIN211  Title: Dream of the Red Chamber in Chinese Literature and Culture (in English)

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 insight into Chinese culture as it once was and as it remains today. The novel is still wildly popular due to its tragic love story, its sensitive depiction of the plight of the talented woman in late imperial culture, and its narrative intricacies. The goal of the course is to understand the novel both as a literary text and as a cultural phenomenon. Optional extra sessions will accommodate those who wish to read and discuss the novel in Chinese.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CHIN220  Title: The Fall of the Ming in 1644, An Event in World Culture (In English)

The Ming (1368) was a glorious dynasty, and its fall was "heard round the world." The course approaches its glory and fall through novels (such as The Water Margin and The Plum in a Golden Vase), short stories (by Feng Menglong and others), and dramas like Peach Blossom Fan. Elsewhere in East Asia, too, the Ming was a theme in literature, especially at the time of its fall. Works by Chikamatsu (Japanese) and Ho Kyun (Korean) serve as illustrations. Additionally, dramas from Holland and England provide some measure of the impact of this event in Europe. In the last third of the course we will survey this group of writings by non-Chinese and use them to show how reactions varied, depending on the nationality of the observer. Finally, we will read a Cantonese opera composed in the twentieth century. It is one sign of the topic's continuing currency throughout the Qing Dynasty (1644-1911), and it highlights south China's longstanding resistance to the Qing.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CHIN233  Title: Masterworks of Chinese Fiction

Of China's six great novels, four (Romance of the Three Kingdoms, Outlaws of the Marsh, Journey to the West, and Plum in the Golden Vase) were products of the Ming Dynasty (1368-1644). What were the reasons for this important new development in Chinese literature? They include new patterns in consumption and publishing, among other factors. And how did this development lead to the emergence of a theory of the novel in the mid-seventeenth century? Here we will seek to understand the approaches of major theorists. Finally, how do the four masterworks contrast with the Chinese short story, which underwent a parallel...
advance at exactly the same time? The difference between complex and simple plots will be our key to an answer. We will spend two to three weeks on each of the four novels then conclude with a look at some short stories. Readings and discussions will be in English. Optional sessions discussing short selections of each novel in Chinese will be offered intermittently.

Two short papers, one short report, and one final paper are required. No prerequisites for entering the course.

Units: 1; Max Enrollment: 15; Prerequisites: None.; Instructor: Ellen Widmer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: The course is offered at the 200 and at the 300 level.;

Course ID: CHIN239  Title: Popular Culture in Modern China

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Song; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: CHIN244  Title: Classical Chinese Theater (in English)

This course covers three basic categories of traditional theater in China. It begins with the short form known as *zaju* of the Yuan Dynasty (thirteenth to the fourteenth centuries), when dramatic works began to be written by identifiable authors. Next come the long and elaborate *chuanqi* (or *kunqu*) of the Ming and Qing Dynasties (fourteenth to twentieth centuries), including the still performed 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 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CHIN245  Title: Chinese Women in a Century of Revolution (In English)

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CHIN250  Title: Research or Individual Study

Units: 1; Max Enrollment: 30; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: CHIN250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 30; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: CHIN301  Title: Advanced Chinese I

This course is designed to further expand students' comprehension, speaking, reading, and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films.
Units: 1; Max Enrollment: 15; Prerequisites: CHIN 202 or placement by the department.; Instructor: Zhao; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHIN302  Title: Advanced Chinese II

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. The class is conducted in Chinese.

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 301 or placement by the department.; Instructor: Foti; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CHIN303  Title: Business Chinese

This course uses readings and audio-visual materials that investigate business activities in Mandarin-speaking environment to further expand students' listening, speaking, reading, and writing skills. Students' Chinese language competence and cross-culture awareness will grow through language studies that focus on communicative practices and business-related tasks.

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 302 or CHIN 204 or permission of the instructor.; Instructor: Lili Foti; Distribution Requirements: LL - Language and Literature;

Course ID: CHIN306  Title: Advanced Reading in Twentieth-Century Literature and Culture

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.

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 204 or CHIN 302 or placement by the department.; students entering the course through CHIN 301 are strongly encouraged to first complete CHIN 302 as well.; Instructor: Song; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: CHIN307  Title: Advanced Readings in Contemporary Issues

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.

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 204 or CHIN 302 or placement by the department; students entering the course through CHIN 301 are strongly encouraged to first complete CHIN 302 as well.; Instructor: Staff; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: CHIN311  Title: *Dream of the Red Chamber* in Chinese Literature and Culture (in English)

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 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.

Units: 1; Max Enrollment: 25; Prerequisites: One previous course on Chinese history or culture.; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: CHIN320  Title: The Fall of the Ming in 1644, An Event in World Culture (In English)

The Ming (1368) was a glorious dynasty, and its fall was "heard round the world." The course approaches its glory and fall through novels (such as *The Water Margin* and *The Plum in a Golden Vase*), short stories (by Feng Menglong and others), and dramas like *Peach Blossom Fan*. Elsewhere in East Asia, too, the Ming was a theme in literature, especially at the time of its fall. Works by Chikamatsu (Japanese) and Ho Kyun (Korean) serve as illustrations. Additionally, dramas from Holland and England provide some measure of the impact of this event in Europe. In the last third of the course we will survey this group of writings by non-Chinese and use them to show how reactions varied, depending on the nationality of the observer. Finally, we will read a
Cantonese opera composed in the twentieth century. It is one sign of the topic's continuing currency throughout the Qing Dynasty (1644-1911), and it highlights south China's longstanding resistance to the Qing.

**Units:** 1; **Max Enrollment:** 20; **Prerequisites:** None; **Instructor:** Widmer; **Distribution Requirements:** LL - Language and Literature; **Typical Periods Offered:** Fall; **Seminesters Offered this Academic Year:** Not Offered.

---

**Course ID:** CHIN326  **Title:** The City in Modern Chinese Literature and Film (in English)

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.

**Units:** 1; **Max Enrollment:** 15; **Prerequisites:** One course at the 200 or 300 level in East Asian languages and literatures, East Asian arts, history, philosophy, or religion.; **Instructor:** Song; **Distribution Requirements:** LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; **Typical Periods Offered:** Every other year; Fall; **Seminesters Offered this Academic Year:** Not Offered.

---

**Course ID:** CHIN333  **Title:** Masterworks of Chinese Fiction

Of China's six great novels, four (Romance of the Three Kingdoms, Outlaws of the Marsh, Journey to the West, and Plum in the Golden Vase) were products of the Ming Dynasty (1368-1644). What were the reasons for this important new development in Chinese literature? They include new patterns in consumption and publishing, among other factors. And how did this development lead to the emergence of a theory of the novel in the mid-seventeenth century? Here we will seek to understand the approaches of major theorists. Finally, how do the four masterworks contrast with the Chinese short story, which underwent a parallel advance at exactly the same time? The difference between complex and simple plots will be our key to an answer. We will spend two to three weeks on each of the four novels then conclude with a look at some short stories. Readings and discussions will be in English. Optional sessions discussing short selections of each novel in Chinese will be offered intermittently. Compared to CHIN 233, this course will have one extra paper and one extra report.

Three short papers, two short reports, and one final paper are required. Students should have taken one previous course in Chinese culture or history.

**Units:** 1; **Max Enrollment:** 15; **Prerequisites:** Permission of instructor.; **Instructor:** Ellen Widmer; **Distribution Requirements:** LL - Language and Literature; **Typical Periods Offered:** Fall; **Seminesters Offered this Academic Year:** Fall; **Notes:** This course is offered at the 200 and 300 level. Students in the 300 level are expected to complete extra work.;

---

**Course ID:** CHIN338  **Title:** Reading in Modern Chinese Literature

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.

**Units:** 1; **Max Enrollment:** 15; **Prerequisites:** CHIN 306, CHIN 307, or placement by the department.; **Instructor:** Song; **Distribution Requirements:** LL - Language and Literature; **Typical Periods Offered:** Every other year; Fall; **Seminesters Offered this Academic Year:** Not Offered.

---

**Course ID:** CHIN344  **Title:** Classical Chinese Theater (in English)

This course covers three basic categories of traditional theater in China. It begins with the short form known as zaju of the Yuan Dynasty (thirteenth to the fourteenth centuries), when dramatic works began to be written by identifiable authors. Next come the long and elaborate chuanqi (or kunqu) of the Ming and Qing Dynasties (fourteenth to twentieth centuries), including the still performed 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 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.

**Units:** 1; **Max Enrollment:** 25; **Prerequisites:** One previous course in Chinese history or culture.; **Instructor:** Widmer; **Distribution Requirements:** LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; **Typical Periods Offered:** Fall; **Seminesters Offered this Academic Year:** Not Offered.

---

**Course ID:** CHIN345  **Title:** Chinese Women in a Century of Revolution (In English)
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.

Units: 1; Max Enrollment: 25; Prerequisites: One prior course in EALC; EAS or WGST.; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CHIN350 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHIN350H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: CHIN360 Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: CHIN370 Title: Senior Thesis

Units: 1; Max Enrollment: 15; Prerequisites: CHIN 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: CHIN381 Title: Eileen Chang (in English)

This seminar offers an intensive study of the writings of Eileen Chang, one of the most important Chinese writers. Close analysis of her literary style will be combined with discussions on such key concepts of the Chinese literary modernity: gender, nation, cosmopolitanism, affectivity, subjectivity, and diaspora. Her major works will be read in biographical, historical and cultural contexts, with considerations of the classical novels influencing her as well as the modern and postmodern writers and filmmakers working under her influences.

Units: 1; Max Enrollment: 15; Prerequisites: One course at the 200 or 300 level on Chinese literature, history or culture, or by permission of the instructor.; Instructor: Song; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: CHIN382 Title: Seminar: Science Fiction and the Future of China (In English)

This seminar guides students to explore the political, cultural, and epistemological changes represented in Chinese science fiction. It contextualizes the genre’s evolution in the intellectual history of modern China, where imagining the future of China is often the focus of contending ideologies and intellectual trends. The course introduces students to three booms of Chinese science fiction, which all happened when China went through drastic changes. The contemporary new wave of science fiction particularly presents a subversive vision of China’s pursuit of power and wealth, a dystopian counterpart to the government-promoted “Chinese dream.” This course examines the cutting-edge literary experiments that characterize the new wave, and studies the transgression of gender, class, and nation in science fiction that evokes sensations ranging from the uncanny to the sublime, from the corporeal to the virtual, and from the apocalyptic to the transcendent.

Units: 1; Max Enrollment: 15; Prerequisites: One course at the 200 or 300 level on Chinese literature, history or culture, or by permission of the instructor.; Instructor: Song; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;
Course ID: CPLT236/EALC236  Title: The Girl in Modern East Asian Culture (In English)

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CPLT236; Prerequisites: None; Instructor: Zimmerman; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: EALC221  Title: Gateways to East Asia (in English)

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.

Units: 1; Max Enrollment: 25; Prerequisites: No prior background in the study of East Asia is required; all readings will be in English.; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: EALC225  Title: Traditional Romances of East Asia (in English)

The course begins with a brief introduction to an eleventh-century novel from Japan, Murasaki Shikibu's The Tale of Genji. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetics typically Japanese. There is no influence at all between Genji and our next subject, Cao Xueqin's eighteenth-century masterpiece, Dream of the Red Chamber, also known as The Story of the Stone. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. For students who have already studied The Tale of Genji or Dream of the Red Chamber, alternative reading will be assigned. 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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to all students.; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EALC325  Title: Traditional Romances of East Asia (in English)

The course begins with a brief introduction to an eleventh-century novel from Japan, Murasaki Shikibu's The Tale of Genji. This work shows considerable awareness of Chinese culture, but the design is entirely original and the aesthetics typically Japanese. There is no influence at all between Genji and our next subject, Cao Xueqin's eighteenth-century masterpiece, Dream of the Red Chamber, also known as The Story of the Stone. However, the similarities point to shared East Asian traditions, and the contrasts can be traced to major differences in the aesthetics of China and Japan. For students who have already studied The Tale of Genji or Dream of the Red Chamber, alternative readings will be assigned. 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.

Units: 1; Max Enrollment: 10; Prerequisites: One 200-level course in either Chinese or Japanese language and culture required.; Instructor: Widmer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EALC345  Title: Seminar: Language, Nationalism, and Identity in East Asia (In English)

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.

Units: 1; Max Enrollment: 20; Prerequisites: One 200-level course in either Chinese, Japanese, or Korean language and culture required.; Instructor: Lee; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

---

**JPN Courses**

**Course ID: JPN101  Title: Beginning Japanese**

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading, and writing, using basic expressions and sentence patterns. Four 75-minute classes plus one blended learning session.

Units: 1.25; Max Enrollment: 15; Prerequisites: None; Instructor: Torii; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

**Course ID: JPN102  Title: Beginning Japanese**

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading, and writing, using basic expressions and sentence patterns. Four 75-minute classes plus one blended learning session.

Units: 1.25; Max Enrollment: 15; Prerequisites: JPN 101 or equivalent.; Instructor: Torii; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

**Course ID: JPN201  Title: Intermediate Japanese**

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 75-minute classes plus one blended learning session.

Units: 1.25; Max Enrollment: 15; Prerequisites: JPN 101-JPN 102 or placement by the department.; Instructor: Maeno, Staff; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

**Course ID: JPN202  Title: Intermediate Japanese**

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 75-minute classes plus one blended learning session.

Units: 1.25; Max Enrollment: 15; Prerequisites: JPN 101-JPN 102 or placement by the department.; Instructor: Maeno, Staff; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

**Course ID: JPN231  Title: Selected Readings in Advanced Japanese I**

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.

Units: 1; Max Enrollment: 15; Prerequisites: JPN 201-JPN 202 or placement by the department.; Instructor: Maeno; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;
Course ID: JPN232  Title: Selected Readings in Advanced Japanese II

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.

Units: 1; Max Enrollment: 15; Prerequisites: JPN 231 or permission of the instructor.; Instructor: Maeno; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: JPN250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: JPN250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: JPN251/THST251  Title: Japanese Literature from Myth to Manga(in English)

This course explores Japanese literature from the seventh to the nineteenth centuries—including myths, poetry, narrative romances, diaries, essays, military tales, Noh drama, haiku, puppet plays, kabuki, and ghost stories—then traces its modern afterlife to film, television, and manga. Students will develop a critical and historically grounded appreciation of Japan's rich and varied literary tradition by analyzing it in light of such topics as religious practice, aesthetic ideals, dreams, desire, subjectivity, Chinese influence, the supernatural, war, gender, and sexuality.

Units: 1; Max Enrollment: 30; Crosslisted Courses: JPN251; Prerequisites: None; Instructor: Goree; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either JPN 251/THST 251 or, with additional assignments, JPN 355/THST 355.;

Course ID: JPN252  Title: Supernatural Japan (in English)

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Zimmerman; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: JPN280  Title: Japanese Pop Culture: From Haiku to Hello Kitty (in English)

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.

Units: 1; Max Enrollment: 30; Instructor: Goree; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: JPN290  Title: Geisha, Samurai and the Birth of Tokyo

Japan enjoyed tremendous political stability under samurai rule for 265 years before opening up to the West in the late 19th century. Far from static, however, this era, known as the Edo period (1603-1868), was one of dynamic economic growth, social change, intellectual ferment, and artistic experimentation, when a vibrant urban culture emerged and spread to cities and villages across the Japanese archipelago. Many of the things we associate with traditional Japanese culture today, including haiku, kabuki, sumo, geisha, sushi, manga, and the samurai ethos, emerged or developed into maturity at this time. This course introduces students to
Edo Japan by way of its rich visual and literary cultures, with particular emphasis on the representation of sexuality, gender, violence, honor, and otherworldly phenomena. No knowledge of Japan or Japanese required.

Units: 1; Max Enrollment: 20; Prerequisites: Not open to students who have completed JPN 133 ; Instructor: Goree; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: JPN308 Title: Advanced Japanese Through Short Fiction and Essays

In this course, students will read original works of short fiction and essays in Japanese by well-known contemporary authors. We will explore various genres and popular themes in Japanese literature and look at authors’ styles and voice. The course will be completely in Japanese except when translation into English takes center stage. In either case, the major emphasis will be on discussion of the works in class. Through these works, students will also be introduced to advanced Japanese grammar, expressions, patterns, kanji, and vocabulary.

Units: 1; Max Enrollment: 15; Prerequisites: JPN 232 or permission of instructor.; Instructor: Goree; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: JPN314 Title: Translating Japanese Narrative

Students read and discuss contemporary fiction by women in Japanese as they improve reading and speaking skills, and learn how to translate fiction from Japanese to English. Weekly translation exercises and periodic translation workshops build confidence as students develop their own translation style. For the final project, students choose a contemporary short story and translate it in collaboration with the instructor. Class conducted in Japanese. Two weekly meetings plus individual meetings with instructor.

Units: 1; Max Enrollment: 15; Prerequisites: JPN 232 or permission of the instructor.; Instructor: Zimmerman; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: JPN350 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: JPN350H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: JPN352 Title: Seminar: Postwar Japan in Word and Image (in English)

With the lifting of state censorship in the postwar period, Japanese writers and artists broke new ground, wrestling with the legacy of the war (Oe Kenzaburo, Mizuki Shigeru), upending gender norms (Kono Taeko, Uchida Shungiku), unveiling less visible aspects of Japanese society (Nakagami Kenji, Yu Mii), or even forging new modes of representation (Murakami Haruki). Drawing on fiction, manga, and film, we embed texts in their historical and social contexts, listening for the “hum of the times.” No Japanese required.

Units: 1; Max Enrollment: 15; Prerequisites: One course on Japan or by permission of the instructor.; Instructor: Zimmerman; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: JPN356 Title: Seminar: Hauntings in Modern Japan

Through the eyes of Western observers, Japan in the latter half of the nineteenth-century was a closed, homogeneous nation with quaint customs. When modernity arrived, it came with metaphors of light, suggesting the banishment of ghostly beings. However, given the persistence in literature of a strand of tales of the fabulous and the strange from the beginnings of Japanese literature up until the present day, we need to question the paradigm of modernity as a moment of dramatic change. We read a variety of fiction texts to find out how and why writers of Japanese fiction have kept the supernatural strand alive and how they use the uncanny both as a trenchant form of social critique and a powerful mode of resistance against the modern project. Primary texts include Natsume Soseki, Tanizaki Junichiro, Izumi Kyoka, Enchi Fumiko, Mizuki Shigeru, Tsushima Yuko and others. No Japanese required.

Units: 1; Max Enrollment: 15; Prerequisites: One 200-level JPN course.; Instructor: Eve Zimmerman; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;
Course ID: JPN360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: JPN370  Title: Senior Thesis

Units: 1; Max Enrollment: 10; Prerequisites: JPN 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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 Courses

Course ID: KOR101  Title: Beginning Korean

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 75-minute classes with regular individual meetings.

Units: 1.25; Max Enrollment: 15; Prerequisites: None; Instructor: J. Song; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: KOR102  Title: Beginning Korean

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 75-minute classes with regular individual meetings.

Units: 1.25; Max Enrollment: 15; Prerequisites: KOR 101 or equivalent; Instructor: J. Song; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: KOR201  Title: Intermediate Korean

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 75-minute classes with regular individual meetings.

Units: 1.25; Max Enrollment: 15; Prerequisites: KOR 101- KOR 102 or placement by the department.; Instructor: Ju; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: KOR202  Title: Intermediate Korean

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 75-minute classes with regular individual meetings.

Units: 1.25; Max Enrollment: 15; Prerequisites: KOR 101-KOR 102, KOR 201, or placement by the department.; Instructor: Ju; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.

Course ID: KOR206  Title: An Introduction to Korean Language and Culture (in English)

This course aims to provide a fundamental understanding of Korean culture, society, and the Korean people by focusing on the Korean language. The development of language occurs in dynamic relation to culture and community. Topics include the origin and history of the Korean language, the writing system (Hangeul-Korean alphabet), different dialects (including North Korean dialects), cross-linguistic analysis, intercultural communication, language use in pop culture, language variation across generations, neologism (new word formation) and slang, etc. The historical trajectory of Korean will be examined in relation to relevant sociopolitical and cultural trends. We will also explore diverse issues in contemporary Korean and popular culture using articles, films, dramas, etc. This course is expected to develop cross-cultural perspectives on the Korean language and its rich cultural heritage.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Lee; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: KOR231  Title: Advanced Intermediate Korean I - Selected Readings and Formal Conversation

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.

Units: 1; Max Enrollment: 15; Prerequisites: KOR 201-KOR 202 or permission of the instructor.; Instructor: J. Song; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: KOR232  Title: Advanced Intermediate Korean II - Selected Readings and Formal Writing

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.

Units: 1; Max Enrollment: 15; Prerequisites: KOR 231 or permission of the instructor.; Instructor: J. Song; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: KOR250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: KOR250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 0;

Course ID: KOR256  Title: Gender and Language in Modern Korean Culture (in English)

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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Lee; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;
### Course ID: KOR309  Title: Professional Korean Through Contemporary Texts and Multimedia

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.

Units: 1; Max Enrollment: 15; Prerequisites: KOR 202 or permission by the instructor.; Instructor: Lee; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

### Course ID: KOR350  Title: Research or Individual Study

Units: 1; Max Enrollment: 10; Prerequisites: KOR 309 or permission of the department and instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

### Course ID: KOR350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 0;
East Asian Studies

AN INTERDEPARTMENTAL MAJOR

East Asian Studies is an interdisciplinary major offered jointly by faculty from departments at the College whose research and teaching interests focus on East Asia and from the Department of East Asian Languages and Cultures (EALC). The major is designed for students with a broad interest in East Asia. It encourages students to familiarize themselves with one or more countries or societies of East Asia and also requires that students have an area of concentration, which may be based on a country/culture or academic discipline. To major in EAS, students must fulfill requirements in Language studies, Humanities, and History and Social Sciences (see below). Through this combination of breadth and depth, students learn about the historic links between East Asian societies and how ideas, cultures, and policies flow across and shape life in East Asia today.

East Asian Studies Major

Goals for the East Asian Studies Major

- To familiarize students generally with the arts, histories, languages and literatures, religions, and the social, political, and cultural systems of East Asia
- To develop fuller expertise in a specific area of study, whether by country, or scholarly discipline
- To ensure a firm foundation in at least one of three East Asian languages: Mandarin Chinese, Japanese, or Korean

Requirements for the East Asian Studies Major

Prospective East Asian Studies majors should begin study of an East Asian language as soon as possible in their first year. The program also recommends that students take one or more courses that explore East Asia (such as HIST 274, REL 108, or EALC 225) in their first two years to attain familiarity with the region. The program encourages students to:

- Familiarize themselves with several East Asian societies and cultures.
- Choose an area of concentration that is country/culture-based or based on an academic discipline. For example, students may select a focused study of one country or culture (e.g. China, Japan, Korea(s)), or select a disciplinary or interdisciplinary focus (see below).

Prospective majors should consult with a member of the East Asian Studies faculty as early as possible to discuss their academic plans. Majors devise their own programs of study in consultation with an advisor from the student's area of concentration. Both the major advisor and the program director must approve proposals for the major.

Ten units are required for the major, consisting of the following:

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 300-level language class must still complete at least four language courses. Students with native or near native fluency in an East Asian language may replace the four units of language with non-language EAS courses, in consultation with their advisor. At least 2 of the non-language courses for heritage speakers must come from the EALC department. 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 Cultures 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  1.0

ARTH 238  
Chinese Art and Architecture  1.0

ARTH 240  
Asian Art and Architecture  1.0

ARTH 248  
Chinese Painting: Theories, Masters, and Principles  1.0

ARTH 255  
Twentieth-Century Chinese Art  1.0

ARTH 337  
Seminar: The Song Imperial Painting Academy  1.0

ARTH 341  
Seminar: The Landscape Painting of China, Korea, and Japan  1.0

ARTH 346  
Seminar: Poetic Painting in China, Korea, and Japan  1.0

CHIN 208  
Writing Modern China (in English)  1.0

CHIN 211  
Dream of the Red Chamber in Chinese Literature and Culture (in English)  1.0

CHIN 244  
Classical Chinese Theater (in English)  1.0

CHIN 245  
Chinese Women in a Century of Revolution (In English)  1.0

CHIN 311  
Dream of the Red Chamber in Chinese Literature and Culture (in English)  1.0

CHIN 326  
The City in Modern Chinese Literature and Film (in English)  1.0

CHIN 338  
Reading in Modern Chinese Literature  1.0

CHIN 344  
Classical Chinese Theater (in English)  1.0

CHIN 345  
Chinese Women in a Century of Revolution (In English)  1.0

CHIN 381  
Eileen Chang (in English)  1.0

CPLT 236 / EALC 236  
The Girl in Modern East Asian Culture  1.0

EALC 225  
Traditional Romances of East Asia (in English)  1.0

EALC 236 / CPLT 236  
The Girl in Modern East Asian Culture (In English)  1.0

EALC 325  
Traditional Romances of East Asia (in English)  1.0
JPN 251 / THST 251  Japanese Writers Explore Their World (in English)  1.0
JPN 252  Supernatural Japan (in English)  1.0
JPN 280  Japanese Pop Culture: From Haiku to Hello Kitty (in English)  1.0
JPN 314  Translating Japanese Narrative  1.0
JPN 352  Seminar: Postwar Japan in Word and Image (in English)  1.0
KOR 206  An Introduction to Korean Language and Culture (in English)  1.0
KOR 256  Gender and Language in Modern Korean Culture (in English)  1.0
REL 108  Introduction to Asian Religions  1.0
REL 253  Buddhist Thought and Practice  1.0
REL 254  Chinese Thought and Religion  1.0
REL 255  Japanese Religion and Culture  1.0
REL 257  Contemplation and Action  1.0
REL 353  Seminar: Zen Buddhism  1.0
THST 251 / JPN 251  Japanese Writers Explore Their World (in English)  1.0
ARTH 249  Japanese Art and Architecture  1.0
CHIN 239  Popular Culture in Modern China  1.0
EALC 221  Gateways to East Asia (in English)  1.0
JPN 290  Geisha, Samurai and the Birth of Tokyo  1.0
JPN 308  Advanced Japanese Through Short Fiction and Essays  1.0

CHIN 338, JPN 314: Fulfill either Language or Humanities requirement for the major.

History and Social Sciences:

HIST 269  Japan, the Great Powers, and East Asia, 1853-1993  1.0
HIST 274  China, Japan, and Korea in Comparative and Global Perspectives  1.0
HIST 277  China and America: Evolution of a Troubled Relationship  1.0
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
<th>Max Enrollment</th>
<th>Prerequisites</th>
<th>Typical Periods Offered</th>
<th>Semesters Offered this Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 278</td>
<td>Reform and Revolution in China, 1800 to the Present</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 280</td>
<td>Topics in Chinese Commerce and Business</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 395</td>
<td>International History Seminar: Legacies of Conquest: Empires in Chinese and World History</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KOR 256</td>
<td>Gender and Language in Modern Korean Culture (in English)</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEAC 119Y/REL 119Y</td>
<td>First-Year Seminar: Hiroshima, Nagasaki and Yasukuni Shinto Shrine</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL2 208</td>
<td>Politics of China</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL2 304</td>
<td>Nation-building and Nationalism in East Asia</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REL 119Y/PEAC 119Y</td>
<td>First-Year Seminar: Hiroshima, Nagasaki and Yasukuni Shinto Shrine</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EAS Courses**

Course ID: EAS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: EAS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: EAS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the director.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: EAS370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: EAS 360 and permission of the director.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, economics examines a broad range of institutions and focuses on their interactions within a structured analytical framework. The complete survey of economics consists of both ECON 101 and ECON 102. Any student who plans to take economics after ECON 101 and ECON 102 should consult a department advisor.

Economics Major

Goals for the Economics Major

Our majors should attain

1. a basic understanding of economic principles
2. an ability to engage in critical reasoning
3. competency in making written and oral arguments

Our majors should attain skills that enable them to be more informed and engaged citizens. Economics majors will understand fundamental economic principles, apply those concepts to evaluate arguments, and construct oral and written arguments of their own. A basic understanding of economic principles means students will identify situations in which scarcity of resources requires that individuals, firms and societies make trade-offs, and recognize the opportunity costs embodied in those choices. Students will analyze efficiency and equity in market outcomes, the role of government in a market economy, 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. Students will also assess the logic of an economic argument by applying both analytical and quantitative tools, for example by using empirical evidence to support or reject a proposition. Finally, having demonstrated command of core concepts in economics, and an ability to judge the logic that undergirds economic proposals, students will produce oral and written presentations that demonstrate their competency.

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. QR/STAT 260 and QR/STAT 309 can be counted as Economics electives.

Students who have completed MATH/STAT 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. In addition note that QR/STAT 260 will count as a 200 level elective toward the Econ major or minor.

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 course work and one 300-level course before enrolling in the honors program. Admission to the honors program requires students to have a GPA of 3.5 or higher in their economics courses above the 100 level. All honors candidates are expected to participate in the economics research seminar.

Transfer Credit in Economics

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department’s transfer credit advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere normally will not be transferred at the 300 level. ECON 201, ECON 202, and ECON 203 ordinarily should be taken at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's transfer credit advisor.

Advanced Placement Policy in Economics

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the remaining half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). Students who have AP or IB credit in statistics should consult the department chair regarding enrollment in ECON 103. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in economics.

Economics 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, ECON 203, ECON 250, and ECON 251H. In addition note that QR/STAT 260 will count as a 200 level elective toward the Econ minor. 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/STAT 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 Courses

Course ID: ECON101  Title: Principles of Microeconomics

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.

Units: 1; Max Enrollment: 33; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ECON102  Title: Principles of Macroeconomics
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.

Units: 1; Max Enrollment: 35; Prerequisites: ECON 101. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ECON103/SOC190  Title: Introduction to Probability and Statistical Methods

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.

Units: 1.25; Max Enrollment: 30; Crosslisted Courses: SOC190; Prerequisites: 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 STAT 218 or PSYC 205 (or MATH 220 during or before Spring 2018.); Instructor: Levine, McKnight, Swingle (Sociology); Distribution Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Summer; Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ECON201  Title: Intermediate Microeconomic Analysis

Intermediate microeconomic theory: analysis of the individual household, firm, industry, and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101, ECON 102 and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.; Instructor: Park, Rothschild, Skeath; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ECON202  Title: Intermediate Macroeconomic Analysis


Units: 1; Max Enrollment: 25; Prerequisites: ECON 101, ECON 102 and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley.; Instructor: Hilt, Neumuller, Sichel; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ECON203  Title: Econometrics

This course introduces students to the methods economists use to assess empirical relationships, primarily regression analysis. Issues examined include statistical significance, goodness-of-fit, dummy variables, and model assumptions. Includes an introduction to panel data models, instrumental variables, and randomized and natural experiments. Students learn to apply the concepts to data, read economic research, and write an empirical research paper.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101, ECON 102, and one math course at the level of MATH 115 or higher. The math course must be taken at Wellesley. One course in statistics (ECON 103, PSYC 205, STAT 218 or MATH 220 prior to fall 2018 ) is also required.; Instructor: Park, Shastry; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: The credit/noncredit grading option is not available for this course. Letter graded only.;

Course ID: ECON210  Title: Financial Markets

Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101, ECON 102, and ECON 103.; Instructor: Joyce; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ECON213  Title: International Finance and Macroeconomic Policy
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.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101 and ECON 102.; Instructor: Weerapana; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ECON214  Title: Trade Policy

An introduction to international trade in theory and practice. Emphasis on the application of microeconomic principles in international economics. Topics to be covered include the debate over free versus fair trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas, and other instruments of protection; trade deficits; and the costs and benefits of international migration.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101, ECON 102 are prerequisites and ECON 103 is encouraged.; Instructor: TBA; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ECON220  Title: Development Economics

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.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101, ECON 102, ECON 103 recommended.; Instructor: Abeberese; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ECON222/PEAC222  Title: Games of Strategy

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.

Units: 1; Max Enrollment: 21; Crosslisted Courses: PEAC222; Prerequisites: ECON 101.; Instructor: Skeath; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer ’51 Speaking Intensive Course. Reserved seats;

Course ID: ECON226/EDUC226  Title: Economics of Education Policy

Applies microeconomic analysis to important questions in education policy. Should private school vouchers be implemented? What are the long-term benefits of early childhood education? Who goes to college, and who doesn’t? The course uses conceptual insights from microeconomics to understand these and other questions; particular emphasis is placed on economic interpretation of case studies and contemporary policy debates.

Units: 1; Max Enrollment: 25; Crosslisted Courses: EDUC226; Prerequisites: ECON 101 required; ECON 103 or QR Overlay recommended.; Instructor: TBA; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ECON228/ES228  Title: Environmental and Resource Economics

This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods, and common property resources, we will discuss how to measure the cost and benefits of environmental policy in order to estimate the socially optimal level of the environmental good. Applications of these tools will be made to air and water pollution, renewable and nonrenewable resources, and global climate. In addressing each of these problems we will compare various public policy responses such as regulation, marketable permits, and tax incentives.

Units: 1; Max Enrollment: 0; Crosslisted Courses: ES228; Prerequisites: ECON 101; Instructor: Keskin; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ECON229  Title: Women in the Economy
This course uses economic theory and empirical analysis to examine the lives of women and their role in the economy. We first discuss the economics of gender and note that the research on the economics of gender tends to fall into three areas: analyses of labor markets, analyses of policies and practices to address issues facing working women and their families, and analyses of the economic status of women across countries. After that introduction, we will discuss women's educational attainment and participation in the labor market, gender segregation and the gender pay gap, discrimination, division of labor within household, and work versus family-life balance. In the second segment we will review government and company policies, like affirmative action, aimed at issues faced by working women and families. The final section will examine international evidence on the economic status of women and their changing role in the world economy.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101 and ECON 103, or by permission of instructor.; Instructor: Kerr; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ECON232  Title: Health Economics

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.

Units: 1; Max Enrollment: 25; Prerequisites: ECON 101; Instructor: Coile; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ECON241/LAST241  Title: Poverty and Inequality in Latin America

The course provides a survey of economic development in Latin America, emphasizing issues related to the reduction of poverty and inequality. The first part of the course explores the economic history of the region, including twentieth-century policies designed to promote growth and industrialization; the 1980s debt crisis; and subsequent episodes of economic reform and crisis. The second part of the course acquaints students with evaluations of education, health, and welfare policies that are designed to alleviate poverty and inequality in Latin America.

Units: 1; Max Enrollment: 25; Crosslisted Courses: LAST241; Prerequisites: ECON 101; Instructor: McEwan; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer ’51 Speaking Intensive Course.;

Course ID: ECON250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Instructor: TBA; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ECON250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Instructor: TBA; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/non credit.;

Course ID: ECON251H  Title: Wellesley Initiative for Scholars of Economics (WISE)

This course is designed to deepen students' engagement with scholarship in Economics. Enrollment is by invitation only and will draw from students concurrently enrolled in the core required courses for the major or minor. The class will introduce students to current research in Economics, presented by different faculty members, and link that research to skills and concepts covered in core required courses. Students will gain a better understanding of the ways the tools they are learning in their courses can be applied to real world issues.

Units: 0.5; Max Enrollment: 20; Prerequisites: None.; Instructor: Butcher, Rothschild, and Weerapana; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/ no credit. The class meets once per week for 75 minutes. It earns 0.5 units and may be repeated once for credit. Enrollment is by invitation only. Invitations will seek to balance students by year of graduation.;

Course ID: ECON301  Title: Advanced Microeconomic Analysis

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.
Course ID: ECON302  Title: Advanced Macroeconomics

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.

Course ID: ECON303  Title: Advanced Econometrics

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.

Course ID: ECON306  Title: Economic Organizations in U.S. History

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.

Course ID: ECON311  Title: Economics of Immigration

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.

Course ID: ECON312  Title: Economics of Globalization

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.
<table>
<thead>
<tr>
<th>Course ID: ECON313</th>
<th>Title: International Macroeconomics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange-rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance-of-payments disequilibria.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 20; Prerequisites: ECON 202 and ECON 203.; Instructor: Joyce; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: ECON314</th>
<th>Title: Advanced International Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course analyzes the causes and consequences of international trade. The theory of international trade and the effects of trade policy tools are developed in both perfect and imperfect competition, with reference to the empirical evidence. This framework serves as context for the consideration of several important issues: the effect of trade on income inequality, the relationship between trade and the environment, the importance the World Trade Organization, strategic trade policy, the role of trade in developing countries, and the effects of free trade agreements.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 20; Prerequisites: ECON 201, ECON 203; Instructor: Abeberese; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: ECON318</th>
<th>Title: Economic Analysis of Social Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course uses economic analysis to evaluate important social policy issues in the United States, focusing on the role of government in shaping social policy and its impact on individuals. Does welfare make people work less or have more children? Why is the teenage birthrate so high, and how might it be lowered? How do fertility patterns respond to changes in abortion policy? Theoretical models and econometric evidence will be used to investigate these and other issues.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203; Instructor: Levine; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: ECON320</th>
<th>Title: Economic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course examines what factors help to explain why some countries are rich and others poor and whether economic policies can affect these outcomes. We will study key aspects of life for poor households in the developing world, such as inequality, gender, and the intra-household division of resources; education; child labor; health; savings and credit; institutions; and globalization. Students will study recent research in the field and examine empirical evidence on these topics.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203; Instructor: Shastry; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: ECON322</th>
<th>Title: Strategy and Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do individuals and groups make decisions? The core of the course is traditional game theory: the formal study of the choices and outcomes that emerge in multiperson strategic settings. Game theoretic concepts such as Nash equilibrium, rationalizability, backwards induction, sequential equilibrium, and common knowledge are motivated by and critiqued using applications drawn from education policy, macroeconomic policy, business strategy, terrorism risk mitigation, and good old-fashioned parlor games.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203 or equivalent (MATH 220 or PSYC 205). MATH 205 recommended.; Instructor: Rothschild; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: ECON323</th>
<th>Title: Finance Theory and Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course provides a rigorous treatment of the fundamentals of finance. Topics include the valuation of distant cash flows, pricing financial instruments such as stocks, bonds and options, portfolio choice, and equilibrium theories of asset pricing. Where possible, modern academic research that relates to these topics will be introduced and discussed.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203.; Instructor: Neumuller; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;</td>
<td></td>
</tr>
</tbody>
</table>
Course ID: ECON324  Title: Behavioral and Experimental Economics

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.

Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203.; Instructor: Shurchkov; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ECON326  Title: Seminar: Advanced Economics of Education

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.

Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203.; Instructor: McEwan, Patrick; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ECON327  Title: The Economics of Law, Policy and Inequality

This course uses an economic framework to explore the persistence 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.

Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203.; Instructor: Park; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ECON328  Title: Environmental Issues in Developing Countries

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, econometric 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.

Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203.; Instructor: Keskin; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ECON332  Title: Advanced Health Economics

This course applies microeconomics to issues in health, medical care, and health insurance. Emphasis is placed on policy-relevant empirical research. Topics include the impact of health insurance on health, the interaction between health insurance and the labor market, the government's role in health care, the economics of medical provider reimbursement, and the effects of medical malpractice policy.

Units: 1; Max Enrollment: 20; Prerequisites: ECON 201 and ECON 203.; Instructor: McKnight; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ECON334  Title: Domestic Macroeconomic Policy

You have heard the debates about macro policy: Should the Federal Reserve raise or lower interest rates? Is fiscal stimulus good or bad? Has economic policy helped or hurt economic performance over the past decade? This course builds on your tools from Intermediate Macro and Econometrics to deepen your understanding of the economics and empirical evidence that lie behind current macro policy debates in the United States. A central goal is to develop the expertise needed to critically evaluate arguments on both sides of key issues and to assess the trade-offs implicit in policy decisions. The course covers both fiscal and monetary policy, with the fiscal policy section including a simulation exercise that highlights the difficult
challenges faced by policymakers. Step beyond Econ 202 to develop a more sophisticated understanding of how macro policy really works.

Units: 1; Max Enrollment: 20; Prerequisites: ECON 202 and ECON 203.; Instructor: Sichel; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ECON335 Title: Calderwood Seminar in Public Writing: Economic Journalism

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 and recent journal articles. Students also will write an op-ed and a blog post. Class sessions will be organized as workshops devoted to critiquing the economic content of student work.

Units: 1; Max Enrollment: 12; Prerequisites: ECON 201, ECON 202, and ECON 203.; Instructor: Sichel; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ECON341 Title: Industrial Organization

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.

Units: 1; Max Enrollment: 20; Prerequisites: ECON 201; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;

Course ID: ECON350 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ECON360 Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: ECON370 Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: ECON 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: ECON380 Title: Economics Research Seminar

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.

Units: 0.5; Max Enrollment: 20; Prerequisites: Limited to senior Economics majors doing independent research.; Instructor: Hilt; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit.;
Education Studies

Education is a broadly interdisciplinary field of study, drawing on a wide variety of knowledge and experience. It occurs through interactions across actors, such as those between students and teachers and in the interconnected settings of schools, families, and communities. Students examine how features of these settings shape teaching and learning. They will analyze and reflect on fundamental topics and problems in education, integrate theoretical frameworks, and examine purposes and values intrinsic to education in society, while emphasizing connections between research and action, theory and practice. Students are encouraged to blend on-campus learning with experiences in schools and communities.

Students will gain tools and perspectives that will be useful in education during an era of rapidly increasing racial, ethnic, social and linguistic diversity and technological change. Courses in education engage with past and present efforts to adapt and respond to this increasing diversity, centering the role of social, cultural, historical and political context and the lived experiences of educators, youth and communities.

Goals for the Education Studies Major

- Students will engage in and understand the interdisciplinary study of education.
- Students will develop their skills as critical thinkers, analytic writers and skilled researchers through active experiences in course work, independent study, and supervised experiences in the field.
- Students will explore the variety of educational settings where teaching and learning occurs, such as schools, out-of-school settings, families, and communities.
- Through an analysis of past and present school reform efforts, students will examine the various purposes and goals of schooling as well as the role and function of curriculum, teaching, and pedagogy to serve those purposes, including democracy, freedom, and justice.
- Students will examine and understand how contextual factors such as social class, race, immigration, demographic shifts and rural/suburban/urban contexts have influenced educational policies and practices.
- Students will make connections between educational theory and practice while also acknowledging tensions that may occur between educational theory and practice.
- Students will apply their learning in communities of practice such as school classrooms and community agencies, where present educational problems and change efforts can be observed in their full contexts.

Requirements for the Education Studies Major

Students are expected to complete nine units of coursework, six of which must be completed at Wellesley College. The major consists of three primary requirements: education core coursework, a capstone experience, and an additional suite of courses taken within the education department. Supplemental documents to assist students in planning a course of study can be found on the education department website.

Students must complete:

Two of the following three education core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 214</td>
<td>Reimagining Youth: Exploring the Role of Family, Community, and Society</td>
<td>1.0</td>
</tr>
</tbody>
</table>
An education studies capstone experience

All education studies majors will be required to take a capstone experience, with guidance from their major advisor. Students may choose from the following three options and must declare their intentions by the end of their junior year:

- Option 1: EDUC 334: Seminar. Ethnography in Education: Race, Migration, and Borders. This option focuses on theory and inquiry in education and develops students’ qualitative research skills.

- Option 2: EDUC 335: Seminar. Urban Education: Equity, Research, and Action or EDUC 302 Seminar: Critical Perspectives, Practice, and Reflection in Teaching and Curriculum. This option involves an experiential component and integrates research, theory, and practice.

- Option 3: EDUC 360/EDUC 370 (Senior Thesis)

At least three and up to six additional courses from the list of Education Research and Theory courses.

EDUC 102/ WRIT 114  Education in Philosophical Perspective  1.0

EDUC 103Y/ WGST 102Y  First-Year Seminar: Lessons of Childhood: Representations of Difference in Children's Media  1.0

EDUC 117Y  First-Year Seminar: Understanding Diversity and Promoting Equity in Schools  1.0

EDUC 200  Theory and Practice in Early Childhood Care and Education  1.0

EDUC 201  Educating Young Children with Special Needs  1.0

EDUC 212  History of American Education  1.0

EDUC 213  Social and Emotional Learning and Development: Theoretically Informed Practice for K-12 Education  1.0
Important Considerations to the Education Studies Major:

Beyond the three requirements described above:

- Advising is a central element of the education studies major. In consultation with an advisor, students will develop a well-structured and coherent course plan. Students may choose, but are not required, to outline an area of concentration, with an advisor’s support, within the major such as education policy, urban education, or bilingual/bicultural education. Given the wide variety in student interest and the diversity in education coursework, there are many possibilities.

- Students must complete a minimum of two 300-level courses taught within the education department. Courses include those on the Education Research and Theory list as well as those in the Curriculum and Teaching Courses list. These courses may include the capstone seminars—EDUC 302, 334, 335, and 360/370 (counting as one course for this purpose)—but may not include 350/350H.
Students may choose to take up to three additional courses from the Curriculum and Teaching list. If students elect EDUC 302 as their capstone experience, they may take up to two more Curriculum and Teaching courses. These courses allow students both to develop themselves as teachers and to examine leading educational issues as a direct participant in actual classroom contexts, giving them a perspective that can be obtained in no other way.

Students may choose to take up to three education electives taught outside the department. Education electives are courses offered outside the department that provide important context for the study of education and/or integrate discussion of educational issues into the course.

### Curriculum and Teaching Courses in the Education Department

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 300</td>
<td>Teaching and Curriculum in Middle School and High School</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Seminar: Critical Perspectives, Practice, and Reflection in Teaching and Curriculum</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Practicum: Curriculum and Supervised Teaching</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Curriculum and Instruction in Elementary Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>Curriculum, Instruction and Special Needs in Elementary Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Seminar: Child Literacy and the Teaching of Reading</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 314</td>
<td>Learning and Teaching Mathematics: Content, Cognition, and Pedagogy</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 325</td>
<td>Seminar: Educating English Language Learners</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### Education Electives
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 152</td>
<td>Race, Ethnicity, and Politics in America</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 161</td>
<td>Introduction to Latina/o Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 225/ SOC 225</td>
<td>Life in the Big City: Urban Studies and Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 251/ SOC 251</td>
<td>Racial Regimes in the United States and Beyond</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 281/ ENG 297</td>
<td>Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 290</td>
<td>Afro-Latinas/os in the U.S.</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 315</td>
<td>Beats, Rhymes, and Life: Hip-Hop Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 210</td>
<td>Political Anthropology</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 231/ PEAC 231</td>
<td>Anthropology In and Of the City</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 276</td>
<td>Media Publics: An Introduction to Civic Media</td>
<td>1.0</td>
</tr>
<tr>
<td>CS 232</td>
<td>Artificial Intelligence</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 241</td>
<td>Poverty and Inequality in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 326</td>
<td>Seminar: Advanced Economics of Education</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 327</td>
<td>The Economics of Law, Policy and Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 205</td>
<td>Writing for Children</td>
<td>1.0</td>
</tr>
<tr>
<td>ENGR 305/ PEAC 305</td>
<td>Intersections of Technology, Social Justice, and Conflict</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 203</td>
<td>Out of Many: American History to 1877</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 204</td>
<td>The United States History since 1865</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 253</td>
<td>First Peoples: An Introduction to Native American History</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 114</td>
<td>Introduction to Linguistics</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 238</td>
<td>Sociolinguistics</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 244</td>
<td>Language: Form and Meaning</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 248</td>
<td>Introduction to Historical Linguistics</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 312</td>
<td>Bilingualism: An Exploration of Language, Mind, and Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 338</td>
<td>Seminar: African American English</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 104</td>
<td>Introduction to the Study of Conflict, Justice, and Peace</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 206/</td>
<td>Qualitative Methods in the Social Sciences</td>
<td>1.0</td>
</tr>
<tr>
<td>POL 206</td>
<td>Seminar: Race in American Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 337</td>
<td>Seminar: Grassroots Organizing</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 311</td>
<td>Prison Nation: The Carceral State in America</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 341</td>
<td>Introduction to Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Developmental Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 208</td>
<td>Adolescence</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Social Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PSYC 216/ CLSC 216</td>
<td>Psychology of Language</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 217</td>
<td>Cognition</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 222/ AMST 222</td>
<td>Asian American Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 245</td>
<td>Cultural Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>Seminar: Language Acquisition</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>Seminar: Adolescent Psychology: Bridging Research and Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 326</td>
<td>Seminar: Child and Adolescent Psychopathology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 333</td>
<td>Clinical and Educational Assessment</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 337</td>
<td>Seminar: Prejudice and Discrimination</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 344</td>
<td>Seminar: Social Imagination</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 345</td>
<td>Seminar: Becoming a Mindreader: The Development of a Theory of Mind</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 207</td>
<td>Schools and Society</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 246/ AMST 246</td>
<td>U.S. Immigration</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 108/ WRIT 110</td>
<td>The Social Construction of Inequalities: Race, Gender, Class and Sexuality</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 211/ SOC 205</td>
<td>Modern Families and Social Inequalities: Private Lives and Public Policies</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Honors in Education Studies

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 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 Education Studies

Students may not count AP credits toward the fulfillment of the education studies major, education studies minor, or teaching and learning studies minor.

Education Minors

Education Studies Minor

Students in the education studies minor study education as a multidimensional and interdisciplinary area of study. Across courses in the minor program, students have an opportunity to understand the social, political, historical and cultural contexts that have shaped schooling practices and educational experiences. Students explore the competing tensions and inherent challenges within educational environments and develop a clear analysis of the role of equity, diversity and access.

Requirements for the Education Studies Minor

The education studies minor consists of five courses across three dimensions:

1. Students will take at least two of the following education core courses: EDUC 214, EDUC 215 or EDUC 216.

2. Students will choose three additional courses from the Education Research and Theory course list. Students may, in consultation with their advisor, select courses that reflect an area concentration.

3. Within the five-course minor program, students must take at least one 300-level education course from the Education Research and Theory course list.

Upon consultation with their advisor, students may substitute one of the required courses from the Education Research and Theory list with a course in the Curriculum and Teaching Courses list or Education Electives list. No more than one 100-level course may be included in the minor.

Note: Not all of these courses are offered every year; some may be limited to majors in these fields.

Teaching and Learning Studies Minor

The teaching and learning studies minor centers on understanding students’ processes of learning and development and on exploring the work of teaching, including creating and enacting school curriculum. Its underlying values are: relating to students, their cultures, and their communities with appreciation and care, acting to promote democracy and justice, and interweaving academic teaching with the growth and development of young people.
Students may choose to prepare themselves for the teaching profession, one of the most rewarding and challenging of all professions, in collaboration with other talented, dedicated Wellesley students. Fieldwork, a part of most courses for the minor, will facilitate engagement with the many dimensions of teaching and work with students and will encourage learning through continual reflection and discussion.

**Requirements for the teaching and learning studies minor**

The requirements below allow students to chart a meaningful path. Faculty are available to support students through all stages of planning and decision-making.

The teaching and learning studies minor consists of five courses across two dimensions chosen from the following:

1. Students will take one to three of the following courses, which provide grounding for the study of education: WRIT 114/EDUC 102, EDUC 110, EDUC 117, EDUC 200, EDUC 201, EDUC 212, EDUC 213, EDUC 214, EDUC 215, EDUC 216, EDUC 334, EDUC 335, PSYC 248, PSYC 321, MIT 11.124, MIT 11.125 or other approved course;

2. Students will take two to four of the following courses in the critically-understood practice of teaching: 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).

**Wellesley Teacher Scholars Program: Teacher Certification/Licensure**

As part of the teaching and learning studies minor (or even separate from a declared minor), students may be able to participate in the Wellesley Teacher Scholars Program, a program to attain state teacher licensure. Wellesley Teacher Scholars are prepared to teach full-time upon graduation, and licensure through Wellesley is transferable to most other states. Faculty are available to discuss the many paths into teaching as well as strategies for incorporating the full student teaching program into a student’s existing program of study. Faculty are also available to discuss other options, such as enrolling in graduate teacher preparation programs or other alternative teacher certification programs.

Wellesley Teacher Scholars gain internship experience (and possible licensure) at the high school (grades 8-12), middle school (grades 5-8), or elementary school (grades 1-6) level. Elementary Wellesley Teacher Scholars also receive training in social and emotional learning from Wellesley College’s Open Circle program. Please consult with Ken Hawes about middle and high school education and with Noah Rubin about elementary education to plan a program of study.

**Course Requirements for teacher certification are:**

To attain teacher licensure, students must complete:

1. at least one introductory course from those listed in the first requirement of teaching and studies minor above; and

2. arts and sciences coursework appropriate to the specific teaching field (please contact the department for details); and

3. for middle or high school certification, EDUC 325, EDUC 300, EDUC 302, and EDUC 303; OR 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: except in special circumstances, EDUC 310 should be completed before entering a full time student teaching practicum in the spring semester.

**Early Childhood Education option**

Students also may gain internship experience (and a possible certificate) in early childhood education. Issued by the Department of Early Education and Care, the early childhood education Lead Teacher certificate qualifies students to teach in private preschools and child care centers, but not in public kindergartens, and is not transferable directly to other states. For early childhood education, students take required courses and complete their student teaching at the Wellesley College Child Study Center or Wellesley Community Children’s Center. Please consult with Maureen Morgan about early childhood education and courses.

**Education Research and Theory courses**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 102/ WRIT 114</td>
<td>Education in Philosophical Perspective</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 103Y/ WGST 102Y</td>
<td>First-Year Seminar: Lessons of Childhood: Representations of Difference in Children's Media</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 117Y</td>
<td>First-Year Seminar: Understanding Diversity and Promoting Equity in Schools</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Theory and Practice in Early Childhood Care and Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Educating Young Children with Special Needs</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 212</td>
<td>History of American Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 213</td>
<td>Social and Emotional Learning and Development: Theoretically Informed Practice for K-12 Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 214</td>
<td>Reimagining Youth: Exploring the Role of Family, Community and Society</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 215/ PEAC 215</td>
<td>Understanding and Improving Schools</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 216</td>
<td>Education and Social Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 217/ WGST217</td>
<td>Growing Up in a Gendered World</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 226/ ECON 226</td>
<td>Economics of Education Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 308/SOC 308</td>
<td>Children in Society</td>
<td>1.0</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>EDUC 317/ CHEM 302</td>
<td>Seminar: Communicating and Teaching Chemistry</td>
<td></td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Seminar: Centering Community: Critical Perspectives on Youth Work &amp; Out-of-School Time Programs</td>
<td></td>
</tr>
<tr>
<td>EDUC 334</td>
<td>Seminar: Ethnography in Education: Race, Migration, and Borders</td>
<td></td>
</tr>
<tr>
<td>EDUC 335</td>
<td>Seminar: Urban Education: Equity, Research, and Action</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum and Teaching Courses in the Education Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 300</td>
<td>Teaching and Curriculum in Middle School and High School</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Seminar: Critical Perspectives, Practice, and Reflection in Teaching and Curriculum</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Practicum: Curriculum and Supervised Teaching</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Curriculum and Instruction in Elementary Education</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>Curriculum, Instruction and Special Needs in Elementary Education</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Seminar: Child Literacy and the Teaching of Reading</td>
</tr>
<tr>
<td>EDUC 314</td>
<td>Learning and 1.0</td>
</tr>
</tbody>
</table>
EDUC 325

Education Electives

AMST 152
Race, Ethnicity, and Politics in America 1.0

AMST 161
Introduction to Latina/o Studies 1.0

AMST 225/ SOC 225
Life in the Big City: Urban Studies and Policy 1.0

AMST 251/ SOC 251
Racial Regimes in the United States and Beyond 1.0

AMST 281/ ENG 297
Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga 1.0

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

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

ANTH 210
Political Anthropology 1.0

ANTH 231/ PEAC 231
Anthropology In and Of the City 1.0

CAMS 276
Media Publics: An Introduction to Civic Media 1.0

CS 232
Artificial Intelligence 1.0

ECON 241
Poverty and Inequality in Latin America 1.0

ECON 326
Seminar: Advanced Economics of 1.0
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 327</td>
<td>The Economics of Law, Policy and Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 205</td>
<td>Writing for Children</td>
<td>1.0</td>
</tr>
<tr>
<td>ENGR 305/PEAC 305</td>
<td>Intersections of Technology, Social Justice, and Conflict</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 203</td>
<td>Out of Many: American History to 1877</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 204</td>
<td>The United States History since 1865</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 253</td>
<td>First Peoples: An Introduction to Native American History</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 114</td>
<td>Introduction to Linguistics</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 238</td>
<td>Sociolinguistics</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 244</td>
<td>Language: Form and Meaning</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 248</td>
<td>Introduction to Historical Linguistics</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 312</td>
<td>Bilingualism: An Exploration of Language, Mind, and Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>LING 338</td>
<td>Seminar: African American English</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 104</td>
<td>Introduction to the Study of Conflict, Justice, and Peace</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 206/POL 206</td>
<td>Qualitative Methods in the Social Sciences</td>
<td>1.0</td>
</tr>
<tr>
<td>POL 1 337</td>
<td>Seminar: Race in American Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL 4 311</td>
<td>Seminar: Grassroots Organizing</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>POL4 341</td>
<td>Prison Nation: The Carceral State in America</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 207</td>
<td>Developmental Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 208</td>
<td>Adolescence</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Social Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 216/CLSC 216</td>
<td>Psychology of Language</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 217</td>
<td>Cognition</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 222/AMST 222</td>
<td>Asian American Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 245</td>
<td>Cultural Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>Seminar: Language Acquisition</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>Seminar: Adolescent Psychology: Bridging Research and Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 326</td>
<td>Seminar: Child and Adolescent Psychopathology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 333</td>
<td>Clinical and Educational Assessment</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 337</td>
<td>Seminar: Prejudice and Discrimination</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 344</td>
<td>Seminar: Social Imagination</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 345</td>
<td>Seminar: Becoming a Mindreader: The Development of a Theory of Mind</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 207</td>
<td>Schools and Society</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>1.0</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Units</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>SOC 246/ AMST 246</td>
<td>U.S. Immigration</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 108/ WRIT 110</td>
<td>The Social Construction of Inequalities: Race, Gender, Class and Sexuality</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 211/ SOC 205</td>
<td>Modern Families and Social Inequalities: Private Lives and Public Policies</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 224</td>
<td>Feminist Ethnography</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 311/ SOC 311</td>
<td>Seminar: Families, Gender, the State, and Social Policies</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 326</td>
<td>Seminar: Crossing the Border(s): Narratives of Transgression</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Title II information can be viewed at [https://www.wellesley.edu/education/minor/title-ii](https://www.wellesley.edu/education/minor/title-ii)

**EDUC Courses**

**Course ID: CHEM302/EDUC317  Title: Seminar: 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 opportunities 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 communicate and teach chemistry to non-expert audiences at a museum or science cafe. 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.

Units: 1; Max Enrollment: 12; Crosslisted Courses: EDUC317; Prerequisites: Chem 205 or Chem 120.; Instructor: Rachel Stanley; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

**Course ID: ECON226/EDUC226  Title: Economics of Education Policy**

Applies microeconomic analysis to important questions in education policy. Should private school vouchers be implemented? What are the long-term benefits of early childhood education? Who goes to college, and who doesn’t? The course uses conceptual insights from microeconomics to understand these and other questions; particular emphasis is placed on economic interpretation of case studies and contemporary policy debates.

Units: 1; Max Enrollment: 25; Crosslisted Courses: EDUC226; Prerequisites: ECON 101 required; ECON 103 or QR Overlay recommended.; Instructor: TBA; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;
From Disney films to Nickelodeon cartoons to Newberry award-winning texts, popular children's media offers us the opportunity to analyze how complex issues of identity are represented in cultural productions aimed at a young audience. This course takes as a site of analysis media aimed at children to investigate the lessons imparted and ideologies circulate in popular films and books. How is class drawn in Lady and the Tramp? What are politics of language at play in Moana? What are the sounds of masculinity in Beauty and the Beast? How 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: EDUC103Y; Prerequisites: None; Instructor: Mata; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory Credit/Non. Ann E. Maurer '51 Speaking Intensive Course. Registration in this section is restricted to students selected for the Wellesley Plus Program.;

Course ID: EDUC117Y Title: First-Year Seminar: Understanding Diversity and Promoting Equity in Schools

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 experiences of youth. Students will showcase their learning through original research presented through digital storytelling.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open to first-year students only.; Instructor: Hong; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: EDUC200 Title: Theory and Practice in Early Childhood Care and Education

Starting with a broad, historical overview of child development and developmental theories, we will connect ideas about children's learning with teaching practices and current perspectives on early childhood education. We will focus on recognizing 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, observations, writing assignments, and reflective discussion, students will learn to integrate developmental understanding and appropriate curriculum planning in an Early Childhood setting.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Morgan; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Meets one of the course requirements toward Department of Education and Care Teacher Certification.;

Course ID: EDUC201 Title: Educating Young Children with Special Needs

We will study characteristics of young children with special needs and examine supportive programs, practices, and services. We will focus on theoretical and applied knowledge about special needs, including communication disorders, sensory impairments, attention deficit and hyperactivity disorders, autism spectrum disorders, intellectual disabilities, giftedness, and physical and health related disabilities. We will discuss screening, assessment, early intervention, individualized education programs, inclusive education, community resources, family issues, and the requirements of various state and federal laws that impact children and students with disabilities. Students will learn about how programs make accommodations and modifications based on young children's needs.

Units: 1; Max Enrollment: 15; Prerequisites: Some coursework in child development or by permission of the instructor.; Instructor: Morgan; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: EDUC207/SOC207 Title: Schools and Society

Why does everyone go to school in the United States? How does the culture of a school shape the learning environment, and why do school cultures vary? Why do some students learn more than others? How do schools perpetuate inequalities along lines of class, gender, and race? How does the “hidden curriculum” shape the educational experiences of students? How does the US school system compare to the education systems of other countries? What makes it so hard to bring about change in schools? Questions like these drive this course. This course is an introduction to the sociology of education, broadly exploring the role of education in American society. The course will cover key sociological perspectives to education, including conflict theory, functionalism, and human and cultural capital. Topics will include schools and communities,
the role of teachers and students, educational inequalities (including tracking and measures of achievement), school violence, and school reform.

Units: 1; Max Enrollment: 30; Crosslisted Courses: EDUC207; Prerequisites: None; Instructor: Mickey; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: EDUC212 Title: History of American Education

We will study the role that education has played in American society and 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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: TBA; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: EDUC213 Title: Social and Emotional Learning and Development: Theoretically informed Practice for K-12 education

This course engages students in a series of explorations that illuminate the field of social and emotional learning, which is fast becoming one of the most exciting areas of teaching and learning in U.S. schools. Students explore how social, emotional, and academic learning can be interwoven with what we understand about child and youth development, and how these ideas can inform the pedagogy and practices of caring in schools. Students also uncover how social and emotional learning is bound together with the struggle for civic participation and issues around structural oppression. Making use of a great variety of sources from articles to podcasts, novels, and films, students debate the critical role educators play in the development of emotional intelligence and resilience in K-12 students. Through their engagement with many different activities and learning structures, students make the connection between social-emotional skills and school climate, and explore the distinguishing features of positive cognitive, social, and emotional development at the elementary, middle, and high school levels. Students debate historic and contemporary cases of evidence-based social-emotional practices and programs in a range of urban and suburban schools. Students also have multiple opportunities to explore their own social emotional educations and design their own initiatives to act on their learning.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Rubin; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EDUC214 Title: Reimagining Youth: Exploring the Role of Family, Community and Society

School-age children and youth are often understood through the complex lives they lead in schools--academic achievers, behavioral misfits, and rebellious adolescents. Beyond the routine analyses of behavior, test scores and curriculum, what else can the lives of youth tell us about educational change? This course seeks to explore education by looking outside of schools: What are the experiences of students’ families and how does family life shape definitions of success? How do relationships with peers influence motivation in school? How do historical, political, social and cultural contexts shape interactions with formal schooling? Through an exploration of research, memoir, children’s literature and film, this course seeks to understand children and youth through their complex relationships and encounters within families, peer groups and community institutions, all the while interrogating the ways schools can integrate the holistic lived experiences of children and youth into theories of educational change.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Hong; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EDUC215/PEAC215 Title: Understanding and Improving Schools

In this course students will engage with a spectrum of historic and contemporary school reform efforts across different contexts in the United States. Making use of a diverse array of texts from articles to podcasts and videos, students will struggle with both the promise of education as a tool for remediing inequalities and the stubborn reality that too often schools reflect and reproduce injustice. The structure of the course session and activities prompts students to learn about and experience alternative educational possibilities. Working in groups, pairs, and as individuals, students will explore scholarship and cases in educational anthropology, sociology, history, and critical theory, while questioning the purposes, processes, and products of schooling. Central to the course is the community students create with the instructor for mutual learning support and debate. All members of the course are engaged in a learning stance that centers a discipline of hope and engages with the proposition that communities can organize their own struggle to define and demand a humanizing and liberatory education. Students also have multiple opportunities to explore their own educational experiences and design their own research or educational initiatives to act on their learning.
Course ID: EDUC216  Title: Education and Social Policy

An examination of education policy in recent decades as well as the social, political, and economic forces that have shaped those policies over the years. We will analyze the different-and sometimes conflicting-goals, motivations, and outcomes of educational policies. Who designs educational policy and for whom? Whose interests are served and whose interests are unmet? Using an interdisciplinary approach and the exploration of local cases, we will examine the ways education policies and practices have responded to or been shaped by social issues such as immigration, poverty, racism and urban development. We will integrate theoretical and conceptual learning with an understanding local cases and in doing so, students will develop critical skills of analysis that can allow them to understand current trends and policies and develop alternative solutions to questions of educational practice.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Vasudevan; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: EDUC217/WGST217  Title: Growing Up in a Gendered World

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: EDUC217; Prerequisites: None; Instructor: Marshall; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: EDUC250  Title: Research or Individual Study

Units: 1; Max Enrollment: 5; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: EDUC250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 3; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: EDUC299H  Title: Education Practicum in Youth Development in Community-Based Settings

This half-unit course aims to engage students in the practice of bridging their field-based experience in an afterschool program with research and theory on community-based educational spaces and youth development. To take this class, students must be volunteering or working in an afterschool or youth program setting 3-4 hours per week throughout the semester. Students will begin the first half of the semester with 3 seminar-style group supervision meetings (set for 2/6, 2/13, and 2/20). In these seminars, students will share puzzles of practice from their afterschool settings, connecting their experiences to a discussion about assigned readings. Throughout the semester, student will write reflective journal entries guided by prompts. On a final presentation day (tentatively set for May 7), students will present findings from their inquiry into their field-based experience — on topics such as their experience of relationship-building with youth within a program, their learning about a new community, youth population, or afterschool activity, or exploration of a key dilemma of practice that emerged from their volunteer experience.

Units: 0.5; Max Enrollment: 15; Instructor: Deepa Vasudevan; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: This class is designed for students who are already working and/or plan to work at an afterschool program or youth program for the duration of the Spring semester. Students who are volunteering or working in a program through Wellesley's Civic Engagement partnerships are encouraged to take this course.

Course ID: EDUC300  Title: Teaching and Curriculum in Middle School and High School

This seminar engages students with the work of curriculum development and teaching in middle and high school classrooms. We will focus especially on classrooms as learning environments and on teacher understanding of student academic development. Additional laboratory periods for teaching presentations and an accompanying field placement are required. This course is designed for seniors in the Wellesley Secondary Teacher Education Program, and for others who do not plan to complete teacher training at Wellesley, but who want to teach after graduation.
This seminar will focus upon children and youth as both objects and subjects within societies. Beginning with consideration of the social construction of childhood, the course will examine the images, ideas, and expectations that constitute childhoods in various historical and cultural contexts. We will also consider the roles of children as social actors who contribute to and construct social worlds of their own. Specific topics to be covered include the historical development of childhood as a distinct phase of life, children's peer cultures, children and work, children's use of public spaces, children's intersectional experiences of inequality, and the effects of consumer culture upon children. Considerable attention will be given to the dynamics of the social institutions most directly affecting childhood today: the family, education, and the state.
Course ID: EDUC310 Title: Seminar: Child Literacy and the Teaching of Reading

Students will examine how children acquire reading, writing, listening, 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 and reading processes, assessment using a variety of techniques, phonics, and comprehension strategies are addressed and lessons are constructed. Integrated throughout this learning is an exploration of culturally diverse and relevant children's literature. 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. A weekly 1.5-hour field placement experience at a nearby elementary school is required. This course is structured to support students pursuing elementary education certification, but is open to all students and also highly applicable to students considering teaching abroad or in urban schools. Offered during the spring semester and required for elementary teaching certification, it is strongly recommended that the course be completed before student teaching begins.

Units: 1; Max Enrollment: 12; Prerequisites: Open to students who have taken at least one education course or by permission of instructor.; Instructor: Tutin; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: EDUC312 Title: Seminar: History of Childhood and Child Policy

We will explore 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?

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors. Open to sophomores who have taken at least one Education course.; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: EDUC314 Title: Learning and Teaching Mathematics: Content, Cognition, and Pedagogy

Students in this course will strengthen their own understanding of the principles and concepts underlying fundamental mathematical content, specifically number and operations, functions and algebra, geometry and measurement, and statistics and probability. At the same time, students will learn to develop meaningful and inviting approaches to teaching mathematics classroom settings, with an emphasis on student-centered learning. 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.

Units: 1; Max Enrollment: 12; Prerequisites: One education course or by permission of the instructor.; Instructor: Polito (Quantitative Reasoning), Haskell; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EDUC320 Title: Observation and Fieldwork

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.

Units: 1; Max Enrollment: 25; Prerequisites: EDUC 300 or EDUC 304. Open only to students who plan to student teach. Permission of the instructor required.; Instructor: Hawes, Rubin; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit.;

Course ID: EDUC325 Title: Seminar: Educating English Language Learners

Students will examine current research and practice in the teaching of English Language Learners, with a focus on secondary education. Students will explore challenges facing this diverse group of learners and how to build on the assets they bring to their classroom communities. Students will develop skills necessary to plan and promote discussion, engagement, and content mastery while supporting continued language development. Lesson planning will prioritize culturally relevant and responsive teaching while acquiring skills...
to analyze and adapt required teaching materials. Limited fieldwork is required; more extensive fieldwork can be arranged. The course is structured to support students pursuing middle school and high school teacher licensure and meets requirements for a MA Department of Education endorsement in Sheltered English Immersion when MA Secondary Education certification requirements are completed. It is applicable to students considering teaching abroad, in urban schools, or pursuing other work with English Language Learners.

Units: 1; Max Enrollment: 15; Prerequisites: Open to students who have taken at least one education course or by permission of instructor. Spring semester course taught at MIT.; Instructor: Tutin; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: EDUC332  Title: Seminar: Centering Community: Critical Perspectives on Youth Work & Out-of-School Time Programs

From early settlement houses and freedom schools to the creation of YMCAs, 4H clubs, and 21st Century Community Learning Centers, community-based out-of-school time programs and youth work have an important history in the United States and are part of the fabric of childhood and adolescent experiences. In this seminar, students will learn about the history, policy, theory, and practices that have shaped youth work and the out-of-school time field. Students will be introduced to the broader youth program landscape, engage in sociological literature on extracurricular impact and inequality, examine relevant educational and developmental theories, and wrestle with key sociopolitical and philosophical dilemmas that these contexts pose within our current educational policy context.

Units: 1; Max Enrollment: 16; Prerequisites: One 200 level Education course.; Instructor: Deepa Vasudevan; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: EDUC334  Title: Seminar: Ethnography in Education: Race, Migration, and Borders

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 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 permission required.

Units: 1; Max Enrollment: 12; Prerequisites: Open to EDUC majors or minors in junior or senior year or by permission of instructor.; Instructor: Hong; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: EDUC335  Title: Seminar: Urban Education: Equity, Research and Action

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 an original 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.

Units: 1; Max Enrollment: 10; Prerequisites: EDUC 212, EDUC 213, EDUC 214, EDUC 215, or EDUC 216.; Instructor: Hong; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EDUC350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: EDUC350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: EDUC360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.

Course ID: EDUC370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: EDUC 360 and permission of the department.; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.
Engineering

Through coursework, research opportunities, advising, and co-curricular opportunities, the Wellesley Engineering Laboratory (We-Lab) seeks to educate students in the context of a liberal arts education to:

- apply the knowledge and skills acquired in their engineering studies to enhance their capability in their own disciplines and through cross-disciplinary work in the Humanities, Social Sciences, and Natural Sciences
- assess technological innovations critically using lenses from both engineering and liberal arts disciplines
- develop the confidence and preparation to pursue engineering in more depth at MIT or Olin and in graduate school, should the student seek to do so

Learning Outcomes

Students who take one or more We-Lab courses at Wellesley College will:

- develop and refine the ability to work on a team-based project and to solve problems collaboratively
- design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.
- communicate engineering concepts effectively through written and visual work, informal discussions, and formal presentations
- evaluate the impact of engineering solutions in a global, economic, environmental and societal context
- integrate qualitative and quantitative engineering methodologies and approaches drawn from science, mathematics, social sciences, and humanities, to gather data, analyze, model, and draw conclusions
- generate novel technical ideas and approaches, taking into account authentic constraints including interpreting social conditions

In addition to the courses offered at Wellesley, students may also consider subsequent engineering studies through cross registration with Olin College of Engineering and with MIT via the Wellesley-MIT exchange program.

Follow the link to find out more about the Engineering Certificate Program.

---

ENGR Courses

Course ID: ENGR111  Title: Product Creation for All

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.

Units: 1; Max Enrollment: 16; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Banzaert; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/no credit.;

Course ID: ENGR120  Title: Making a Difference through Engineering
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.

Units: 1; Max Enrollment: 16; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Banzaert; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: ENGR160  Title: Fundamentals of Engineering

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 environments; and feedback and control using digital electronics (Arduino microcontrollers).

Units: 1; Max Enrollment: 18; Prerequisites: PHYS 107 or the equivalent, or by permission of the instructor.; Instructor: Banzaert; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ENGR250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ENGR250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ENGR305/PEAC305  Title: Intersections of Technology, Social Justice, and Conflict

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ENGR305; Prerequisites: For PEAC 305 - PEAC 104 and PEAC 204, or permission of the instructor (Confortini). For ENGR 305 - one ENGR course, or a comparable course at another institution, or permission of the instructor (Banzaert).; Instructor: Confortini, Banzaert; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: ENGR350  Title: Research or Individual Study

Units: 1; Max Enrollment: 6; Prerequisites: Permission of instructor.; Instructor: Amy Banzaert; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall;

Course ID: ENGR350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 4; Prerequisites: ENGR250; Instructor: Amy Banzaert; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring;
This seminar is the beginning, or perhaps a continuation, of a life long journey. You will be learning about yourself, about other students in the class, and about interacting with people in the U.S. and in other parts of the world. Classes will consist of a presentation of theories or ideas, as well as group discussion and exercises, to put these theories into practice in real life applications and situations. Self-reflection, experiential learning, and active participation are integral for this process. Cross-cultural studies can be challenging emotionally as well as intellectually but you will be expected to try new ideas, experiment with new behaviors, and learn from your fellow students. You can use the knowledge and skills you gain from this course to enhance your interactions with others outside of the classroom, and in your daily life.

Units: 0.5; Max Enrollment: 15; Prerequisites: This course is open to Firstyears and Sophomores.; Instructor: Ines Maturana Sendoya; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: EXTD123  Title: Water Resources Planning and Management

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.

Units: 1; Max Enrollment: 10; Prerequisites: Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences. The course will be taught at the New England Aquarium.; Instructor: Staff; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EXTD128  Title: Coastal Zone Management & Policy

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.

Units: 1; Max Enrollment: 5; Prerequisites: Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences. The course will take place at the New England Aquarium.; Instructor: Staff; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: EXTD130  Title: Exploring Gender Dynamics in Leadership

Exploring Gender Dynamics in Leadership will help students to develop an understanding of women’s leadership and ways of influencing organizations. Today women are represented in all sectors of society, at all levels and types of organizations. Historically, however, women have had less access to leadership positions than men. This class will examine the personal, social, and structural dynamics that affect women as leaders, particularly in terms of how they are viewed, how their contributions are evaluated, and what kinds of opportunities are available to them. Topics include how gender and leadership are constructed, the leadership styles of men and women, gender and leadership in the workplace, the political sphere, and the global community, and how women succeed as leaders. In this class, students will also explore their own leadership paths and perceptions.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Preeta Bannerjee; Typical Periods Offered: Summer;

Course ID: EXTD225  Title: Biology of Fishes

This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator-prey relationships among fish populations in aquatic communities integrates principles of ecology. Offered by the Marine Studies Consortium.

Units: 1; Max Enrollment: 5; Prerequisites: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences. The course will take place at the New England Aquarium.; Instructor: Staff; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: EXTD226  Title: Biology of Whales
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.

Units: 1; Max Enrollment: 5; Prerequisites: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences.; Instructor: Staff; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: EXTD325  Title: The Individual and Society: Thinking Critically through the Humanities

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open to juniors and seniors of all disciplines.; Instructor: Prabhu; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered;
English and Creative Writing

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.

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) and ENG 121 (A Survey of English Literature) are open to all students, but are 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 different works, writers, and ideas. 300-level literature courses encourage both students and instructors to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are normally open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, and by permission of the instructor to other qualified students. For independent work (ENG 350), students with at least a 3.33 GPA in courses in the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors and available from the department administrative assistants.

The English department also offers beginning and advanced courses in poetry (ENG 202 and ENG 302), in fiction (ENG 203 and ENG 301), in children’s literature (ENG 205), and in screenwriting (ENG 204/CAMS 204) and writing for television (ENG 208/CAMS 208). A literary nonfiction writing course (ENG 206) covers different genres (for example, reviewing the arts, travel writing, personal essay, and memoir). 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/English and Creative Writing Majors

Goals for English/English and Creative Writing Majors

Students who major in English will strive to:

- Acquire a knowledge of English literary history, including both the canonical works of the past and works from emerging traditions and multicultural literature;
- Recognize and demonstrate an ability to work with critical methodologies employed in the discipline of literary studies;
- Write with clarity, originality, and style;
- Recognize and construct a lucid and persuasive argument;
- Read literature with deep attention and intensive responsiveness to content, 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;
Acquire a 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.

All students majoring in English must take ENG 120 (Critical Interpretation) or WRIT 120 [WRIT 120 replaces ENG 120/WRIT 105] or ENG 121 (A Survey of English Literature), 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 Diversity of Literatures in English 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 Department of English and Creative Writing Course Booklet.

The First-Year Writing requirement does not count toward the major. As noted above, only courses designated WRIT 120 satisfy both the ENG 120 requirement and the First-Year Writing requirement, and count as a unit toward the fulfillment of the major. They do NOT satisfy the LL distribution requirement, however. Independent work (ENG 350, ENG 360, or ENG 370) does not count toward the minimum requirement of two 300-level courses for the major or toward the 10 courses required for the major. 300-level courses in creative writing also do not count toward the minimum requirement of two 300-level courses for the major.

Courses taken in other departments at Wellesley College may not be used to satisfy any of the above distribution requirements for the major. With the chair’s permission, courses taken abroad during junior year or on Twelve College Exchange may satisfy certain distribution requirements. ENG 112, ENG 223, ENG 224, and ENG 247/MER 247 do not satisfy the pre-1800 distribution requirement. Transfer students or Davis Scholars who have had work equivalent to ENG 120 at another institution may apply to the chair for exemption from the critical interpretation requirement.

Requirements for the English and Creative Writing Major

The English and Creative Writing Major is a concentration within the English Major designed for students with a strong commitment to developing their own creative work. Students will graduate with a degree in English and Creative Writing. Students will take a series of workshops in one or more creative genres (fiction, poetry, children’s literature, playwriting, screenwriting, writing for television, 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.

The concentration consists of a minimum of 12 units. In addition to eight courses in the critical study of literature, majors take a minimum of four units of creative writing work. Further, students must fulfill all the requirements of the English major, including ENG 120 or WRIT 120 [WRIT 120 replaces ENG 120/WRIT 105] or ENG 121, a course on Shakespeare, the period distribution requirements, and two 300-level literature courses. (Creative writing courses may be repeated once for additional credit.) 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 Diversity of Literatures in English 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 Department of English and Creative Writing Course Booklet. (Transfer students may apply to the chair to earn major credit for more than two literature-based courses taken outside the College.)

A student who is extremely motivated and capable of independent work and who has the permission of a faculty advisor may take an independent study (ENG 350); however, it is recommended that students take full advantage of the workshop experience provided by the creative writing courses. A student qualifying for honors in English and whose proposal has been approved by the Creative Writing Committee may pursue a creative writing thesis; the thesis option, although it includes two course units (ENG 360 and ENG 370), can only count as one of the four creative writing courses required by the concentration. Creative writing faculty generally direct creative theses; however, other English department faculty may direct creative theses.

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 major (spring semester sophomore year or fall semester sophomore year, for students studying internationally), and have been in touch with a member of the creative writing faculty to plan the major. Creative writing concentration majors 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.

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 academic administrator.

Graduate Study in English

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of one and, if possible, two foreign languages. They should take ENG 382 (Literary Theory) or an equivalent course in literary theory. They should also consult with the department’s graduate school advisor, and with their major advisor, about courses that are appropriate for those considering graduate work in English.

Teacher Certification in English

Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the chair of the Education department and the English department liaison to the Education department.

Advanced Placement Policy in English

Students may receive credits toward their Wellesley degree for their performance on AP or IB examinations. Because no high school course is considered the equivalent of a course in the English department, the English department does not grant credit toward the major for AP or IB courses. First-year students and other undeclared majors contemplating further study in English are encouraged to consult the department chair or the department pre-major advisor in relation to their course selection. Students majoring in English should discuss their programs with the chair or their major advisors, and should consult with them about any changes they wish to make during their junior and senior years.

English Minor

Requirements for the English Minor
The English minor consists of five units:

1. ENG 120 or WRIT 120 [WRIT 120 replaces ENG 120/WRIT 105] or ENG 121
2. at least one unit on literature written before 1900
3. at least one 300-level unit, excluding ENG 350
4. at least four units, including the 300-level course, taken in the department

One course taught within language and literature departments and related interdepartmental programs at Wellesley and other approved schools may be offered for minor credit; these may include literature courses taught in translation or language courses at the third-year level or higher. A maximum of two creative writing units may be included. A course on Shakespeare can count toward the minor, but it does not fulfill the pre-1900 requirement.

**ENG Courses**

Course ID: AFR212/ENG279  Title: Black Women Writers

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: ENG279; Prerequisites: None; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR265/ENG265  Title: African American Autobiographies

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: ENG265; Prerequisites: None; Instructor: Cudjoe; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR295/ENG295  Title: The Harlem Renaissance

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. Fulfills the Diversity of Literatures in English requirement.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AFR295; Prerequisites: None.; Instructor: Gonzalez; Distribution Requirements: HS - Historical Studies; LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: AMST116/ENG116  Title: Asian American Fiction

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. Fulfills the Diversity of Literatures in English requirement.

Units: 1; Max Enrollment: 40; Crosslisted Courses: ENG116; Prerequisites: None; Instructor: Lee (English); Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: AMST117/ENG117  Title: Musical Theater
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, 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.

Course ID: AMST240/ENG269  Title: The Rise of an American Empire: Wealth and Conflict in the Gilded Age

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

Course ID: AMST248/ENG248  Title: Poetics of the Body

Sensual and emotionally powerful, American poetry of the body explores living and knowing through physical, bodily experience. From Walt Whitman's "I Sing the Body Electric" to contemporary spoken word performances, body poems move us through the strangeness and familiarity of embodiment, voicing the manifold discomforts, pains, pleasures, and ecstasies of living in and through bodies. We'll trace a number of recurring themes: the relationship between body and mind, female embodiment, queer bodies, race, sexuality, disability, illness and medicine, mortality, appetite, and the poem itself as a body. Poets include Whitman, Dickinson, H.D., T.S. Eliot, Elizabeth Bishop, Sylvia Plath, Frank O'Hara, Allen Ginsberg, Frank Bidart, Tracy K. Smith, Rita Dove, Thom Gunn, Ocean Vuong, Li-Young Lee, Max Ritvo, and Danez Smith.

Course ID: AMST258/ENG258  Title: Gotham: New York City in Literature, Art, and Film

This course examines that icon of modernity, New York City, as it appears in literature, art, and film. We'll cross neighborhoods and centuries to consider how Americans have variously envisioned this cultural and financial capital. We'll also consider how each imagining of the city returns us to crucial questions of perspective, identity, and ownership. How does the city become legible to its inhabitants, and how do readings of the city vary according to one's physical, cultural, and social position in it? Authors may include: Walt Whitman, Herman Melville, Edith Wharton, Anzia Yezierska, Ralph Ellison, Paule Marshall, Chang-rae Lee, Teju Cole, and Colson Whitehead. Artists include, among others, John Sloan, Helen Levitt and Berenice Abbott; filmmakers Vincente Minnelli, Martin Scorsese, and Spike Lee.

Course ID: AMST261/ENG261  Title: Hollywood from Vietnam to Reagan

Between the breakdown of the studio system and the advent of the blockbuster era, American filmmaking enjoyed a decade of extraordinary achievement. We'll study a range of great films produced in the late 60s and 70s, such as Bonnie and Clyde, Taxi Driver, The Godfather, Chinatown, Annie Hall, Shampoo, Carrie, and Apocalypse Now, exploring their distinctive combination of American genre and European art-film style, and connecting them to the social and political contexts of this turbulent moment in American history.

Course ID: AMST262/ENG262  Title: American Literature to 1865
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 examine this theme in literature, religion, social reform, sexual and racial liberation, and more. Authors to be studied will include Emerson, Thoreau, Whitman, Douglass, Stowe, Henry James. 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); and we will also consider the visual arts—photography and American landscape painting. The literature that we will read and respond to in this course was written 150 years 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST262; Prerequisites: None; Instructor: Cain; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST266/ENG266 Title: American Literature from the Civil War to the 1930s

**Topic for 2019-20: From Page to Screen: American Novels and Films**

This course will focus on important Americans 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 beyond 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, especially a great novel, into a great or even a good movie?

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST266; Instructor: Cain; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: This is a topics course and can be taken more than once for credit as long as the topic is different each time.;

Course ID: AMST268/ENG268 Title: American Literature Now: The Twenty-First Century

This course will explore the richness and diversity of American (and some Canadian) writing since 2000, focusing primarily on writers who have emerged in the new century. We’ll read novels and short stories by both established authors, such as Jennifer Egan and Colson Whitehead, and rising talents like Ben Lerner and Jenny Offill. We’ll also look at the work of some experimental writers, such as Lydia Davis and Percival Everett, and some examples of the genre fiction against which literary writing has defined itself, like Stephenie Meyer’s Twilight, to think about the ways that intellectual and cultural prestige are established in contemporary America. Given that MFA programs have become a defining feature of the literary landscape in the US, we’ll examine some of the controversies around the spread of these programs through excerpts from recent treatments like Mark McGurl’s The Program Era and Chad Harbach’s MFA vs. NYC. And we’ll dip into the occasionally bitter rivalries and feuds that have shaped understandings of the contemporary literary scene: Jonathan Franzen vs. Oprah, Franzen vs. Jennifer Weiner, Francine Prose vs. Sadia Shepard. Studying these conflicts will help illuminate the terrain of literary and cultural values within which contemporary American literature is written, read, and discussed.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST268; Prerequisites: None; Instructor: Shetley; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST271/ENG281 Title: American Drama and Musical Theater

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 Fornés, August Wilson, David Henry Hwang, Tony Kushner, Anna Deveare 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST271; Prerequisites: None; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST281/ENG297 Title: Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga

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 gender and sexuality with class, ethnicity and race.

Units: 1; Max Enrollment: 25; Crosslisted Courses: ENG297; Prerequisites: None; Instructor: Fisher; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST296/ENG296 Title: Diaspora and Immigration in 21st-Century American Literature

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. Fulfills the Diversity of Literatures in English requirement.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST296; Prerequisites: None; Instructor: Brogan; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AMST299/ENG299 Title: American Nightmares: The Horror Film in America

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, Night of the Living Dead, and The Exorcist, as well as contemporary films like Get Out, and read some of the most important work in the rich tradition of critical and theoretical writing on horror.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST299; Prerequisites: None; Instructor: Shetley; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST383/ENG383 Title: Women in Love: American Literature, Art, Photography, Film

Study in depth of two important, challenging American novels: The Portrait of a Lady by Henry James and Sister Carrie by Theodore Dreiser. Detailed consideration of biographical, historical, and social contexts. Also: film adaptations; works of art by John Singer Sargent, Thomas Eakins, and Georgia O'Keefe; and photographs by Alfred Stieglitz.

Units: 1; Max Enrollment: 20; Crosslisted Courses: AMST383; Prerequisites: 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.; Instructor: Cain; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: CAMS208/ENG208 Title: Writing for Television

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS208; Prerequisites: None; Instructor: Holmes; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall, Spring; Notes: Mandatory credit/noncredit.;

Course ID: CAMS234/ENG204 Title: The Art of Screenwriting

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS234; Prerequisites: None; Instructor: Cezair-Thompson; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film
Course ID: CPLT247/ENG247/MER247  Title: Arthurian Legends

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: MER247; Prerequisites: None; Instructor: Wall-Randell; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CPLT275  Title: Translation and the Multilingual World

A study of translation in theory and in practice, in its literal and metaphorical senses alike, and 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 taking the course at the 300 level will do a substantial independent project: a translation, a scholarly inquiry, or a combination of the two.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CPLT275; Prerequisites: 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.; Instructor: Rosenwald; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CPLT375  Title: Translation and the Multilingual World

A study of translation in theory and in practice, in its literal and metaphorical senses alike, and 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 taking the course at the 300 level will do a substantial independent project: a translation, a scholarly inquiry, or a combination of the two.

Units: 1; Max Enrollment: 30; Crosslisted Courses: CPLT375; Prerequisites: 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.; Instructor: Rosenwald; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ENG103  Title: 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, *Pavane for a Dead Princess*. Fulfills the Diversity of Literatures in English requirement.

Units: 1; Max Enrollment: 60; Prerequisites: Not open to students who have taken this course as a topic of ENG 113.; Instructor: Ko; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG106  Title: Harry Potter's 19th Century

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 Brontë's *Jane Eyre*, Emily Brontë'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.

Units: 1; Max Enrollment: 60; Prerequisites: Not open to student who have taken this course as a topic of ENG 113.; Instructor: Meyer; Distribution Requirements: LL - Language and Literature; Semesters Offered this
Academic Year: Not Offered;

Course ID: ENG111D Title: Making Gloriana: Imagining Elizabeth I in Literature

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.

Units: 1; Max Enrollment: 20;

Course ID: ENG112 Title: Introduction to Shakespeare

A close study of six of Shakespeare’s greatest plays, chosen from a variety of genres and from throughout his career, with emphasis on both the poetic and dramatic character of their greatness. Quizzes and assignments will stress the importance of an intimate acquaintance with the texts of the plays. We will also watch recorded (or live, if possible) productions of each of the plays as a way of knowing them better appreciate more fully their theatrical power. Plays for Spring 2019 will be A Midsummer Night’s Dream, Henry IV, Part 1, Twelfth Night, Othello, Antony and Cleopatra, and The Tempest.

Units: 1; Max Enrollment: 60; Prerequisites: None. Especially designed for the non-major and thus not writing-intensive. It does not fulfill the Shakespeare requirement for English majors.; Instructor: Peltason; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG113 Title: Studies in Fiction

A reading of some of the greatest novels of English, American, and European literature, primarily from the 19th century. We will move carefully together through these extraordinary works, seeking to make their deep acquaintance through attentive, shared reading and to add them to your own life storehouse of important literary experiences. Taught primarily in lecture, this course will not be writing-intensive. Designed especially for first-year students and for non-majors, though all others are welcome. A likely reading list: Jane Austen, Emma; Heinrich von Kleist, The Marquise of O, An Earthquake in Chile; Gustave Flaubert, Madame Bovary; Charles Dickens, Bleak House; Henry James, Washington Square; Leo Tolstoy, The Death of Ivan Ilych, Master and Man, Hadji Murad.

Units: 1; Max Enrollment: 60; Instructor: Peltason; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: ENG115 Title: Great Works of Poetry

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).

Units: 1; Max Enrollment: 60; Prerequisites: None. Especially recommended to non-majors.; Instructor: Bidart; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: ENG120 Title: Critical Interpretation

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.; Instructor: Chiasson, Rosenwald; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Notes: ENG 120 is also taught as part of the First-Year Writing program as WRIT 120. WRIT 120 satisfies both the First-Year Writing requirement and the Critical Interpretation requirement of the English major.;
Course ID: ENG121  Title: A Survey of English Literature

Students in this course will gain a foundational knowledge of the major texts and developments of English literature from its inception. The course fulfills the 120 requirement for the English major and minor. Starting with *Beowulf*, we will survey the tradition's most durably influential figures, including Chaucer, Spenser, Milton, Pope, Swift, Blake, Wordsworth, and Tennyson. We will also explore works more recently added to the canon, by Mary Wroth, Aphra Behn, Olaudah Equiano, and Mary Wollstonecraft. Along the way, we will reflect on theories of the canon and on what a literary period is (for instance, the Middle Ages, the Romantic Era), and how periodization continues to shape the study of literature. Like 120, this course emphasizes the close reading of significant texts, in class discussion and essay writing.

Units: 1; Max Enrollment: 15; Prerequisites: Not open to students who have taken ENG 216.; Instructor: Noggle; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall; Notes: This course can substitute ENG 120 as a requirement to the major;

Course ID: ENG150Y  Title: First-Year Seminar: Creating Memory

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, Conan 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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Hickey; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.

Course ID: ENG202  Title: Poetry

A workshop in the writing of short lyrics and the study of the art and craft of poetry. Enrollment is limited to 15 students.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Chiasson, Bidart; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

Course ID: ENG203  Title: Short Narrative

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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Holmes, Sides; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit. Students who have taken this course once may register for it one additional time.

Course ID: ENG205  Title: Writing for Children

What makes for excellence in writing for children? When Margaret Wise Brown repeats the word “moon” in two subsequent pages—“Goodnight moon. Goodnight cow jumping over the moon”—is this effective or clunky? What makes rhyme and repetition funny and compelling in one picture book (such as Rosemary Wells's *Noisy Nora*) but vapid in another? How does E.B. White establish Fern's character in the opening chapter of *Charlotte's Web*? What makes Cynthia Kadohata's *Kira-Kira* a novel for children rather than adults—or is it one? In this course, students will study many examples of children's literature from the point of view of writers and will write their own short children's fiction (picture book texts, middle-reader or young adult short stories) and share them in workshops. Enrollment is limited to 15 students.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Meyer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit.

Course ID: ENG206  Title: Non-Fiction Writing

**Topic for 2019-2020: 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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to students who have fulfilled the First-Year Writing
requirement.; Instructor: Holmes; Distribution Requirements: LL - Language and Literature; Semesters Offered
this Academic Year: Spring; Notes: ENG 206 is a changing topics writing workshop that will each year take up
a particular nonfiction writing genre. Please note that this course is not intended as a substitute for the First-
Year Writing requirement. This is a topics course and can be taken more than once for credit as long as the
topic is different each time. Mandatory credit/noncredit.;

Course ID: ENG210  Title: History of the English Language

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?

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Whitaker; Distribution Requirements: LL -
Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG213  Title: Chaucer

Feminist, misogynist, heretic, moralist, progressive, reactionary—these are some of the conflicting labels that
have been applied to Geoffrey Chaucer, enigmatic "father" of English poetry. More than ever, study today of
the founder of the poetic tradition in English touches on the contested origins of our literary heritage—on issues
of colonialism, gender, and racism—all of which have become lenses through which to regard Chaucer. This
course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, bawdy prankster,
and advocate of English as the language of an emerging nation in the  Canterbury Tales  and selected supplementary texts by Chaucer and his contemporaries.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Lynch; Distribution Requirements: LL -
Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ENG214/MER214  Title: The Global Middle Ages: Stories, Ideas, Communities

This course surveys literary artifacts from the Middle Ages, focusing primarily on case studies that exemplify
how medieval men and women constructed, endorsed, or revolutionized their perception of the world. We will
explore key genres such as epic poetry, history writing, religious texts, travelogues, lyric, romance, narrative
fiction, and theater. For each genre, we will discuss texts written or translated in medieval England side by side
with counterparts originating in Africa, and Asia, and Europe. Topics include the Song of Roland, John
Mandeville’s Travels, Barlaam and Josaphat, the Letter of Prester John, and The Thousand and One Nights.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MER214; Prerequisites: None; Instructor: Laura Ingallinella;
Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Semesters
Offered this Academic Year: Spring;

Course ID: ENG217/HIST217  Title: The Renaissance

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: ENG221; Prerequisites: None; Instructor: Grote and Wall-
Randell (English); Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical
Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG222  Title: Renaissance Literature

This changing-topics course encourages students and faculty to pursue special interests in the study of major
writers and ideas during the Renaissance, the period of European history between the 14th and 17th centuries.
Mortality, immortality. Revolution, transgression, exile, the Byronic hero, the femme fatale, the muse, complexity, ambiguity, mystery; bipolar poetry, influence (from opium to "the viewless wings of Poesy"), beauty, truth, fancy, illusion; rebellion, lure of the unknown, inspiration as "spontaneous overflow of powerful feelings," dejection and writer's block, self, concern for the marginalized and oppressed, sympathy, social critique, encounters with otherness, the interrogate prominent themes of Romanticism, including imagination, memory; creation, childhood, nature, t Coleridge, Shelley, Byron, and Keats. Selections from Dorothy Wordsworth and others. We'll explore and 

Course ID: ENG241  Title: Romantic Poetry

The formative period of Shakespeare's genius: comedies such as A Midsummer Night's Dream and Twelfth Night; histories such as Henry IV (Part I); and tragedies such as Hamlet. We will undertake detailed study of Shakespeare's poetic language and will examine the dramatic form of the plays and the performance practices of Shakespeare's time. We will also explore important themes that inform the plays, from gender relations and identities to social class and nationhood. Viewing and analysis of contemporary performances and films will be integrated into the work of the course.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Block; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Open to majors and non-majors. No poetry background required.
Course ID: ENG246  Title: Victorian Poets, Pre-Raphaelites, Decadents, and the Turn of the Twentieth Century

The Victorian period, spanning roughly eight decades of literary tradition and innovation between Romanticism and Modernism, gave rise to some of the most memorable and best-loved works of literature in the English language: The texts for this course—mostly poems, some essays and short fiction, one play—include writings of Tennyson, Browning, Emily Brontë, the Rossettis and the Pre-Raphaelite Brotherhood, Arnold, Hopkins, Wilde, Hardy, fin-de-siècle Aesthetics and Decadents, early Yeats, and World War I poet Wilfred Owen. They are evocative, emotionally powerful, idiosyncratic, psychologically loaded, intellectually engaged, sensual, daring, inspiring, harrowing, and bizarre. We'll trace thematic and stylistic connections, analyzing diverse representations of love, longing, loss, the power and limits of words, Medievalism, marriage and its discontents, gender dynamics, the Woman Question, women's authorship, queer eroticism, beauty, art, artifice, aesthetic and sensual pleasures, pain, suffering, sacrifice, the pity of war, repression, depravity, "madness," spiritual crisis, the horrors of war, and fears for the future of civilization. A Book Arts workshop and readings from Pater, Ruskin, Mill, Arnold, and William Morris will further illuminate the role of artists, artisans, and consumers of art.

Course ID: ENG249  Title: Poetry Now

A study of American poetry in the last two years. Emphasis on poets with one or two books. Students will write short review-essays. Authors may include: Sally Wen Mao, Terrance Hayes, Danez Smith, jes charles, AE Stallings, Jenny Xie, Natalie Scentsers-Zapico, Shane Macrae, J. Michael Martinez, and Jana Prikryl.

Course ID: ENG251  Title: Modern Poetry

"Make it new," Ezra Pound's famous injunction to his contemporaries, captures the exciting, volatile, experimental energies of the modernist period. Poets today are heirs of the great poetic innovators of that time: W.B. Yeats, T.S. Eliot, Pound, H.D (Hilda Doolittle), Marianne Moore, Wallace Stevens, William Carlos Williams, and Langston Hughes. We'll think about how their poetry responds to world war, new technologies, urbanization, shifts in gender roles, and breakthroughs in the visual arts. Toward the end of the semester, we'll take a look at poets of the next generation (Robert Lowell, Elizabeth Bishop, and Sylvia Plath), poets writing in the 1940s-1970s, to see how they respond to the modernist legacy they inherit.

Course ID: ENG253  Title: Contemporary American Poetry

A survey of the great poems and poets of the last 50 years, a period when serious poetry has often had to remind us it even exists. Our poets articulate the inside story of what being an American person feels like in an age of mounting visual spectacle, and in an environment where identities are suddenly, often thrillingly, sometimes distressingly, in question. Poets include: Robert Lowell, Elizabeth Bishop, the poets of "The New York School" (John Ashbery, Frank O'Hara, Barbara Guest, James Schuyler), Allen Ginsberg, Sylvia Plath, A.R. Ammons, Louise Glück, Robert Pinsky, Anne Carson, Susan Howe, Frank Bidart, Jorie Graham, D.A. Powell, Terrance Hayes, Tracy K. Smith, and others.

Course ID: ENG254  Title: The Poetry of Louise Glück

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.
Course ID: ENG263/PEAC263  Title: American Literature and Social Justice


Units: 1; Max Enrollment: 30; Crosslisted Courses: PEAC263; Prerequisites: None; Instructor: Rosenwald; Distribution Requirements: LL - Language and Literature; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG264/PEAC264  Title: Antiwar Literature

A consideration of antiwar literature, in many of its forms - novels, plays, songs, cantatas, treatises, memoirs, poems, epics - and in many of the times and places in which it has been created, from the Bhagavad-Gita and Homer’s *Iliad* to Tim O’Brien’s *The Things They Carried* and whatever antiwar literature is being created now. Consideration also of more general issues: the definition of antiwar literature, the representation of antiwar activity, the nature of literature made by pacifists, the ethics of war and resistance to war, the nature of personal and collective responsibility in war, the critical controversies over whether explicitly antiwar literature can be of genuine literary excellence.

Units: 1; Max Enrollment: 30; Crosslisted Courses: PEAC264; Prerequisites: None.; Instructor: Rosenwald; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: ENG271  Title: The Rise of the Novel


Units: 1; Max Enrollment: 30; Prerequisites: None.; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG272  Title: The Nineteenth-Century Novel

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Meyer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ENG273  Title: The Modern British Novel

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, and Joseph Conrad.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Rodensky; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ENG280  Title: The Poetry of Frank Bidart
A course on the poetry of one of the key figures in American Literature of the past fifty years. Topics include: Bidart as a confessional and post-confessional writer, incorporating the innovations of his mentors, Robert Lowell and Elizabeth Bishop; Bidart as experimental poet, extending the high-Modernist line pioneered by Ezra Pound and William Carlos Williams; Bidart as a practitioner of the dramatic monologue as channelled from Shakespeare to Robert Frost; as a regional poet of California and New England; as a poet of queer identity; and, crucially, as a poet of unsurpassed formal and rhetorical inventiveness. We will read Bidart's collected volume, *Half-Light: Collected Poems 1965-2016*, in its entirety.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Chiasson; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG286  Title: New Literatures: The Gay 1990s and Beyond

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 alongside contemporary representations. The Nineties zeitgeist was self-conscious about the previous “Gay Nineties” (the 1890s) and other queer eras like the Harlem Renaissance.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Gonzalez; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG289  Title: London in Literature, Then and Now

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 types of stories London inspires, and who gets to tells them?. Authors will include Charles Dickens, Arthur Conan Doyle, Virginia Woolf, and Zadie Smith.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Lee; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG291  Title: What Is Racial Difference?

Through literary and interdisciplinary methods, this course examines the nature of race. While current debates about race often assume it to be an exclusively modern problem, this course uses classical, medieval, early modern, and modern materials to investigate the long history of race and the means by which thinkers have categorized groups of people and investigated the differences between them through the ages. The course examines the development of race through discourses of linguistic, physical, geographic, and religious difference--from the Tower of Babel to Aristotle, 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? *Fulfills the Diversity of Literatures in English requirement.*

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Whitaker; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG294  Title: Writing AIDS, 1981-Present

AIDS changed how we live our lives, and this course looks at writings tracing the complex, sweeping ramifications of the biggest sexual-health crisis in world history. This course looks at diverse depictions and genres of H.I.V./AIDS writing, including Pulitzer Prize-winning plays like *Angels In America* and bestselling popular-science "contagion narratives" like *And the Band Played On*, independent films like Greg Araki's *The Living End* and Oscar-winning features and documentaries like *Philadelphia*, *Precious*, and *How to Survive a Plague*. We will read about past controversies and ongoing developments in AIDS history and historiography. These include unyielding stigma and bio-political indifference, met with activism, service, and advocacy; transforming biomedical research to increase access to better treatments, revolutionizing AIDS from death sentence to chronic condition; proliferating "moral panics" about public sex, "barebacking," and "PrEP" (pre-exposure prevention), invoking problematic constructs like "Patient Zero," "being on the Down Low," "party and play" subculture, and the "Truvada whore"; and constructing a global bio-political apparatus ("AIDS Inc.") to control and protect populations. We will look at journal articles, scholarly and popular-science books (excerpts), as well as literary and cinematic texts. Also some archival materials from ACT UP Boston, the activist group.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Gonzalez; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
Course ID: ENG301  Title: Advanced Writing/Fiction

A workshop in the techniques of fiction writing together with practice in critical evaluation of student work.

Units: 1; Max Enrollment: 15; Prerequisites: ENG 203 or permission of the instructor.; Instructor: Cezair-Thompson; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Students who have taken this course once may register for it one additional time. Mandatory credit/noncredit.

Course ID: ENG302  Title: Advanced Writing/Poetry

A workshop in intensive practice in the writing of poetry. Students who have taken this course once may register for it one additional time.

Units: 1; Max Enrollment: 15; Prerequisites: ENG 202 or permission of the instructor.; Instructor: Bidart; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.

Course ID: ENG314/MER314  Title: The Global Middle Ages: Stories, Ideas, Communities

This course surveys literary artifacts from the Middle Ages, focusing primarily on case studies that exemplify how medieval men and women constructed, endorsed, or revolutionized their perception of the world. We will explore key genres such as epic poetry, history writing, religious texts, travelogues, lyric, romance, narrative fiction, and theater. For each genre, we will discuss texts written or translated in medieval England side by side with counterparts originating in Africa, and Asia, and Europe. Topics include the Song of Roland, John Mandeville’s Travels, Barlaam and Josaphat, the Letter of Prester John, and The Thousand and One Nights.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MER314; Instructor: Laura Ingallinella; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year;

Course ID: ENG316  Title: Calderwood Seminar in Public Writing: Dead Poetry Society

This Calderwood seminar in public writing will show that there is no such thing as dead poetry. In a series of weekly writing and editing exercises ranging from movie reviews to op-eds, we will explore the many ways that the great poetry of centuries past speaks directly to modern experience. We will be taught both by the poets themselves (whose eloquence will rub off on us) and each other, as each student will pick a poet whose writing she will become expert at relaying to a lay audience. By the end of the semester, not only will you be able to persuade a newspaper reader that blank verse matters as much as Twitter; you will also learn how to articulate the value of your English major to a prospective employer--and how to transmit your excitement about the latest discoveries in your field to friends and parents.

Units: 1; Max Enrollment: 12; Prerequisites: 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.; Instructor: Lynch; Distribution Requirements: LL - Language and Literature; Other Categories: CSPW - Calderwood Seminar in Public Writing; Semesters Offered this Academic Year: Spring;

Course ID: ENG324  Title: Advanced Studies in Shakespeare


This course will consider Shakespeare's plays in the context of other important playwrights of the time, writers who influenced Shakespeare and whom Shakespeare influenced. Sometimes the similarities between Shakespeare and his contemporaries will illustrate important historical and cultural contexts for the Renaissance theater; at other times differences will point up Shakespeare's particular style and approach. In addition to plays by Shakespeare, students will read Marlowe, Middleton, Heywood, Massinger, Elizabeth Cary, and Margaret Cavendish. A field trip to at least one live performance will be included.

Units: 1; Max Enrollment: 20; Prerequisites: 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.; Instructor: Sarah Wall-Randell; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: ENG325  Title: Advanced Studies in 16th- and 17th-Century Literature

This changing-topics course provides opportunity to pursue special interests in the study of major writers and ideas in 16th and 17th century literature.

Units: 1; Max Enrollment: 20; Prerequisites: 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 Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;
How do siblings, sibling relationships, and conceptions of brotherhood and sisterhood figure in Romantic-period authorship and texts? What is particularly Romantic about sisters and brothers? We'll consider such questions from several different angles, looking, for example, at the following: representations of siblings in literary texts; sister-brother writers (but also the importance of non-writing siblings); the relation of genius to genes; the complications of step-siblings, half-siblings, and siblings-in-law; the overlap or conflict of sibling relationships with friendship, marriage, romantic love, and self-love; and brotherhood as metaphor (revolutionary, abolitionist, Christian). Texts: poems, and some prose, by William and Dorothy Wordsworth, Coleridge, Charles and Mary Lamb, DeQuincey, Byron, Austen (Sense and Sensibility), M. Shelley (Frankenstein), P. Shelley, Keats.

Units: 1; Max Enrollment: 18; Prerequisites: 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.; Instructor: Hickey; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG345  Title: Advanced Studies in Nineteenth-Century Literature

**Topic for 2019-2020: Keats and Shelley**

Intensive study of two great Romantic poets, John Keats and Percy Bysshe Shelley. 2019 is the bicentennial of their *annus mirabilis*—the astonishingly prolific "Year of Wonders" in which they composed their principal works, including Keats's *Eve of St. Agnes*, *La Belle Dame Sans Merci*, the famous odes (*Psyche*, *Melancholy*, *Nightingale*, *Grecian Urn*, *Autumn*), *Hyperion*, *The Fall of Hyperion*, and *Lamia*; and Shelley's *Prometheus Unbound*, *Ode to the West Wind*, *To a Skylark*, *The Cloud*, and other personal and political odes and "songs of liberty." We'll study each poet's works in depth, placing special emphasis on the wonders of 1819, the extraordinary poems that immortalized their creators and earned the Romantic Period its reputation as a time of unsurpassed fertility and influence for lyric poetry.

Units: 1; Max Enrollment: 20; Prerequisites: 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.; Instructor: Hickey; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall; Notes: This is a topics course and can be taken more than once for credit as long as the topic is different each time.;

Course ID: ENG346  Title: George Eliot and Her Readers

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 fan 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 Fall of Hyperion*, *The Lifted Veil*, *Middlemarch*, and *Daniel Deronda*.

Units: 1; Max Enrollment: 20; Prerequisites: 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.; Instructor: Rodensky; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG347  Title: Nineteenth-Century Novels of Romantic Mistake

"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.

Units: 1; Max Enrollment: 20; Prerequisites: 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.; Instructor: Meyer; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ENG350  Title: Research or Individual Study
Course ID: **ENG350H**  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: **ENG351**  Title: The Robert Garis Seminar

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 the special skills -- technical precision, ability for physical description, and psychological insight -- necessary for writing fiction are applied to real-life events and personalities. 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.

Units: 0.5; Max Enrollment: 6; Prerequisites: Open to qualified students by permission of the instructor.; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: **ENG356**  Title: Ernest Hemingway: Life and Writings

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 *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—its complexity, emotional power, and depth—and his charismatic personality as it is displayed in both his life and his writing.

Units: 1; Max Enrollment: 20; Prerequisites: 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.; Instructor: Cain; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: **ENG357**  Title: The World of Emily Dickinson

The poems and letters of Emily Dickinson, arguably the most important American poet of the nineteenth century, provide a window into one of the most thrilling and idiosyncratic minds in literature. Dickinson lived her entire adult life in her family's elegant home on the main street of Amherst, Massachusetts, writing in her spacious bedroom through the night. The house and its views, as well as its gardens and paths, are all vivid presences in her work. Dickinson hand-wrote all of her poems on paper she scavenged around the house; scholars are still debating how to read and interpret her hand-done poems. To study Dickinson is to be confronted with questions that seem sometimes more forensic than literary critical. We will explore Dickinson's online archives and visit, several times, her house and gardens in Amherst. This course should appeal not only to lovers of poetry but to lovers of old houses, scrapbooks, ghost stories, and the material history of the New England region.

Units: 1; Max Enrollment: 20; Prerequisites: Open to all students who have taken two courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.; Instructor: Chiasson; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: **ENG360**  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: **ENG370**  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: ENG 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: **ENG381**  Title: Literature, Truth, and Reality
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.

Units: 1; Max Enrollment: 20; Prerequisites: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.; Instructor: Lee; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG382</td>
<td>Literary Theory</td>
</tr>
</tbody>
</table>

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.

Units: 1; Max Enrollment: 20; Prerequisites: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be 200 level, or by permission of the instructor to other qualified students.; Instructor: Lee; Distribution Requirements: LL - Language and Literature; EC - Epistemology and Cognition; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG387</td>
<td>Authors</td>
</tr>
</tbody>
</table>

**Topic for 2019-20: Virginia Woolf - From Victorian to Modern**

In this course, we will begin by examining Virginia Woolf’s development as a writer (her early essays, reviews, short stories and novels, particularly *The Voyage Out*) and then turn our attention to her two greatest works - - *Mrs. Dalloway* and *To the Lighthouse*. We will consider how Woolf reinvents herself as a modernist. We will also read excerpts from her diaries and other autobiographical works.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Rodensky; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer ’51 Public Speaking Intensive Course. This is a topics course and can be taken more than once for credit as long as the topic is different each time.;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG390</td>
<td>Calderwood Seminar in Public Writing: The New York Review of Books at Fifty</td>
</tr>
</tbody>
</table>

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.

Units: 1; Max Enrollment: 12; Prerequisites: By permission of the instructor.; Instructor: Chiasson; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;
Environmental Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

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 their advisor to help focus their studies on an issue or approach that interests them.

Environmental Studies Major

Goals for the Environmental Studies Major/Minor

The Environmental Studies program seeks to educate students to:

- Identify and reflect on what motivates you and others to study the environment.
- Integrate across disciplines to synthesize or create new knowledge.
- Construct, describe, and evaluate models and narratives of environmental systems that link relevant social, physical, and biological processes using data, argument, and case studies.
- Characterize the dependence of people on environmental systems and create compelling arguments for why and how inequalities intersect with environmental issues.
- Demonstrate written, oral, and visual communication skills to convey complex information to a range of audiences, including the general public.

Requirements for the Environmental Studies Major

Beginning with the Fall 2018 term, the ES Program is instituting a new set of major and minor requirements. New students entering the program will be subject to these new requirements. Students enrolled prior to Fall 2018 can select between the two sets, with any specific questions addressed to the ES Program Director.

New Major Requirements (as of Fall 2018):

A 10-course major:

The environmental studies major includes two components: a set of core requirements and a set of electives. The core requirements provide students with an interdisciplinary introduction to environmental studies. The electives (and flexibility within the core courses) allow students to pursue either a general approach to environmental studies or an area of focus that reflects their particular interests.

1. Two required core courses:
   a. ES 102
   b. ES 214

2. Two science courses:
   a. One introductory environmental science course, from among this list of courses:
      - ES 100
      - ES 101 w Lab
      - BISC 108 w Lab
b. One additional NPS designated course from the list of Environmental Studies courses or Courses for Credit Towards the ES Major. If the introductory science course taken didn't have a lab, the additional NPS course must. Includes 100-level courses but not both ES 100 and ES 101.

3. One environmental humanities course from among this list of courses:
   - ES/PHIL 105
   - ES/PHIL 233
   - ES/PHIL 234
   - AFR 226
   - ES 299

4. Four electives from the list of Environmental Studies courses or Courses for Credit Toward the Major, at least one of which must be at the 300 level. (Students are encouraged to take more than four electives.) These electives, along with the choice of required courses, allow students to focus their study or expand their general background in ES.

5. One capstone course: ES 398 or ES 399

Students will, in consultation with their advisors, choose one or more focus areas to lend depth and coherence to the major and can guide course choices.

Note: All courses that count for the ES major can be taken as electives, but no single course can fulfill two requirements for the major.

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/his discretion in seeking guidance from the ES Advisory Faculty.

Students may count three courses taken from outside of Wellesley toward the environmental studies major. Courses from abroad cannot be substituted for ES 102 or ES 214. Students may petition the ES Advisory Faculty to count more than three courses from outside Wellesley. Such petitions will be considered on a case-by-case basis. Courses should be approved by the Director prior to enrollment. AP credit in Environmental Science cannot be used to replace any Environmental Studies requirements.

Old Major Requirements (eligible for students enrolled prior to Fall 2018)

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:
   1. ES 100
   2. ES 101 w Lab
   3. ES 102
   4. ES 103
   5. ES 104
   6. BISC 108 w Lab
   7. BISC 111/113 w Lab
   8. GEOS 101 w Lab
   9. GEOS 120/ASTRO 120 w Lab

2. One 200-level core course in each of these categories:
   1. Science: ES 201 or ES 220 or BISC 201
   2. Social Science: ES 214 or ES 228/ECON 228 (which requires ECON 101 as a prerequisite) or ES 265/ANTH 265
   3. Humanities: [ES 203] or ES 299 or ES/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 398 or ES 399

Note that introductory, core, and capstone courses may also count 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.

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 one unit of independent study may be counted toward the major. ES 350 courses may not be used to fulfill the minimum number of electives required at the 300 level. ES 360 and ES 370 do not count toward the minimum major.

**Honors in Environmental Studies**

The only route to honors in the major is writing a thesis and passing an oral examination. A student whose GPA in courses in her environmental studies major is 3.5 or higher may apply to write an honors thesis. The proposal should be submitted in April of the student’s junior year. Students should have identified a topic, an advisor, and a committee of two additional faculty members (one of whom must have expertise in areas outside the topic or approach of the proposed thesis) before applying. The applications are evaluated by the advisory faculty. Students planning international study should discuss their interest in honors with potential advisors during their sophomore year, and plan to submit their application in April of their junior year abroad. During the spring semester of their senior year, students are expected to give a public presentation of their thesis research to the Wellesley Community. For the complete Honors Thesis Guidelines, please visit the Environmental Studies program website at www.wellesley.edu/EnvironmentalStudies/Curriculum/honors.html.

**Off-Campus Programs in Environmental Studies**

By special arrangement with the Ecosystems Center of the Marine Biological Laboratory and the Marine Studies Consortium, Wellesley College students in good standing may apply for courses in these off-campus programs. The number of participants in each program is limited. (See Special Academic Programs.) Students should also consider courses at MIT and Olin College. Courses at MIT and Olin, as well as EXTD courses, count as Wellesley courses rather than as courses taken off campus, for the purposes of the Environmental Studies major, but specific courses must be approved by the student’s advisor to count toward the major. For courses offered during the Semester in Environmental Studies, Ecosystems Center of the Marine Biological Laboratory, Woods Hole, Massachusetts, see www.mbl.edu/SES.

**Sustainability Certificate Program in Environmental Studies**

The Three College Sustainability Certificate Program is available to undergraduate students enrolled at Wellesley, Olin, and Babson Colleges, who will take it alongside the degree programs they are following on their respective campuses. See Sustainability Certificate Program in the Wellesley Course Catalog for details.

**Courses for Credit Toward the Environmental Studies Major**

The following courses may be used as electives. Courses not listed may be accepted by petition. (Note that some 200- and 300-level courses have prerequisites outside of required Environmental Studies courses.) Note that PHIL 338 and POL4 311 require an ES paper in order to count as an elective.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 226</td>
<td>Environmental Justice, “Race,” and Sustainable Development</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 266</td>
<td>New Perspectives on the Global City</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 317</td>
<td>Historic Preservation: Theory and Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>BISC 108</td>
<td>Environmental Horticulture</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 110</td>
<td>Introductory Cellular Biology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 111/BISC 113</td>
<td>Introductory Organismal Biology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 116/CHED 116</td>
<td>Fundamentals of Chemistry and Molecular/Cellular Biology with Laboratory: An Integrated Approach</td>
<td>2.5</td>
</tr>
<tr>
<td>BISC 198</td>
<td>Statistics in the Biosciences</td>
<td>1.0</td>
</tr>
<tr>
<td>BISC 201</td>
<td>Ecology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BISC 202</td>
<td>Evolution with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 204</td>
<td>Biological Modeling with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 209</td>
<td>Microbiology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 210</td>
<td>Marine Biology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 310</td>
<td>Seminar: Issues in Marine Biology</td>
<td>1.0</td>
</tr>
<tr>
<td>BISC 314</td>
<td>Environmental Microbiology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 319</td>
<td>Evolutionary and Conservation Genetics with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>Elements and the Environment</td>
<td>1.0</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Fundamentals of Chemistry with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>ECON 328</td>
<td>Environmental Issues in Developing Countries</td>
<td>1.0</td>
</tr>
<tr>
<td>EXTD 123</td>
<td>Water Resources Planning and Management</td>
<td>1.0</td>
</tr>
<tr>
<td>EXTD 128</td>
<td>Coastal Zone Management</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 300</td>
<td>Post-Apocalyptic Cinema: French Visions of Ecological Trauma</td>
<td>1.0</td>
</tr>
<tr>
<td>GEOS 101</td>
<td>Earth Processes and the Environment with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>GEOS 102</td>
<td>The Dynamic Earth with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>GEOS 208</td>
<td>Oceanography</td>
<td>1.0</td>
</tr>
<tr>
<td>GEOS 215</td>
<td>Earth System Data Science</td>
<td>1.0</td>
</tr>
<tr>
<td>GEOS 230</td>
<td>Earth from Above: Maps, Remote Sensing, and GIS</td>
<td>1.0</td>
</tr>
<tr>
<td>GEOS 304</td>
<td>Sedimentology and Stratigraphy with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>GEOS 315</td>
<td>Environmental Geochemistry with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>GEOS 320</td>
<td>Isotope Geochemistry</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Seminar: The Hand that Feeds: A History of American Food</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 338</td>
<td>Seminar: Who Owns the Past?</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 311</td>
<td>Seminar: Grassroots Organizing</td>
<td>1.0</td>
</tr>
<tr>
<td>QR 260 / STAT 260</td>
<td>Applied Data Analysis and Statistical Inference</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 302</td>
<td>Global Health and the Environmental Crisis</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Environmental Studies Minor

Requirements for the Environmental Studies Minor

New Minor Requirements (as of Fall 2018)

A 5-course minor:

The environmental studies minor includes two components: a set of core requirements and a set of electives. Similar to the major, the core requirements provide students with a shared foundation in environmental studies and the electives allow them to pursue topics of interest to them in environmental studies.

1. Two required core courses:
   - ES 102
   - ES 214

2. Three electives from Environmental Studies courses or the list of Courses for Credit Toward the Major.

Old Minor Requirements (eligible for students enrolled prior to Fall 2018)

There are three components to the five-course minor:

1. One introductory course from this List:
   - ES 100
   - ES 101 w Lab
   - ES 102
   - ES 103
   - ES 104
   - BISC 108 w Lab
   - GEOS 101 w Lab
   - GEOS 120/ASTRO 120 w Lab

2. One 200-level core course in two of these three categories (two courses total):
   - Science: ES 201 or ES 220 or BISC 201
   - Social Science: ES 214 or ES 228/ECON 228 (which requires ECON 101 as a prerequisite) or ES 265/ANTH 265
   - Humanities: [ES 203] or ES 299 or ES/PHIL 233 or AFR 226 or ES 234/PHIL 234

3. Two electives from Environmental Studies courses or the list of 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. Courses from abroad cannot be substituted for ES102 or ES214. AP credit in Environmental Science cannot be used to replace any Environmental Studies requirements.
ES Courses

Course ID: ANTH265/ES265  Title: The Politics of Nature

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: ES265; Prerequisites: None; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: ARAB310/MES310  Title: Resist&Dissent N.Afric&MidEast

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ARAB310; Prerequisites: Permission of the instructor.; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: BISC247/ES247  Title: Plant Diversity and Ecology with Laboratory

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 forest 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.

Units: 1.25; Max Enrollment: 14; Crosslisted Courses: BISC247; Prerequisites: ES 100, ES 101, BISC 108, BISC 111, BISC 111T, BISC 113 or permission of instructor; Instructor: Griffith; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Semesters Offered this Academic Year: Fall; Notes: Not open to students who have completed ES 347/BISC 347.;

Course ID: BISC307/ES307  Title: Ecosystem Ecology with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Crosslisted Courses: ES307; Prerequisites: Two units in Biological Sciences at the 200-level or above, or permission of the instructor.; Instructor: Matthes; Distribution Requirements: NPS - Natural and Physical Sciences Laboratory; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: BISC327/ES327  Title: Seminar: Topics in Biodiversity

Topic for 2019-20: Biodiversity in the Built Environment:

How do other species interact with landscapes and habitats that people have modified or even completely restructured? Which species live in human-dominated environments, and how does the diversity of species in these habitats affect the function and health of these ecosystems? In this course we will build our scientific
understanding of biodiversity and its consequences, and explore how this understanding can inform the design and management of spaces we occupy. We will consider habitats from agricultural landscapes to suburban parks to buildings, with special attention to the opportunities afforded by Wellesley’s remarkable campus, including the Global Flora greenhouse.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ES327; Prerequisites: Two units in Biological Sciences at the 200 level or above, or permission of the instructor.; Instructor: Jones; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Fall;

Course ID: BISC347/ES347  Title: Advanced Plant Diversity and Ecology with Laboratory

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 course of the semester that examines mechanisms of plant diversity and coexistence.

Units: 1.25; Max Enrollment: 14; Crosslisted Courses: BISC347; Prerequisites: BISC 201, ES 220, BISC 207 or permission of instructor; Instructor: Griffith; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Semesters Offered this Academic Year: Fall; Notes: This course is not available to students that have already taken ES 247/BISC 247.;

Course ID: ECON228/ES228  Title: Environmental and Resource Economics

This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods, and common property resources, we will discuss how to measure the cost and benefits of environmental policy in order to estimate the socially optimal level of the environmental good. Applications of these tools will be made to air and water pollution, renewable and nonrenewable resources, and global climate. In addressing each of these problems we will compare various public policy responses such as regulation, marketable permits, and tax incentives.

Units: 1; Max Enrollment: 0; Crosslisted Courses: ES228; Prerequisites: ECON 101; Instructor: Keskin; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ES100  Title: Introduction to Environmental Science & Systems

This course introduces environmental science through the lens of systems thinking. Given the staggering level of complexity found around us, a powerful approach in science is to simplify complex systems into key components that influence processes and provide predictive power. But how do we choose which factors to focus on? How disconnected are causes and effects? Although not a laboratory course, students will actively engage in data collection, analysis, and interpretation of systems ranging from energy in ecosystems to environmental toxins and human health. (Note that students may enroll in either ES 100 or 101, but not both.)

Units: 1; Max Enrollment: 36; Prerequisites: None; Instructor: Griffith; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ES101  Title: Fundamentals of Environmental Science with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Open to first-years and sophomores. Juniors and seniors may only enroll with permission of the instructor.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Not open to students who have taken ES 100.;

Course ID: ES102  Title: Environment and Society: Addressing Climate Change

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.

Units: 1; Max Enrollment: 25; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Higgins (SP), Turner (FA); Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ES104Y  Title: First-Year Seminar: How to Save the Planet: Making Change Happen

Fixing environmental problems will require change at all levels – from the habits and beliefs of individuals to the norms in communities, and political decisions locally, nationally and globally. How do individuals, communities, and political structures change? This seminar combines a reading of the social science literature on change with our own efforts to put that information into action. We'll figure out how to change our own habits, change someone else's mind, and how to invoke or transform community norms. We'll experiment with what approaches to political change succeed or fail. 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?

Units: 1; Max Enrollment: 16; Prerequisites: None; Instructor: DeSombre; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: ES105Y/PHIL105Y  Title: First-Year Seminar: The Ethics of Eating

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ES105Y; Prerequisites: None; Instructor: Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall;

Course ID: ES201/GEOS201  Title: Environmental, Health, and Sustainability Sciences with Laboratory

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.

Units: 1.25; Max Enrollment: 18; Crosslisted Courses: ES201; Prerequisites: Enrollment limited to students majoring in ES and GEOS who have completed one of the prerequisites, other students by permission of instructor.; Instructor: Brabander; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years.;

Course ID: ES212/GEOS212/RAST212  Title: Lake Baikal: The Soul of Siberia

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.

Units: 1.25; Max Enrollment: 12; Crosslisted Courses: GEOS212; Prerequisites: Prerequisite or corequisites - ES 101 or BISC 111; RUSS 101; and permission of the instructors. Application required.; Instructor: Hodge (Russian), Moore (Biology); Distribution Requirements: LL - Language and Literature; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's office approval.;

Course ID: ES214/POL2214  Title: Social Causes and Consequences of Environmental Problems

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: POL2214; Prerequisites: ES 102 or permission of the instructor.; Instructor: DeSombre; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ES220  Title: The Ecology of Humans: Environmental Limits and Conservation with Laboratory

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 investigates these far-reaching concepts by examining topics such as the broad implications of thermodynamics, energy and material flows through human and natural systems, natural resource management, and the conservation of resources and biodiversity. We will also explore the role of science and technology in surmounting previous limits (e.g. energy use and agricultural yields), as well as the implications of inherent limits that may never be broken. Laboratory work will focus on quantitative skills and modeling tools used to examine a range of systems.

Units: 1.25; Max Enrollment: 12; Prerequisites: ES 100, ES 101, GEOS 101, GEOS 102, BISC 108, or permission of the instructor.; Instructor: Griffith; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ES229  Title: Latin America: Topics in Food Systems and the Environment

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.

Units: 1; Max Enrollment: 15; Prerequisites: ES 100, ES 101, ES 102 or ES 103; Instructor: Staff; Semesters Offered this Academic Year: Not Offered;

Course ID: ES233/PHIL233  Title: Environmental Ethics

This course will train students to use philosophical methods to engage in rigorous investigation of 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 the ethics of environmental activism.

Units: 1; Max Enrollment: 30; Crosslisted Courses: ES233; Prerequisites: Open to first-year students who have taken one course in philosophy and to sophomores, juniors and seniors without prerequisite.; Instructor: Matthes (Philosophy); Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Fall;

Course ID: ES234/PHIL234  Title: From Wilderness to Ruins

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 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: ES234; Prerequisites: Open to first-years who have taken one course in philosophy. Open to sophomores, juniors and seniors without prerequisite.; Instructor: Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ES250  Title: Research or Individual Study
Course ID: ES250GH  Title: Environmental Studies Reading Group

The Environmental Studies program runs a weekly reading group on changing topics. Readings will be chosen based on the interests of the participating students and faculty members. Students who enroll commit to coming to each week's discussion, preparing a set of responses to the week's reading, and, in collaboration with other group members, selecting some of the weekly topics and readings.

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: ES250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: ES299/HIST299  Title: U.S. Environmental History

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: HIST299; Prerequisites: None; Instructor: Turner; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: ES300  Title: Environmental Decision-making

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.

Units: 1; Max Enrollment: 20; Prerequisites: Completion of four ES-relevant courses or permission of instructor.; Instructor: DeSombre; Semesters Offered this Academic Year: Not Offered;

Course ID: ES312/POL2312  Title: Seminar: Environmental Policy

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: POL2312; Prerequisites: ES 214 or one 200-level unit in political science and permission of the instructor. This course is only open to juniors and seniors.; Instructor: DeSombre; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ’51 Speaking Intensive Course;

Course ID: ES313  Title: Environmental Impact Assessment

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.

Units: 1; Max Enrollment: 20; Prerequisites: One introductory ES course and one 200-level science course, or permission of the instructor.; Instructor: Higgins; Distribution Requirements: NPS - Natural and Physical
Course ID: ES325/POL3325  Title: International Environmental Law

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: POL3325; Prerequisites: POL2 214/ES 214 or POL3 221 or permission of the instructor.; Instructor: DeSombre; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: ES329  Title: Latin America: Topics in Food and Environment

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.

Units: 1; Max Enrollment: 15; Prerequisites: ES 100, ES 101, ES 102, or ES 103 and permission of instructor. Students should register for ES 229, those approved to take the course at the 300 level will be moved into ES 329.; Instructor: Staff; Semesters Offered this Academic Year: Not Offered;

Course ID: ES331/FREN331  Title: Between Nature and Culture: Francophone Caribbean Literature and the Environment

The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau—the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical texts of Caribbean literary and political movements such as Indigénisme, Négritude, Antillanité, and Créolité.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ES331; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or above.; Instructor: Régine Michelle Jean-Charles; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: ES350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ES350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ES360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: ES370  Title: Senior Thesis
Course ID: ES381/POL1381  Title: U.S. Environmental Politics

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: POL1381; Prerequisites: A 200-level ES course or POL1 200 or permission of the instructor.; Instructor: Turner; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: ES383  Title: The Science of Compliance: The Evolution of Technology to Meet the Goals of U.S. Environmental Policy

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.

Units: 1; Max Enrollment: 15; Prerequisites: ES 100, ES 101 or ES 220 or permission of the instructor.; Instructor: Higgins; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Not Offered;

Course ID: ES398  Title: Capstone Scientific Research in Environmental Studies: Knowledge Creation through Collaboration

This course is a science-based capstone experience for Environmental Studies majors. Students will apply interdisciplinary tools learned throughout the ES major to advance an individual project within environmental science (which may connect to research done in lab groups or independent study projects). Class sessions will be conducted as an interdisciplinary science research group devoted to helping students develop their skills framing, conducting, and communicating scientific research. Students will produce deliverables such as literature reviews, research proposals, data analysis workflows and visualizations, demonstrations of research methods/techniques, and approaches to communicate the research project and its importance to different types of audiences. Enrollment in the course is by application.

Units: 1; Max Enrollment: 12; Prerequisites: A declared major in environmental studies and completion of six courses that count toward the ES major, one of which will be a 200-level science course, or permission of instructor. This course is only open to juniors and seniors.; Instructor: Higgins; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: ES399  Title: Calderwood Seminar in Public Writing: Environmental Synthesis and Communication

Tax carbon? Label genetically modified crops? Ban endocrine disruptors? In this course, an interdisciplinary capstone experience for the ES major, 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.

Units: 1; Max Enrollment: 12; Prerequisites: A declared major in environmental studies and completion of six courses that count toward the ES major, or permission of instructor. This course is only open to juniors and seniors.; Instructor: Turner; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
<table>
<thead>
<tr>
<th>Course ID: HIST293/MES293</th>
<th>Title: Changing Gender Constructions in the Modern Middle East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intertwined with the political history of the modern Middle East are the dramatic cultural and social changes that have shaped how many Middle Easterners live their lives and imagine their futures. This course explores the historical contexts of the changing constructions of femininity and masculinity in different Middle Eastern settings from World War I to the present. Such contexts include nationalist and Islamist movements; economic, ecological, and demographic change; changing conceptions of modernity and tradition, individual and family, and public and private space; and state violence and civil war. Primary sources will focus on the self-representations of Middle Eastern men and women as they engaged with what they considered the major issues of their times.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 25; Crosslisted Courses: MES293; Prerequisites: None; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: HIST366/MES366</th>
<th>Title: Seminar: ‘Greater Syria’ under Ottoman and European Colonial Rule, c. 1850-1950</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a research seminar about the history of “Greater Syria” (modern Lebanon, Syria, Jordan and Israel/Palestinian Authority) from the perspective of its cities, especially Aleppo, Amman, Beirut, Damascus, Haifa, and Jerusalem. Focus on the impact of the Ottoman Empire's mid-nineteenth-century Tanzimat (or modernization) reforms; the Empire's demise after World War One, and European Mandate rule (French in Lebanon and Syria, and British in Trans-Jordan and Palestine). Themes include: changes in governance and the administration of Islamic law; localism, Arab nationalism, sectarianism, and changes in communal identities and inter-communal relations; migration, urban and demographic growth, and the transformation of urban space; Jewish nationalism and immigration, and the impact of World War Two.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 15; Crosslisted Courses: MES366; Prerequisites: By the permission of the instructor to students with some background in History and the Middle East.; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: HIST369/MES369</th>
<th>Title: Histories of “Ethnic” and “Religious” Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A crucial aspect of modern international history is the large-scale violence against civilians that has marked recent civil wars throughout the world, from former Yugoslavia to Rwanda, Iraq, Syria, and beyond. Though such violence is often labeled “ethnic” or “religious,” its causes are much broader. We will study the causes and consequences of both state-perpetrated and communal violence, and delve into the scholarly (and legal) debates about political/social reconstruction and moral repair in the aftermath of such violence. The ethics of the representations of violence by historians and other authors/creators is also an important theme of the course. Student research papers will deal with aspects of a particular conflict in the Middle East, Africa, and the western Indian Ocean region.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 15; Crosslisted Courses: MES369; Prerequisites: Permission of the instructor to students with background in History, and/or African, Middle Eastern and Peace and Justice Studies.; Instructor: Lidwien Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: MES250</th>
<th>Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: MES250H</th>
<th>Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: MES260/REL260</th>
<th>Title: Religion and Culture in Muslim Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 25; Crosslisted Courses: MES260; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Spring; Fall; Notes: Normally alternates with REL262;</td>
<td></td>
</tr>
</tbody>
</table>

| Course ID: MES261/REL261 | Title: Cities in the Islamic World |
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, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES263; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course can be taken at the 300-level (REL 365) if pre-requisites are met and with additional assignments.

Course ID: MES263/REL263   Title: Islam in the Modern World

A study of the modern history of the Islamic religion and its interaction with historical forces in shaping developments in Muslim societies from the late eighteenth century to the present. The course explores the emergence and evolution of religious movements and discourses in the context of the colonial and postcolonial periods, with particular attention to the histories of modern nation-states, such as Morocco, Egypt, Turkey, Iran, Pakistan and Indonesia. Readings encompass a variety of perspectives and address a range of topics, including religious practice, modes of interpretation, matters of governance and the state, economic issues, gender and gender relations, and the participation of women in various arenas of public life. Islam is explored as a diverse and dynamic religious tradition that is responsive to change, and enquires into the divergent understandings of religion represented in a variety of modern and contemporary contexts.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES263; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: MES267/REL267   Title: Muslim Ethics

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 include charity, the environment, gender, dispute resolution, violence and non-violence.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES267; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as REL267/MES 267 or, with additional assignments, REL 347/MES 347.

Course ID: MES270   Title: Morocco: Language and Culture

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.

Units: 0.5; Max Enrollment: 21; Prerequisites: Three semesters of Arabic or permission of the instructor.; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's Office approval.;

Course ID: MES347/REL347   Title: Muslim Ethics

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.
Course ID: MES350  Title: Research or Individual Study
Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MES350H  Title: Research or Individual Study
Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MES358/PEAC358/POL2359  Title: Palestinian Israeli Peace Prospects
This course provides an in-depth exploration of the Palestinian Israeli conflict from a comparative and social justice perspective. Our goal is to provide an analysis of events to engage in constructive academic debates. The class begins by contextualizing the study of the Middle East within the broader scope of comparative politics and Peace and Justice studies. Next, we focus on the origins of the conflict: the debate about 1948, the consolidation of the Israeli state, and the development of Palestinian and Israeli political and military organizations. The course then delves into different dimensions of the conflict: regional geopolitics, international relations, environmental debates, gender activism, terrorism, and the “Wall.” The last portion of the class considers peace negotiations, conflict mediation, compromise, and solutions: the refugee question, Jerusalem, TRCs, and the role of the United States.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES358; Prerequisites: One of the following courses - PEAC 104, PEAC 204 or instructor permission.; Instructor: Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall;

Course ID: MES360  Title: Senior Thesis Research
Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: MES361/REL361  Title: Seminar: Studying Islam and the Middle East
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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES361; Prerequisites: Open to juniors and seniors, and sophomores who have taken at least one unit of Middle Eastern studies, or by permission of the instructor.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: MES363/REL363  Title: Seminar: Law and Community in Muslim Societies
An exploration of law in theory and practice in Muslim communities from the early Islamic period to the present day. How have Muslim societies developed legal principles, discourses and practices? How have different kinds of law – the religious law or shari?a, legal rulings issued by the state, customary law – interacted at different times and in different localities? What have been the roles of scholars, jurists and judges? How have legal discourses and local practices interacted with issues of social and economic status, gender and sexuality? Areas of concentration include law in the diverse societies of the early modern empires (Ottoman, Safavid, Mughal), the legal interventions of colonial powers and their legacies, and contemporary legal discourses among Muslims in Muslim-majority and non-Muslim majority settings.

Units: 1; Max Enrollment: 16; Crosslisted Courses: MES363; Prerequisites: One unit at the 200 level in Religion, Middle Eastern Studies, History, Political Science or a related field.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: MES365/REL365  Title: Cities in the Islamic World
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, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES365; Prerequisites: One Unit in Middle Eastern Studies, or Religion, or Permission of the Instructor. Only applies to 300-level course.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course is also offered at the 200-level as REL 261. Prerequisites and additional assignments do not apply to REL 261. They do apply to REL 365.;

Course ID: MES367/REL367  Title: Seminar: Muslim Travelers

An exploration of the experiences and writings of Muslim travelers from the Middle Ages to the present in West, South, East, and Central Asia, North Africa, Europe, and America. Focus on the wide range of cultural encounters facilitated by journeys for purposes of pilgrimage, study, diplomacy, exploration, migration, and tourism, and on the varied descriptions of such encounters in forms of literary expression associated with travel, including poetry, pilgrimage manuals, narrative accounts, letters, memoirs, and graffiti. Authors include al-Biruni, Ibn Jubayr, Ibn Battuta, Evliya Çelebi, al-Tahtawi, Farahani, Abu Talib Khan, Asayesh.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES367; Prerequisites: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern studies, and by permission of the instructor.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: MES370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: MES 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;
Extradepartmental

Environmental Studies Minor

Requirements for the Environmental Studies Minor

New Minor Requirements (as of Fall 2018)

A 5-course minor:

The environmental studies minor includes two components: a set of core requirements and a set of electives. Similar to the major, the core requirements provide students with a shared foundation in environmental studies and the electives allow them to pursue topics of interest to them in environmental studies.

1. Two required core courses:
   - ES 102
   - ES 214

2. Three electives from Environmental Studies courses or the list of Courses for Credit Toward the Major.

Old Minor Requirements (eligible for students enrolled prior to Fall 2018)

There are three components to the five-course minor:

1. One introductory course from this List:
   - ES 100
   - ES 101 w Lab
   - ES 102
   - ES 103
   - ES 104
   - BISC 108 w Lab
   - GEOS 101 w Lab
   - GEOS 120/ASTRO 120 w Lab

2. One 200-level core course in two of these three categories (two courses total):
   - Science: ES 201 or ES 220 or BISC 201
   - Social Science: ES 214 or ES 228/ECON 228 (which requires ECON 101 as a prerequisite) or ES 265/ANTH 265
   - Humanities: [ES 203] or ES 299 or ES/PHIL 233 or AFR 226 or ES 234/PHIL 234

3. Two electives from Environmental Studies courses or the list of 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. Courses from abroad cannot be substituted for ES102 or ES214. AP credit in Environmental Science cannot be used to replace any Environmental Studies requirements.

EXTD Courses
Course ID: EXTD100  Title: Building Intercultural Competence: An Introduction

This seminar is the beginning, or perhaps a continuation, of a life long journey. You will be learning about yourself, about other students in the class, and about interacting with people in the U.S. and in other parts of the world. Classes will consist of a presentation of theories or ideas, as well as group discussion and exercises, to put these theories into practice in real life applications and situations. Self-reflection, experiential learning, and active participation are integral for this process. Cross-cultural studies can be challenging emotionally as well as intellectually but you will be expected to try new ideas, experiment with new behaviors, and learn from your fellow students. You can use the knowledge and skills you gain from this course to enhance your interactions with others outside of the classroom, and in your daily life.

Units: 0.5; Max Enrollment: 15; Prerequisites: This course is open to Firstyears and Sophomores.; Instructor: Ines Maturana Sendoya; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: EXTD123  Title: Water Resources Planning and Management

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.

Units: 1; Max Enrollment: 10; Prerequisites: Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences. The course will be taught at the New England Aquarium.; Instructor: Staff; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: EXTD128  Title: Coastal Zone Management & Policy

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.

Units: 1; Max Enrollment: 5; Prerequisites: Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences. The course will take place at the New England Aquarium.; Instructor: Staff; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: EXTD130  Title: Exploring Gender Dynamics in Leadership

Exploring Gender Dynamics in Leadership will help students to develop an understanding of women’s leadership and ways of influencing organizations. Today women are represented in all sectors of society, at all levels and types of organizations. Historically, however, women have had less access to leadership positions than men. This class will examine the personal, social, and structural dynamics that affect women as leaders, particularly in terms of how they are viewed, how their contributions are evaluated, and what kinds of opportunities are available to them. Topics include how gender and leadership are constructed, the leadership styles of men and women, gender and leadership in the workplace, the political sphere, and the global community, and how women succeed as leaders. In this class, students will also explore their own leadership paths and perceptions.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Preeta Bannerjee; Typical Periods Offered: Summer;

Course ID: EXTD225  Title: Biology of Fishes

This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator-prey relationships among fish populations in aquatic communities integrates principles of ecology. Offered by the Marine Studies Consortium.

Units: 1; Max Enrollment: 5; Prerequisites: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences. The course will take place at the New England Aquarium.; Instructor: Staff; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: EXTD226  Title: Biology of Whales
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.

Units: 1; Max Enrollment: 5; Prerequisites: One year of general biology and two upper-level biology courses. Open to students by permission of the consortium representative, Jocelyne Dolce, Department of Biological Sciences.; Instructor: Staff; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: EXTD325 Title: The Individual and Society: Thinking Critically through the Humanities

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open to juniors and seniors of all disciplines.; Instructor: Prabhu; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered;
First-Year Seminars

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.

FYS Courses

Course ID: ARTH110Y  Title: First-Year Seminar: Michelangelo: Artist and Myth

This first-year seminar examines the Italian Renaissance artist Michelangelo Buonarroti (1474-1564). Although he is best known as a sculptor and painter, Michelangelo was also a poet, architect, civil engineer, and diplomat driven by complex artistic, religious, political, and economic motivations. His long career provides a framework for understanding the Italian Renaissance, and the mythology surrounding that career provides insight into changing perceptions of the artist and the individual during that time. Readings and discussions will focus on works of art and contemporary texts, and class meetings will include visits to Wellesley’s Special Collections and Book Arts Lab as well as the Museum of Fine Arts and the Gardner Museum in Boston.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Musacchio; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: ARTH112Y/ASTR112Y  Title: First Year Seminar: The Art of Science since the Scientific Revolution

How have the visual arts advanced the sciences? And how, in turn, have artistic representations been informed by scientific knowledge? This seminar examines the intersection of art and science as it relates to astronomy, cartography, botany, and anatomy, among several other fields, from the scientific revolution to the present day. Additionally, we will consider how scientific observations have been visually classified and described through images and data visualization. Along with readings and class discussion, we will make extensive use of rare illustrated manuscripts in the Special Collections department, take several field trips to art and science collections in the Boston area, and perform our own experiments to investigate the technologies that have historically facilitated the close correspondence between the visual arts and scientific discovery.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ASTR112Y; Prerequisites: None; Instructor: Liza Oliver, Wes Watters; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; NPS - Natural and Physical Sciences; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC103Y  Title: The Eye: A Window into Vascular Diseases - First Year Seminar

The eyes are supposedly the window to your soul. That may be true in poetry, but in vascular biology, the eye is a window into heart disease. In this research focused course, we will explore the vasculature and how vascular diseases in the eye have larger implications for cardiovascular diseases systemically. We will discuss the principles of the cardiovascular system from a physiological and cellular approach. The course will be a
combination of short lectures, primary literature readings, student presentations, and field trips to research facilities in the area. The course will conclude with individual presentations on a specific cardiovascular disease and relevance the eye has on earlier detection and treatment. Students will learn to interpret data and effectively communicate biological concepts to general and discipline specific audiences. This course is open to Wellesley Plus First Year students.

Units: 1; Max Enrollment: 16; Prerequisites: None; Instructor: Cammi Valdez; Distribution Requirements: NPS - Natural and Physical Sciences; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC110Y  Title: First-Year Seminar: Exploration of Cellular and Molecular Biology with Laboratory

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 112Y/BISC 116 or BISC 111/BISC 111T/BISC 113/BISC 113Y may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1; Max Enrollment: 16; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISC112Y  Title: First-Year Seminar: Exploration of Cellular and Molecular Biology with Laboratory

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 112Y/BISC 116 or BISC 111/BISC 111T/BISC 113/BISC 113Y may be taken first. Students must attend lab during the first week in order to continue in the course.

Units: 1; Max Enrollment: 16; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: BISP105Y  Title: First-Year Seminar: Twenty-first-Century Cinema

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.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open to first-year students only.; Instructor: Viano; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered;

Course ID: CHEM104Y  Title: First-Year Seminar: How to Model: Building, Using, and Evaluating Models Across the Disciplines

Every person -- from an artist or linguist to an economist or scientist -- relies on models to make sense of her world, herself, and the relationships between the two. In this first-year seminar, we will explore what models are, how they are created, and how they are paradoxically useful due to their imperfections. Through primary literature and discussions, we will discuss the philosophical and psychological bases of model creation and
limitation. We will also explore, apply, evaluate, and even create both qualitative and mathematical models across the disciplines aided by primary literature, hands-on activities, and guest speakers and faculty who engage with models within their fields, ranging from art to physical science. In this way, the course will serve as a "sampler" to introduce students to many academic disciplines while also preparing students to recognize both the power and limitations of models in their future learning.

Units: 1; Max Enrollment: 16; Prerequisites: None.; Instructor: Mala Radhakrishnan; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; EC - Epistemology and Cognition; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: EDUC103Y/WGST102Y Title: First-Year Seminar: Lessons of Childhood: Representations of Difference in Children's Media

From Disney films to Nickelodeon cartoons to Newbery award-winning texts, popular children's media offers us the opportunity to analyze how complex issues of identity are represented in cultural productions aimed at a young audience. This course takes as a site of analysis media aimed at children to investigate the lessons imparted and ideologies circulate in popular films and books. How is class drawn in Lady and the Tramp? What are politics of language at play in Moana? What are the sounds of masculinity in Beauty and the Beast? How 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: EDUC103Y; Prerequisites: None; Instructor: Mata; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory Credit/Non. Ann E. Maurer '51 Speaking Intensive Course. Registration in this section is restricted to students selected for the Wellesley Plus Program.;

Course ID: EDUC117Y Title: First-Year Seminar: Understanding Diversity and Promoting Equity in Schools

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 experiences of youth. Students will showcase their learning through original research presented through digital storytelling.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open to first-year students only.; Instructor: Hong; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: ENG150Y Title: First-Year Seminar: Creating Memory

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, Conan 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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Hickey; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: ES104Y Title: First-Year Seminar: How to Save the Planet: Making Change Happen

Fixing environmental problems will require change at all levels—from the habits and beliefs of individuals to the norms in communities, and political decisions locally, nationally and globally. How do individuals, communities, and political structures change? This seminar combines a reading of the social science literature on change with our own efforts to put that information into action. We’ll figure out how to change our own habits, change someone else’s mind, and how to invoke or transform community norms. We’ll experiment with what approaches to political change succeed or fail. 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?

Units: 1; Max Enrollment: 16; Prerequisites: None; Instructor: DeSombré; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall; Notes: Mandatory Credit/Non.;
Course ID: ES105Y/PHIL105Y  Title: First-Year Seminar: The Ethics of Eating

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ES105Y; Prerequisites: None; Instructor: Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall;

Course ID: HIST114Y  Title: First-Year Seminar: American Hauntings

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open to first-year students only.; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Spring;

Course ID: HIST116Y  Title: First-Year Seminar: Vladimir Putin: Personage, President, Potentate

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 rueas 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.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first-year students only.; Instructor: Tumarkin; Distribution Requirements: HS - Historical Studies; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: ITAS104Y  Title: First-Year Seminar: The Cities of Italy: An Introduction to Italian Culture (in English)

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.

Units: 1; Max Enrollment: 20; Prerequisites: None. Open to first-year students only.; Instructor: Parussa; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: MATH223Y  Title: First-Year Seminar: Number Theory

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.

Units: 1; Max Enrollment: 15; Instructor: Lange; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PEAC119Y/REL119Y  Title: First-Year Seminar: Hiroshima, Nagasaki and Yasukuni Shinto Shrine
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 Shinto 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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: PEAC119Y; Prerequisites: None. Open to first-year students only.; Instructor: Kodera; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL102Y Title: First-Year Seminar: Till death do us part? Philosophical Perspectives on Marriage

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?

Units: 1; Max Enrollment: 0; Prerequisites: First Years only.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: PHIL108Y Title: First-Year Seminar: Friendship

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open to first-year students only.; Instructor: Gartner; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Registration in this section is restricted to students selected for the Wellesley Plus Program. Mandatory credit/noncredit.;

Course ID: PHIL111Y Title: First-Year Seminar: Right and Wrong: Ethics in Action

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.

Units: 1; Max Enrollment: 0; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: PHIL112Y Title: First-Year Seminar: Born that Way? Innateness and Human Plasticity

When studies identify significant genetic influence on human behavior or on some trait, some people conclude that the behavior or trait is innate. 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 - may itself be viewed as an adaptation.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: McIntyre; Distribution Requirements: EC - Epistemology and Cognition; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: POL109Y Title: First-Year Seminar: Democracy in America
Course ID: REL114Y  Title: First-Year Seminar: Science and the Bible

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.

Units: 1; Max Enrollment: 0; Prerequisites: None. Open to first-year students only.; Instructor: Burke; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: PSYC123Y  Title: First Year Seminar: Mind and Media

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 of war negate the moral precepts that hold in peacetime? Do national borders mark the place where our moral commitments to others end? Who's the "we" that determines the content of moral judgments and the reach of our ethical obligations? And last but not least: to what extent do particular experiences, identities (e.g. gender, race, class, etc) or habits of mind influence our ability to imaginatively inhabit perspectives other than our own--an ability Hannah Arendt connects to the very capacity to be moral?

Units: 1; Max Enrollment: 20; Prerequisites: None. Open to first-year and sophomore students only.; Instructor: Goddard; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: POL112Y  Title: First-Year Seminar: Wars of Ideas in International Relations

This first-year seminar examines "wars of ideas" in international politics. How do changes in ideas 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.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first-year students only.; Instructor: Burke; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: POL115  Title: Politics and Ethics

The media have evolved techniques for engaging our sensations, feelings, and thoughts. Yet as we consume media, we are changed by it. This course examines how different media, from print, to film, to social media take advantage of characteristics of human cognition to maximize audience engagement. In turn, we will investigate how media consumption changes the human brain and behavior. Our investigation will take us to the Davis Museum of Art, the College Archives, and a local movie theater.

Units: 1; Max Enrollment: 15; Crosslisted Courses: PSYC123Y; Prerequisites: None; Instructor: Jennie Pyers; Distribution Requirements: EC - Epistemology and Cognition; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
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.

Units: 1; Max Enrollment: 15; Prerequisites: None.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

<table>
<thead>
<tr>
<th>Course ID: THST101Y</th>
<th>Title: First-Year Seminar: Can We Have an Argument? Understanding, Employing, and Delivering Effective Rhetoric</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 20; Prerequisites: Open to first-years only.; Instructor: Arciniegas; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: THST106Y</th>
<th>Title: First-Year Seminar: Speaking Truth to Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 0; Prerequisites: None. Open to first-year students only.; Instructor: Roach; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: WGST100Y</th>
<th>Title: First-Year Seminar: The Body: From Reproduction to Fashion</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first-year students only.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit. Ann E. Maurer '51 Speaking Intensive Course.</td>
<td></td>
</tr>
</tbody>
</table>
French

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 articulate, more expansively communicative, a better collaborator and a better listener than a classmate who has not. To move freely and securely among multiple frames of cultural reference, to inhabit the alternate personae that come with mastery of another tongue, to have the sounds and songs and idioms of French in one's head—these are all deep intellectual pleasures. They are also highly useful tools in the real world. As the above quote from Justice Stephen Breyer points out, the ability to project oneself into the attitudes and expectations of others, to step into their shoes and see reality from their standpoint as well as from your own, is an extraordinarily valuable skill in today’s world—in diplomacy, business and politics, and, of course, in human relations.

Beginning in our language courses, students work with materials from different parts of the world and from historical periods that range from the medieval to the contemporary, in a variety of genres and media. They acquire skill as well in a number of different approaches to reading and analyzing texts: historical, sociological, psychological, and literary—including the perspectives of race and gender. Students who graduate from our program have gone on to further study in areas as diverse as the law, medicine, international relations, museum science, art and art history, English, French, and Middle Eastern Studies, as well as to careers in publishing and on Wall Street and Madison Avenue. Graduates who are professionals in industries from tech to finance to media routinely report that their skills in French are a significant asset in their careers.

Our courses prepare students for study abroad programs in France and in French-speaking countries, among them Senegal and Morocco. The French department’s Wellesley-in-Aix program offers courses in a variety of fields in humanities and the social sciences, and courses in political science and international relations through our collaboration with the Institut des Sciences Politiquestes (Sciences Po).

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.

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 major in French will need to take either FREN 210 or FREN 212, which develop skills in literary analysis and writing in preparation 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. Students planning to study abroad will need to take at least one class at the upper-200 level (210 or higher).

French Major

Goals for the French Major

- Students will achieve skill in speaking, writing, reading, and understanding French at the advanced level, as detailed in the ACTFL proficiency guidelines.
- Students will know enough important French literary and cultural works to identify the major themes in French literary and cultural history.
- Students will learn to recognize and construct well-formed arguments about literary texts, cultural artifacts, and historical events that rely on clear writing and in-depth understanding of both primary and secondary sources.
- Students will learn to grasp the complexity of cultural differences. They will know how to spot clichés and avoid using them in thinking about France and the Francophone world in particular, and other cultures in general. As global citizens, they will come to value tolerance, appreciate diversity, and be prepared to face the challenges and reap the benefits of living in an increasingly interconnected world.

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 before 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. Candidates 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. Option B carries no course credit, but candidates may elect a unit of FREN 350 in the fall of senior year as part of their preparation for the examination. To be admitted to either 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 at the beginning of this catalog.

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**

The Wellesley College language requirement can be met with the successful completion of the FREN 201-FREN 202 sequence, FREN 203, an Advanced Placement score of 5 on the French Language and Culture exam, or an SAT II score of 690 or above on the French subject test. Students who begin with FREN 202 must successfully complete an additional course above FREN 202 to satisfy the language requirement. Students who place higher than FREN 202 can satisfy the requirement by successfully completing one course above FREN 202.

All incoming students who have taken French are required to take the placement test prior to registering for French department courses. Any discrepancy between a student’s AP score and her score on the departmental placement test will be resolved by the placement committee. Any student who takes a language course at another institution and would like college credit must obtain permission in advance and take the French placement test upon her return to verify she has attained the required level.

**International Study**

Since international study enriches academic learning with real-time experience, all students of French, majors and non-majors alike, are strongly encouraged to spend a year or semester abroad in France or a Francophone country. Wellesley-in-Aix, the college's own international study program in Provence, is the ideal choice; other programs may be approved upon application to the International Study Committee. The French department has funds to support a limited number of summer internships in France or Francophone countries, through the Wellesley-in-Aix program. The department encourages those students who cannot spend a semester abroad to participate in the department's Wintersession course in Paris.

**Maison Française**

Qualified students are encouraged to live at the Maison Française, a French-speaking residence and cultural center for the Wellesley College community. It houses 14 students and two French assistants from Aix-Marseille University. The Maison Française is a place where majors and non-majors who have demonstrated a significant competence in French 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 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 Courses**

Course ID: AMST231/FREN231  Title: Americans in Paris: Race, Gender and Sexuality in the City of Light (in English)

With a spring-break onsite visit to Paris included in the course, students will experience firsthand how, 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 exploration
in class and in Paris itself, we will study the city 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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: AMST231; Prerequisites: None. Permission of instructors. Interview required.; Instructor: Datta, Fisher; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: CPLT310/FREN330  Title: French, Francophone and Postcolonial Studies

This course examines texts that foreground pressing concerns of the postcolonial world: in Africa, the Creole islands of the Caribbean and the Indian Ocean. France's postcolonialism is also studied. Close attention will be paid to the relationship of a colonial culture to that of the metropolis, the functioning of minority and majority languages, and the narrative techniques that make these differences manifest in fictional and theoretical writing. The course includes discussion of postcolonial theory and its many debates.

Units: 1; Max Enrollment: 20; Crosslisted Courses: CPLT310; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or above.; Instructor: Prabhu; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: CPLT359/FREN359  Title: Calderwood Seminar in Public Writing: Advocating for Other Cultures (in English)

Say 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 and students interested in other cultures to rethink and repurpose their academic knowledge, shaping it to contribute to public debates, writing not for "the professor" but for the real world. Pieces may include op-eds and letters to the editor; book, film and music reviews; blogs; and interviews with notables in the field. Students will sharpen their skills as both writers and editors, writing in alternate weeks and revising their work in response to comments from their peers and from the instructor. The contributions of students from different language backgrounds will introduce participants to the assumptions, perspectives and approaches of other cultures, inviting all to become advocates for a wider, more inclusive cultural literacy.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CPLT359; Prerequisites: At least two courses at the advanced 200 level or the 300 level in the major department.; Instructor: Lydgate; Distribution Requirements: LL - Language and Literature; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: ES331/FREN331  Title: Between Nature and Culture: Francophone Caribbean Literature and the Environment

The lushness of the mangroves, the flora and fauna of tropical landscapes, the intricacy of the rhizome, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, and expanse of the plateau—the natural world is an important site of Caribbean art in general and, more specifically, the francophone Caribbean novel of the 20th and 21st centuries. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between human activity and the environment. How does the novel inhabit Caribbean ecologies and topographies? How does it represent nature? In what ways do Caribbean texts meditate on nature and culture together or against one another? As the earthquake in Haiti demonstrated in 2010 with calamitous force, and the cycles of Caribbean hurricanes have shown over the years, natural disaster is also a political crisis. In view of this, we will also consider the legacies of slavery and colonialism in terms of class, gender and race politics. This investigation of the dynamics of natural and cultural phenomena will also have a theoretical frame rooted in critical texts of Caribbean literary and political movements such as Indigénisme, Négritude, Antillanité, and Créolité.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ES331; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or above.; Instructor: Régine Michelle Jean-Charles; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: FREN101  Title: Beginning French I

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.

Units: 1; Max Enrollment: 18; Prerequisites: Open to students who do not present French for admission, an equivalent departmental placement score, or by permission of the instructor.; Instructor: Ganne-Schiermeier,
Course ID: FREN102  Title: Beginning French II

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.

Units: 1; Max Enrollment: 18; Prerequisites: FREN 101, an equivalent departmental placement score, or by permission of the instructor.; Instructor: DeVos, Ganne-Schiermeier, Lydgate; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Each semester of FREN 101 and FREN 102 earns one unit of credit; however, students must complete FREN 102 satisfactorily in order to receive credit for FREN 101.;

Course ID: FREN103  Title: Intensive French I

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.

Units: 1.25; Max Enrollment: 18; Prerequisites: Open to first-year students and sophomores who do not present French for admission or by permission of the instructor.; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN201  Title: French Language, Literatures, and Cultures

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.

Units: 1; Max Enrollment: 18; Prerequisites: FREN 102 or FREN 103, an equivalent departmental placement score, or by permission of the instructor.; Instructor: Prabhu, Tranvouez, Ganne-Schiermeier, DeVos; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Each semester of FREN 201 and FREN 202 earns one unit of credit; however, students must complete FREN 202 satisfactorily in order to receive credit for FREN 201. 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 takes 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, or FREN 209; and a unit of FREN 210 or above.;

Course ID: FREN202  Title: French Language, Literatures, and Cultures

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.

Units: 1; Max Enrollment: 18; Prerequisites: FREN 201, an equivalent departmental placement score, or by permission of the instructor.; Instructor: Tranvouez, Ganne-Schiermeier; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring; Fall; Notes: Each semester of FREN 201 and FREN 202 earns one unit of credit; however, students must complete FREN 202 satisfactorily in order to receive credit for FREN 201. 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 takes FREN 202 without having completed FREN 201 must elect one of the following courses in order to complete the language requirement;

Course ID: FREN203  Title: Intensive French II

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.

Units: 1.25; Max Enrollment: 18; Prerequisites: 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.; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN205  Title: Literature and Film in Cultural Contexts

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.

Units: 1; Max Enrollment: 14; Prerequisites: FREN 202 or FREN 203, or an equivalent departmental placement score.; Instructor: Datta; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: FREN206  Title: Intermediate Spoken French

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.

Units: 1; Max Enrollment: 14; Prerequisites: FREN 202, FREN 203, or FREN 205, or an equivalent departmental placement score.; Instructor: Tranvouez; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: FREN207  Title: Perspectives on French Culture and Society: French Identity in the Age of Globalization

In this introduction to French society and culture, we will examine France's identity crisis in the twenty-first century. From its historical position of political, economic, and intellectual leadership in Europe and the world, France is searching to maintain its difference as a defender of quality over mass appeal and the proud values of its national tradition in the face of increasing globalization. Topics covered include Franco-American relations, the European Union, immigration, the family, and the role of women in French society. Readings are drawn from a variety of sources: historical, sociological, and ethnographic. Magazine and newspaper articles along with television programs and films will provide supplementary information.

Units: 1; Max Enrollment: 14; Prerequisites: FREN 202, FREN 203, or FREN 205, or an equivalent departmental placement score.; Instructor: Gunther; Distribution Requirements: LL - Language and Literature; SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: FREN208  Title: Women and Literary Tradition

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.

Units: 1; Max Enrollment: 15; Prerequisites: FREN 202, FREN 203, or FREN 205, or an equivalent departmental placement score.; Instructor: Masson; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN209  Title: Studies in Literature and Film

**Topic for Fall 2019: 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.

**Topic for Spring 2020: 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.

Units: 1; Max Enrollment: 14; Prerequisites: FREN 202, FREN 203, or FREN 205, or an equivalent departmental placement score.; Instructor: Morari (Fall), Petterson (Spring); Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Fall;

Course ID: FREN210  Title: From the Middle Ages through the Enlightenment

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.

Units: 1; Max Enrollment: 14; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Bilis; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: For students entering before fall 2017, FREN 210, FREN 211, or FREN 212 fulfills the 200-level requirement for the major and for all French Department courses at the 300 level. For students entering in fall 2017 or later, FREN 210 or FREN 212 fulfills the 200-level requirement for the major and for all French Department courses at the 300 level. Any course FREN 210 or above satisfies the requirement for study abroad. Majors should consult with a member of the French Department to determine which course best suits their needs.;

Course ID: FREN211  Title: Studies in Language

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.

Units: 1; Max Enrollment: 14; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Tranvouez; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: For students entering before fall 2017, FREN 210, FREN 211, or FREN 212 fulfills the 200-level requirement for the major and for all French Department courses at the 300 level. For students entering in fall 2017 or later, FREN 210 or FREN 212 fulfills the 200-level requirement for the major and for all French Department courses at the 300 level. Any course FREN 210 or above satisfies the requirement for study abroad. Majors should consult with a member of the French Department to determine which course best suits their needs.;

Course ID: FREN212  Title: From Classicism to Present Day: French Literature & Culture Through the Centuries

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 groundbreaking 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.

Units: 1; Max Enrollment: 14; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Petterson; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring; Fall; Notes: For students entering before fall 2017, FREN 210, FREN 211, or FREN 212 fulfills the 200-level requirement for the major and for all French Department courses at the 300 level. For students entering in fall 2017 or later, FREN 210 or FREN 212 fulfills the 200-level requirement for the major and for all French Department courses at the 300 level. Any course FREN 210 or above satisfies the requirement for study abroad. Majors should consult with a member of the French Department to determine which course best suits their needs.;

Course ID: FREN213  Title: From Myth to the Absurd: French Drama in the Twentieth Century
An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the 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.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Masson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN217  Title: Books of the Self

This course focuses on texts that seek to reveal the reality of the self in the space of a book, including readings of confessional and autobiographical works by the twentieth-century writers Camus, Annie Ernaux, Roland Barthes, and Maryse Condé, and by their literary ancestors Augustine, Abélard, Montaigne, and Rousseau. Themes examined include: the compulsion to confess; secret sharing versus public self-disclosure; love, desire, and language; the search for authenticity; dominant discourse and minority voices; the role of the reader as accomplice, witness, judge, confessor.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Lydgate; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN218  Title: Women in Postcolonial "French" Africa: After Négritude

Male elites in postcolonial Africa dominated the independence era with liberation movements such as "négritude." Women's position in both public culture and private spaces was ambiguous, rapidly changing, even contentious. Our study of a variety of media, while placing literary texts at the center, will seek to understand the place of women in the Francophone context and in postcolonial nations more widely.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Prabhu; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: FREN220  Title: Decoding the French

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, Algirdas 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.

Units: 1; Max Enrollment: 14; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Gunther; Distribution Requirements: LL - Language and Literature; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: FREN221  Title: Love and Madness in French Poetry from François Villon to the Present

An overview of the themes of love, madness, and death in French poetry from François Villon to the present, with specific attention to the ways these themes are embodied in poetic form. In which ways is poetry most apt to address and express the passions of the human heart and mind?

Units: 1; Max Enrollment: 14; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Petterson; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN222  Title: French Cinema from the Lumière Brothers to the Present: The Formation of Modernity

This course offers a critical panorama of French cinema while also building essential vocabulary and critical concepts for film analysis. Students will pay specific attention to the various connections between cinema, urban space, and notions of modernity. Close analyses of clips in class will also lead to a deeper appreciation of genre and technical aspects in the history of cinema. Filmmakers studied will include the Lumière Brothers (for the “perspective” model), Georges Méliès (for the cinema of attraction), Jean Renoir (for depth of field), Robert Bresson (for literary adaptation), Jean-Luc Godard (for traveling shots and direct sound), and Chris Marker (for documentary).
Louis XIV sought to present his royal court at Versailles as the ultimate in monarchical splendor and power. Yet writers who frequented the court focus on its dangerous intrigues, moral corruption, and petty rivalries. The course will explore this discrepancy through close study of official and unofficial productions of the court. Royal paintings, medallions, architecture, ceremonies, and official historiography all foreground the Sun King's glory; novels, memoirs, letters, and moral treatises seem to undo the very notions of courtly magnificence put forward by the monarchy. Both elements are crucial to understanding the social, political, religious, and artistic practices that defined the court. Recent films and historical works on Versailles will help us evaluate its legacy for contemporary French culture.

This course is designed for students who want to become more familiar with the French media, to keep up with current events, and to know more about the differences between the perspectives of French and American news sources with regard to current issues. The course is also intended to improve students' reading, writing, and speaking skills in French.

Improvement of French oral skills and public speaking skills through the use of acting techniques. Intensive analysis of short literary texts and excerpts from several plays with emphasis on pronunciation, diction, elocution, acting, and staging.

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?

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.
Course ID: FREN229  Title: America Through French Eyes: Perceptions and Realities

The French have long been fascinated by the United States, especially since the end of the Second World War. At times, the United States has been seen as a model to be emulated in France; more often, it has stood out as the antithesis of French culture and values. This course examines French representations of the United States and of Americans through key historical and literary texts-essays, autobiographies, and fiction-as well as films. Topics to be explored include: representations of African Americans in French films (Josephine Baker), French views of Taylorization, the Coca-Cola wars of the 1950s, French-American tensions during the Cold War, especially under de Gaulle, as well as more recent debates about Euro Disney, McDonald's, Hollywood, globalization, and multiculturalism.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Datta; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter;

Course ID: FREN232  Title: Occupation and Resistance: The French Memory and Experience of World War II

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.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Datta; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall;

Course ID: FREN233  Title: A Passionate Cinema: French Bodies on Screen

This course takes a historical approach to the representation of love, desire, and the body in French cinema. Although tales of love and desire are a source of commercial success for film directors and producers everywhere, in France they created aesthetic, historical, and ideological patterns that led to the creation of a French national cinema. We will examine how, by implementing the contemporary perspective on desire, French filmmakers built a national style clearly distinguishable from, even opposed to, mainstream (Hollywood) cinema in four important aspects: lighting, narrative codes, editing, and voice-over. Weekly screenings will cover poetic realism (1930s: Vigo, Renoir, Carné, Duvivier, Grémillon), nouvelle vague (Godard, Malle, Truffaut), women's cinema (Breillat, Denis, Akerman), and new French cinema (1990 and 2000: Assayas, Garrel, Téchiné).

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Morari; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; LL - Language and Literature; Semesters Offered this Academic Year: Winter; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN278  Title: Court, City, Salon: Early Modern Paris—A Digital Humanities Approach

Court, city, salon: these are the spaces where notions of good taste and sound judgment, still crucial to French identity today, took root, and where the European Republic of Letters emerged. Students will explore the culture and literature of these milieus through the lens of digital humanities' methods and theories, combining study and praxis of such new approaches. The intersection of traditional scholarship with digital humanities applications will enable students to investigate if, and how, DH methods can broaden, confirm, disprove or reinterpret dominant analyses of the influential spaces of early modern Paris.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, or an equivalent departmental placement score.; Instructor: Bilis; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN302  Title: Discourses of Desire in the Renaissance

An exploration of ways in which writers of the sixteenth century in France express and explore the desire for transcendence in spiritual and physical experience. Convinced that the texts of antiquity contain occult teachings, scholars of the early Renaissance seek to purge ancient books of their medieval commentaries and the corruptions of centuries of manuscript culture, and pore over astrological and hermetic treatises. Religious reformers pursue an analogous purification of the sacred texts, intent on restoring the lost inwardness and otherworldliness of Christian faith. Poets and prose writers challenge the rigid medieval dichotomy between
the unsensual spirit and the unspiritual body, casting a newly loving eye on physical beauty and finding in human desire a privileged expression of the quest for intellectual and spiritual meaning. We will investigate these issues in works by Rabelais, Marguerite de Navarre, Calvin, Ronsard, Louise Labé, Montaigne, and Agrippa d'Aubigné.

Units: 1; Max Enrollment: 15; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or above.; Instructor: Lydgate; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN303  Title: Advanced Studies in Seventeenth and Eighteenth Centuries

The men-and women-who made up what we refer to today as the “Age of Enlightenment” hailed from a surprising variety of backgrounds ranging from the halls of Versailles, Parisian cafés, provincial Academies, to the literary underground of pornographers and pamphleteers. Starting from the premise that cultural transformations are achieved through social connections, this course will examine Ancien Régime fictional, historical, and political networks as a means of understanding the origins of the French Revolution. This course will introduce students to the concept of social networks as a sociological theory and as a recent digital humanities approach. Through experimentation with, and critique of, existing Digital Humanities projects, students will understand network theory as a means to analyze the social structures of historical actors and literary characters. No previous digital humanities experience required.

Units: 1; Max Enrollment: 15; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or above.; Instructor: Bilis; Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN306  Title: Literature and Inhumanity: Novel, Poetry, and Film in Interwar France

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.

Units: 1; Max Enrollment: 15; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or above.; Instructor: Petterson; Semesters Offered this Academic Year: Fall;

Course ID: FREN307  Title: The Contemporary French Novel and the *Pleasure of the Text*

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.

Units: 1; Max Enrollment: 12; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or above.; Instructor: Petterson; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN308  Title: French Translation Studies - Translating in the 21st Century

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.

Units: 1; Max Enrollment: 20; Prerequisites: One unit of FREN 210 or above, or by permission of the instructor; Instructor: Petterson; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN313  Title: George Sand: The Novelist as Playwright

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 ideals and ideas. We will examine the evolution of her self-adaptations, 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.

Units: 1; Max Enrollment: 12; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or
above.; Instructor: Masson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; LL -
Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN314 Title: A Cinematic History of Intellectual Ideas in Post-WWII France: The Politics of Art

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.

Units: 1; Max Enrollment: 12; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or
above.; Instructor: Morari; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music,
Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN323 Title: Liberty, Equality, Sexualities: How the Values of the French Republic Have Both
Protected and Limited Sexual Freedom

An examination of sexualities and genders in France, from the ancien régime to the present, that signifies the ways
in which sexuality and gender have been conceptualized differently in France than in places like the
United States. At the end of the semester, the course will focus on recent changes in discussions of gender
and sexuality and address the issue of whether traditional paradigms for explaining gender and sexuality in
France still apply or whether the French might be entering a new sexual era.

Units: 1; Max Enrollment: 12; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or
above.; Instructor: Gunther; Distribution Requirements: LL - Language and Literature; HS - Historical Studies;
Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN324 Title: The Belle Epoque and the Emergence of Modern France

The term belle époque (1880-1914) evokes images of Parisian boulevards, bustling cafés, glittering shop
windows, and Montmartre cabarets, all symbols of modern consumer culture. No emblem of the era is as
iconic as the Eiffel Tower, constructed for the World's Fair of 1889 as a tribute to French technology and
progress. During the years preceding World War I, Paris was the center of the European avant-garde indeed,
the capital of modernity. While cultural ebullience is its hallmark, this period also witnessed the definitive
establishment of a republican regime, the expansion of an overseas empire, and the integration of the
countryside into national life. Drawing on historical documents and literary texts as well as films, posters, and
songs, this interdisciplinary course examines French culture, politics, and society during the era that ushered
France into the modern age.

Units: 1; Max Enrollment: 15; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or
above.; Instructor: Datta; Distribution Requirements: LL - Language and Literature; HS - Historical Studies;
Semesters Offered this Academic Year: Not Offered;

Course ID: FREN332 Title: Myth and Memory in Modern France: From the French Revolution to May 1968

This course explores the way in which the French view their past as well as the myths they have created to
inscribe that past into national memory. Through an approach simultaneously thematic and chronological,
modern French history and culture will be examined from the perspective of les lieux de mémoire, that is,
symbolic events (Bastille Day), institutions (the Napoleonic Code), people (Joan of Arc), and places (Sacré-
Coeur) that have shaped French national identity. The course begins by analyzing such concepts as the nation
and the hexagon, and proceeds to the legacy of key moments in French history, among them the French
Revolution and the Napoleonic era, the establishment of the Third Republic, the two World Wars, the Algerian
conflict, and the events of May 1968.

Units: 1; Max Enrollment: 12; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or
above.; Instructor: Datta; Distribution Requirements: LL - Language and Literature; HS - Historical Studies;
Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: FREN333 Title: French Classical Tragedy: Corneille versus Racine: Rethinking the Parallel

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.

Units: 1; Max Enrollment: 12; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or
above.; Instructor: Bilis; Distribution Requirements: LL - Language and Literature; Semesters Offered this
Academic Year: Not Offered;

Course ID: FREN350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical
Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: FREN356  Title: The French Love Affair with Shakespeare

In this experimental seminar, we will examine the reception and impact William Shakespeare’s plays have had
in France from the 18th century to the present day. In all, 85 translators have so far adapted the Bard’s works
for the French stage. We 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.

Units: 1; Max Enrollment: 12; Prerequisites: FREN 210 or FREN 212; and one additional unit, FREN 213 or
above.; Instructor: Masson; Distribution Requirements: LL - Language and Literature; Semesters Offered this
Academic Year: Not Offered;

Course ID: FREN360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Fall;
Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: FREN370  Title: Senior Thesis

Units: 1; Max Enrollment: 15; Prerequisites: FREN 360 and permission of the department.; Typical Periods
Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Students enroll in Senior Thesis
Research (360) in the first semester and carry out independent work under the supervision of a faculty
member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second
semester.;
French Cultural Studies

AN INTERDEPARTMENTAL MAJOR

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 will achieve skill in speaking, writing, reading, and understanding French at the advanced level, as detailed in the ACTFL proficiency guidelines.
- Students will be able to identify major themes in the histories and in the contemporary cultures of France and other Francophone places.
- Students will learn to recognize and construct well-formed arguments about cultural artifacts and historical events that rely on clear writing and in-depth understanding of both primary and secondary sources.
- Students will learn to grasp the complexity of cultural differences. They will know how to spot clichés and avoid using them in thinking about France and the Francophone world in particular, and other cultures in general. As global citizens, they will come to value tolerance, appreciate diversity, and be prepared to face the challenges and reap the benefits of living in an increasingly interconnected 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 interdepartmental 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 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 see list below.

**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 204</td>
<td>African Languages and Cultures</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 211</td>
<td>Introduction to African Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 242 / REL 214</td>
<td>New World Afro-Atlantic Religions</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 299</td>
<td>Carribbean Cultural Expressions and the Diaspora</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 341</td>
<td>Africans of the Diaspora</td>
<td>1.0</td>
</tr>
<tr>
<td>ARAB 310 / MES 310</td>
<td>Resistance and Dissent in North Africa and the Middle East</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 100</td>
<td>The Power of Images: An Introduction to Art and its Histories</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 224</td>
<td>Modern Art Since 1945</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 226 / CAMS 207</td>
<td>History of Photography: From Invention to Media Age</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 228</td>
<td>Modern Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 264 / AFR 264</td>
<td>African Art: Powers, Passages, Performances</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 292 / AFR 292</td>
<td>African Art and the Diaspora: From Ancient Concepts to Postmodern Identities</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 312</td>
<td>Seminar: You May Say I Am a Dreamer: Art Cinema Surrealisms</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 207 / ARTH 226</td>
<td>History of Photography: From Invention to Media Age</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 218</td>
<td>Theories of Media From Photography to the Internet</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 300</td>
<td>Post-Apocalyptic Cinema: French Visions of Ecological</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CPLT 359 / FREN 359</td>
<td>Calderwood Seminar for Public Writing: Advocating for Other Cultures (in English)</td>
<td></td>
</tr>
<tr>
<td>CPLT 275 / ENG 275</td>
<td>Translation and the Multilingual World</td>
<td></td>
</tr>
<tr>
<td>CPLT 284</td>
<td>Magical Realism</td>
<td></td>
</tr>
<tr>
<td>CPLT 310/FREN 330</td>
<td>French, Francophone and Postcolonial Studies</td>
<td></td>
</tr>
<tr>
<td>CPLT 375 / ENG 375</td>
<td>Translation and the Multilingual World</td>
<td></td>
</tr>
<tr>
<td>ENG 275 / CPLT 275</td>
<td>Translation and the Multilingual World</td>
<td></td>
</tr>
<tr>
<td>ENG 375 / CPLT 375</td>
<td>Translation and the Multilingual World</td>
<td></td>
</tr>
<tr>
<td>FREN 231 / AMST 231</td>
<td>Americans in Paris: Race, Gender and Sexuality in the City of Light (in English)</td>
<td></td>
</tr>
<tr>
<td>FREN 359 / CPLT 359</td>
<td>Calderwood Seminar in Public Writing: Advocating for Other Cultures (in English)</td>
<td></td>
</tr>
<tr>
<td>HIST 201</td>
<td>The Rise of the West? Europe 1789-2003</td>
<td></td>
</tr>
<tr>
<td>HIST 205</td>
<td>The Making of the Modern World Order</td>
<td></td>
</tr>
<tr>
<td>HIST 221</td>
<td>Renaissance</td>
<td></td>
</tr>
<tr>
<td>HIST 222</td>
<td>The Barbarian Kingdoms of Early Medieval Europe</td>
<td></td>
</tr>
<tr>
<td>HIST 234</td>
<td>The Holy Roman Empire</td>
<td></td>
</tr>
<tr>
<td>HIST 243</td>
<td>Gender and Sexuality in Twentieth-Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIST 279/379</td>
<td>Heresy and Popular Religion in the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>HIST 334</td>
<td>Seminar: World Economic Orders, 1918-2008</td>
<td></td>
</tr>
<tr>
<td>HIST 352</td>
<td>Seminar: Mental Health in European History</td>
<td></td>
</tr>
<tr>
<td>MES 211</td>
<td>Resistance and Dissent in North Africa and the Middle East (in English)</td>
<td></td>
</tr>
<tr>
<td>MES 310</td>
<td>Seminar: Studying Islam and the Middle East</td>
<td></td>
</tr>
<tr>
<td>MUS 200</td>
<td>Music History I: Musicke's Recreation - Studies in Renaissance Music with an Emphasis on Performance</td>
<td></td>
</tr>
<tr>
<td>MUS 201</td>
<td>Music History II: The Classical and Romantic Symphony</td>
<td></td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music History III: Looking Backwards, Reaching Forwards: Modernism and Music</td>
<td></td>
</tr>
<tr>
<td>MUS 230</td>
<td>Opera: Its History, Music, and Drama</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>PHIL 221</td>
<td>History of Modern Philosophy</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 224</td>
<td>Existentialism</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 202</td>
<td>Comparative Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 306</td>
<td>Seminar: Revolution</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 214 / AFR 242</td>
<td>New World Afro-Atlantic Religions</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 216</td>
<td>Christian Thought and Practice 100-1600</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 226</td>
<td>The Virgin Mary</td>
<td>1.0</td>
</tr>
<tr>
<td>MES 263/REL 263</td>
<td>Islam in the Modern World</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**FRST Courses**

Course ID: FRST350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: FRST360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: FRST370  Title: Senior Thesis

Units: 1; Max Enrollment: 15; Prerequisites: FRST 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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

Geoscience is the study of the Earth and all its systems. Interactions between the solid Earth, the hydrosphere, atmosphere, and biosphere continually reshape the planet. Geoscientists investigate these interactions using interdisciplinary 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.

Geosciences Major

Goals for our 100 level curriculum

- Develop scientific literacy
- Explore earth systems in the classroom, the lab, and in the field
- Understand our local landscape, sustainability, and planetary limits
- Collect, curate, and model data to create geological narratives

Goals for our 200-300 level curriculum

- Understand the drivers of Earth processes from first principles
- Experience content through inquiry based research projects, field work, analogue modeling and engagement with Earth materials and scientific data
- Apply the scientific method and use data to make interpretations about geologic processes
- Collaborate with peers in a project based setting
- Demonstrate written, oral, and visual communications skills to convey complex information to a range of audiences.

Requirements for the Geosciences Major

The geosciences major includes three components: a set of three core requirements (100-200 level), a set of five electives, three of which must be at the 300 level, and a set of four cognate STEM courses. The core requirements provide students with an introduction to the key elements of geosciences: earth materials and processes, scale, and deep time, as well as the development of system thinking skills. The electives (200-300 level) allow students to develop an area of focus that reflects their particular interests and future goals. The cognate STEM courses provide context, depth, and additional quantitative skills.

The core includes one 100 level course either GEOS 101, or GEOS 102, and two 200 level courses GEOS 200 and GEOS 203. In addition, students are encouraged, in consultation with their advisors, to choose a "focus" that lends depth and coherence to the major and can guide elective choices. Example foci might include 1) Earth Material and Tectonics, 2) Environmental Geosciences and Surface Processes, 3) Planetary Geology, 4) Earth and Space Education. Four complementary (cognate) courses from mathematics, biological sciences, chemistry, physics, and astronomy, or computer science are also required, and two must come from the same discipline. Most majors pursue research experiences as part of their curriculum.

Honors in Geosciences

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

Graduate Study in Geosciences

Students considering graduate school are urged to take two semesters of mathematics, two of chemistry, two of physics, and a geoscience field course (e.g., GEOS 238H) 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 Courses

Course ID: ASTR223/GEOS223  Title: Planetary Atmospheres and Climates

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. 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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: GEOS223; Prerequisites: MATH 116, PHYS 107 and one of ES 101, ASTR 107, GEOS 101, or GEOS 102, or by permission of instructor.; Instructor: Watters; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.

Course ID: ASTR303/GEOS313  Title: Advanced Planetary Geology and Geophysics

Spacecraft observations have revealed a breathtaking diversity of geologic features in the solar system, such as the giant impact basins on Mars, towering thrust fault scarps on Mercury, coronae structures on Venus, and active volcanoes on Io and Enceladus. From a comparative perspective, this course examines the physical processes that drive the evolution of the planets and small bodies in the solar system. Topics include: planetary shape and internal structure, mechanisms of topographic support, tectonics, impacts, volcanism, and tides. Additional, out-of-class time is scheduled for seminar-style discussions of journal articles. Students also produce a final project that involves researching a topic of their choosing.

Units: 1; Max Enrollment: 12; Crosslisted Courses: GEOS313; Prerequisites: Any 100-level course in ASTR or GEOS in addition to at least one of the following - PHYS 107, GEOS 203, GEOS 218, or GEOS 220. An introductory course in mechanics (e.g., PHYS 104 or PHYS 107) is not required but is strongly recommended.; Instructor: Watters; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.

Course ID: ES201/GEOS201  Title: Environmental, Health, and Sustainability Sciences with Laboratory

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.

Units: 1.25; Max Enrollment: 18; Crosslisted Courses: ES201; Prerequisites: Enrollment limited to students majoring in ES and GEOS who have completed one of the prerequisites, other students by permission of instructor.; Instructor: Brabander; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years.

Course ID: ES212/GEOS212/RAST212  Title: Lake Baikal: The Soul of Siberia
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.

Course ID: GEOS101  Title: Earth Processes and the Environment with Laboratory

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 in small groups during class time fosters critical thinking and classroom debates between larger teams focusing on research and communications skills by examining current issues in geosciences such as building and removing dams, and the science surrounding global climate change.

Units: 1.25; Max Enrollment: 38; Prerequisites: 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.; Instructor: Brabander; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's office approval.;

Course ID: GEOS102  Title: The Dynamic Earth with Laboratory

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.

Units: 1.25; Max Enrollment: 30; Prerequisites: 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.; Instructor: Monecke, Brabander, Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GEOS200  Title: Evolution of Earth Systems through Time with Field Laboratory

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. Using Wellesley's extensive rock and fossil collection, geologic data sets and journal articles, we will reconstruct and interpret Earth's eventful past, including periods of mountain building, dramatic climate changes, and the evolution and extinction of life on our planet. This class should give students an understanding about deep time and that we live on an ever changing planet.

The lab component of this class will be entirely in the field. We will visit key geologic outcrops that represent a large part of Earth history. We will explore the regional geology in New England and Upstate New York during three weekends throughout the semester (one half day, one full day and one two day trip). The class will conclude with a 5-day field trip to the southwestern United States in mid-May.

Units: 1.25; Max Enrollment: 10; Prerequisites: Any 100-level GEOS course.; Instructor: Monecke; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: GEOS203  Title: Earth Materials with Laboratory

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, magnas, 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.

Units: 1.25; Max Enrollment: 14; Prerequisites: Any 100-level GEOS course.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: GEOS208  Title: Oceanography

The Earth is an ocean planet. Covering 71 percent of the Earth's surface and holding 97 percent of the Earth's water, the oceans are perhaps our planet's most distinctive feature. This course will address fundamental questions about the oceans such as, why do we have oceans and ocean basins? Why do we have ocean currents? How have the interactions among physical, chemical, and biological processes produced the ocean we have today? Why should we strive to learn more about the oceans, and what are the links between the oceans and Earth's climate? In-class exercises, case studies, and data analysis will emphasize fundamental oceanographic processes and problem solving skills. A mandatory field trip to the coast will allow students to explore coastal processes in action.

Units: 1; Max Enrollment: 28; Prerequisites: Any 100-level GEOS, ES, or BISC course, or permission of the instructor.; Instructor: Palevsky; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;

Course ID: GEOS210  Title: Hydrogeology: Water and Pollutants with Laboratory

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.

Units: 1.25; Max Enrollment: 10; Prerequisites: Any 100-level GEOS course (except GEOS 111), or permission of the instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: GEOS218  Title: Geomorphology with Laboratory

The Earth's surface is constantly changing and is controlled by the interaction of topography and climate. In this class we will investigate the major landforms that can be found on Earth's surface, the processes that have shaped them, the delicate balance between landform and process, and the rates of geomorphic change. Among other processes, we will explore glacial activity, coastal processes, landslides, and stream flow. Topographic maps, surveying equipment, and geographic information systems (GIS) will be used to analyze and interpret geomorphic features. A variety of landforms will be studied during outdoor lab exercises and two one-day weekend field trips.

Units: 1.25; Max Enrollment: 14; Prerequisites: Any 100-level GEOS course.; Instructor: Monecke; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years.;

Course ID: GEOS238H  Title: Field Geology in the Southwestern USA

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.

Units: 0.5; Max Enrollment: 20; Prerequisites: Any 100-level GEOS course and permission of the instructor.; Instructor: Staff; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's Office approval.;

Course ID: GEOS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
Course ID: GEOS250G  Title: Group Research and Group Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of Instructor; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GEOS250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit.;

Course ID: GEOS304  Title: Sedimentology and Stratigraphy with Laboratory

Sediments and sedimentary rocks cover most of the Earth's present surface. Sedimentology encompasses the study of the origin, transport, deposition, and lithification of sedimentary rocks and is critical to accurate interpretation of the geologic rock record. Observations of modern sedimentary processes illuminate past environments; sedimentary strata record evidence of mountain building and seismic activity, glacial advances and paleoclimate cycles, and preserve the fossil record. Natural resources including groundwater, coal, and petroleum are found in sedimentary rocks. Society is impacted by sedimentary processes in popular human habitats including coastlines and flood plains. Readings and discussions build students' familiarity with topics such as sediment transport, stratigraphy, and modern and ancient depositional environments. A semester-long project, laboratory exercises, and mandatory field trips emphasize field methods, rock identification, and data collection, analysis, and interpretation.

Units: 1.25; Max Enrollment: 14; Prerequisites: GEOS 200, GEOS 203, or permission of the instructor.; Instructor: Monecke; Distribution Requirements: NPS - Natural and Physical Sciences; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: GEOS315  Title: Environmental Geochemistry with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: One course above the 100 level in two of the following disciplines; Instructor: Brabander; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: GEOS316  Title: Paleoseismology

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.

Units: 1; Max Enrollment: 14; Prerequisites: Any 200-level GEOS course, or permission of the instructor.; Instructor: Monecke; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: GEOS318  Title: Tectonics and Structural Geology with Laboratory

This course is an overview of the relationship between plate tectonics and rock deformation. Students will explore and discover the descriptive, kinematic and dynamic analysis of deformed rocks and the theoretical treatment of stress and strain, rock rheology and other factors that control deformation. Lecture and laboratory sessions are integrated to create a studio-style, project-based learning experience. Classroom learning will be supplemented by mandatory field trips that emphasize fundamental field methods, such as measuring and mapping rock units and geologic structures.

Units: 1.25; Max Enrollment: 14; Prerequisites: GEOS 200, GEOS 203, or permission of the instructor.; Instructor: Staff; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;
Course ID: GEOS320  Title: Isotope Geochemistry

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. Each student will have the opportunity to lead a seminar on a topic related to their NSF styled research proposal which is the main course deliverable.

Units: 1; Max Enrollment: 12; Prerequisites: Any 200-level GEOS course, or permission of the instructor.; Instructor: Brabander; Distribution Requirements: NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;

Course ID: GEOS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GEOS350G  Title: Group Research and Group Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of Instructor; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GEOS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: GEOS370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: GEOS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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 Studies

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 counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Berlin program during Wintersession.

German Studies Major

Goals for the German Studies Major

Students who major in German will be able to:

- speak, understand, read, and write German with advanced proficiency.
- formulate a clear argument verbally or in written form.
- contextualize, assess, and critique different types of cultural production (literary, historical, journalistic, musical, cinematic, scholarly, etc.).
- identify and discuss key historical moments and representative German-language cultural production from 1800 to the present.
- employ their cultural and linguistic preparation in related graduate studies, in courses of studies at a German-speaking university, in internships in German-speaking organizations, and in a range of 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 towards 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 Tübingen or Munich, or another program approved by the College.

German Studies Minor

Requirements for the German Studies Minor

The minor in German Studies requires a minimum of six units beyond GER 102 of which at least five units have to be at the 200 level or above. Two of the six units 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 minor. Each student should consult with her department advisor about the best sequence of courses.

GER Courses

Course ID: CAMS213/GER288  Title: From Berlin and London to Hollywood (in English)

This course offers an introduction to the formative years of Hollywood by tracing the impact of European cinema on the American movie industry. Focusing on the work of film directors who in the first half of the twentieth century left the European centers of film-making for Hollywood, we will discuss the commercial competition between Berlin, London, and Hollywood as well as notions of aesthetic transfer. Among the actors and directors to be discussed are Marlene Dietrich, Alfred Hitchcock, F.W. Murnau, Fritz Lang, Ernst Lubisch, Billy Wilder, Douglas Sirk, Charlie Chaplin and others.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS213; Prerequisites: None; Instructor: Nolden; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: CAMS286/GER286  Title: Fantasy Factories: Film and Propaganda in Nazi Germany and Beyond (in English)

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS286; Prerequisites: None; Instructor: Hans; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Spring;

Course ID: GER101  Title: Beginning German

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.
Course ID: GER102  Title: Beginning German

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.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Nolden; Typical Periods Offered: Fall; Winter; Semesters Offered this Academic Year: Winter; Fall; Notes: Each semester of GER 101 and GER 102 earns one unit of credit. Both semesters must be completed satisfactorily to receive credit for either course. The department strongly urges all participants to sign up for both semesters in order to achieve the full introduction to the language that both semesters provide.;

Course ID: GER130  Title: Fairy Tales and Children's Literature: The Cultural Legacy of the Brothers Grimm (in English)

This seminar focuses on fairy tales, their history, and their continued impact on contemporary culture. We begin by studying the tales themselves, trying to uncover their original meanings and purposes. Out of what historical moments and psychological needs did the tales arise? Why did the Brothers Grimm collect and compile them in the first place? We then consider the ways in which they have been rescripted and repurposed in everything from poetry to popular film, examining how cultural production appropriates these fairy tale structures, even while radically straying from them. We read these texts against the backdrop of a range of theoretical approaches to childhood and to literary and cultural criticism, in order to uncover their significance in the past and today.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Hans; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: GER130Y  Title: First-Year Seminar: Fairy Tales and Children's Literature: The Cultural Legacy of the Brothers Grimm (in English)

This seminar focuses on fairy tales, their history, and their continued impact on contemporary culture. We begin by studying the tales themselves, trying to uncover their original meanings and purposes. Out of what historical moments and psychological needs did the tales arise? Why did the Brothers Grimm collect and compile them in the first place? We then consider the ways in which they have been rescripted and repurposed in everything from poetry to popular film, examining how cultural production appropriates these fairy tale structures, even while radically straying from them. We read these texts against the backdrop of a range of theoretical approaches to childhood and to literary and cultural criticism, in order to uncover their significance in the past and today.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first-year students only.; Instructor: Hans; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: GER201  Title: Intermediate German

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.

Units: 1; Max Enrollment: 25; Prerequisites: GER 101 and GER 102 or permission of the instructor.; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: GER202  Title: Intermediate German

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.

Units: 1; Max Enrollment: 25; Prerequisites: GER 101 and GER 102 or permission of the instructor.; Instructor: Mericka; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: GER202W  Title: Intermediate German in Berlin

Like GER 202 on campus, this course strengthens and expands all language skills including idiomatic grammar review, oral and listening practice, readings on contemporary and historical topics, and practice in
This course will be taught as an intensive Wintersession course in Berlin and will feature an important cultural component.

Units: 1; Max Enrollment: 14; Prerequisites: GER 201 or permission of the instructor. Application required. Not open to students who have taken GER 202.; Instructor: Nolden; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter; Notes: 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.;

Course ID: GER225  Title: Cultural Capitals: Berlin, Prague, Vienna (in English)

This course will introduce us to some of the focal points of Europe's cultural geography and trace the historical development of ideas and styles that shaped modernism. We will discuss the rise of Enlightenment thought and politics in 18th-century and the genesis of bourgeois idioms at the turn-of-the-century, their critique in Sigmund Freud's Vienna and in Bert Brecht's and Dada's Berlins, as well as the crisis of subjectivity in Franz Kafka's Prague. Materials will be drawn from literature, music, paintings, and film.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Hans; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;

Course ID: GER229  Title: Border-Crossings: German Culture in a Global Context (in English)

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 und 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.

Units: 1; Max Enrollment: 15; Prerequisites: None.; Instructor: Hans; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: GER231  Title: Once Upon a Time There Were Two Brothers: Fairy Tales, Genre, and Nation

This course will explore the fairy tale, with an emphasis on the works collected by the Brothers Grimm, and will trace its cultural legacy: 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 complex 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.

Units: 1; Max Enrollment: 25; Prerequisites: GER 202 or permission of the instructor.; Instructor: Hans; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall;

Course ID: GER236  Title: Memory, Identity, and Nation in German Short Stories (1945-present)

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.

Units: 1; Max Enrollment: 25; Prerequisites: GER 202 or permission of the instructor.; Instructor: Hans; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: GER238  Title: Graphic Novels - Conversations About Germany Today

This conversation course will introduce students to important topics of recent German history, beginning with the fall of the wall to present-day concerns about climate change. We will be basing our conversations on graphic novels to learn how authors represent issues of societal concern by addressing primarily younger German audiences. Appreciating the interplay of image and word, we will identify prominent patterns of colloquial speech to inform our own conversational practice.
Course ID: GER239  Title: Germany and Austria Today: Advanced Conversation and Composition

Intensive practice in oral and written communication and presentation; introduction to rhetorical strategies of conversation and discussion; introduction to elements of German prose style; practice of various forms of writing. Review of selected grammar topics. On the basis of newspaper and magazine articles, essays and stories, television news, film clips, and website materials, we will discuss and write about current events and issues in Germany and Austria. Designed for students who have completed four or five semesters of language training or equivalent.

Units: 1; Max Enrollment: 25; Prerequisites: GER 202 or permission of instructor.; Instructor: Thomas Nolden; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: GER250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GER250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: GER258  Title: Deutschland Bilder: Recent Images of Germany

Focusing on the last two decades, this course will discuss how Germany has been featured in the imagination of writers, painters, and film makers both born in Germany and abroad.

Units: 1; Max Enrollment: 25; Prerequisites: GER 202 or permission by instructor.; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: GER325  Title: Cultural Capitals: Berlin, Prague, Vienna

This course will introduce us to some of the focal points of Europe's cultural geography and trace the historical development of ideas and styles that shaped modernism. We will discuss the rise of Enlightenment thought and politics in 18th-century and the genesis of bourgeois idioms at the turn-of-the century, their critique in Sigmund Freud's Vienna and in Bert Brecht's and Dada's Berlins, as well as the crisis of subjectivity in Franz Kafka's Prague. Materials will be drawn from literature, music, paintings, and film. Class meetings taught in German with readings and discussions in German.

Units: 1; Max Enrollment: 25; Prerequisites: One unit, taught in German above GER 202, or by permission of instructor.; Instructor: Hans; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: GER329  Title: Border Crossing: German Culture in a Global Context

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.

Units: 1; Max Enrollment: 15; Prerequisites: Two units taught in German above 202, or permission of the instructor.; Instructor: Hans; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered; Notes: 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.;

Course ID: GER350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
Course ID: GER350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: GER360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.

Course ID: GER370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: GER 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.

Course ID: GER386  Title: Seminar: Creating Culture: Women and Cultural Production in Early 20th Century Germany

This seminar focuses on women's lives and the ways women depicted them in early 20th century Germany. Germany in this era presents a fascinating example of the ways in which changing institutions and norms shaped women's roles and lives. In cultural production from the time, we see the hopes and fears raised by emancipation: the specter of female desire in Wedekind's Lulu plays, the women grappling with gender roles in Sagan's Mädchen in Uniform (1931). How did these women challenge cultural conventions and help redefine a canon? We will consider, as well, the lives of women creators: from Käthe Kollwitz, whose art movingly engaged with women's loss, to Leni Riefenstahl, whose rapid rise as director was tied to the notoriety of her work for the Nazis.

Units: 1; Max Enrollment: 12; Prerequisites: Two units taught in German above 202, or permission of the instructor.; Instructor: Anjeana Hans; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every four years; Semesters Offered this Academic Year: Fall;

Course ID: GER387  Title: Seminar: New Media

In this seminar we will be asking the following questions: Which media have shaped the development of culture in German-speaking countries? How do new media disrupt established forms of public discourse? What are the responses to the introduction of new media? Our course will be spanning large segments of cultural and media history, beginning with impact of the printing press during the Renaissance through the introduction of paperback novels, photography, sound film, the graphic novel, and finally the internet novel.

Units: 1; Max Enrollment: 0; Prerequisites: One 300-level unit or permission of the instructor.; Instructor: Nolden; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: GER388  Title: Seminar: Germany, Europe, and the US: Stories of Love and Hate

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.

Units: 1; Max Enrollment: 15; Prerequisites: One 300-level course or permission of the instructor.; Instructor: Nolden; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: GER389  Title: Seminar: Shaping the Subject: Culture and Identity in Germany

This course examines how culture has constructed and engaged with the power structures that shape the human experience in Germany over the past centuries. How is identity defined by and subjectivity essentially created by culture and society? How are the categories by which we identify ourselves — gender, ethnicity, class — put into place through cultural discourse? We will consider the changing relationships between the individual and such systems as family, medicine, religion, and state, and trace how these relationships are both interrogated and affirmed in literature, film, art, and theoretical writings. We will analyze the family and the codification of gender roles in texts like Lessing's "Emilia Galotti," the influence of social norms and codes in Büchner's "Woyzeck," the power of the state and its incursion on the personal in Christa Wolf's "What remains."
We will trace the subject from older, often canonical texts into contemporary culture. Lectures, readings, and discussions in German.

Units: 1; Max Enrollment: 25; Prerequisites: One 300-level course or permission of the instructor.; Instructor: Hans; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered;
History

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

Successful history students can

A. Build KNOWLEDGE and UNDERSTANDING

1. Understand the process of change over time, both broadly (based on the study of human communities in a variety of times and places) and deeply (based on the intensive study of human communities in at least one time and place).

2. Discern the relationship between past and present, including especially the differences between them.

3. Demonstrate familiarity with the histories and historiographies of a range of cultures and chronological periods.

4. Acquire proficiency in a specialized historical and historiographical knowledge about selected regions or about comparative problems that span various cultures and times.

B. Develop ABILITIES and SKILLS

1. Generate sound arguments about historical causality.

2. Judge the soundness of historical arguments.

3. Read, understand, and critically assess scholarly articles and monographs, based on extensive training and experience.

4. Collect, assess, and interpret primary sources and other evidence.

5. Craft concise analytical essays and longer research papers.

6. Communicate orally with confidence.

C. Learn ATTITUDES and VALUES

1. See, from a humanistic perspective, individuals and communities as part of a larger temporal stream.

2. See, from a social-scientific perspective, human societies and cultures as evolving systems.
3. Recognize a civic responsibility to understand, interpret, communicate, and preserve the historical record.

**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 adviser, 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 2019-2020 is Nikhil Rao.

Students who elect the International Relations-History major take the following courses in addition to the International Relations core, which consists of HIST 205, POLS 221, and ECON 101, 102, and one 200-level (ECON 213, 214, or 220):

1. Two history courses dealing substantively with the premodern period to be selected in consultation with the student’s advisor.

2. Three history courses dealing with the modern history of countries or regions or with modern international history. If a modern international history is chosen to fulfill the requirement specified here, it must be in addition to the two required modern international history courses specified in section 3.
3. Two courses dealing with modern international history to be selected in consultation with the student's advisor.

4. HIST 395: International History Seminar

(Three of these eight history courses must focus on one region of the world; four courses [which may include HIST 395, but not HIST 205] must deal with the world beyond Europe and North America; and at least two courses must be 300-level seminars [may include HIST 395].)

5. One additional 200- or 300-level course in, for example, Africana Studies, Anthropology, Economics, Political Science, Sociology, or Women's and Gender Studies to be selected in consultation with the student's advisor.

6. At least two 300-level units must be completed at Wellesley.

---

**History Minor**

**Requirements for the History Minor**

The history minor consists of a minimum of five units of course work, of which at least one course (1.0 unit) must be at the 300 level (excluding 350). 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 Courses**

**Course ID: ENG221/HIST221  Title: The Renaissance**

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: ENG221; Prerequisites: None; Instructor: Grote and Wall-Randell (English); Distribution Requirements: LL - Language and Literature; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

**Course ID: ES299/HIST299  Title: U.S. Environmental History**

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: HIST299; Prerequisites: None; Instructor: Turner; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: HIST114Y Title: First-Year Seminar: American Hauntings

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open to first-year students only.; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Spring;

Course ID: HIST116Y Title: First-Year Seminar: Vladimir Putin: Personage, President, Potentate

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.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first-year students only.; Instructor: Tumarkin; Distribution Requirements: HS - Historical Studies; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: HIST200 Title: Roots of the Western Tradition

In this introductory survey, we will examine how the religious, political, and scientific traditions of Western civilization originated in Mesopotamia and Egypt from 3500 B.C.E. and were developed by Greeks and Romans until the Islamic invasions of the seventh century C.E. The course will help students to understand the emergence of polytheism and the great monotheistic religions, the development of democracy and republicanism, and the birth of Western science and the scientific method.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Rogers; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST201 Title: The Rise of the West? Europe 1789-2003

This course traces the history of modern Europe and the idea of “the West” from the French Revolution to the Second Gulf War. We will explore the successes of empire, industry, and technology that underwrote European global domination until World War I and Europe's subsequent financial dependence on the United States. We will reexamine conventional narratives of the rise of Europe and the West, and explore how people experienced “progress” differently according to geography, class, gender, nationality, and ethnicity. We will also follow the emergence of mass consumption, urbanization, total war, genocide, and decolonization, as well as the developing political idioms of national self-determination, feminism, and human rights, and the scientific idioms of eugenics, psychology, and anthropology.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Slobodian; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: HIST203 Title: Out of Many: American History to 1877

An introduction to American life, politics, and culture, from the colonial period through the aftermath of the Civil War. Surveys the perspectives of the many peoples converging on North America during this era, and explores the shifting fault lines of “liberty” among them. Because Early America was not inevitably bound toward the creation of the “United States of America,” we will ask how such an unlikely thing, in fact, happened. How did a nation emerge from such a diverse array of communities? And how did various peoples come to claim citizenship in this new nation? Emphasis, too, on the issues that convulsed the American colonies and early republic: African slavery, revolutionary politics, immigration, westward expansion, and the coming of the Civil War.
The United States' past is one of making and remaking the nation—as a government, a place, and a concept. This course surveys that dynamic process from the Reconstruction period through 9/11. Examining the people, practices, and politics behind U.S. nation building, we will consider questions of how different groups have defined and adopted “American” identities, and how definitions of the nation and citizenship shifted in relation to domestic and global happenings. This will include considering how ideas of gender, race, ethnicity, and citizenship intersected within projects of nation building. We will cover topics that include domestic race relations, U.S. imperialism, mass consumption, globalization, and terrorism, and developments such as legalized segregation, the Depression, World Wars I and II, and modern social progressive and conservative movements.

This foundational course in international history explores the evolution of trade, competition, and cultural interaction among the world's diverse communities, from the Mongol conquests of the late thirteenth century through the end of the twentieth century. Themes include: the centrality of Asia to the earliest global networks of trade and interaction; the rise of European wealth and power in the seventeenth and eighteenth centuries; empires; imperialism and its impact; the evolution of the nation-state; scientific and industrial revolutions; and "modernization" and the new patterns of globalization during the late twentieth century. Attention to agents of global integration, including trade, technology, migration, dissemination of ideas, conquest, war, and disease.

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 leftism, populism, authoritarianism, and neoliberalism; the patterns of peace, violence, and the drug trade; the considerable U.S. influence in the region, and finally, transnational migration and globalization.

This course examines life in medieval Europe c. 750-1250 in all its manifestations: political, religious, social, cultural, and economic. Topics to be studied include the papacy; the political structures of France, Germany, and Italy; monks and monastic culture; religion and spirituality; feudalism; chivalry; courtly love and literature; the crusading movement; intellectual life and theological debates; economic structures and their transformations; and the varied roles of women in medieval life. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

The Empire of the Indies or New World was part of the larger Spanish Empire, and comprised the American continent, the Philippine and the Mariana Islands in the Pacific. At the height of its power in the seventeenth century, the Spanish Empire was a global enterprise in which Portuguese, Aztec, Genoese, Chinese, Japanese, Flemish, Inka and Romans played essential roles in its daily functioning and constitution. This course traces the making and consolidation of the Empire of the Indies by examining the resources, peoples, and ideas that it contributed to Spain’s overwhelming power ca. 1500s-1780s. It interrogates evolving
meanings and understandings of empire, colonialism, and modernity, and the cultural transformations of native populations and Europeans in historic and geographical context.

Course ID: HIST212  Title: Atlantic Revolutions and the Birth of Nations

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?

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Osorio; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST213  Title: Conquest and Crusade in the Medieval Mediterranean

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Ramseyer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: HIST214  Title: Medieval Italy

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Ramseyer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: HIST215  Title: Gender and Nation in Latin America

Since their invention in the early nineteenth century, nations and states in Latin America have been conceived of in gendered terms. This has played a key role in producing and reproducing masculine and feminine identities in society. This course examines the powerful relationship between gender and nation in modern Latin America. Topics include patriarchal discourses of state and feminized representations of nation; the national project to define the family as a male-centered nuclear institution; the idealization of motherhood as a national and Christian virtue; the role of military regimes in promoting masculine ideologies; state regulations of sexuality and prostitution; changing definitions of the feminine and masculine in relation to the emergence of “public” and “private” spheres; and struggles over the definition of citizenship and nationality.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Osorio; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST220  Title: United States Consumer Culture and Citizenship

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Greer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST222  Title: The Barbarian Kingdoms of Early Medieval Europe

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Ramseyer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: HIST228  Title: Swords and Scandals: Ancient History in Films, Documentaries, and Online

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Rogers; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST229  Title: Alexander the Great: Psychopath or Philosopher King

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; HIST 329 requires permission of the instructor.; Instructor: Rogers; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Students who have taken this course as 229 are not eligible to take the course as 329.;

Course ID: HIST230  Title: Greek History from the Bronze Age to the Death of Philip II of Macedon

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Rogers; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST231  Title: History of Rome

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Rogers; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST232  Title: The Transformation of the Western World: Europe from 1350 to 1815

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 seafaring 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Grote; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;  

Course ID: HIST233  Title: In Search of the Enlightenment

What was the Enlightenment? Of all eras, it has probably the greatest parental claim to the values, politics, and sciences of the modern West. It witnessed the triumph of Newtonian physics and the demise of miracles; devalued the authority of the Bible; legitimized democratic, nationalist, and feminist politics; dealt devastating blows to the political prerogatives of monarchs, aristocrats and the clergy; attacked torture and the death penalty; and powerfully defended religious toleration, freedom of the press, and human rights. To understand these and other alleged accomplishments of the Enlightenment, we will study the works of the greatest luminaries to frequent the coffeehouses, salons, and secret societies of the seventeenth and eighteenth centuries, including Kant, Rousseau, Locke, Diderot, Herder, Beccaria, Mary Wollstonecraft, and Spinoza.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Grote; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;  

Course ID: HIST234  Title: The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon

This course traces the tumultuous history of Europe's German lands in the three centuries between the Middle Ages and the modern era, long identified with the origins of twentieth-century German militarism and anti-Semitism. We will focus on what makes this fascinating period distinctive: Germany's uniquely persistent political diversity and the religious schism that gave Germany multiple national religions. Topics include the Protestant Reformation, the Great Witch Panic, the devastating Thirty Years War that destroyed 150 years of economic growth, Prussia and Frederick the Great, the Enlightenment, the Napoleonic Wars, and the demise of the extraordinarily complex political system known as the Holy Roman Empire. Sources include treaties, treatises, literature, autobiographical texts, visual art, and music, by, among others, Luther, Bach, Lessing, Mozart, and Goethe.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Grote; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;  

Course ID: HIST240  Title: Cities in Modern Europe

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Slobodian; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;  

Course ID: HIST242  Title: Postwar Europe and the Three Germanies

In 1945, Germany's war had left much of Europe in ruins. Yet postwar planners recognized that the continent's strongest economic power and most populous country would have to remain the center of a reconstructed Europe. This course explores the challenges confronting a divided continent after 1945 through the histories of East and West Germany, which faced similar problems but developed solutions that reflected the differing ideologies of state socialism and capitalism. It compares the relative influence of the U.S. and Soviet "partners," strategies for dealing with the Nazi past and histories of collaboration, and efforts to build consumer culture and domestic consent. It also compares youth revolt, gender politics, and immigration, and explores the role of a third, reunited Germany in Europe and the world after 1989.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Slobodian; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;  

Course ID: HIST243  Title: Gender and Sexuality in Twentieth-Century Europe
Issues of gender and sexuality were central to projects of social and political transformation in twentieth-century Europe. Regimes of nationalism, socialism, fascism, and capitalism each provided prescriptive models of “good” and “healthy” gender relationships, making sexuality the frequent and ongoing site for state and scientific intervention. At the same time, the ruptures of two world wars and the effects of modernization created spaces for unprecedented challenges to sexual mores from below. This course explores the fraught, and occasionally deadly, debates over sexual normalcy in twentieth-century Europe through the topics of eugenics, psychoanalysis, first- and second-wave feminism, the sexual politics of fascism, and the rise of the permissive society.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Slobodian; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: HIST244  Title: History of the American West: Manifest Destiny to Pacific Imperialism

With its sweeping landscapes, grand myths, and oversized egos, the American West has loomed large within U.S. history. Since the nation's birth, Americans looked toward the horizon and imagined their destinies, a gaze since copied by historians, novelists, and filmmakers. Nevertheless, the history of this vast region is much more fractured and complex. This course explores the West-as an idea and place-from the early nineteenth century through World War I. While we will engage the ways that Americans conjured and conquered the region, we will also look beyond their gaze toward the varied empires, peoples, and forces that created the West. Topics covered include: Northern New Spain and Mexico; American Indians and U.S. expansionism; transcontinental and trans-Pacific trade and (im)migration; race, gender, and identity.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Quintana; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: HIST245  Title: The Social History of American Capitalism from Revolution to Empire

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 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Quintana; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: HIST246  Title: Vikings, Icons, Mongols, and Tsars

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Tumarkin; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST247  Title: Splendor and Serfdom: Russia Under the Romanovs

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Tumarkin; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST248  Title: The Soviet Union: A Tragic Colossus

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Tumarkin; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: HIST249  Title: Cold War Culture and Politics in the United States

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Greer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Open to first-year students and sophomores.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: HIST250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Open to first-year students and sophomores; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: HIST252  Title: The Civil Rights Movement Reconsidered

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?

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Greer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: HIST253  Title: First Peoples: An Introduction to Native American History

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: HIST254  Title: The United States in the World War II Era

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Greer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;
Course ID: HIST256  Title: Brave New Worlds: Colonial American History and Culture

This course considers America's colonial past. It is a bloody but fascinating history, with plenty of twists and turns. We will investigate colonial American culture and ordinary life, including gender, family life, ecology, the material world, religion, and magical belief, as well as the struggles experienced by the earliest colonists and the imperial competition that characterized the colonial period. Between 1607 and 1763, a florid variety of cultures bloomed on the North American continent. We will explore these, with an eye toward understanding how the English colonies emerged from very uncertain beginnings to become—by the mid-eighteenth century—the prevailing power on the continent.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST260  Title: Pursuits of Happiness: America in the Age of Revolution

Investigates the origins and aftermath of one of the most improbable events in American history: the American Revolution. What pushed colonists to rebel, rather suddenly, against Britain? And what social struggles followed in the war's wake? We will explore the experiences of ordinary Americans, including women and slaves; examine the material culture of Revolutionary America; trace the intellectual histories of the founders; and witness the creation of a national identity and constitution. Those who lived through the rebellion left behind plenty of material: letters; pamphlets; teapots; runaway slave advertisements; diaries. We will consider these and more. Visits to Boston historic sites will take you back in time and space to the besieged, volatile city that led the colonies into war.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST261/PEAC261  Title: Civil War and the World

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC261; Prerequisites: None; Instructor: Quintana; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST263/PEAC224  Title: South Africa in Historical Perspective: Rereading the Past, Re-imagining the Future

South Africa's new constitution and dynamic forms of social activism and cultural expression represent powerful forces for democracy and equality. However, the legacy of Apartheid and the constraints on the transition to majority rule in 1991-1994 still negatively affect people's living conditions along the lines of race, class, and gender. This course traces South Africa's history from 1652 to the present, with themes including: the establishment of colonial rule; the destruction of pre-colonial polities; slavery and emancipation; White nationalism and the establishment of Apartheid; African nationalist movements and other forms of resistance; the fraught transition to majority rule, including the Truth and Reconciliation process; South Africa's dynamic popular and public culture, and ongoing efforts to counter poverty, public corruption, HIV-AIDS, gender-based violence, and “xenophobia”.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC224; Prerequisites: None; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST264  Title: The History of Pre-Colonial Africa

Pre-colonial Africa encompasses ancient agrarian kingdoms (such as Egypt and Merowe), city-states on the shores of sea and desert, and “nations without kings,” with their own, unique social and political institutions. Students will learn about the material bases of these societies, as well as their social relations and cultural production, all the while familiarizing themselves with the rich array of written, oral, linguistic, and archeological sources available to the historian of Africa. After 1500, in the era of the European expansion, large parts of Africa were incorporated into the Atlantic tropical plantation complex through the slave trade. The enormous impact on Africa of this unprecedented forced migration of Africans to the Americas from 1500 to the 1880s will constitute the concluding theme.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST265</td>
<td>Title: History of Modern Africa</td>
<td>Many of Africa's current characteristics are the legacy of colonial domination. We will therefore first study different kinds of colonies, from those settled by White planters to the &quot;Cinderellas&quot; 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.</td>
</tr>
<tr>
<td>HIST266/SAS266</td>
<td>Title: Port Cities of the Indian Ocean in Historical Perspective</td>
<td>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, Jeddah, Kuwait, Bahrain, Dubai, Du, and Bombay/Mumbai.</td>
</tr>
<tr>
<td>HIST267</td>
<td>Title: Deep in the Heart: The American South in the Nineteenth Century</td>
<td>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.</td>
</tr>
<tr>
<td>HIST269</td>
<td>Title: Japan, the Great Powers, and East Asia, 1853-1993</td>
<td>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 &quot;civilizational&quot; 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.</td>
</tr>
<tr>
<td>HIST270</td>
<td>Title: Colonialism, Nationalism, and Decolonization in South Asia</td>
<td>The Mughal Empire in late seventeenth-century India was recognized as one of the richest and strongest powers in the world. Yet by the early nineteenth-century, the British ruled the subcontinent. This course begins by examining the colonization of India. Colonial rule meant important changes to Indian life, spurred by British attempts to create private property, introduce social reforms, and spread English education. However, colonial rule also led to nationalism and efforts to imagine India as a unified nation-state. The course considers leaders such as Mohandas Gandhi and Mohammed Ali Jinnah's struggles against the British, culminating in Independence but also Partition of the subcontinent in 1947. We consider a wide range of sources including films, literature, and primary documents.</td>
</tr>
</tbody>
</table>
Course ID: HIST272  Title: Political Economy of Development in Colonial and Post-Colonial South Asia

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Rao; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST274  Title: China, Japan, and Korea in Comparative and Global Perspectives

Overview of each political/cultural community and their interactions from ancient times to 1912. Topics from earlier periods include ancient mytho-histories and archaeological records, the rise of China's Han and Tang empires, selective adaptations of Chinese patterns by indigenous polities and societies in Korea and Japan, commercial and technological revolution in China and its international impact, Mongol "globalization," Japan in the age of the samurai, and Korea in the heyday of the yangban. Topics from later periods include the growth of international trade in East Asia and early modern developments in Ming-Qing China, Tokugawa Japan, and Late 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Matsusaka; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST275  Title: The Emergence of Ethnic Identities in Modern South Asia

South Asian society has long been represented by rigid systems of hierarchy. Caste, most famously, has been represented as an inexorable determinant of social possibility. Yet, what are the ways in which people actually identify themselves, and to what extent is hierarchical identification a product of South Asia's modern history? This course explores the problems of social and cultural difference in South Asia. How do modern institutions such as the census and electoral politics shape the way in which these problems are perceived today? What are the effects of the introduction of English education? Caste will be the primary form of identity that we explore, but we also consider class, religion, and gender in seeking to unravel the complex notion of ethnicity.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Rao; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST276  Title: The City in Modern South Asia

South Asian cities are currently undergoing massive demographic and spatial transformations. These cannot be understood without a consideration of both the specific history of South Asia and a broader account of urban change. This course examines these changes in historical perspective and situates urban South Asia within a global context. How did colonial rule transform old cities such as Delhi and Lahore? How were the differing ideologies of India and Pakistan mapped onto new capitals such as Chandigarh and Islamabad? How are ethnic pasts and techno futures reconciled in booming cities such as Bangalore and Mumbai? What are the connections between the urban environment and political mobilization? We consider a range of sources, including scholarly literature, films, and short stories.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Rao; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST277  Title: China and America: Evolution of a Troubled Relationship

A survey of China's economic, cultural, and political interactions with the United States from 1784 to present with a focus on developments since 1940. Principal themes include: post-imperial China's pursuit of wealth and power, changing international conditions, military strategy, the influence of domestic politics and ideology, and the basic misunderstandings and prejudices that have long plagued this critical relationship. Topics include: trade throughout the centuries; American treatment of Chinese immigrants; World War II and the Chinese Revolution; the Cold War; Taiwan; and the ongoing instability of relations since 1979. Sources include the ever-increasing number of declassified U.S. documents as well as critical materials translated from the Chinese.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Giersch; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;
Course ID: HIST278  Title: Reform and Revolution in China, 1800 to the Present

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Giersch; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Students who have taken the course as HIST 279 are not eligible to take the course as HIST 278.

Course ID: HIST279  Title: Heresy and Popular Religion in the Middle Ages

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Ramseyer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall; Notes: Students who have taken the course as HIST 279 are not eligible to take the course as HIST 279. This course is not available for credit as HIST 379.

Course ID: HIST280  Title: Topics in Chinese Commerce and Business

China's stunning economic growth and the increasing visibility of transnational businesses run by entrepreneurs of Chinese descent have produced many efforts to explain the successes of “Chinese capitalism” and the “Chinese model.” Central to many arguments are debatable approaches to culture and history. Is there a uniquely Chinese way of doing business? Has mainland China developed a revolutionary new path of economic development? This course engages these debates through influential works on Chinese business and economic history, from the nineteenth century through the reform period (1978 to the present). Topics include corporate governance and the financing of firms; the role of kinship and networking (guanxi); changing political contexts of development; competition with foreign firms; the impact of globalization; and debates over China's remarkable economic rise.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Giersch; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall; Notes: Students who have taken the course as HIST 280 are not eligible to take the course as HIST 278.

Course ID: HIST284  Title: The Middle East in Modern History

This course provides a survey of Middle Eastern history from c.1900 to the present, with an emphasis on the Arab Middle East. It will focus on the historical developments of the period: the demise of the Ottoman Empire at the end of World War I; the Armenian genocide; the establishment of European “mandates” in most of the Arab world and the nationalist struggles for independence that ensued; the establishment of Israel and the expulsion of Palestinians in 1948; the Lebanese Civil War of 1975-1990; the Iranian Islamic Revolution of 1979 and the rise of Islamist political movements elsewhere; the regime of Saddam Hussein; the occupation of Kuwait and the Gulf War of 1990-1991; the failure of the Oslo peace process, Israeli settlements, and the increasing political power of Hamas and Hizbullah; the war in Iraq; the challenge of a potentially nuclear Iran, and the impact of the war in Syria.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: This course is not available for credit as HIST 284.

Course ID: HIST285/REL266  Title: Ottoman State and Society (1300-1923)

This course explores the emergence of the Ottoman state from a frontier principality into a world empire. Topics include pre-Ottoman Anatolia; frontier society; methods of conquest; centralization and organization of power; religion, architecture, and literature; land regime and peasantry; urbanization; and relations with European Empires as well as other Islamic states. Particular attention will be given to the institutionalization of religion in Ottoman state and society, including the employment of Sharia in political decision-making and legal judgments, and to the treatment of religious minorities in the empire. Readings from primary source texts (in English) and their recent interpretations.

Units: 1; Max Enrollment: 25; Crosslisted Courses: HIST285; Instructor: Efe Balikcioglu; Distribution Requirements: HS - Historical Studies; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: This course is not available for credit as HIST 285/REL 266.

Course ID: HIST293/MES293  Title: Changing Gender Constructions in the Modern Middle East


Intertwined with the political history of the modern Middle East are the dramatic cultural and social changes that have shaped how many Middle Easterners live their lives and imagine their futures. This course explores the historical contexts of the changing constructions of femininity and masculinity in different Middle Eastern settings from World War I to the present. Such contexts include nationalist and Islamist movements; economic, ecological, and demographic change; changing conceptions of modernity and tradition, individual and family, and public and private space; and state violence and civil war. Primary sources will focus on the self-representations of Middle Eastern men and women as they engaged with what they considered the major issues of their times.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES293; Prerequisites: None; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: HIST302  Title: Seminar: World War II as Memory and Myth

This seminar explores the many ways that victors and vanquished, victims and perpetrators, governments, political groups, and individuals have remembered, celebrated, commemorated, idealized, condemned, condoned, forgotten, ignored, and grappled with the vastly complex history and legacy of World War II in the past half-century. Our primary focus is the war in Europe, including Poland and Russia, although we will also consider the United States and Japan. We will investigate the construction of individual and collective memories about World War II and the creation and subsequent transformation of set myths about the war experience. In addition to books and articles, sources will include memoirs, primary documents, and films. We will also study the impact of war memories on international relations and analyze the "monumental politics" of war memorials.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Tumarkin; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST311  Title: Seminar: A New Birth of Freedom: Reimagining American History from Revolution to Civil War

In the years between the Revolution and the Civil War the United States experienced dramatic change: rapid geographic expansion, the growth and transformation of the market economy, the extension and evolution of slavery and the movement for abolition, and a Civil War that nearly destroyed the nation. These topics and others are long familiar to students of US history, but we will re-frame our analysis of this period: examining expansion by re-centering American Indians and competing imperial powers, considering the rise of the state within the broader framework of world history, and re-imagining slavery in the context of global capitalism. In considering these topics and others from a variety of perspectives, we will explore the continued significance of the early national era in American History.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Quintana; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: HIST312  Title: Seminar: Understanding Race in the United States, 1776-1918

This seminar explores the history of race from the American Revolution through the First World War. In this seminar we will explore what race means in the United States by examining the varied ways that it has shaped-and was shaped by-key moments in nineteenth century American history. Topics covered will include: slavery, the conquest of the American West, immigration, citizenship and the nation-state, Social Darwinism, the Great Migration, and American imperialism. Throughout the course we will seek to understand race in the United States by exploring the following questions: What is “race”? If it is but a concept or idea, how and why has it affected so many lives and dictated so much of our past?

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Quintana; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST314  Title: Seminar: Fashion Matters: Dress, Style, and Politics in U.S. History

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.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Instructor: Greer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: HIST319  Title: Seminar: Fear and Violence in Early America

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ’51 Speaking Intensive Course;

Course ID: HIST320  Title: Seminar: The Hand that Feeds: A History of American Food

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 eighteen-century coffeehouses, antebellum slave quarters, campfires of the American West, the slaughterhouses of the Chicago meat market-and, of course-McDonald's.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST321  Title: Seminar: Convicted: Crime and Punishment in Early America

This seminar explores how crime was defined, imagined, and punished, in colonial and early national America. The origins of many current American attitudes and practices, regarding crime, lie here—in the earliest years of settlement and state-making. In readings that visit the cobbled streets and cramped bedrooms of early America, as well as courtrooms and the gallows, we will meet thieves, counterfeiters, murderers, legislators, governors, vigilantes, and even America’s first policemen. Topics include: early theories of violence and criminality; domestic violence and murder; the history of public execution; the role of race and slavery in shaping criminal law; the evolution of American attitudes toward capital punishment; and the rise of the penitentiary.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Grandjean; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: HIST325  Title: “Veni; Vidi; Vici”: The Life and Times of C. Iulius Caesar

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 sense steered 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.

Units: 1; Max Enrollment: 25; Prerequisites: 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.; Instructor: Rogers; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST329  Title: Alexander the Great: Psychopath or Philosopher King

Alexander the Great murdered the man who saved his life, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the Eastern and Western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the
greatest warrior in history against the background of the Hellenistic world. This course may be taken as 229 or, with additional assignments, as 329.

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Instructor: Rogers; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Students who have taken this course as HIST 229 are not eligible to take the course as HIST 329.;

Course ID: HIST330  Title: Seminar: Revolution and Rebellion in Twelfth-Century European Society

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Ramseyer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST334  Title: Seminar: World Economic Orders, 1918-2008

The idea of the "world economy" as a single, interconnected entity only entered widespread discussion in Europe and North America after World War I. This course explores the diverse ways of imagining and ordering the world economy since then and what Europe's place has been within it, from imperial economies to national economies to a supposedly "globalized" economy to recent tilts of the European Union away from the United States and toward China and Russia. We will see how ideas such as development, modernization, and globalization have dictated falsely universal models, but have also served as emancipatory idioms for previously marginalized individuals and populations. We will demystify economic arguments and learn to study economic texts for their content, but also as political and cultural documents.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Slobodian; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: HIST340  Title: Seminar: Seeing Black: African Americans and United States Visual Culture

This course explores black Americans' relationship to visual culture in the twentieth-century United States. We will examine how African Americans have produced, used, and appeared in the visual media of news, entertainment, and marketing industries, and evaluate the significance of their representation to both black and non-black political and social agendas. Areas of inquiry will include the intersections between U.S. visual culture and race relations, African Americans' use of visual culture as a means of self- and group-expression, and the state's use of black media images. This exploration will take us through a study of Jim Crow politics, black migrations and artistic movement, U.S. foreign relations and conflicts, and the development of marketing and advertising.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Instructor: Greer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST341  Title: Seminar: Telling Stories: The Politics of Narrating the Black Freedom Struggle

When it comes to the modern black freedom movement, narration of "the struggle" bears heavily on African Americans' pursuits of civil rights, racial and economic equality, and national belonging. Popularly, the history of "the struggle" is a story of good Americans triumphing over bad racists. The simplicity of this narrative makes it ripe for appropriation; and individuals and institutions have put it to multiple uses, including: elevating certain forms of protest, mobilizing political support, selling material goods, and rolling back civil rights reforms. This seminar explores how historians have complicated the history of African Americans' freedom campaigns and considers how their interpretations shape perceptions of black activism, past and present. Topics will include: Emmett Till, black funeral homes, the Black Panther Breakfast program, and #BlackLivesMatter.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Greer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST350  Title: Research or Individual Study
What is mental health? This seminar examines the diversity of answers to this question across a variety of European cultures and subcultures from the end of the Middle Ages to the early twentieth century. Our focus will be on how particular communities' conceptions of mental health informed their ethical principles, behavioral norms, and modes of social control. Topics include meditation, confession of sins, journal-keeping, and other spiritual practices; historical representations of mental illness as foolishness, madness, and melancholy; the demise of humoral medicine and the rise of experimental psychology and neuroscience; the emergence of asylums and social engineering; and the history of controversy over psychoanalytic, electric, pharmaceutical, and other therapeutic techniques.

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 glamor 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.

In the sixteenth century for the first time the world became linked through networks of global trade. From Lisbon to Calicut to Macao to Manila to Potosi to Antwerp, peoples and places became increasingly integrated through labor systems, migration, and new economic and political relationships. 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.

This seminar 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, Inka, Aztec) as sources for the construction and legitimization 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.
Course ID: HIST360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: By permission of the department. See Academic Distinctions.;
Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: HIST365  Title: Seminar: African History through Public and Popular Culture

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST366/MES366  Title: Seminar: `Greater Syria' under Ottoman and European Colonial Rule, c. 1850-1950

This is a research seminar about the history of “Greater Syria” (modern Lebanon, Syria, Jordan and Israel/Palestinian Authority) from the perspective of its cities, especially Aleppo, Amman, Beirut, Damascus, Haifa, and Jerusalem. Focus on the impact of the Ottoman Empire's mid-nineteenth-century Tanzimat (or modernization) reforms; the Empire's demise after World War One, and European Mandate rule (French in Lebanon and Syria, and British in Trans-Jordan and Palestine). Themes include: changes in governance and the administration of Islamic law; localism, Arab nationalism, sectarianism, and changes in communal identities and inter-communal relations; migration, urban and demographic growth, and the transformation of urban space; Jewish nationalism and immigration, and the impact of World War Two.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES366; Prerequisites: By the permission of the instructor to students with some background in History and the Middle East.; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST369/MES369  Title: Histories of "Ethnic" and "Religious" Violence

A crucial aspect of modern international history is the large-scale violence against civilians that has marked recent civil wars throughout the world, from former Yugoslavia to Rwanda, Iraq, Syria, and beyond. Though such violence is often labeled “ethnic” or “religious,” its causes are much broader. We will study the causes and consequences of both state-perpetrated and communal violence, and delve into the scholarly (and legal) debates about political/social reconstruction and moral repair in the aftermath of such violence. The ethics of the representations of violence by historians and other authors/creators is also an important theme of the course. Student research papers will deal with aspects of a particular conflict in the Middle East, Africa, and the western Indian Ocean region.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES369; Prerequisites: Permission of the instructor to students with background in History, and/or African, Middle Eastern and Peace and Justice Studies.; Instructor: Lidwien Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: HIST370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: HIST 360 and permission of the department. If sufficient progress is made in Senior Thesis (360), students may continue with Senior Thesis (370) in the second semester.;
Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: HIST375  Title: Seminar: Empire and Modernity: The Rise and Fall of Spanish World Power

This course traces the rise and fall of the first modern European Empire, the Spanish Empire. This first global empire ca. 1500 ruled over parts of Europe, Africa, the Americas, and Asia. This course provides a historical understanding of early modern ideologies, the institutions and the cultural practices that enabled Spain to rule
over such vast territories. To this end we will examine the medieval precedents of early modern imperialism; theories of empire and monarchy; ideologies of conquest and colonization; theories of modernity and empire; models of conquest and colonial exploitation; the role of race and slavery in empire building abroad and at home; the various ways in which the “conquered” colonized Europe and Europeans; and the long-term consequences of these exchanges.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Rao; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST377  Title: Seminar: The City in Latin America

Urbanity has long been central to Latin American cultures. This seminar examines the historical development of Latin American cities from the Roman principles governing the grid pattern imposed by the Spanish in the sixteenth century through the development of the twentieth-century, postmodern megalopolis. The seminar’s three main objectives are to develop a theoretical framework within which to analyze and interpret the history, and historical study of Latin American cities; to provide a basic overview of the historical development of cities in the context of Latin American law, society, and culture; and to subject to critical analysis some of the theoretical “models” (i.e., Baroque, Classical, Dependency, Modernism, and so on) developed to interpret the evolution and workings of Latin American cities.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Osorio; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST379  Title: Heresy and Popular Religion in the Middle Ages

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. This course may be taken as HIST 279 or, with additional assignments, as HIST 379.

Units: 1; Max Enrollment: 25; Prerequisites: 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.; Instructor: Ramseyer; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall; Notes: Students who have taken the course as HIST 279 are not eligible to take the course as HIST 379.;

Course ID: HIST383  Title: Seminar: 1947: Partition in History and Memory in South Asia

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 Bapsi Sidhwa's *Cracking India*; feature films, such as Deepa Mehta's *1947*, and documentary films, such as Sabiha Sumar's *Silent Waters*.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Rao; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: HIST395  Title: International History Seminar: Legacies of Conquest: Empires in Chinese and World History

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Giersch; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
International Relations - Economics

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 2018-19, these are the contact people:

Economics: Akila Weerapana
History: Lidwien Kapteijns
Political Science: Stacie Goddard

Students who elect one of these International Relations majors may not combine it with a second major in their track department—e.g., students may not double major in International Relations-Economics and Economics. Other double majors are permitted, but generally 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.

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:

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 320, or ECON 328.
- 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

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 Courses

Course ID: IREC350  Title: Research or Individual Study
Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Semesters Offered this Academic Year: Not Offered;

Course ID: IREC360  Title: Senior Thesis Research
Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: IREC370  Title: Senior Thesis
Units: 1; Max Enrollment: 25; Prerequisites: IREC 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.
International Relations - History

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 2018-19, 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-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.

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:

History

Students who elect the International Relations-History major take the following courses in addition to the International Relations core:

- Two history courses dealing with the era before ca.1900
- Three history courses dealing with the modern history of countries or regions
- Two courses dealing with modern international history to be selected in consultation with the advisor
- HIST 395: International History Seminar

(Three of these eight History courses listed above, including one pre-1900 course, 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
- At least two 300-level units must be completed at Wellesley

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.

IRHI Courses

Course ID: IRHI350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: IRHI360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: IRHI370  Title: Senior Thesis
Units: 1; Max Enrollment: 25; Prerequisites: IRHI 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;
International Relations - Political Science

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 2018-19, 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-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:

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.

IRPS Courses

Course ID: IRPS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: IRPS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: IRPS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: IRPS370  Title: Senior Thesis
Units: 1; Max Enrollment: 25; Prerequisites: IRPS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;
Italian Studies

Italian Studies is a vast field, covering at least 10 centuries and featuring master works in every artistic and literary genre. Whether in the Middle Ages, the Renaissance, or the modern world, Italian culture has always been in the forefront of innovation and excellence. Many of the great names of world culture in the fields of art, literature, political science, philosophy, and cinema are Italian. However, many of Italian culture’s lesser-known names and works are equally rich and worthwhile studying. Our courses expose students to the wealth of Italian culture, allowing them access to and familiarity with the nation’s cultural heritage and its contemporary life. As all our upper-level courses and most of our intermediate-level ones are conducted in Italian, students have ample opportunity to hone their language skills.

All courses, unless otherwise listed, are conducted in Italian.

Qualified students are encouraged to spend their junior year in Italy on the Wellesley-Bologna program. See the Office of International Studies website for further information.

The Department of Italian Studies offers both a major and a minor. See Requirements for the Major.

Italian Studies Major

Goals for the Italian Studies Major

Students who major or minor in Italian Studies:

• Will speak and understand Italian at the advanced level, as detailed in the ACTFL proficiency guidelines.

• Will develop knowledge of the major authors and works from a variety of genres - poetry, prose, theatre, cinema - that form, but also contest, Italy's literary tradition and cultural heritage.

• Will be aware of the crucial moments and events of Italian history, starting in the Middle Ages and on to the present.

• Will acquire the critical thinking skills and the methodological and theoretical grounding that will serve them well should they opt to pursue their interest in Italian Studies at the graduate school level, such as how to conduct archival and bibliographical research, how to quote sources, and how to write scholarly essays.

Students who study only the language will speak and understand Italian at the intermediate level, as detailed in the ACTFL proficiency guidelines.

In particular, students will acquire analytical and critical skills in speaking and writing as a result of being exposed to Italian films, literature, history, social and legal issues. They will complete the language requirement with a solid knowledge of grammar and critical understanding of Italian culture.

Requirements for the Italian Studies Major

The major in Italian Studies offers students the opportunity to acquire fluency in the language and knowledge of the culture of Italy in a historical perspective. Students are strongly urged to begin Italian in their first year. ITAS 101, ITAS 102, ITAS 103 count toward the degree, but not the major. Students majoring in Italian are required to take nine units above the 100 level. One of these courses must be ITAS 271, ITAS 272, ITAS 273, or ITAS 274. Two of the nine courses must be at the 300 level and be taken in the department. The requirement to take two courses at the 300 level may not be met by taking ITAS 350 (Research or Individual Study), ITAS 360 (Senior Thesis Research), or ITAS 370 (Senior Thesis). One course may be taken outside of the
department, on a related topic to be decided by the student and her major advisor. Students are encouraged
to consult with the chair about the sequence of courses they will take. Courses given in translation count
toward the major. Qualified students are encouraged to spend their junior year in Italy on the Eastern College
Consortium program in Bologna (of which the Department of Italian Studies is a participant), or on another
approved program.

Honors in Italian Studies

For the achievement of honors in Italian Studies, students must write and defend a senior thesis. Honors
candidates must complete at least one 300-level course, or its equivalent, before the fall of their senior year. In
addition, a 300-level course is to be taken concurrently with ITAS 360-370.

Requirements:

1. Grade point average of 3.5 in the major, above the 100-level.
2. Recommendation of Department's Honors Committee when project is submitted.
3. A 300-level course, or its equivalent, before the fall semester of senior year.

ITAS 360 and 370 do not count towards the minimum requirement of two 300-level courses for the major.

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. One course must be at the 300 level. In addition, at least three of the five courses must be in Italian
(and can include ITAS 201, ITAS 202, and ITAS 203).

ITAS Courses

Course ID: CAMS224/ITAS212 Title: Italian Women Film Directors: The Female Authorial Voice in Italian
Cinema (in English)

This course examines the films of a number of major Italian women directors across two artistic generations:
Cavani and Wertmüller from the 1960s to the 1990s; Archibugi, Comencini, and others in the 1990s. Neither
fascist cinema nor neorealism fostered female talents, so it was only with the emergence of feminism and the
women's movement of the 1960s and 1970s that a space for female voices in Italian cinema was created. The
course will explore how women directors give form to their directorial signatures in film, focusing on their films'
formal features and narrative themes in the light of their sociohistorical context.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS224; Distribution Requirements: ARS - Visual Arts,
Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: ITAS101 Title: Elementary Italian

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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Grattarola, Laviosa; Typical Periods Offered: Fall;
Semesters Offered this Academic Year: Fall; Winter; Notes: Three periods. Each semester of ITAS 101 and
ITAS 102 earns one unit of credit. However, both semesters must be completed satisfactorily to receive credit
for either course.;

Course ID: ITAS102 Title: Elementary Italian
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.

Units: 1; Max Enrollment: 20; Prerequisites: ITAS 101; Instructor: Bartalesi-Graf, Grattarola; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.

Course ID: ITAS103  Title: Intensive Elementary Italian

Covering the same material as ITAS 101 and ITAS 102, this "blended" course meets three times a week and includes a substantial amount of work online outside the three class periods. Through the daily practice and reinforcement of the four skills (speaking, listening, reading, and writing) students will reach an intermediate level mastery of the Italian language and a basic understanding of modern Italian society in one semester. Methods employed include in-class conversation and role-playing activities, as well as the latest technology in online learning.

Units: 1.25; Max Enrollment: 20; Prerequisites: None; Instructor: Bartalesi-Graf; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ITAS104Y  Title: First-Year Seminar: The Cities of Italy: An Introduction to Italian Culture (in English)

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.

Units: 1; Max Enrollment: 20; Prerequisites: None. Open to first-year students only.; Instructor: Parussa; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.

Course ID: ITAS201  Title: Intermediate Italian

ITAS 201-ITAS 202. The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. Three periods.

Units: 1; Max Enrollment: 16; Prerequisites: ITAS 101- ITAS 102, or ITAS 103.; Instructor: Bartalesi-Graf, Laviosa; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.

Course ID: ITAS202  Title: Intermediate Italian

ITAS 201-ITAS 202. The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films. Both reading and listening activities are followed by in-class discussions. Three periods.

Units: 1; Max Enrollment: 20; Prerequisites: ITAS 201; Instructor: Laviosa; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.

Course ID: ITAS202W  Title: Intermediate Italian in Rome

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.
Course ID: ITAS203  Title: Intensive Intermediate Italian

This course is for students who have taken ITAS 103 or both ITAS 101 and ITAS 102. The course covers the same material as ITAS 201 and ITAS 202 over 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.

Units: 1.25; Max Enrollment: 20; Prerequisites: ITAS 103 or both ITAS 101 and ITAS 102.; Instructor: Bartalesi-Graf; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ITAS250  Title: Individual Study - Italian

Units: 1; Max Enrollment: 25;

Course ID: ITAS250H  Title: Individual Study - Italian

Units: 0.5; Max Enrollment: 25;

Course ID: ITAS261  Title: Italian Cinema (in English)

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Ward; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ITAS263/MER263  Title: Dante's Divine Comedy (in English)

This introductory course is centered on one of the literary masterpieces of all times, Dante Alighieri’s Divine Comedy. It is for students who have no background in Italian or medieval studies and for those who wish to learn more about the origins of European vernacular literature.

We will use the Comedy as a starting point to discuss the culture and history of medieval Italy and the premodern world. Dante designed the Comedy as an all-encompassing journey through what defines (for better or for worse) men and women as human beings and members of society. We will undertake that journey together, traveling through hell, purgatory, and paradise and learning how to interpret primary sources, engage with critical readings, and bring the past to life.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MER263; Prerequisites: None; Instructor: Laura Ingallinella; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ITAS270  Title: Italy in the Twenty-First Century

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.

Units: 1; Max Enrollment: 15; Prerequisites: ITAS 202, ITAS 203, or equivalent or permission of instructor.; Instructor: Ward; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;

Course ID: ITAS271  Title: The Construction of Italy as a Nation

The course aims, first, to give students who wish to continue their study of Italian the chance to practice and refine their skills, and second, to introduce students to one of the major themes of Italian culture, namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read how Dante, Petrarch, and Machiavelli imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-
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.

This course is dedicated to the representation of female desire in Italian culture. From Dante's Francesca da Rimini to Pasolini's Medea, passing through renowned literary characters such as Goldoni's Mirandolina, Manzoni's Gertrude, and Verdi's Violetta, the course will explore different and contrasting voices of female desire: unrequited and fulfilled, passionate and spiritual, maternal and destructive, domestic and transgressive. In particular, the varied and beautiful voices of women in love will become privileged viewpoints to understand the changes that occur in Italian culture in the conception of desire and other intimate emotions, as well as in the notion of gender and sexuality. Students will read texts by men and women from a wide variety of literary genres and artistic forms including not only prose and poetry, but also theatre, opera, and cinema. They will also read important theoretical essays on the conception of love in Western cultures by Barthes, de Rougemont, Giddens, and Nussbaum.

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.

Italian Mysteries introduces students to the Italian tradition of mystery and detective writing of the nineteenth and twentieth centuries with particular attention paid to its philosophical and semiotic dimensions. It also exposes students to some of the political mysteries that have characterized Italy since the end of World War II.
and which have become the subject of much contemporary mystery writing, films, and documentaries. From an aesthetic standpoint, we will ask why a new generation of young writers has been drawn to these mysteries as subjects of their writings and examine the variety of narrative forms they use to investigate them. Authors to be studied will include Carlo Emilio Gadda, Umberto Eco, Carlo Luccarelli, Dario Fo, Simone Sarasso, Giuseppe Genna, and the writing collectives known as Luther Blisset and Wu Ming.

Course ID: ITAS320  Title: The Landscape of Italian Poetry

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.

Units: 1; Max Enrollment: 20; Prerequisites: Four semesters of Italian, or equivalent.; Instructor: Parussa; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;
Units: 1; Max Enrollment: 25; Prerequisites: ITAS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Notes: 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.;
Jewish Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

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 HEBR 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.
Each Jewish Studies major will also be required to enroll in JWST 380 in her final year.

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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 101</td>
<td>Elementary Arabic</td>
<td>1.0</td>
</tr>
<tr>
<td>ARAB 102</td>
<td>Elementary Arabic</td>
<td>1.0</td>
</tr>
<tr>
<td>ARAB 201</td>
<td>Intermediate Arabic</td>
<td>1.0</td>
</tr>
<tr>
<td>ARAB 202</td>
<td>Intermediate Arabic</td>
<td>1.0</td>
</tr>
<tr>
<td>ARAB 301</td>
<td>Advanced Arabic I</td>
<td>1.0</td>
</tr>
<tr>
<td>ARAB 302</td>
<td>Advanced Arabic II</td>
<td>1.0</td>
</tr>
<tr>
<td>CLCV 240 / REL 240</td>
<td>Romans, Jews, and Christians in the Roman Empire</td>
<td>1.0</td>
</tr>
<tr>
<td>CPLT 208 / REL 208</td>
<td>Legend, Satire, and Storytelling in the Hebrew Bible</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 232</td>
<td>Occupation and Resistance: The French Memory and Experience of World War II</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 242</td>
<td>Postwar Europe and the Three Germanies</td>
<td>1.0</td>
</tr>
<tr>
<td>ITAS 309</td>
<td>Italian-Jewish Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 104</td>
<td>Study of the Hebrew Bible/Old Testament</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 105</td>
<td>Study of the New Testament</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 204</td>
<td>Religious Speech and Social Power</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 205</td>
<td>Cosmic Order and the Ordered Self: Scribal Wisdom in Ancient Israel and Early Judaism</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 208 / CPLT 208</td>
<td>Legend, Satire, and Storytelling in the Hebrew Bible</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 240</td>
<td>Romans, Jews, and Christians in the Roman Empire</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 243</td>
<td>Women in the Biblical World</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 244</td>
<td>Jerusalem: The Holy City</td>
<td>1.0</td>
</tr>
</tbody>
</table>
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 Courses

Course ID: HEBR101 Title: Elementary Hebrew

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. The course helps students develop their speaking ability as the sequence of new vocabulary words are arranged to support students’ progress step-wise in basic speech patterns. The materials introduce students to Hebrew in all historical periods: biblical, rabbinic, medieval, and modern.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Chalamish; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Each semester of HEBR101 and HEBR102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

Course ID: HEBR102 Title: Elementary Hebrew

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. The course helps students develop their speaking ability as the sequence of new vocabulary words are arranged to support students’ progress step-wise in basic speech patterns. The materials introduce students to Hebrew in all historical periods: biblical, rabbinic, medieval, and modern.

Units: 1; Max Enrollment: 12; Prerequisites: HEBR 101; Instructor: Chalamish; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Each semester of HEBR101 and HEBR102 earns one unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

Course ID: HEBR201 Title: Intermediate Hebrew

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.

Units: 1; Max Enrollment: 15; Prerequisites: HEBR 101-HEBR 102; Instructor: Chalamish; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.

Course ID: HEBR202  Title: Intermediate Hebrew

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.

Units: 1; Max Enrollment: 12; Prerequisites: HEBR 101-HEBR 102, HEBR 201; Instructor: Chalamish; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.

Course ID: HEBR250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Instructor: Chalamish; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: HEBR301  Title: Journey into Israeli Culture through Literature and Media

This advanced course in Hebrew language will focus on modern Israeli culture. Students will deepen their Hebrew proficiency in the four language skills of speaking, listening comprehension, reading, and writing. Contemporary Israeli culture will be explored and discussed through the reading of selected newspaper articles, modern literature and poetry, and the viewing of video clips of Israeli TV, shows, songs, and films.

Units: 1; Max Enrollment: 12; Prerequisites: Hebrew 202 or placement test equivalent.; Instructor: Gil Chalamish; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: HEBR302  Title: Introduction to Contemporary Hebrew Literature

Throughout this advanced course, students will be familiarized with highly varied modern Hebrew literature, from the nineteenth-century to present-day Israel. Readings include poetry, short stories, and plays. This foray into the world of Israeli culture will cultivate students’ grammatical and writing abilities and improve their understanding of the Hebrew language.

Units: 1; Max Enrollment: 10; Prerequisites: Hebrew 202 or placement test equivalent.; Instructor: Gil Chalamish; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: HEBR350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Instructor: Chalamish; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

**JWST Courses**

Course ID: JWST101  Title: Israeli Life and Culture through Cinema

This course will address aspects of modern Israeli society and how they are reflected in the works of Israeli filmmakers. Topics include immigration, tension between Sephardic and Ashkenazi Jews, various wars, the Holocaust and its impact, kibbutzim, equality for gender and sexuality, family structure, and trauma. Using these films, which are rarely screened outside of Israel, as a window into Israeli culture, students will have a better understanding of the complexity of modern Israel.

Units: 1; Max Enrollment: 15; Instructor: Gil Chalamish; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
An examination of the origins, character, course, and consequences of Nazi antisemitism 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, Poles and Russians, Afro-Germans, and gay men. Consideration of the impact of Nazism on women and on the German medical and teaching professions.

Units: 1; Max Enrollment: 25; Crosslisted Courses: JWST245; Prerequisites: None; Instructor: Geller; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

<table>
<thead>
<tr>
<th>Course ID: JWST250 Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: JWST250H Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: JWST350 Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: JWST350H Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: JWST360 Title: Senior Thesis Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 1; Max Enrollment: 25; Prerequisites: Permission of the program.; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: JWST370 Title: Senior Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 1; Max Enrollment: 25; Prerequisites: JWST 360 and permission of the program.; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall; Spring; Notes: 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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: JWST380 Title: Special Topics in Jewish Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed as a capstone experience for the Jewish Studies major. Each Jewish Studies major will meet with the Director of the Jewish Studies Program at the end of her junior year. Together they will develop a reading list and course of study designed to situate the student's prior coursework within the broader field of Jewish Studies. The Jewish Studies Director will then arrange for appropriate faculty to meet with students during the academic term to supervise their reading and facilitate weekly discussions.</td>
</tr>
</tbody>
</table>

| Units: 1; Max Enrollment: 15; Prerequisites: Major in Jewish Studies.; Instructor: Director of Jewish Studies and appropriate faculty.; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Not Offered; |
Latin American Studies

AN INTERDEPARTMENTAL MAJOR AND MINOR

Latin American Studies provides students with a broad understanding of the Latin American experience through an interdisciplinary program of study.

Latin American Studies Major

Learning outcomes for the Latin American Studies Major

- Students will comprehend and speak either Spanish or Portuguese at an advanced level, as detailed in the ACTFL proficiency guidelines.
- Students will demonstrate foundational knowledge of Latin America's history, cultures, economies, and literatures. Students will demonstrate specialized knowledge in at least one discipline of the social sciences and one discipline of the humanities.
- Students will compare and critique the modes of inquiry - including theories, methods, and/or data - used by Latin Americanists in at least three disciplines of the social sciences and humanities.
- In at least two disciplines, students will apply modes of inquiry to evaluate existing research, synthesize its findings, and carry out new research on Latin American topics.
- Students will demonstrate their knowledge and skills in lucid writing and clear oral presentations.

Requirements for the Latin American Studies Major (Students entering after 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/LAST 245, ECON 241/LAST 241, HIST 207/LAST 207, HIST 211/LAST 211, LAST 101, LAST 273/SPAN 273, or LAST 275/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 17.55J 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 2019-2020, 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.

(1) One 300-level course must be in the student's concentration.

(2) One 300-level course must be a seminar.
(e) Overall, students must complete courses in at least 3 different disciplines.

(f) Upon declaring the major, students are required to submit to the director a detailed plan of study for approval.

(g) 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 during Spring Semester of her junior year.

**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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 207</td>
<td>Images of Africana People Through the Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 234</td>
<td>Introduction to West Indian Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 242 / REL 214</td>
<td>New World Afro-Atlantic Religions</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 256 / PORT 256</td>
<td>Cultures of the Portuguese-Speaking World through Film, Music and Fiction (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 320 / AMST 320</td>
<td>Seminar: Blackness in the American Literary Imagination</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 234</td>
<td>Latin American Art</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 236</td>
<td>The Arts of the Ancient Americas</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 258</td>
<td>The Global Americas, 1400 to Today</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 334</td>
<td>Latin American Art</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 339</td>
<td>Seminar: Who Was Frida Kahlo?</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 240 / WGST 240</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
<td>1.0</td>
</tr>
<tr>
<td>LAST 221</td>
<td>Memories of Cuba: Intersections between History and Culture on the Island</td>
<td>0.5</td>
</tr>
<tr>
<td>LAST 273 / SPAN 273</td>
<td>Latin American Civilization</td>
<td>1.0</td>
</tr>
<tr>
<td>LAST 275 / SPAN 275</td>
<td>The Making of Modern Latin American Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PORT 241</td>
<td>Introduction to Lusophone Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 226</td>
<td>The Virgin Mary</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 326</td>
<td>Seminar: Theologies of Liberation</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 242</td>
<td>Literary Genres of Spain and Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 245</td>
<td>Maps and Minds: Inventing the Americas Through Geographic Imagination</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 253</td>
<td>The Latin American Short Story</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 255</td>
<td>Chicano Literature: From the Chronicles to the Present</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 257</td>
<td>The Word and the Song: Contemporary Latin American Poetry</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 263</td>
<td>Women's Art and Activism in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 265</td>
<td>Latin American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 267</td>
<td>The Writer and Human Rights in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 269</td>
<td>Caribbean Literature and Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 271</td>
<td>Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 279</td>
<td>Female Fashion in Colonial Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 281</td>
<td>Modern Mexico</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 291</td>
<td>Goddesses, Muses, Warriors: Women in Pre-Hispanic and Colonial Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 299</td>
<td>Affect and Emotions in Latin American Literature and Film</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Seminar: New Argentine Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Seminar: Argentine Women Filmmakers</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Seminar: Hispanic Literature of the United States</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 307</td>
<td>Seminar: The Clothed and the Naked in Colonial Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 309</td>
<td>Seminar: Between Paradise and Prison: Cuban Literature and Culture in Transition</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>Migration, Heritage, Identity: Eastern Europe in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 325</td>
<td>Seminar: Candid Cuisine: Food in Latin American Literature and Culture</td>
<td>1.0</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.

AFR 207, AFR 242, AFR 320/AMST 320, REL 226, REL 326

Social Science Courses for Credit Toward the Latin American Studies Major and Minor

AFR 226 Environmental Justice, "Race," and Sustainable Development 1.0

AFR 244 Woman and Slavery in the Trans-Atlantic World 1.0

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

AFR 299 Seminar: Caribbean Culture 1.0

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

AFR 341 Africans of the Diaspora 1.0

AMST 161 Introduction to Latina/o Studies 1.0

AMST 217 Latina/o Popular Music and Identity 1.0

AMST 225 / SOC 225 Life in the Big City: Urban Studies and Policy 1.0

AMST 235 From Zumba to Taco Trucks: Consuming Latina/o Cultures 1.0

AMST 246 / SOC 246 U.S. Immigration 1.0

AMST 290 Afro-Latinas/os in the U.S. 1.0
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>1.0</td>
</tr>
<tr>
<td>AMST 327</td>
<td>New Directions in Black and Latina Feminisms: Beyoncé, J-Lo, and Other Divas?</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 210</td>
<td>Political Anthropology</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 231 / PEAC 231</td>
<td>Anthropology In and Of the City</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 235 / MUS 245</td>
<td>Doing Ethnomusicology: Critical Music Studies “Out in the Field”</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 245 / LAST 245</td>
<td>Culture, Politics, and Power: Anthropological Perspectives on Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 345 / MUS 345</td>
<td>Introduction to Ethnomusicology: The Anthropology of Music</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 341</td>
<td>Indigenous Resurgence</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 346</td>
<td>Seminar: Doing Well, Doing Good?: The Political Lives of NGOs</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 241 / LAST 241</td>
<td>Poverty and Inequality in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>ES 229</td>
<td>Latin America: Topics in Food Systems and the Environment</td>
<td>1.0</td>
</tr>
<tr>
<td>ES 329</td>
<td>Latin America: Topics in Food and Environment</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 207 / LAST 207</td>
<td>Contemporary Problems in Latin American History</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 211 / LAST 211</td>
<td>The Empire of the Indies: Spanish Rule in America and the Philippines (ca. 1500s – ca.1780s)</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 212</td>
<td>Atlantic Revolutions and the Birth of Nations</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 215</td>
<td>Gender and Nation in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 244</td>
<td>History of the American West: Manifest Destiny to Pacific Imperialism</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 358</td>
<td>Seminar: Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 359</td>
<td>Seminar: Speaking Ruins: Antiquity and Modernity in the History of the Spanish World</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 377</td>
<td>Seminar: The City in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>LAST 101</td>
<td>Introduction to Latin American Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 210</td>
<td>Music and the Global Metropolis</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 214</td>
<td>Experiencing the Music, Dance, and Culture of Haiti</td>
<td>0.5</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.

AFR 226, AFR 244, AFR 297, AFR 306, AFR 341, AMST 225/SOC 225, ANTH 210, ANTH 231/PEAC 231, ANTH 235/MUS 245, ANTH 341, ANTH 345/MUS 345, ANTH 346, HIST 212, HIST 244, MUS 210, POL2 306, POL2 310, POL4 345

Other Courses for Credit Toward the Latin American Studies Major and Minor

ENGR 120  Making a Difference through Engineering  1.0
ENGR 125  Making a Difference through Engineering Fieldwork  0.5

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.

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 plan. Requirements include:

- One regional survey unit, chosen from ANTH 245/LAST 245, ECON 241/LAST 241, HIST 207/LAST 207, HIST 211/LAST 211, LAST 101, LAST 273/SPAN 273, or LAST 275/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 Courses

Course ID: ANTH245/LAST245  Title: Culture, Politics, and Power: Anthropological Perspectives on Latin America

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: LAST245; Prerequisites: At least one 100 or 200 course in anthropology, sociology, political science or economics or permission of the instructor.; Instructor: Ellison; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ECON241/LAST241  Title: Poverty and Inequality in Latin America

The course provides a survey of economic development in Latin America, emphasizing issues related to the reduction of poverty and inequality. The first part of the course explores the economic history of the region, including twentieth-century policies designed to promote growth and industrialization; the 1980s debt crisis; and subsequent episodes of economic reform and crisis. The second part of the course acquaints students with evaluations of education, health, and welfare policies that are designed to alleviate poverty and inequality in Latin America.

Units: 1; Max Enrollment: 25; Crosslisted Courses: LAST241; Prerequisites: ECON 101; Instructor: McEwan; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer ’51 Speaking Intensive Course.;

Course ID: HIST207/LAST207  Title: Contemporary Problems in Latin American History

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 leftism, populism, authoritarianism, and neoliberalism; the patterns of peace, violence, and the drug trade; the considerable U.S. influence in the region, and finally, transnational migration and globalization.

Units: 1; Max Enrollment: 25; Crosslisted Courses: LAST207; Prerequisites: None; Instructor: Osorio; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST211/LAST211  Title: The Empire of the Indies: Spanish Rule in America and the Philippines (ca. 1500s – ca.1780s)

The Empire of the Indies or New World was part of the larger Spanish Empire, and comprised the American continent, the Philippine and the Mariana Islands in the Pacific. At the height of its power in the seventeenth century, the Spanish Empire was a global enterprise in which Portuguese, Aztec, Genoese, Chinese, Japanese, Flemish, Inka and Romans played essential roles in its daily functioning and constitution. This course traces the making and consolidation of the Empire of the Indies by examining the resources, peoples, and ideas that it contributed to Spain’s overwhelming power ca. 1500s-1780s. It interrogates evolving meanings and understandings of empire, colonialism, and modernity, and the cultural transformations of native populations and Europeans in historic and geographical context.

Units: 1; Max Enrollment: 25; Crosslisted Courses: LAST211; Prerequisites: None; Instructor: Osorio; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: LAST101  Title: Introduction to Latin American Studies

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.

Units: 1; Max Enrollment: 25; Prerequisites: Open to First Years and Sophomores. Open to Juniors and Seniors with permission of the instructor.; Instructor: Hagimoto; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: LAST221  Title: Memories of Cuba: Intersections between History and Culture on the Island

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 "transculturalism") on 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.

Units: 0.5; Max Enrollment: 14; Prerequisites: Permission of instructor required. Knowledge of Spanish at the level of one course beyond SPAN 241/SPAN 242 (or 5th semester) is required.; Instructor: Hagimoto;
Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter; Notes: This is a travel course, not offered every year (subject to approval by Provost's Office). Class will meet on campus prior to departure.

Course ID: LAST250 Title: Research or Individual Study
Units: 1; Max Enrollment: 25; Prerequisites: Two units of course work in Latin American studies.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAST250H Title: Research or Individual Study
Units: 0.5; Max Enrollment: 25; Prerequisites: Two units of course work in Latin American studies.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAST273/SPAN273 Title: Latin American Civilization
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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: LAST273; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Guzauskyte; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: LAST275/SPAN275 Title: The Making of Modern Latin American Culture
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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: LAST275; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Hagimoto, Selimovic; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: LAST350 Title: Research or Individual Study
Units: 1; Max Enrollment: 15; Prerequisites: Open to Latin American Studies and Spanish majors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAST350H Title: Research or Individual Study
Units: 0.5; Max Enrollment: 25; Prerequisites: Open to Latin American Studies and Spanish majors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: LAST360 Title: Senior Thesis Research
Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department. See Academic Distinctions.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: LAST370 Title: Senior Thesis
Units: 1; Max Enrollment: 25; Prerequisites: LAST 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.
Mathematics

Mathematics has a fascinating dual nature. Many study it as an object of endless beauty, interest, and intellectual challenge, while others are motivated by its applications to real-world problems. Increasingly, mathematics is an essential tool for modeling phenomena in the physical, biological, and social sciences. Mathematical literacy is the key to surviving and thriving in the world of technology. At its heart, mathematics is the study of patterns: it is a creative art as well as a logical system. Mathematics has always been a part of the liberal arts core at Wellesley College. One way our students continue this tradition is by combining mathematics with a minor or a double major in another field such as economics, English, classics, or chemistry. Mathematics is excellent preparation for a lifetime of discovering, learning, and applying new knowledge. Most courses meet for three periods weekly or for two periods weekly with a third period approximately every other week.

The mathematics department Web page (www.wellesley.edu/Math) has more detailed course descriptions and information for majors and minors.

Mathematics Major

Goals for Math Major/Minor and the Stats Minor

Students will learn to

1. Perform mathematical calculations, implement numerical algorithms, and use computational software or programming language to produce viable solutions, and gain facility in selecting the appropriate tool.
2. Draw from existing knowledge and extend it, applying concepts to solve novel problems in new contexts.
3. Use mathematical and statistical structures to represent real world phenomena, gain insight, extract patterns, and answer questions.
4. Identify, describe, and explain patterns. Connect ideas across disparate contexts, within one course as well as through sequential courses.
5. Write and present logical arguments clearly and concisely to a variety of audiences. This includes writing for mathematical scholarship as well as communicating to collaborate and also creating a narrative to present the development of an idea to their peers.
6. Appreciate the intellectual development of mathematics. Majors understand mathematics as a powerful tool and a dynamic, growing body of knowledge. Students recognize the progression to mastery, via experimenting to identify patterns, and that sometimes the way to uncover the right solution is through learning from wrong attempts. Students see the role of creativity and appreciate the beauty of deep mathematical ideas and connections.

Requirements for the Mathematics Major

Students majoring in mathematics must complete MATH 115/Math 115Z and one of MATH 116/MATH 120 (or the equivalent) and at least eight units of 200-level and 300-level courses. These eight units must include MATH 205, MATH 206, MATH 302, MATH 305, and two additional 300-level courses. The courses counting towards the major must come from MATH or from among the following STAT courses: STAT 218, STAT 220, STAT 221, STAT 228, 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_calc.html for more information.

Students may receive course credit toward graduation through the AP tests in mathematics and the IB Higher Level mathematics exam. Students with scores of 4 or 5 on the AB Examination or an AB-subscore of 4 or 5 on the BC Examination, or a score of 5, 6, or 7 on the IB Higher Level mathematics exam receive one unit of credit (equivalent to MATH 115) and are eligible for MATH 116 or MATH 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to MATH 115 and MATH 116/MATH 120) and are eligible for MATH 205. Students with a 5 on the AP examination in statistics receive one unit of credit (equivalent to MATH 101). Neither AP credits nor IB credits may count toward the major or minor.

Transfer Credit in Mathematics

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 “Entry Points” below for guidance.

- STAT 218 Introductory Statistics and Data Analysis
- BISC 198 Statistics in the Biosciences
- ECON 103/SOC 190 Introduction to Probability and Statistical Methods
- POL 299 Introduction to Research Methods in Political Science
- PSYC 205 Statistics
- QR 180 Statistical Analysis of Education Issues
- STAT 101/MATH 101 Reasoning with Data: Elementary Applied Statistics
- STAT 101Z/MATH 101Z 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 4 (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 can 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 Courses**

Course ID: MATH115  Title: Calculus I

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.

Units: 1; Max Enrollment: 25; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have completed MATH 116, MATH 120, MATH 205 or the equivalent. Not open to students whose placement is MATH 205 or MATH 206.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Summer; Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MATH116  Title: Calculus II

The course begins with applications and techniques of integration. It probes notions of limit and convergence and adds techniques for finding limits. Half of the course covers infinite sequences and series, where the basic question is, What meaning can we attach to a sum with infinitely many terms and why might we care? The course can help students improve their ability to reason abstractly and also teaches important computational techniques. Topics include integration techniques, l'Hôpital's rule, improper integrals, geometric and other applications of integration, theoretical basis of limits and continuity, infinite series, power series, and Taylor series. MATH 116 is the appropriate first course for many students who have had AB calculus in high school.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 115, Math 115Z, or the equivalent. Not open to students who have completed MATH 116, MATH 205 or the equivalent. Not open to students whose math placement is MATH 206.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Summer; Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: MATH120  Title: Calculus IIA

This course is a variant of MATH 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. It includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums, improper integrals, l'Hôpital's rule, and applications of integration.

Units: 1; Max Enrollment: 25; Prerequisites: 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, MATH 205 or the equivalent.; Instructor: Hirschhorn; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;
How can a candidate in a political race win the majority of votes yet lose the election? How can two competing candidates interpret the same statistic as being in their favor? How can the geometry of the voting district disenfranchise entire groups of voters? Can we quantify the power the President of the United States has? In this course, we will look at the mathematics behind these and related questions that arise in politics. We will study topics such as fairness, voting paradoxes, social choice, game theory, apportionment, gerrymandering, and data interpretation. The goal of the class will be to illustrate the importance of rigorous reasoning in various social and political processes while providing an introduction to some fascinating mathematics.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MATH123Y; Prerequisites: MATH 115 Calculus I or equivalent. Open to Firstyears only.; Instructor: Ismar Volic; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;

Course ID: MATH203  Title: Mathematics for Economics and Finance

This course is intended for students who are interested in mathematics and its applications in economics and finance. The following topics will be covered: mathematical models in economics, market equilibrium, first and second order recurrences, the cobweb model, profit maximization, derivatives in economics, elements of finance, constrained optimization, Lagrangians and the consumer, microeconomic applications, business cycles, European and American options, call and put options, Black-Scholes analysis.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 116 or the equivalent.; Instructor: Bu; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Not Offered;

Course ID: MATH205  Title: Multivariable Calculus

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 single-variable Calculus to functions of more than one variable. Topics include vectors, matrices, determinants, polar, cylindrical, and spherical coordinates, curves, partial derivatives, gradients and directional derivatives, Lagrange multipliers, multiple integrals, vector calculus: line integrals, surface integrals, divergence, curl, Green's Theorem, Divergence Theorem, and Stokes' Theorem.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 116, MATH 120, or the equivalent. Not open to students who have completed PHYS 216.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: MATH206  Title: Linear Algebra

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.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 205 or MATH 215; or, with permission of the instructor, MATH 116, MATH 120, or the equivalent. Not open to students who have completed MATH 210.; Instructor: Fall - Tannenhauser, Trenk; Spring - Lange, Lauer; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MATH215  Title: Differential Equations with Applied Linear Algebra

This course is designed to examine the degree to which a function can be determined by an algebraic relationship it has with its derivative(s) --- a so-called ordinary differential equation (ODE). For instance, can one completely catalog all functions which equal their own derivative? In service of developing techniques for solving certain classes of differential equations, some fundamental notions from linear algebra and complex numbers are presented. Differential equation topics include modeling with and solving first- and second-order ODEs, separable ODEs, and a discussion of higher order and non-linear ODEs; linear algebra topics include solving systems via elementary row operations, bases, dimension, determinants, column space, and eigenvalues/vectors.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 116, MATH 120, or the equivalent. Not open to students who have completed MATH 210.; Instructor: Fall - Chang, Tannenhauser; Spring - H. Wang; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
**Probability**

Probability is the mathematics of uncertainty. We begin by developing the basic tools of probability theory, including counting techniques, conditional probability, and Bayes's Theorem. We then survey several of the most common discrete and continuous probability distributions (binomial, Poisson, uniform, normal, and exponential, among others) and discuss mathematical modeling using these distributions. Often we cannot calculate probabilities exactly, and we need to approximate them. A powerful tool here is the Central Limit Theorem, which provides the link between probability and statistics. Another strategy when exact results are unavailable is simulation. Time permitting, we examine Markov chain Monte Carlo methods, which offer a means of simulating from complicated distributions.

Units: 1; Max Enrollment: 25; Crosslisted Courses: STAT220; Prerequisites: 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.; Instructor: Schultz; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Fall;

---

**Number Theory**

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.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 116, MATH 120, or the equivalent; or CS 230 together with permission of the instructor.; Instructor: Trenk; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

---

**First-Year Seminar: Number Theory**

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.

Units: 1; Max Enrollment: 15; Instructor: Lange; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

---

**Combinatorics and Graph Theory**

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.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 116, MATH 120, or the equivalent; or CS 230 together with permission of the instructor.; Instructor: Trenk (Fall), Chan (Fall & Spring), Hirschhorn (Spring); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

---

**Elements of Analysis I**

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.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 205 and MATH 206.; Instructor: Chang (Fall), Kerr (Spring); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
Course ID: MATH303  Title: Topics in Analysis

**Topic for 2019-2020: Advanced Probability**

This course is a continuation of MATH 302, with a thematic focus on how a generalization of the standard Riemann theory of integration can be used to give a more solid footing to probability theory. We will see that this new approach not only allows us to view discrete and continuous probabilities as specializations of a single idea, but also allows us to attach probabilities to events that would otherwise be inaccessible. Specifically, we will see how measure theory can be used profitably to develop and generalize many standard probabilistic concepts (e.g., distributions, random variables, independence) and key results (e.g., the law of large numbers, the central limit theorem). Students are not expected to have taken MATH 220 (Probability) prior to this course.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 302; Instructor: Schultz; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: MATH305  Title: Abstract Algebra

In this course, students examine the structural similarities between familiar mathematical objects such as number systems, matrix sets, function spaces, general vector spaces, and mod n arithmetic. Topics include groups, rings, fields, homomorphisms, normal subgroups, quotient spaces, isomorphism theorems, divisibility, and factorization. Many concepts generalize number theoretic notions such as Fermat's little theorem and the Euclidean algorithm. Optional subjects include group actions and applications to combinatorics.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 206; Instructor: Schultz (Fall), Lange (Spring); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MATH306  Title: Topics in Abstract Algebra

**Topic for 2019-20: Galois Theory**

This course offers a continued study of the algebraic structures introduced in MATH 305, culminating in the Fundamental Theorem of Galois Theory, a beautiful result that depicts the circle of ideas surrounding field extensions, polynomial rings, and automorphism groups. Applications of Galois theory include the unsolvability of the quintic by radicals and geometric impossibility proofs, such as the trisection of angles and duplication of cubes. Cyclotomic extensions and Sylow theory may be included in the syllabus.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 305; Instructor: Schultz; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Spring; Notes: This is a topics course and can be taken more than once for credit as long as the topic is different each time.;

Course ID: MATH307  Title: Topology

This course covers some basic notions of point-set topology, such as topological spaces, metric spaces, connectedness and compactness, Heine-Borel Theorem, quotient spaces, topological groups, groups acting on spaces, homotopy equivalences, separation axioms, Euler characteristic, and classification of surfaces. Additional topics include the study of the fundamental group (time permitting).

Units: 1; Max Enrollment: 15; Prerequisites: MATH 302. Corequisite - MATH 305.; Instructor: Hirschhorn; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: MATH309  Title: Foundations of Mathematics

This course will introduce students to aspects of set theory and formal logic. The notion of set is one of the fundamental notions of modern mathematics. In fact, other mathematical notions, such as function, relation, number, etc., can be represented in terms of purely set theoretical notions, and their basic properties can be proved using purely set theoretic axioms. The course will include the Zermelo-Fraenkel axioms for set theory, the Axiom of Choice, transfinite arithmetic, ordinal numbers, and cardinal numbers.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 302 or MATH 305.; Instructor: Lange; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years.;

Course ID: MATH310  Title: Complex Analysis

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.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 302; Instructor: Volic; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years. Ann E. Maurer '51 Speaking Intensive Course.

Course ID: MATH312 Title: Differential Geometry

Differential geometry has two aspects. Classical differential geometry, which shares origins with the beginnings of calculus, is the study of local properties of curves and surfaces. Local properties are those properties which depend only on the behavior of the curve or the surface in a neighborhood of point. The other aspect is global differential geometry: here we see how these local properties influence the behavior of the entire curve or surface. The main idea is that of curvature. What is curvature? It can be intrinsic or extrinsic. What's the difference? What does it mean to have greater or smaller (or positive or negative) curvature? We will answer these questions for surfaces in three-space, as well as for abstract manifolds. Topics include curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics, and surfaces of constant curvature.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 302.; Instructor: Kerr; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years. Ann E. Maurer '51 Speaking Intensive Course.

Course ID: MATH322 Title: Advanced Linear Algebra

Linear algebra at this more advanced level is a basic tool in many areas of mathematics and other fields. The course begins by revisiting some linear algebra concepts from MATH 206 in a more sophisticated way, making use of the mathematical maturity picked up in MATH 305. Such topics include vector spaces, linear independence, bases, and dimensions, linear transformations, and inner product spaces. Then we will turn to new notions, including dual spaces, reflexivity, annihilators, direct sums and quotients, tensor products, multilinear forms, and modules. One of the main goals of the course is the derivation of canonical forms, including triangular form and Jordan canonical forms. These are methods of analyzing matrices that are more general and powerful than diagonalization (studied in MATH 206). We will also discuss the spectral theorem, the best example of successful diagonalization, and its applications.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 305.; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Majors can fulfill the major presentation requirement in this course in 2018-19. Normally offered in alternate years.;

Course ID: MATH325 Title: Graph Theory

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.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 225 and either MATH 305 or MATH 302. Students lacking one of these prerequisites may enroll with permission of the instructor.; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: Majors can fulfill the major presentation requirement in this course in 2018-19. Normally offered in alternate years.;

Course ID: MATH326 Title: Advanced Combinatorics

This course covers questions of enumerations, existence, and construction in combinatorics, building on the fundamental ideas introduced in MATH 225. Topics include: famous number families, combinatorial and bijective proofs, counting under equivalence, combinatorics on graphs, combinatorial designs, error-correcting codes, and partially ordered sets.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 225. Corequisite - MATH 305.; Instructor: Trenk; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years. Majors can fulfill the major presentation requirement in this course in 2019-20.;

Course ID: MATH340 Title: Calderwood Seminar in Public Writing: Explaining Mathematics

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. Each week, students will research a new topic and produce a piece of writing explaining this topic in a specific context. Assignments may include research abstracts, book reviews, interviews with mathematicians, newspaper articles, and technical documentation. Class time will be devoted to discussing the mathematical content.
behind each assignment as well as workshopping students' writing. This course will give students the opportunity to ground (and expand on) the mathematics they have learned and make connections across the discipline. Moreover, this course's unique format will help students develop their research and independent learning skills.

Units: 1; Max Enrollment: 12; Prerequisites: One of MATH 302 or MATH 305 and a second proof-based course beyond MATH 206.; Instructor: Lange; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: MATH349  Title: Selected Topics

**Topic for 2019-20: Introduction to Cryptography**

The goal of this course is to use modern public-key cryptography as a vehicle for learning various important concepts in advanced mathematics. Topics will include Diffie-Hellman key exchange, RSA cryptosystem, NTRU cryptosystem, elliptic curve cryptography, discrete logs, DES and AES, digital signatures, hash functions, error correcting codes and quantum cryptography. To understand these ideas, we will need to study ring theory, probability, number theory over a finite field, elliptic curves, linear algebra of lattices, and NP-Completeness. There will also be a computational component to the course—encryption, decryption, and attacks on cryptosystems using a computer.

Units: 1; Max Enrollment: 15; Prerequisites: MATH 305.; Instructor: Volic; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Majors can fulfill the major presentation requirement in this course in 2019-20. This is a topics course and can be taken more than once for credit as long as the topic is different each time.;

Course ID: MATH350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: MATH360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: MATH370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: MATH 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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 Courses**

Course ID: MATH220/STAT220  Title: Probability

Probability is the mathematics of uncertainty. We begin by developing the basic tools of probability theory, including counting techniques, conditional probability, and Bayes's theorem. We then survey several of the most common discrete and continuous probability distributions (binomial, Poisson, uniform, normal, and exponential, among others) and discuss mathematical modeling using these distributions. Often we cannot calculate probabilities exactly, and we need to approximate them. A powerful tool here is the Central Limit Theorem, which provides the link between probability and statistics. Another strategy when exact results are unavailable is simulation. Time permitting, we examine Markov chain Monte Carlo methods, which offer a means of simulating from complicated distributions.

Units: 1; Max Enrollment: 25; Crosslisted Courses: STAT220; Prerequisites: 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.; Instructor: Schultz; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Fall;

Course ID: QR260/STAT260  Title: Applied Data Analysis and Statistical Inference
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 Mathematics, Statistics, Economics, Environmental Studies, Psychology or Neuroscience. Students who earned a Quantitative Analysis Institute Certificate are not eligible for this course.

Units: 1; Max Enrollment: 25; Crosslisted Courses: STAT260; Prerequisites: Any Quantitative Reasoning Overlay course. Prerequisite for economics students - ECON 103. Prerequisite for psychology students - PSYC 205.; Instructor: Pattanayak; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: QR309/STAT309 Title: Causal Inference

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. This course can be counted toward the major in Economics.

Units: 1; Max Enrollment: 15; Crosslisted Courses: STAT309; Prerequisites: Any one of QR 260/STAT 260, STAT 318, ECON 203, SOC 290, PSYC 305 or a Psychology 300-level R course; or a Quantitative Analysis Institute Certificate; or permission of the instructor.; Instructor: Pattanayak; Distribution Requirements: SBA - Social and Behavioral Analysis; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Fall;

Course ID: STAT218 Title: Introductory Statistics and Data Analysis

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.

Units: 1; Max Enrollment: 25; Prerequisites: 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.; Instructor: J. Lauer; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring;

Course ID: STAT221 Title: Statistical Inference

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.

Units: 1; Max Enrollment: 25; Prerequisites: MATH 220, STAT 220.; Instructor: Pattanayak; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: Not open to students who have completed MATH 221.;

Course ID: STAT228 Title: Multivariate Data Analysis

This is a course in multivariate data analysis. Students will be introduced to modern multivariate techniques, their applications and interpretations, and will learn how to use these methods to understand relationships between variables, extract patterns, or identify clusters or classifications in a rich data set involving multiple variables. Topics covered during the semester include both dependence techniques (e.g. multiple linear regression, binary logistic regression, multinomial logistic regression, principal component analysis, linear discriminant analysis, decision trees, etc) and interdependence techniques (e.g. factor analysis, cluster
analysis, etc). A selection of topics in machine learning and data mining are also introduced during the semester. Statistical language R is used in this class.

Units: 1; Max Enrollment: 0; Prerequisites: MATH 205 and STAT 218 (or STAT 260); Instructor: Wang; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Not Offered;

Course ID: STAT250  Title: Research or Individual Study

Units: 1; Max Enrollment: 0; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: STAT318  Title: Regression Analysis and Statistical Models

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) regressions models, model diagnostics, model comparison and selection, and simulations.

Units: 1; Max Enrollment: 15; Prerequisites: STAT 218, MATH 205 and MATH 206. (STAT 218 can be replaced by STAT 101, ECON 103, or STAT 260.); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Semesters Offered this Academic Year: Not Offered;

Course ID: STAT350  Title: Research or Individual Study

Units: 1; Max Enrollment: 0; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;
Media Arts and Sciences

AN INTERDEPARTMENTAL MAJOR

The Departments of Art and Computer Science offer an interdepartmental major in media arts and sciences that explores the artistic, cultural, and scientific applications of new media technologies. The program focuses on media production that balances artistic sensibility with analytical reasoning within the rich tradition of the liberal arts environment. Areas of study include: digital imaging and design; Web-connected database architectures; three-dimensional visualization and modeling; digital composition in audio/video; analog and digital print and photographic processes; computer graphics and animation;

Media Arts and Sciences Major

Goals for the Media Arts and Sciences Major

The Media Arts and Sciences major provides a well-rounded understanding in both areas supporting it: art and computer science. Graduates of the program are expected to be able to:

- Describe and debate the broader impact of digital media on individuals, communities and society at large.
- Collaborate effectively with a multidisciplinary team to solve problems and to create novel art, multimedia content and applications.
- Identify, discuss and explain historical and contemporary trends that drive the creative application of digital media in our society.
- Demonstrate competency in art theory, art practice, digital media design, and technical proficiency in haptic and digital tools.
- Recognize indicators, context, and characteristics, for assessing the impact and reliability of digital information
- Conduct an evidence-based inquiry into the impact, context, and reliability of digital information.
- Examine, analyze, interpret and critique digital media, applications, and art.
- Produce digital media, applications, and art that are conceptually, aesthetically, and technically competent.

Requirements for the Media Arts and Sciences Major

A major in Media Arts and Sciences requires 12 units of course work, at least eight of which must be above the 100 level and at least two of which must be at the 300 level. No more than one can be MAS 350 or MAS 360. In particular, to major in Media Arts and Sciences a student must take three required introductory courses, one each from studio art, art history, and computer science and at least three required art/music core courses and at least three required computer science core courses. The approved courses are listed in the labeled sections above.

Flexibility has been built into the major to allow students to adapt their course of study to their interests, choosing an optional concentration in one of these:

- Media Arts by adding two more art/music core courses
- Media Sciences by adding two more computer science core courses

Majors are also encouraged to take at least one approved media culture course and an advanced media production course (e.g., a MAS individual study). In addition to other courses at Wellesley, students can take approved courses at the MIT’s Media Lab and Comparative Media Studies program or at Olin College of Engineering. An FAQ section can be found at the program’s website: www.wellesley.edu/MAS/ along with a Google Form to help students plan their major. For more information, students should contact the program directors.

Honors in Media Arts and Sciences
The Media Arts and Sciences thesis offers a year-long opportunity to develop independent research and production with honors. Students interested in proposing a thesis must have a minimum 3.5 GPA in the major, and the support of a faculty advisor in the art or computer science departments. Normally, the honors process needs to obey the guidelines of the corresponding department (art or computer science). An interdepartmental review will occur at the end of the fall semester, to determine whether the student should continue her project as a MAS 370 in the spring. 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 100</td>
<td>The Power of Images: An Introduction to Art and its Histories</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 105</td>
<td>Drawing I</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 108 / CAMS 138</td>
<td>Photo I: Introduction to Photography</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 109</td>
<td>Two-Dimensional Design</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>4D Design Intro to New Media</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 113</td>
<td>Three-Dimensional Design</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 165 / CAMS 135</td>
<td>Introduction to the Moving Image</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 101</td>
<td>Introduction to Cinema and Media Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 135 / ARTS 165</td>
<td>Introduction to the Moving Image</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 138 / ARTS 108</td>
<td>Photo I: Introduction to Photography</td>
<td>1.0</td>
</tr>
<tr>
<td>CS 115 / MAS 115</td>
<td>Computing for the Socio-Techno Web</td>
<td>1.0</td>
</tr>
<tr>
<td>CS 321</td>
<td>Mixed and Augmented Reality</td>
<td>1.0</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 208 / CAMS 238</td>
<td>Intermediate Photography: The Digital/Analog Rift</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 216</td>
<td>Spatial Investigations</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 219</td>
<td>Introductory Print Methods: Lithography/Screenprint</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 220</td>
<td>Introductory Print Methods: Intaglio/Relief</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 221 / CAMS 239</td>
<td>Digital Imaging</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 255 / CAMS 255</td>
<td>Dynamic Interface Design</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 260 / CAMS 230</td>
<td>Moving Image Studio</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 265 / CAMS 235</td>
<td>Intermediate Video: Experimental Production</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 308 / CAMS 338</td>
<td>Photography III</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 313 / CAMS 313</td>
<td>Virtual Form</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 321 / CAMS 321</td>
<td>Advanced New Media</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 322</td>
<td>Advanced Print Concepts</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTS 365 / CAMS 335</td>
<td>Advanced Video Production</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 230 / ARTS 260</td>
<td>Moving Image Studio</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 235 / ARTS 265</td>
<td>Intermediate Video: Experimental Production</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 238 / ARTS 208</td>
<td>Intermediate Digital Photography: The Digital/Analog Rift</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 239 / ARTS 221</td>
<td>Digital Imaging</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 335 / ARTS 365</td>
<td>Advanced Video Production</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 338 / ARTS 308</td>
<td>Photography III</td>
<td>1.0</td>
</tr>
<tr>
<td>CS 111</td>
<td>Computer Programming and Problem Solving</td>
<td>1.0</td>
</tr>
<tr>
<td>CS 220</td>
<td>Human-Computer Interaction</td>
<td>1.0</td>
</tr>
<tr>
<td>CS 230</td>
<td>Data Structures</td>
<td>1.0</td>
</tr>
<tr>
<td>CS 231</td>
<td>Fundamental Algorithms</td>
<td>1.0</td>
</tr>
</tbody>
</table>
CS 242  Computer Networks  1.0
CS 304  Databases with Web Interfaces  1.0
CS 307  Computer Graphics  1.0
CS 315  Data and Text Mining for the Web  1.0
CS 320  Tangible User Interfaces  1.0
MAS 216 / CAMS 216  Creative Media Manipulation  1.0

**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  1.0
- ARTH 226 / CAMS 207  History of Photography: From Invention to Media Age  1.0
- /  Persuasive Images [2014-15]  1.0
- CAMS 207 / ARTH 226  History of Photography: From Invention to Media Age  1.0
- CAMS 222  "Being There": Documentary Film and Media  1.0
- /  Persuasive Images [2014-15]  1.0

**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.

- ANTH 232 / CAMS 232  Anthropology of Media  1.0
- CAMS 234 / ENG 204  The Art of Screenwriting  1.0
- CS 332  Visual Processing by Computer and Biological Vision Systems  1.0
- CS 342  Computer Security and Privacy  1.0
- PHIL 203  Philosophy of Art  1.0
- /  Why is Miley in Malaysia?: Global Art, Media, and Culture  1.0

**MIT Courses**

The MIT Media Lab and the MIT Comparative Media Studies Program offer a large variety of courses that may be appropriate for a Media Arts and Sciences major. These offerings vary per semester; please consult the MIT catalog at student.mit.edu/catalog/mMASa.html and student.mit.edu/catalog/mCMSa.html. In addition, the MIT
Undergraduate Research Opportunities Program (UROP) offers opportunities for students to participate in research with MIT faculty. The Media Lab faculty often offer research opportunities that are appropriate for a Media Arts and Science major. Research opportunities vary per semester; please check the MIT UROP webpage for information: web.mit.edu/urop/students/howto.html.

Olin Courses

The Olin College of Engineering offers the following courses that may be appropriate for a Media Arts and Sciences major:

ENGR 2250 User-Oriented Collaborative Design

MAS Courses

Course ID: CLCV220/MAS220  Title: Digital Archaeology: Emergent Approaches to Excavations in Greece

Digital technologies are transforming the ability of archaeologists to accurately record excavation, analyze artifacts, and restore fragmentary finds through virtual models/animation. This intensive, interdisciplinary course will introduce students to innovative practices in the application of new media to archaeological field work including two weeks based in central Greece. Students will learn how to create 3D models of artifacts, architecture, and archaeological contexts using drones and aerial photography, photogrammetry, and 3D digital scanners. As members of the international team pursuing the excavations at ancient Eleon, students will participate in the analysis of finds dating from the Late Bronze Age through Classical period, including human remains, ceramics, metal tools, and sculpted figurines. They will also document the spatial relationships of digital models through three-dimensional mapping, Geographical Information Systems, and virtual reality environments. Students’ final project will position their own creations within the discussion surrounding the standards of representation in traditional academic formats and new digital opportunities, the ethics of replication and online distribution, and the relationships between 3D modeling, virtual/augmented reality, and material fabrication.

Units: 1; Max Enrollment: 8; Crosslisted Courses: MAS220; Prerequisites: Enrollment by application.; Instructor: Burns, Tynes; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Summer;

Course ID: CS115/MAS115  Title: Computing for the Socio-Techno Web

Technologies and services made available from Computer Science, such as online environments Facebook, Twitter, and Wikipedia, are integral in 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: MAS115; Prerequisites: This course is open to Firstyears and Sophomores, others by permission.; Instructor: Bassem, Mustafaraj; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MAS108  Title: Handmade Photography: 19th-Century Photo Methods in History and Practice

Before photographs were taken or snapped, they were made. Early photography was a process that involved a great deal of time, labor, and costly materials. This course will explore nineteenth-century photography in history and practice in order to get back to the materiality, the craft, and the event of photography in its earliest iterations. Processes explored will include pinhole, cyanotype, salted print, and platinum & palladium techniques. Students will acquire technical expertise while investigating historical topics such as the commercial enterprise of photography, the evolution of portraiture, sitters' motivations, and other uses for photography, such as ethnographic study and tourism.

A major hands-on component of this course will be the student-led recreation of a nineteenth-century portrait studio that will be used in image creation. The studio will then go on view in the Freedman Gallery of the Davis Museum as the centerpiece of the exhibition, "Making, Not Taking: Studio Photography in the 19th Century," scheduled for the spring 2020 semester.

Units: 1; Max Enrollment: 14; Prerequisites: Instructor; Instructor: Van Beckum, Cushman; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Summer;
Course ID: MAS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MAS250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: MAS260  Title: Invento-logical: A Creative Problem-Solving Seminar

How can we use "Art" to make lemonade life’s proverbial lemons into lemonade? Where do imagination, social justice, and personal expression intersect? What can we invent to transform our lives and those around us? And how can we bring those inventions to fruition when the physics and facts of life test our tenacity at every turn? Using skills from multiple-disciplines we will study/read/view trajectories of invention, test and practice cognitive strategies for overcoming own innate neuro-biological hurdles, and strive to create solutions using our collective powers. Drawing, painting, and writing exercises will strengthen observational muscles, both internal and external; divergent thinking exercises will help with ideation. Each student will produce a tangible invention that addresses one of their deepest concerns, be it personal, political, or hybrid. The invention may be delivered as a proposal/blueprint for production; it may be the object itself. The group will collectively decide on parameters for deliverables. Requirements: Sense of humor, compassion, and an open mind.

Units: 1; Max Enrollment: 15; Instructor: Sarah Jane Lapp; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Summer;

Course ID: MAS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MAS350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: MAS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: MAS370  Title: Senior Thesis

Units: 1; Max Enrollment: 35; Prerequisites: MAS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

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:

- Engage with the Middle Ages and the Renaissance through a multidisciplinary approach, integrating coursework from a variety of subject areas, such as History, Art History, Religion, English, Philosophy, and World Languages and Literatures, Music and Book Studies into a deep and unified understanding of the era.
- Show familiarity with foundational works and events of this period.
- Analyze and critique primary and secondary source material across humanistic disciplines.
- Produce sophisticated analytical arguments based on humanistic approaches.
- Conduct original research in medieval and Renaissance Studies.
- Recognize and explain both the unity and diversity of European and Mediterranean cultures in the Middle Ages and Renaissance.
- Identify major shifts within the fields of history, religion, philosophy, art, music and/or literature.
- Achieve in-depth understanding and special competence in at least one area of disciplinary or thematic specialization in the medieval and/or Renaissance periods.

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 geographical location, a topic or theme.

A major in Medieval/Renaissance Studies will normally select her major advisor from the department or area in which she is concentrating. Two units of course work must be at the 300 level, and under normal circumstances, both of these courses must be taken at Wellesley College. Normally, credit/noncredit courses do not count for the major.

Honors in Medieval/Renaissance Studies

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

Graduate Study and Careers in Medieval/Renaissance Studies

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the language and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses)
carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

**Advanced Placement Policy in Medieval/Renaissance Studies**

The Medieval/Renaissance Studies program does not accept Advanced Placement credits to replace course work in the major.

**Transfer Credit in Medieval/Renaissance Studies**

Under normal circumstances, no more than two courses taken outside of Wellesley College may be counted toward the major. For students entering in the fall of 2014 and later, neither of these can be the required 300-level course for the major. Students entering in the fall of 2013 and earlier should consult the Chair of Medieval/Renaissance about counting such courses as 300-level courses in the major.

**International Study in Medieval/Renaissance Studies**

There are numerous opportunities for international study for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 201</td>
<td>Medieval Art and Architecture, 400-1400</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 244</td>
<td>Art, Patronage, and Society in Sixteenth-Century Italy</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 246</td>
<td>Collectors, Saints, and Cheese-Eaters in Baroque Italy</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 247</td>
<td>Islamic Art and Architecture, 650-1500</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 251</td>
<td>The Arts in Renaissance Italy Before and After the Black Death</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 299</td>
<td>History of the Book from Manuscript to Print</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 313</td>
<td>Seminar: Eurasia: Empires, Merchants, and Missionaries (1600 - 1800)</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 330</td>
<td>Seminar: Italian Renaissance Art</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 331</td>
<td>Seminar: Rembrandt</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Introduction to Shakespeare</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENG 210</td>
<td>History of the English Language</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 213</td>
<td>Chaucer: Community, Dissent, and Difference in the Late Middle Ages</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 221 / HIST 221</td>
<td>The Renaissance</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Shakespeare Part I: The Elizabethan Period</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 224</td>
<td>Shakespeare Part II: The Jacobean Period</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Milton</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 247 / MER 247 / CPLT 247</td>
<td>Arthurian Legends</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Advanced Studies in Medieval Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Advanced Studies in Shakespeare</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Advanced Studies in 16th- and 17th-Century Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 210</td>
<td>From the Middle Ages through the Enlightenment</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 224</td>
<td>Versailles and the Age of Louis XIV</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 278</td>
<td>Court, City, Salon: Early Modern Paris—A Digital Humanities Approach</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 302</td>
<td>Discourses of Desire in the Renaissance</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 303</td>
<td>Advanced Studies in Seventeenth and Eighteenth Centuries</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 333</td>
<td>French Classical Tragedy: Corneille versus Racine: Rethinking the Parallel</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 208</td>
<td>Society and Culture in Medieval Europe</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 213</td>
<td>Conquest and Crusade in the Medieval Mediterranean</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 214</td>
<td>Medieval Italy</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 221 / ENG 221</td>
<td>The Renaissance</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 222</td>
<td>The Barbarian Kingdoms of Early Medieval Europe</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 232</td>
<td>The Transformation of the Western World: Europe from 1350 to 1815</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 234</td>
<td>The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 246</td>
<td>Vikings, Icons, Mongols, and Tsars</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 279</td>
<td>Heresy and Popular Religion in the Middle Ages</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 354</td>
<td>Seminar: King-Killers in Early Modern Britain and France</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 358</td>
<td>Seminar: Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 379</td>
<td>Heresy and Popular Religion in the Middle Ages</td>
<td>1.0</td>
</tr>
<tr>
<td>ITAS 263</td>
<td>Dante's Divine Comedy (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>ITAS 274</td>
<td>Women in Love: Portraits of Female Desire in Italian Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 224 / REL 224</td>
<td>Hildegard of Bingen</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Philosophy and Witchcraft</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Philosophy of Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 221</td>
<td>History of Modern Philosophy</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 300</td>
<td>Seminar: Philosopher Misfits, Philosopher Queens</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 224 / MUS 224</td>
<td>Hildegard of Bingen</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 226</td>
<td>The Virgin Mary</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 261</td>
<td>Cities in the Islamic World</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 262</td>
<td>The Formation of the Islamic Tradition</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 364</td>
<td>Seminar: Sufism: Islamic Mysticism</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 252</td>
<td>Christians, Jews, and Moslems: The Spirit of Spain in Its Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>Cervantes</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 307</td>
<td>Seminar: The Clothed and the Naked in Colonial Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Masculinities in Medieval and Golden Age Spanish Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 318</td>
<td>Seminar: Love and Desire in Spain's Early Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 325</td>
<td>Seminar: Candid Cuisine: Food in Latin American Literature and Culture</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>The Making of the Modern Self: Writing and Identity from the Middle Ages to the Present [2014-15]</td>
<td>1.0</td>
</tr>
</tbody>
</table>
**Medieval/Renaissance Studies Minor**

**Requirements for the Medieval/Renaissance Studies Minor**

For a Medieval/Renaissance Studies minor, students must take at least five units of course work from the preceding and following course listings. Of these, at least one must be at the 300 level and no more than one may be at the 100 level.

---

**MER Courses**

Course ID: CPLT247/ENG247/MER247  Title: Arthurian Legends

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: MER247; Prerequisites: None; Instructor: Wall-Randell; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG214/MER214  Title: The Global Middle Ages: Stories, Ideas, Communities

This course surveys literary artifacts from the Middle Ages, focusing primarily on case studies that exemplify how medieval men and women constructed, endorsed, or revolutionized their perception of the world. We will explore key genres such as epic poetry, history writing, religious texts, travelogues, lyric, romance, narrative fiction, and theater. For each genre, we will discuss texts written or translated in medieval England side by side with counterparts originating in Africa, and Asia, and Europe. Topics include the *Song of Roland*, John Mandeville’s *Travels*, *Barlaam and Iosaphat*, the *Letter of Prester John*, and *The Thousand and One Nights*.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MER214; Prerequisites: None; Instructor: Laura Ingallinella; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring;

Course ID: ENG314/MER314  Title: The Global Middle Ages: Stories, Ideas, Communities

This course surveys literary artifacts from the Middle Ages, focusing primarily on case studies that exemplify how medieval men and women constructed, endorsed, or revolutionized their perception of the world. We will explore key genres such as epic poetry, history writing, religious texts, travelogues, lyric, romance, narrative fiction, and theater. For each genre, we will discuss texts written or translated in medieval England side by side with counterparts originating in Africa, and Asia, and Europe. Topics include the *Song of Roland*, John Mandeville’s *Travels*, *Barlaam and Iosaphat*, the *Letter of Prester John*, and *The Thousand and One Nights*.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MER314; Instructor: Laura Ingallinella; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year;

Course ID: ITAS263/MER263  Title: Dante’s Divine Comedy (in English)

This introductory course is centered on one of the literary masterpieces of all times, Dante Alighieri’s *Divine Comedy*. It is for students who have no background in Italian or medieval studies and for those who wish to learn more about the origins of European vernacular literature.

We will use the *Comedy* as a starting point to discuss the culture and history of medieval Italy and the premodern world. Dante designed the *Comedy* as an all-encompassing journey through what defines (for
better or for worse) men and women as human beings and members of society. We will undertake that journey together, traveling through hell, purgatory, and paradise and learning how to interpret primary sources, engage with critical readings, and bring the past to life.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MER263; Prerequisites: None; Instructor: Laura Ingallinella; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: MER350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MER360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: MER370  Title: Senior Thesis

Units: 1; Max Enrollment: 15; Prerequisites: MER 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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

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

Majors in Middle Eastern Studies will:

- Demonstrate knowledge of the histories, ecologies, social, political and cultural systems, and religious traditions and communities of the Middle East and North Africa
- Apply the necessary linguistic skills and methodological tools to pursue advanced and more specialized study
- Develop an in-depth field of study in a particular 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)
- Acquire the skills required in each of the contributing departments (Anthropology, Art, History, Political Science, Religion, Women's and Gender Studies), including:
  - 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 203</td>
<td>Iraq's Antiquities, Then and Now</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 241</td>
<td>Egyptian Art and Archaeology</td>
<td>1.0</td>
</tr>
<tr>
<td>CLCV 240 / REL 240</td>
<td>Romans, Jews, and Christians in the Roman Empire</td>
<td>1.0</td>
</tr>
<tr>
<td>HEBR 201</td>
<td>Intermediate Hebrew</td>
<td>1.0</td>
</tr>
<tr>
<td>HEBR 202</td>
<td>Intermediate Hebrew</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 284</td>
<td>The Middle East in Modern History</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 293</td>
<td>Changing Gender Constructions in the Modern Middle East</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 217 / PEAC 217</td>
<td>Politics of the Middle East and North Africa</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 346</td>
<td>Comparative Political Theory: Modern Muslim and European Theories of Power and Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 104</td>
<td>Study of the Hebrew Bible/Old Testament</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 105</td>
<td>Study of the New Testament</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 240</td>
<td>Romans, Jews, and Christians in the Roman Empire</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 243</td>
<td>Women in the Biblical World</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 244</td>
<td>Jerusalem: The Holy City</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 261</td>
<td>Cities in the Islamic World</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 262</td>
<td>The Formation of the Islamic Tradition</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 267 / MES 267</td>
<td>Muslim Ethics</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 268</td>
<td>Religion and Culture in Egypt</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 269</td>
<td>Religion and Culture in Iran</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 270</td>
<td>Religions of the Silk Road</td>
<td>1.0</td>
</tr>
</tbody>
</table>
REL 307  Seminar: Gods, Politics, and the Body in the Ancient Near East  1.0
REL 330  Seminar: Religion and Violence  1.0
REL 342  Seminar: Archaeology of the Biblical World  1.0
REL 364  Seminar: Sufism: Islamic Mysticism  1.0
REL 365  Cities in the Islamic World  1.0
REL 367  Seminar: Muslim Travelers  1.0
REL 368  ARAB 368  Writing Islamic History  1.0
SPAN 252  Christians, Jews, and Moslems: The Spirit of Spain in Its Literature  1.0

REL 330 and SPAN 252: 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 Courses**

Course ID: ARAB101  Title: Elementary Arabic

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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Zitnick; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.

Course ID: ARAB102  Title: Elementary Arabic

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.
Course ID: ARAB201  Title: Intermediate Arabic

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.

Units: 1; Max Enrollment: 15; Prerequisites: ARAB 101, ARAB 102, or permission of the instructor.; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: ARAB202  Title: Intermediate Arabic

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.

Units: 1; Max Enrollment: 15; Prerequisites: ARAB 101, ARAB 102, ARAB 201, or permission of the instructor.; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Each semester of ARAB 201 and 202 earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.;

Course ID: ARAB210  Title: Introduction to Arabic Literature in Translation (in English)

Exploration of some highly influential works of literature translated from Arabic. Students will have a chance to delve into literary works composed by authors from a large geographical area, extending from Morocco to the Middle East, from the turn of the nineteenth century to the present day. Our study of modern and contemporary Arabic literature will focus on a number of recurring themes, such as cultural and national identity, colonialism, religion, gender relations, and class conflict. Authors to be discussed include Naguib Mahfouz, Abdelrahman Munif, Ahlam Mosteghanemi, Leila Abouzeid, Tahir Wattar, Mohammed Zafzaf, and Yusuf Idris.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ARAB250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: ARAB 201-ARAB 202 or equivalent and permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ARAB250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: ARAB 201-ARAB 202 or equivalent and permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ARAB301  Title: Advanced Arabic I

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.

Units: 1; Max Enrollment: 15; Prerequisites: ARAB 201-ARAB 202 or permission of the instructor.; Instructor: Zitnick; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ARAB302  Title: Advanced Arabic II

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.

Units: 1; Max Enrollment: 15; Prerequisites: ARAB 301 or permission of the instructor.; Instructor: Zitnick; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ARAB305  Title: Arabic Translation Workshop

Study of the techniques and problems involved in translating from Arabic into English. Although the focus will be on text-to-text translation of short stories, poems and other types of literary texts, students will also experiment with speech-to-speech translation, text-to-speech translation, and speech-to-text translation. The aim of these varied activities is to help students acquire a deeper understanding of the Arabic language and to further their proficiency in the four linguistic skills: reading, writing, speaking and listening. Students will also discuss a range of methods and options for tackling and translating challenging linguistic formulations and transferring meaning from the original context to the English-speaking context.

Units: 1; Max Enrollment: 15; Prerequisites: ARAB 201 - ARAB 202 or permission of the instructor.; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ARAB307  Title: Readings in Classical Arabic Literature

Close readings and study of selected prose and verse from the rich repertoire of Classical Arabic literature. Readings will be selected in part in response to the interests of students enrolled in the course, but are likely to include some of the following: readings from sacred texts and the traditional scholarly traditions, mystical and philosophical writings, historiographical and geographical writings, collections of stories, travelers' accounts, letters and diaries, and various kinds of poetry. All readings will be in Arabic, with discussion and written assignments mostly in English.

Units: 1; Max Enrollment: 12; Prerequisites: ARAB 201-ARAB 202 or permission of the instructor.; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: ARAB310/MES310  Title: Resist&Dissent N.Afric&MidEast

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ARAB310; Prerequisites: Permission of the instructor.; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: ARAB350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ARAB350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ARAB368/REL368  Title: Writing Islamic History

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ARAB368; Prerequisites: If taking the course for credit in Arabic, ARAB 202 or equivalent.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;
Course ID: ARAB310/MES310  Title: Resist&Dissent N.Afric&MidEast

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ARAB310; Prerequisites: Permission of the instructor.; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: HIST293/MES293  Title: Changing Gender Constructions in the Modern Middle East

Intertwined with the political history of the modern Middle East are the dramatic cultural and social changes that have shaped how many Middle Easterners live their lives and imagine their futures. This course explores the historical contexts of the changing constructions of femininity and masculinity in different Middle Eastern settings from World War I to the present. Such contexts include nationalist and Islamist movements; economic, ecological, and demographic change; changing conceptions of modernity and tradition, individual and family, and public and private space; and state violence and civil war. Primary sources will focus on the self-representations of Middle Eastern men and women as they engaged with what they considered the major issues of their times.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES293; Prerequisites: None; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: HIST366/MES366  Title: Seminar: `Greater Syria' under Ottoman and European Colonial Rule, c. 1850-1950

This is a research seminar about the history of “Greater Syria” (modern Lebanon, Syria, Jordan and Israel/Palestinian Authority) from the perspective of its cities, especially Aleppo, Amman, Beirut, Damascus, Haifa, and Jerusalem. Focus on the impact of the Ottoman Empire's mid-nineteenth-century Tanzimat (or modernization) reforms; the Empire's demise after World War One, and European Mandate rule (French in Lebanon and Syria, and British in Trans-Jordan and Palestine). Themes include: changes in governance and the administration of Islamic law; localism, Arab nationalism, sectarianism, and changes in communal identities and inter-communal relations; migration, urban and demographic growth, and the transformation of urban space; Jewish nationalism and immigration, and the impact of World War Two.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES366; Prerequisites: By the permission of the instructor to students with some background in History and the Middle East.; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST369/MES369  Title: Histories of "Ethnic" and "Religious" Violence

A crucial aspect of modern international history is the large-scale violence against civilians that has marked recent civil wars throughout the world, from former Yugoslavia to Rwanda, Iraq, Syria, and beyond. Though such violence is often labeled “ethnic” or “religious,” its causes are much broader. We will study the causes and consequences of both state-perpetrated and communal violence, and delve into the scholarly (and legal) debates about political/social reconstruction and moral repair in the aftermath of such violence. The ethics of the representations of violence by historians and other authors/creators is also an important theme of the course. Student research papers will deal with aspects of a particular conflict in the Middle East, Africa, and the western Indian Ocean region.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES369; Prerequisites: Permission of the instructor to students with background in History, and/or African, Middle Eastern and Peace and Justice Studies.; Instructor: Lidwien Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: MES250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MES250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;
Course ID: MES260/REL260  Title: Religion and Culture in Muslim Societies

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES260; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Fall; Notes: Normally alternates with REL262.

Course ID: MES261/REL261  Title: Cities in the Islamic World

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, Samarkand, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES261; Prerequisites: No prerequisite requirement for 200-level course.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course can be taken at the 300-level (REL 365) if pre-requisites are met and with additional assignments.

Course ID: MES263/REL263  Title: Islam in the Modern World

A study of the modern history of the Islamic religion and its interaction with historical forces in shaping developments in Muslim societies from the late eighteenth century to the present. The course explores the emergence and evolution of religious movements and discourses in the context of the colonial and postcolonial periods, with particular attention to the histories of modern nation-states, such as Morocco, Egypt, Turkey, Iran, Pakistan and Indonesia. Readings encompass a variety of perspectives and address a range of topics, including religious practice, modes of interpretation, matters of governance and the state, economic issues, gender and gender relations, and the participation of women in various arenas of public life. Islam is explored as a diverse and dynamic religious tradition that is responsive to change, and enquires into the divergent understandings of religion represented in a variety of modern and contemporary contexts.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES263; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall.

Course ID: MES267/REL267  Title: Muslim Ethics

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 include charity, the environment, gender, dispute resolution, violence and non-violence.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES267; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as REL267/MES 267 or, with additional assignments, REL 347/MES 347.

Course ID: MES270  Title: Morocco: Language and Culture

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.

Units: 0.5; Max Enrollment: 21; Prerequisites: Three semesters of Arabic or permission of the instructor.; Instructor: Aadnani; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's Office approval.
Course ID: MES347/REL347  Title: Muslim Ethics

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES347; Prerequisites: 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.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as REL267/MES 267 or, with additional assignments, REL 347/MES 347.;

Course ID: MES350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MES350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MES358/PEAC358/POL2359  Title: Palestinian Israeli Peace Prospects

This course provides an in-depth exploration of the Palestinian Israeli conflict from a comparative and social justice perspective. Our goal is to provide an analysis of events to engage in constructive academic debates. The class begins by contextualizing the study of the Middle East within the broader scope of comparative politics and Peace and Justice studies. Next, we focus on the origins of the conflict: the debate about 1948, the consolidation of the Israeli state, and the development of Palestinian and Israeli political and military organizations. The course then delves into different dimensions of the conflict: regional geopolitics, international relations, environmental debates, gender activism, terrorism, and the “Wall.” The last portion of the class considers peace negotiations, conflict mediation, compromise, and solutions: the refugee question, Jerusalem, TRCs, and the role of the United States.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES358; Prerequisites: One of the following courses - PEAC 104, PEAC 204 or instructor permission.; Instructor: Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall;

Course ID: MES360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: MES361/REL361  Title: Seminar: Studying Islam and the Middle East

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES361; Prerequisites: Open to juniors and seniors, and sophomores who have taken at least one unit of Middle Eastern studies, or by permission of the instructor.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: MES363/REL363  Title: Seminar: Law and Community in Muslim Societies

An exploration of law in theory and practice in Muslim communities from the early Islamic period to the present day. How have Muslim societies developed legal principles, discourses and practices? How have different kinds of law – the religious law or shari?a, legal rulings issued by the state, customary law – interacted at different times and in different localities? What have been the roles of scholars, jurists and judges? How have
legal discourses and local practices interacted with issues of social and economic status, gender and sexuality? Areas of concentration include law in the diverse societies of the early modern empires (Ottoman, Safavid, Mughal), the legal interventions of colonial powers and their legacies, and contemporary legal discourses among Muslims in Muslim-majority and non-Muslim majority settings.

Units: 1; Max Enrollment: 16; Crosslisted Courses: MES363; Prerequisites: One unit at the 200 level in Religion, Middle Eastern Studies, History, Political Science or a related field.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: MES365/REL365 Title: Cities in the Islamic World

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, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES365; Prerequisites: One Unit in Middle Eastern Studies, or Religion, or Permission of the Instructor. Only applies to 300-level course.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course is also offered at the 200-level as REL 261. Prerequisites and additional assignments do not apply to REL 261. They do apply to REL 365.;

Course ID: MES367/REL367 Title: Seminar: Muslim Travelers

An exploration of the experiences and writings of Muslim travelers from the Middle Ages to the present in West, South, East, and Central Asia, North Africa, Europe, and America. Focus on the wide range of cultural encounters facilitated by journeys for purposes of pilgrimage, study, diplomacy, exploration, migration, and tourism, and on the varied descriptions of such encounters in forms of literary expression associated with travel, including poetry, pilgrimage manuals, narrative accounts, letters, memoirs, and graffiti. Authors include al-Biruni, Ibn Jubayr, Ibn Battuta, Evliya Çelebi, al-Tahtawi, Farahani, Abu Talib Khan, Asayesh.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES367; Prerequisites: Open to juniors and seniors, students who have taken at least one unit in Middle Eastern studies, and by permission of the instructor.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: MES370 Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: MES 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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

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, digital media, experimental music 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 impacting 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 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.

1. Read, understand, and interpret music.
2. Navigate the print and online resources needed to produce a research paper and assert a scholarly voice.
3. Recognize specific styles of composers and performers, and identify the progression and evolution of music in space and time.
4. Build interpersonal relationships, cultivate creativity with other performers, apply constructive criticism, and learn how to collaborate with an accompanist, an ensemble, or in chamber music.
5. Find one’s unique style within the performing medium, such as improvisation, and communicate and express emotion though the voice or learned instrument.
6. Develop critical thinking & critical listening skills, and skills about writing about music, in order to articulate how music developed within its cultural context, such as what were the influences on the musicians in a given place and time. Apply and expand these skills to other disciplines.
7. Be able to use music technology to manipulate sound and create musical compositions, including the production of music in concert, exhibition, and multi-media performance.
8. Apply musical literacies to discover techniques that make music work.
9. Recognize and describe a wide variety of performance practices, such as how to play the piano in the style of Chopin or Oscar Peterson.

Requirements for the Music Major

The major in Music is a program of at least 10 units. The department offers three areas of concentration in fulfilling the Music major:

Western Classical Music

MUS 122 - Harmonic Concepts in Tonal Music
MUS 244 - Introduction to Modal and Tonal Counterpoint
MUS 200 - Music History Topics I
MUS 201 - Music History Topics II
MUS 202 - Music History Topics 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; or a full year's lesson credit from MUS 199, MUS 299, or MUS 344)

Two years of participation in department ensembles (MUS 250H)

**Jazz and World Music**

MUS 209/309 – A History of Jazz
MUS 220 - Jazz and Popular Music Theory
MUS 245/345 - Introduction to Ethnomusicology
2 among the following courses (MUS 200, MUS 201, MUS 202, MUS 210)
MUS 276 - American Popular Music
MUS 298/398 - Performing Music (Jazz and World Improvisation)

2 electives could include: MUS 100, MUS 122, MUS 222/322, MUS 250/350, MUS 275, AMST 217, or AMST 315.

MUS 300 - Music Capstone Major Seminar and/or MUS 301 Calderwood Seminar in Public Writing

Two years of participation in Jazz and World Music Ensembles (MUS 250H)

**Digital Media/Experimental Music**

MUS 122 - Harmonic Concepts in Tonal Music
MUS 202 - Music History Topics 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 course in Cinema and Media Studies (CAMS) and 1 course in Media Arts and Sciences (MAS)

2 electives (one of which may be MUS 100)

MUS 300 - Music Capstone Major Seminar and/or MUS 301 Calderwood Seminar in Public Writing
Two years of participation in department ensembles (MUS 250H); participation in MUS 275 and MUS 277 can count for one year of ensemble activity.

**Self-Designed Major**

A student may elect to create a self-designed 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 performing music ensembles for at least two academic years. For students with an interest in the Digital Media/Experimental Music track, credit for one academic year of ensemble participation can come from taking MUS 275 and MUS 277. 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 well as 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 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/MUS 398 in the junior year and evidence during that year, through public performance, of exceptional talent and accomplishment; MUS 344 or MUS 298/MUS 398 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 209/309, MUS 222/MUS 322, MUS 224, MUS 230, MUS 235/MUS 335, MUS 275, MUS 276, MUS 277/MUS 377). One of the five units may come from earning one credit through performing music lessons (MUS 198, MUS 199, MUS 298, MUS 299, MUS 344, MUS 398) or through completing two years in an ensemble (MUS 250H). In order to shape a program to suit diverse musical interests, the student minoring in music should plan to select the remaining two or three courses in consultation with her chosen advisor in the process of declaring her music minor. Not more than one academic course taken credit/noncredit may be counted toward the minor.

Music minors are encouraged to develop musicianship through the acquisition of basic keyboard skills, and through ear training, private instruction in practical music, and involvement in the various performing organizations of the Department of Music.
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 Dolmetsch clavichord, a virginal, three harpsichords, a positive organ, a fortepiano, an 1823 Clementi grand piano, 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.

Performance Workshop (MUS 344)

The performance workshop is directed by two members of the performance faculty. It offers advanced students an opportunity to perform frequently in an informal setting before fellow students and faculty, to discuss repertoire and interpretation, and to receive constructive comments.

Skills Instruction in Music

Group instruction in basic keyboard skills, including keyboard harmony, sight-reading, ear training, and score reading, is provided free to all students enrolled in any music course (including MUS 100 with the instructor’s permission and if space is available), and to MUS 99 students with the written recommendation of their private instructor. Ensemble sight-reading instruction on a more advanced level is also available for pianists.

Private Instruction in Music

The department offers private classical instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, Baroque violin, fiddle, viola, violincello, double bass, viola da gamba, flute (Baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, percussion, and marimba; and private jazz instruction in piano, violin, viola, electric and upright bass, saxophone, flute, trumpet, trombone, guitar, voice, drumset and congas/hand percussion. We will make every attempt to accommodate students wishing private instruction in instruments not currently taught.

All students who wish to receive private instruction should take the Music Theory Placement Evaluation, offered during Orientation Week. Information concerning auditions and course requirements for noncredit and credit study is given under listings for Music 99, 198, 199, 298, 299, 344 and 398. Except for 344, auditions and the Placement Evaluation are ordinarily given at the start of the first semester.

Arrangements for lessons are made at the department office during Orientation or the first week of the semester. Students may begin private study in 99, 198, 199, 298 or 299 at the start of the second semester if space permits. More about lessons and fees can be found at https://www.wellesley.edu/music/performanceprogram/lessons.

Juries (Exams)

Jury sheets will include a list of the criteria for judging student performance. Faculty will be asked to write a cogent paragraph for each student about her performance. Jury sheets are returned to the teacher once grading information has been collected. The comments are intended to be used by the instructor, both as a guide for the student and as feedback for the teacher. Faculty members should keep copies for their records, as the department does not retain copies.

Music 99: Non-credit private instruction
Open to all students: Corequisite of Music 100 during same academic year is exempted via the Music Theory Placement Evaluation or fulfilled in the same academic year in which the lessons begin. Several partial scholarships are available by application. An audition or an initial meeting with the teacher is required.

Music 198, 199, 298, 299, 398: Performing Music for Credit Programs

Credit for performing music at the 198, 199, 298, 299, and 398 levels is granted only for study with the department's performance faculty, not with outside instructors; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (2 semesters) of study in either 198, 199 or 298, 299 or 398. While the performance music courses (99, 198, 199, 298, 299, 344, 398) may be repeated without limit, no more than four units of credit in these courses may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the department. An academic music course must be elected as a corequisite for each unit of credit in performing music. If a student must take MUS 100 as a result of the Placement Evaluation, this course counts as the corequisite for the first year of lessons.

The department's MUS 198, 199, 298, 299, and 398 course offerings are made possible by the estate of Elsa Graefe Whitney, Class of 1918.

Music Theory Placement Evaluation

The Music Theory Placement Evaluation is designed to assess students' current knowledge of music theory in order to help determine which music courses would be best to start with. Students may be placed into or exempted from MUS 100 based on the results of this informal online evaluation. Although the MTPE is voluntary all are encouraged to attempt it even if they have had little or no theory study. The evaluation includes questions covering major and minor scales, intervals, chords, rhythms, dictation, simple harmonic analysis and 4-part writing. Students may leave those portions of the evaluation blank containing questions with which they are unfamiliar. Students do not need to complete the MTPE in order to enroll in music lessons or courses. Students who answer the first page questionnaire without completing the MTPE will automatically be recommended for MUS 100.

Academic Credit and Corequisites for MUS 198, MUS 199, MUS 298, and MUS 299 in Music

Credit for performing music at the MUS 198, MUS 199, MUS 298, and MUS 299 levels is granted only for study with the department's performance faculty, not with outside instructors; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either MUS 198, MUS 199, MUS 298, or MUS 299; except by special permission, both semesters must be satisfactorily completed before credit can be counted toward the degree. While music performance courses (MUS 99, MUS 198, MUS 199, MUS 298, MUS 299, MUS 344, MUS 398) 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.

Fees

For students who: 1) have demonstrated financial need as determined by the Wellesley College Financial Aid Office; 2) are receiving financial aid from Wellesley College; and 3) are taking the normal length of lesson (45 minutes at the 198 and 199 level or one hour at the 298, 299 and 398 level) there is no charge for Music 198, 199, 298, 299 or 398. All other Music 198, 199, 298, 299, and 398 students, while still given the full-length lesson, are charged $1014 per year (calculated as the rate for one half-hour lesson per week of the academic year). The 198 and 199 students who normally have 45-minute lessons may register for hour lessons for an additional charge. Students who contract for performing music instruction under Music 99 are charged $1014 for one half-hour lesson per week through both semesters, and may register for 45-minute or hour lessons for an additional charge. A few partial subsidies are available to students taking Music 99. Music lessons at Wellesley involve a full-year commitment though lesson contracts are binding for each semester. Performing music lesson fees are payable by date of submission of the contract, which is due no later than the end of the Add Period.
Group Instruction in Music

Weekly group lessons in voice, classical guitar, and violin are available. Groups meet once a week for 10 weeks each semester. Group voice meets for the fall semester at a cost of $150. Classical guitar and violin meet during the fall and spring, for 10 weeks each semester, at a cost of $300.

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 annual 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 2019-20 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 groups, which include singers and players of strings, winds, and keyboards, rehearse independently and also meet weekly with a faculty coach at no cost. Throughout the year, players present formal and informal recitals. Entrance is by audition.

Wellesley BlueJazz

The Wellesley BlueJazz Ensemble Program includes Wellesley BlueJazz Big Band, BlueJazz Strings, and BlueJazz Combos. Faculty-directed rehearsals encourage the development of fluency in jazz improvisation. The ensembles perform throughout the year on campus and also collaborate with other colleges in the Boston area to present joint concerts. The Wellesley BlueJazz experience includes workshops and master classes with visiting guest artists and WBJ Nights Out attending jazz performances in the Boston area.

Yanvalou Drumming and Dance Ensemble

Yanvalou, an ensemble that explores the traditional music of Africa and the Caribbean, offers participants the opportunity to perform with authentic instruments, and to experience a variety of cultures through their music. In collaboration with its dance troupe, Yanvalou presents several concerts during each academic year.

Guild of Carillonneurs

Members are selected through an application process, and they receive weekly lessons and bi-weekly masterclasses on the 32-bell carillon in Galen Stone Tower. The guild hosts open concerts and events for the local community, and members travel to other carillons for wider performance possibilities. On campus, guild members perform solo concerts on the college carillon between classes and for special events in the college community.

MUS Courses

Course ID: ANTH235/MUS245  Title: Doing Ethnomusicology: Critical Music Studies "Out in the Field"

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

Units: 1; Max Enrollment: 12; Crosslisted Courses: ANTH235; Prerequisites: None; Instructor: Goldschmitt; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH345/MUS345  Title: Introduction to Ethnomusicology: The Anthropology of Music

This course has three primary aims: (1) to give students the experience of doing ethnographic research in a local community; (2) to introduce key concepts pertaining to ethnomusicology, or the study of music in cultural context; (3) to create a good working atmosphere in which students can share research with each other. Students will gain experience doing fieldwork as participant/observers; taking scratch notes and writing up field journals; recording and transcribing interviews; and doing library and online research. Each student will conduct weekly visits to a local musical group or community of her choice. Past projects have focused on Senegalese drumming, Balinese gamelan, and hip-hop dance. The semester will culminate in a final presentation and paper (15 pages) based on the student's research.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ANTH345; Prerequisites: MUS 100; Instructor: Goldschmitt; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;
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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MUS336; Prerequisites: Any of ARTS 105, ARTS 109, ARTS 113, MUS 100, MUS 122, ARTH 100, or permission of the instructor.; Instructor: Johnson (Music) and Rivera (Art); Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

---

**Course ID: MUS099** Title: Performing Music

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. This course does not carry academic credit.

Units: 0; Max Enrollment: 100; Prerequisites: MUS 100, or exemption by Music Theory Placement Exam; audition required.; Instructor: Staff; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: For further information, including fees, see Performance;

---

**Course ID: MUS099G** Title: Performing Music - Group (without academic credit)

Weekly group lessons in voice, violin and classical guitar.

Units: 0; Max Enrollment: 100; Prerequisites: MUS 100, or exemption by Music Theory Placement Exam; audition required.; Instructor: Staff; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Lessons meet once a week for 10 weeks. Group voice lessons are offered only in the fall. Classical guitar and violin group lessons meet during fall and spring terms. For further information, including fees, see Performance, Private Instruction in Music. Corequisite;

---

**Course ID: MUS100** Title: Musical Literacies

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 members of the academic faculty will visit regularly to introduce students to the rich diversity of approaches to the field of music. No prior musical knowledge is expected. Students may choose to take the Music Theory Placement Exam to see if they can exempt MUS 100 and go directly into MUS 200, MUS 201, MUS 202, MUS 122, or MUS 220. A musicianship lab supplements the three class meetings. May be counted toward the major or the minor.

Units: 1; Max Enrollment: 50; Prerequisites: None; Instructor: Russell; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

---

**Course ID: MUS122** Title: Harmonic Concepts in Tonal Music

Beginning with a comprehensive review of musical terminology and basic materials, MUS 122 explores the fundamentals of tonal harmony, voice-leading, phrasing, and form. Topics include harmonic functions and phrase structure, cadence formation, voice-leading and figured bass, and tonal analysis. Regular ear-training practice complements written exercises. One keyboard lab per week.

Units: 1; Max Enrollment: 18; Prerequisites: Open to all students who have completed MUS 100 or exempted it by the Music Theory Placement Exam.; Instructor: Sterbenz; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Normally followed by MUS 244.;

---

**Course ID: MUS198** Title: Performing Music (Jazz and World Improvisation) Intermediate

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.

Units: 0.5; Max Enrollment: 100; Prerequisites: MUS 100 must be completed or exempted by the Music Theory Placement Evaluation; audition required. One academic music course per 0.5 credits earned; MUS 100 fulfills
this requirement if needed during the first year. Students should consult the department website for details regarding the entrance audition for MUS 198.; Instructor: Staff; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Each semester of MUS 198 earns one half unit of credit; however, both fall and spring semesters must be completed satisfactorily to receive credit for either course. Not to be counted toward the major in music; but one unit of MUS 198 can count toward the minor. MUS 198 may be repeated without limit. For further information, including fees, see Performance, Private Instruction and Academic Credit. See also MUS 99 and MUS 298. Mandatory credit/noncredit. Corequisite - MUS 100 must be completed or exempted by the Music Theory Placement Exam; audition required;

Course ID: MUS199  Title: Performing Music (for academic credit)

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.

Units: 0.5; Max Enrollment: 100; Instructor: Staff; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Each semester of MUS 199 earns one half unit of credit; however, both fall and spring semesters must be completed satisfactorily to receive credit for either course. Not to be counted toward the major in music, but one unit of MUS 199 can count toward the minor. MUS 199 may be repeated without limit. For further information, including fees, see Performance, Private Instruction and Academic Credit. See also MUS 99, MUS 198, MUS 298, MUS 299, and MUS 344. Mandatory credit/noncredit.;

Course ID: MUS200  Title: Topics in Music History I


This hands-on history course explores the way music permeated private lives in Renaissance Italy and England. Students will learn to play the viola da gamba as they study topics of artistic patronage, immigration, and the advent of music printing. Beginning at the Mantuan court of 1500, topics of study will include primary sources which elucidate the social milieu and habits of music-making of the well-educated, exemplified by Isabella d'Este, the quintessential Renaissance woman. We will study Franco-Flemish and Italian song repertory as we trace the travels of some of the best composers of the Renaissance and show how musical forms took on national characteristics as they crossed the Alps. While some experience playing string instruments is recommended, singers, keyboardists, and players of other instruments will be welcomed. This course meets three times a week.

Units: 1; Max Enrollment: 18; Prerequisites: MUS 100; Instructor: Fontijn, Jeppesen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: This is a topics course and can be taken more than once for credit as long as the topic is different each time.;

Course ID: MUS201  Title: Music History II: The Classical and Romantic Symphony

Classical and Romantic symphonic composition was a collective enterprise in which thousands of composers participated. This course will examine several interpretations of the symphony in the Western European classical tradition. Score-reading, transposition, and orchestration will be a primary focus, and students will build on their skills in music analysis and criticism through close listening to symphonies by C.P.E. Bach, Haydn, Mozart, Beethoven, Berlioz, Mendelssohn, Brahms, Beach, Tchaikovsky, and Mahler. We will learn about the cultural, stylistic, and aesthetic nuances of these works from a variety of intellectual standpoints. A highlight of this course will be a field trip to a performance by the Boston Symphony Orchestra. This course meets twice a week.

Units: 1; Max Enrollment: 18; Prerequisites: MUS 100; Instructor: Fontijn; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: MUS202  Title: Topics in Music History III

**Topic for 2019-20: Modernism and Music**

This course explores Western classical music created since the late nineteenth century up to the present day. We examine the musical rebellions of early twentieth-century composers (Debussy, Schoenberg, Stravinsky) and study the avant-garde experiments of composers writing after the First World War (Berg, Varèse, Cage). A consideration of intersections between sound, technology, and visual art focuses attention on cross-disciplinary innovation in recent compositions. While this course gives special attention to music composed by women and American composers, it also helps students develop skills in critical listening, music analysis, and essay writing. The standpoints of history, culture, politics, and aesthetics form the conceptual backdrop for an in-depth investigation of aspects concerning musical style and performance.
Course ID: MUS209  Title: A History of Jazz

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.

Units: 1; Max Enrollment: 18; Prerequisites: None; Instructor: Goldschmitt; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS210  Title: Music and the Global Metropolis

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 musical innovations. This course offers 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, 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.

Units: 1; Max Enrollment: 18; Prerequisites: None; Instructor: Goldschmitt; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS214  Title: Experiencing the Music, Dance, and Culture of Haiti

In this Wintersession course, which brings together ethnomusicology and anthropology, students will study the folkloric music, dance, and culture of Haiti. During Wintersession, there will be workshops, lectures, discussions, and site visits to multiple locations within the country, including Port-au-Prince, Gonaives, Jacmel, and Saut d'Eau. C-CLAK, a cultural center and school in Mirebalais, will be home base. Students will gain wide-ranging exposure to multiple aspects of Haitian culture in their field research with folkloric artists in different regions, expanding their cultural knowledge and experience of life in Haiti and working on their French and Kreyòl skills. Appropriate readings will be assigned before Wintersession begins and discussed throughout the course. A final paper is expected.

Units: 0.5; Max Enrollment: 15; Prerequisites: None; Instructor: Kera M. Washington, Professor Emeritus Gerdès Fleurant, Peniel Guerrier (Guest Choreographer); Typical Periods Offered: Winter; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS219/REL219  Title: Christian Ritual and the Sacred Arts

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: MUS219; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS220  Title: Jazz and Popular Music Theory

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: singing 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 tune analysis, the II-V progression, secondary dominants, re-harmonization, and jazz piano voicings. We also put these concepts into practice, completing jazz compositions and transcriptions, and using music software to publish assignments. Musicianship lab supplements the class meeting.

Units: 1; Max Enrollment: 15; Prerequisites: MUS 100 taken or exempted by the Music Theory Placement Evaluation, and Mus 198.; Instructor: Miller; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: MUS224/REL224  Title: Hildegard of Bingen

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MUS224; Prerequisites: None; Instructor: Elkins, Fontijn (Music); Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: MUS230  Title: Opera: Its History, Music, and Drama

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.

Units: 1; Max Enrollment: 18; Prerequisites: None; Instructor: Bhogal; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer ’51 Speaking Intensive Course.;

Course ID: MUS235  Title: Topics in Instrumental Music

Units: 1; Max Enrollment: 15; Prerequisites: MUS 100 or exemption by the Music Theory Placement Exam, or permission of the instructor.; Instructor: Bhogal; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: This course is also offered at the 300 level - see MUS 335. ;

Course ID: MUS240  Title: Opera Workshop

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.

Units: 1; Max Enrollment: 12; Prerequisites: Corequisite - MUS 199 in voice, with permission of MUS 199 instructor.; Instructor: Fuller; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS244  Title: Tonal Counterpoint and Harmony

A continuation of MUS 122, this course offers an introduction to sixteenth-century species/modal counterpoint and eighteenth-century tonal counterpoint, with an emphasis on its relationship to the harmony and melodic figuration of the seventeenth through nineteenth centuries. Students will complete a variety of compositional and analytical exercises in the style of Palestrina and Bach, and will also learn the history of Western counterpoint as articulated in the treatises of Zarlino, Galilei, Fux, Cherubini, and others. A keyboard lab offers practice in playing assigned counterpoint exercises, cadence progressions, and figured bass in keyboard style.

Units: 1; Max Enrollment: 15; Prerequisites: MUS 122; Instructor: Maeve Sterbenz; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: MUS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
Course ID: MUS250H  Title: Performing Ensembles for Credit

This course is open to qualified students by permission of the individual ensemble director. One-half unit of credit is granted for a full year (two consecutive semesters) of participation in any one of the department-sponsored ensembles, provided that the corequisite is successfully completed. A maximum of two units of credit toward the degree can be accumulated through 0.5 courses. Of the 32 units required for graduation, no more than four units in performing music may be counted toward the degree; thus students taking music lessons for credit during all four years at Wellesley cannot also receive degree credit via MUS 250H.

Units: 0.5; Max Enrollment: 99; Prerequisites: Corequisite - One academic music course per 0.5 credit earned.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: No credit will be given for this course unless both semesters are completed satisfactorily. Mandatory credit/noncredit.;

Course ID: MUS275  Title: Introduction to Electronic and Computer Music: History and Practices

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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Johnson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS276  Title: American Popular Music

“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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Marshall; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: MUS277  Title: Interactive Sound Art with Electronics - Histories and Practices, 1960-present

A continuation of MUS 275, Introduction to Electronic Music, this course offers intermediate and advanced instruction in digital sound design for live performance, film, or installation work. Students will continue to develop fluency in the digital audio software applications Logic Pro, Ableton Live, and Max/MSP, and will develop semester-long projects involving either a live musical performance with electronics, a short film score, or a site-specific interactive audio installation. In addition to building individual sound projects, students will also have the opportunity to engage with visiting digital artists, to read and discuss recent scholarship on technology, improvisation, and performance art, and to develop a fundamental understanding of acoustics and critical theories of sound.

Units: 1; Max Enrollment: 18; Prerequisites: MUS 275 or permission of the instructor.; Instructor: J. Johnson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS298  Title: Performing Music (Jazz and World Improvisation) Advanced

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. A student wishing to enroll in MUS 298 is expected to demonstrate accomplishment distinctly beyond that of the MUS 198 student. Students are recommended for promotion by their instructors. A minimum of 10 hours of practice per week is expected. MUS 298 incorporates theory and practice of jazz improvisation as well as written repertoire. This course can be counted toward the major in music.

Units: 0.5; Max Enrollment: 100; Prerequisites: MUS 198 or permission of the instructor.; Instructor: Staff; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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 requirements and fees, see Performing Music. Private Instruction and Academic Credit. See also MUS 99 and MUS 198. One music course must be completed for each unit of credit granted for MUS 298. A music course already used to fulfill the requirement for MUS 198 may not be counted again for MUS 298. Mandatory credit/noncredit.;
Course ID: MUS299  Title: Performing Music (Advanced, with Academic Credit)

A one-hour private lesson per week. Students who have completed at least one year of MUS 199 are eligible for promotion to MUS 299. A student wishing to enroll in MUS 299 is expected to demonstrate accomplishment distinctly beyond that of the MUS 199 student. Students are recommended for promotion by their instructors. A minimum of 10 hours of practice per week is expected. MUS 299 may be repeated without limit. One music course must be completed for each unit of credit granted for MUS 299. A music course already used to fulfill the requirement for MUS 199 may not be counted again for MUS 299. One half-unit of credit is given for a semester of study. Not to be counted toward the major in music.

Units: 0.5; Max Enrollment: 100; Prerequisites: MUS 199 or permission of the instructor.; Instructor: Staff; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Each semester of MUS 299 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 Performance;

Course ID: MUS300  Title: Topics in History, Theory, Analysis and Ethnomusicology

Topic for Fall 2019: Music and Sound in Video Games

This course will examine the expressive ways in which music and sound function within the medium of video games. Drawing on recent scholarship from the fields of music, media studies, sound studies, and film, students will be given an opportunity to think about the role of music and sound in relation to the act of play. We will engage our students in a number of ways: as creators of music and sound; as players whose immersive experience is shaped by sonic cues; and as critics whose intellectual engagement with the act of gaming finds points of intersection with a larger world of ideas and their relationship to the sensory process.

Topic for Spring 2020: Latin Jazz and Afro-Latin Experimentalism

From its origins to today, jazz has been a “world music,” incorporating musicians, rhythms, and approaches from the Caribbean in what Jelly Roll Morton famously described as the “Spanish tinge.” For most of its history, jazz has been an important site for Afro-Latin community building that crosses boundaries and reveals new possibilities for musical collaboration. This seminar takes a deep dive into jazz and related experimental musics from Latin America and Latinx communities living in the United States. Together, we will explore the ruptures and debates surrounding one of the most innovative instrumental musical genres that is at once vital yet separate from mainstream jazz history narratives. Students will have the option to produce a research paper or a creative final project.

Units: 1; Max Enrollment: 15; Prerequisites: MUS 100 or permission of instructor.; Instructor: Bhogal (Fall), Goldschmitt (Spring); Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall; Spring; Notes: This is a topics course. Upon approval of the department chair, MUS 300 can be taken multiple times provided that it explores a different topic each time.;

Course ID: MUS301  Title: Calderwood Seminar in Public Writing: Music in Public

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, including reviews of concerts and recordings, interviews with prominent musicians, and discussions of controversial issues in academic music. The course is intended for juniors and seniors who will address diverse issues, such as how to write about the experience of 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 to think musically in new and unanticipated ways.

Units: 1; Max Enrollment: 15; Prerequisites: MUS 100.; Instructor: Fontijn; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS308  Title: Conducting

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.

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Instructor: Graham; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year:
Course ID: MUS309  Title: A History of Jazz

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. Through leading a class discussion and completing a term paper, students in MUS 309 will learn to connect the technical language of jazz analysis to socio-cultural context. Students who have already taken MUS 209 cannot take MUS 309.

Units: 1; Max Enrollment: 18; Prerequisites: Permission of instructor.; Instructor: Goldschmitt; Distribution Requirements: HS - Historical Studies; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: This course will be taught at two levels as MUS 209 and MUS 309 with additional work.;

Course ID: MUS315  Title: Advanced Harmony

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. Musicianship lab supplements the class meetings.

Units: 1; Max Enrollment: 15; Prerequisites: MUS 244 and either MUS 313 or MUS 201.; Instructor: Tang; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: MUS335  Title: Topics in Instrumental Music

Units: 1; Max Enrollment: 15; Prerequisites: MUS 122 and MUS 201, or by permission of the instructor.; Instructor: Bhogal; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: This course is also offered at the 200 level as MUS 235.;

Course ID: MUS344  Title: Advanced Performance Seminar

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.

Units: 1; Max Enrollment: 10; Prerequisites: 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.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: This is the only credit course in classical performance that can be counted toward the music major.;

Course ID: MUS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: MUS360  Title: Senior Thesis Research

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.
Course ID: MUS370  Title: Senior Thesis

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.

Units: 1; Max Enrollment: 99; Prerequisites: MUS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: MUS398  Title: Performing Music (Jazz and World Improvisation) Advanced

A one-hour private lesson per week. Students who have completed at least one year of MUS 298 or who are advanced players may qualify for this upper-level performance course. MUS 398 incorporates theory and practice of jazz improvisation as well as written repertoire. Students are required to perform a full recital in the Spring. This course can be counted toward the major in music.

Units: 0.5; Max Enrollment: 10; Prerequisites: MUS 298 or permission of the instructor and the jury panel.; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Spring;
Neuroscience

AN INTERDEPARTMENTAL MAJOR

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

- Develop a “STEM identity”—that is, identify as a scientist.
- Recognize and describe the interdisciplinarity of neuroscience.
- Describe and apply major neuroscientific experimental methods and approaches.
- Demonstrate the ability to interpret and critically evaluate the neuroscience literature.
- Apply analytical and statistical methods to interpret, evaluate, and critique experimental data.
- Use the scientific method to design original experiments that advance current knowledge, while adhering to ethical standards.
- Develop confidence and demonstrate fluency with oral and written communication for scientific and general audiences.
- Collaborate effectively with peers.
- Explain the societal relevance of discoveries in neuroscience and their translational potential for improving human health and well-being.

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 or STAT 218. Majors must elect three 200-level courses from at least two of the three following areas of concentration: (1) cellular and molecular neuroscience: BISC 219, BISC 220, CHEM 211, CHEM 223 (formerly CHEM 222), CHEM 227 (formerly CHEM 220); (2) cognitive neuroscience: PHIL 215, PSYC 214 (Class of 20 and before only), PSYC 215, PSYC 216, PSYC 217, PSYC 218; (3) systems and computational neuroscience: CS 232, MATH 215, PHYS 216, QR/STAT 260. Note that many of these 200-level courses have specific prerequisites that must be satisfied. Majors must also elect three 300-level courses from at least two of the three following areas of concentration, at least one of which must be a laboratory course: (1) cellular and molecular neuroscience: (NEUR 305, NEUR 332, NEUR 306/BISC 306, NEUR 315/BISC 315, BISC 302; (2) cognitive neuroscience: PSYC 304R, PSYC 314R, PSYC 315R, PSYC 316, PSYC 319, PSYC 321, PSYC 326; (3) 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, including the 300-level laboratory course, must be taken at Wellesley. Additional information is also available at https://www.wellesley.edu/neuroscience/major.

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 talk to their major advisors about additional courses that are recommended, as these vary depending upon the focus of specific graduate programs. For programs focused on 1) cell and molecular neuroscience, biochemistry (BIOC 223) is likely among the recommended courses, 2) cognitive neuroscience, research methods in cognitive psychology (PSYC 314R) may be recommended and 3) computational neuroscience, computational and computer science courses (including CS 112, MATH 115/MATH 116) and physics (through PHYS 106 or PHYS 108) may be recommended. Your major advisor can help you define courses that are tailored to your specific graduate school interests.

NEUR Courses

Course ID: BISC306/NEUR306  Title: Principles of Neural Development

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 and writing skills.

Units: 1; Max Enrollment: 12; Crosslisted Courses: BISC306; Prerequisites: NEUR 200 or BISC 216 or permission of instructor. Open to Juniors and Seniors only.; Instructor: Beltz; Distribution Requirements: EC - Epistemology and Cognition; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: BISC315/NEUR315  Title: Neuroendocrinology with Laboratory

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 behavioral levels. Laboratory experiments will explore various approaches to neuroendocrine research, including the detection of hormone receptors in the brain and analysis of behavior.

Units: 1.25; Max Enrollment: 12; Crosslisted Courses: BISC315; Prerequisites: NEUR 200, or both BISC 110/BISC 112/BISC 112Y and BISC 203, or both BISC 116/CHEM116 and BISC 203, or permission of the instructor.; Instructor: Tetel; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; EC - Epistemology and Cognition; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: NEUR100  Title: Brain, Behavior, and Cognition: An Introduction to Neuroscience

This course will provide a broad introduction to neuroscience, focusing on examples and approaches from cellular and molecular, cognitive, behavioral, systems, and computational neuroscience. The lecture aspect of
the course will be accompanied by a 70-minute practicum in which students will engage directly in experimental neuroscience.

Units: 1; Max Enrollment: 32; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Bauer, Gobes, Tetel, Quinan; Distribution Requirements: NPS - Natural and Physical Sciences; EC - Epistemology and Cognition; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: NEUR200 Title: Neurons, Networks, and Behavior with Laboratory

This course will build on basic concepts in neuroscience that were introduced in NEUR 100. Current issues will be examined within a broad framework that includes 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.

Units: 1.25; Max Enrollment: 24; Prerequisites: NEUR 100 and BISC 110 (or BISC 112/BISC 112Y or BISC 116/CHEM 116). Not open to first-year students.; Instructor: Beltz, Wiest, Quinan; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; EC - Epistemology and Cognition; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: NEUR240 Title: Research or Group Study: Behavioral Neurobiology

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to first-years and sophomores by permission of the instructor.; Semesters Offered this Academic Year: Not Offered;

Course ID: NEUR250 Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: NEUR250H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: NEUR300 Title: Capstone Seminar in Neuroscience

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.

Units: 1; Max Enrollment: 9; Prerequisites: NEUR 200. Open only to senior Neuroscience majors.; Instructor: Gobes, Tetel, Wiest; Distribution Requirements: EC - Epistemology and Cognition; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: The credit/noncredit grading option is not available for this course. Letter graded only.;

Course ID: NEUR305 Title: Excitation, Plasticity and Disease with Laboratory

Glutamate is the major excitatory neurotransmitter in the central nervous system. In this course, you will become familiar with the functions of glutamate in healthy neurotransmission, plasticity, and disease including stroke, epilepsy, schizophrenia, and drug abuse. In addition, you will continue to improve your ability to critically read scientific literature. This course is designed to be interactive, and lectures will be supplemented by in-class activities and discussions. In the laboratory portion of this course, you will have the opportunity to study the role of glutamate receptors in long-term potentiation, and study the role of glutamate receptor mutations on C. elegans behavior. Through these experiences you will improve your reading, critical thinking, writing, problem solving, and oral presentation skills.

Units: 1.25; Max Enrollment: 12; Prerequisites: NEUR 200.; Instructor: Bauer, Quinan; Distribution Requirements: NPS - Natural and Physical Sciences; EC - Epistemology and Cognition; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;
Course ID: NEUR340  Title: Research or Group Study: Behavioral Neurobiology

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: NEUR 200 or by permission of the instructor. Not open to first-year students.; Instructor: Wiest; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ’51 Speaking Intensive Course. No programming experience required.;

Course ID: NEUR325  Title: Neurobiology of Sleep, Learning and Memory with Laboratory

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".

Units: 1.25; Max Enrollment: 12; Prerequisites: NEUR 100. Not open to first-year students.; Instructor: Gobes; Distribution Requirements: LAB - Natural and Physical Sciences Laboratory; EC - Epistemology and Cognition; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ’51 Speaking Intensive Course.;

Course ID: NEUR332  Title: 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.

Units: 1; Max Enrollment: 12; Prerequisites: NEUR 200 or by permission of the instructor. Not open to first-year students.; Instructor: Bauer; Distribution Requirements: NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: NEUR335  Title: Computational Neuroscience with Laboratory

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.

Units: 1.25; Max Enrollment: 12; Prerequisites: 200 and calculus at the level of MATH 115, or by permission of instructor. Advisory - No programming experience is required.; Instructor: Wiest; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: NEUR340  Title: Research or Group Study: Behavioral Neurobiology
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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors by permission of instructor.; Semesters Offered this Academic Year: Not Offered;

Course ID: NEUR350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: NEUR350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: NEUR360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: NEUR370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: NEUR 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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

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

Peace and Justice Studies Program Purpose and Learning Objectives

The Peace and Justice Studies Program offers students an engaged intellectual focus on diminishing violence, transforming conflict, making and building peace, and achieving justice. It combines the social scientific analysis of conflict with the multidisciplinary study of strategies for promoting peace and justice. Areas of major focus in the program are international and intra-national conflict and peacemaking in the United States and elsewhere; forms of conflict transformation; inequities of race, class and gender; the political economy of conflict and peacebuilding; human rights; grassroots organizing; and environmental justice. The core of the program consists of four courses: an introductory course, two mid-level courses, and a capstone seminar.

Peace and Justice Studies includes coursework, research opportunities, advising, experiential and co-curricular opportunities, including field-based courses and a wintersession course in India.

The program equips students to:

1. Recognize, articulate, analyze, and assess the nature and sources of large-scale as well as small-scale violence, conflict, conflict transformation, and perspectives about peace and justice.
2. Analyze and apply general theories of conflict and conflict transformation to specific cases, regions, and issues.
3. Engage and put into practice theories of social justice, peace, and conflict transformation in the outside world, through externships, internships, field-study-based courses, and through the cultivation of intelligent compassion and a sense of justice.
4. Apply the knowledge, skills, and values acquired in their P&J studies to enhance their capability in their areas of concentration and interest.
5. Use concepts from multiple disciplines to examine the causes of violence and conflict, to transform conflict, and to seek justice.
6. Make ethical decisions based upon critical thinking, empathy, and responsibility.

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:

Five required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAC 104</td>
<td>Introduction to the Study of Conflict, Justice, and Peace</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 204</td>
<td>Conflict Transformation in Theory and Practice</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Two additional 200-Level PEAC Courses
One 300-Level PEAC Course

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 Wintersession, summer or yearlong internships, course-related experiential education programs, or community service projects. Under the guidance of a Peace and Justice Studies advisory board member, students will complete a one-half unit individual study (PEAC 250H) culminating in a reflective essay on the experiential education program undertaken.

Honors in Peace and Justice Studies

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

---

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
- One 200-level PEAC course
- One 300-level PEAC course

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 Courses
Course ID: ANTH231/PEAC231  Title: Anthropology In and Of the City

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 institutions of global capitalism found on Wall Street. The course is organized around four particular places on the citiescape 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC231; Prerequisites: None; Instructor: Ellison;
Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: ECON222/PEAC222  Title: Games of Strategy

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.

Units: 1; Max Enrollment: 21; Crosslisted Courses: PEAC222; Prerequisites: ECON 101.; Instructor: Skeath;
Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course. Reserved seats;

Course ID: EDUC215/PEAC215  Title: Understanding and Improving Schools

In this course students will engage with a spectrum of historic and contemporary school reform efforts across different contexts in the United States. Making use of a diverse array of texts from articles to podcasts and videos, students will struggle with both the promise of education as a tool for remedying inequalities and the stubborn reality that too often schools reflect and reproduce injustice. The structure of the course session and activities prompts students to learn about and experience alternative educational possibilities. Working in groups, pairs, and as individuals, students will explore scholarship and cases in educational anthropology, sociology, history, and critical theory, while questioning the purposes, processes, and products of schooling. Central to the course is the community students create with the instructor for mutual learning support and debate. All members of the course are engaged in a learning stance that centers a discipline of hope and engages with the proposition that communities can organize their own struggle to define and demand a humanizing and liberatory education. Students also have multiple opportunities to explore their own educational experiences and design their own research or educational initiatives to act on their learning.

Units: 1; Max Enrollment: 20; Crosslisted Courses: PEAC215; Prerequisites: None; Instructor: Vasudevan;
Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ENG263/PEAC263  Title: American Literature and Social Justice

A study of American fictions, plays, songs, essays, memoirs, 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: Rebecca Harding Davis, Life in the Iron Mills; Edward Bellamy, Looking Backward; Upton Sinclair, The Jungle; Marc Blitzstein, The Cradle Will Rock; John Steinbeck, Grapes of Wrath; poems about the Sacco and Vanzetti case; Lorraine Hansberry's Raisin in the Sun; poems by Langston Hughes, Edna St. Vincent Millay, Muriel Rukeyser, Robert Lowell, Adrienne Rich; memoirs by Jane Addams, Dorothy Day, James Baldwin, Martin Luther King, Barbara Deming, Ta-Nehisi Coates; accounts of the Japanese internment camps plays by the Teatro Campesino and Anna Devere Smith; songs by Joe Hill, Billie Holiday, Woody Guthrie, Pete Seeger, Nina Simone, Janelle Monàe. Opportunity for both critical and creative work.

Units: 1; Max Enrollment: 30; Crosslisted Courses: PEAC263; Prerequisites: None; Instructor: Rosenwald;
Distribution Requirements: LL - Language and Literature; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ENG264/PEAC264  Title: Antiwar Literature

A consideration of antiwar literature, in many of its forms - novels, plays, songs, cantatas, treatises, memoirs, poems, epics - and in many of the times and places in which it has been created, from the Bhagavad-Gita and
Homer’s *Iliad* to Tim O’Brien’s *The Things They Carried* and whatever antiwar literature is being created now. Consideration also of more general issues: the definition of antiwar literature, the representation of antiwar activity, the nature of literature made by pacifists, the ethics of war and resistance to war, the nature of personal and collective responsibility in war, the critical controversies over whether explicitly antiwar literature can be of genuine literary excellence.

Units: 1; Max Enrollment: 30; Crosslisted Courses: PEAC264; Prerequisites: None.; Instructor: Rosenwald; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Spring;

Course ID: ENGR305/PEAC305  Title: Intersections of Technology, Social Justice, and Conflict

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ENGR305; Prerequisites: For PEAC 305 - PEAC 104 and PEAC 204, or permission of the instructor (Confortini). For ENGR 305 - one ENGR course, or a comparable course at another institution, or permission of the instructor (Banzaert).; Instructor: Confortini, Banzaert; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST263/PEAC261  Title: Civil War and the World

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC261; Prerequisites: None; Instructor: Quintana; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST263/PEAC224  Title: South Africa in Historical Perspective: Rereading the Past, Re-imagining the Future

South Africa’s new constitution and dynamic forms of social activism and cultural expression represent powerful forces for democracy and equality. However, the legacy of Apartheid and the constraints on the transition to majority rule in 1991-1994 still negatively affect people’s living conditions along the lines of race, class, and gender. This course traces South Africa’s history from 1652 to the present, with themes including: the establishment of colonial rule; the destruction of pre-colonial polities; slavery and emancipation; White nationalism and the establishment of Apartheid; African nationalist movements and other forms of resistance; the fraught transition to majority rule, including the Truth and Reconciliation process; South Africa’s dynamic popular and public culture, and ongoing efforts to counter poverty, public corruption, HIV-AIDS, gender-based violence, and “xenophobia”.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC224; Prerequisites: None; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: MES358/PEAC358/POL2359  Title: Palestinian Israeli Peace Prospects

This course provides an in-depth exploration of the Palestinian Israeli conflict from a comparative and social justice perspective. Our goal is to provide an analysis of events to engage in constructive academic debates. The class begins by contextualizing the study of the Middle East within the broader scope of comparative politics and Peace and Justice studies. Next, we focus on the origins of the conflict: the debate about 1948, the consolidation of the Israeli state, and the development of Palestinian and Israeli political and military organizations. The course then delves into different dimensions of the conflict: regional geopolitics, international relations, environmental debates, gender activism, terrorism, and the “Wall.” The last portion of the class considers peace negotiations, conflict mediation, compromise, and solutions: the refugee question, Jerusalem, TRCs, and the role of the United States.
Course ID: PEAC104  Title: Introduction to the Study of Conflict, Justice, and Peace

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES358; Prerequisites: One of the following courses - PEAC 104, PEAC 204 or instructor permission.; Instructor: Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall;

Course ID: PEAC119Y/REL119Y  Title: First-Year Seminar: Hiroshima, Nagasaki and Yasukuni Shinto Shrine

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 Shinto 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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: PEAC119Y; Prerequisites: None. Open to first-year students only.; Instructor: Kodera; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: PEAC204  Title: Conflict Transformation in Theory and Practice

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?

Units: 1; Max Enrollment: 15; Prerequisites: PEAC 104 or permission of the instructor.; Instructor: Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PEAC205/POL3236  Title: Gender, War and Peacebuilding

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, sexualized 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.

Units: 1 ; Max Enrollment: 15; Crosslisted Courses: POL3236; Prerequisites: None; Instructor: Confortini; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: PEAC206/POL2220  Title: Qualitative Methods in the Social Sciences

This is an introductory course for students interested in using qualitative methods in their research and studies. By qualitative methods, I mean methods that involve small numbers of intensive observations, and that do not rely on statistical tests for drawing causal inference. The course is designed to help students develop proficiency in the use of qualitative methods in two respects. The first is to understand and be able to articulate assumptions about empirical reality and arguments about knowledge production. Next, the course will address practical considerations by helping students develop basic knowledge of principal techniques used by qualitative researchers like: navigating the IRB process and ethics of research, conducting in depth interviews, engaging in participant observation, and tracing archival and historical research.
Course ID: PEAC217/POL2217  Title: Politics of the Middle East and North Africa

How do Arab-Islamic history and culture shape politics in the contemporary Middle East and North Africa? Why is the Arab world—despite its tremendous oil-wealth—still characterized by economic underdevelopment and acute gaps between rich and poor? How have the events of September 11 and the U.S.-led "war on terror" affected the prospects for greater freedom and prosperity in the Middle East in the future? What do the 2011 revolts mean for the existing regimes and prospects for democracy? These are some of the questions we will examine in this course. In readings, lectures, and class discussions, the analysis of general themes and trends will be integrated with case studies of individual Arab states.

Units: 1; Max Enrollment: 35; Crosslisted Courses: PEAC217; Prerequisites: One unit in Political Science.; Instructor: Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: PEAC219/SOC209  Title: Social Inequality: Race, Class and Gender

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC219; Prerequisites: None; Instructor: Rutherford; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: PEAC221/POL3232  Title: Global Health Governance

This interdisciplinary course investigates the role of international organizations, governments, nongovernmental organizations, the media, advocacy groups, and individuals, to consider how and under what circumstances the international community comes together to address transnational health issues. Questions we will address include: What role should different actors play? What should be the ethical bases for promoting health? To what extent do global actors’ interventions promote health equity? Focusing on a set of health challenges that have particular impact upon the poor (HIV/AIDS, Ebola, TB, maternal mortality, mental health, and NCDs), we will disentangle the relationships between health, politics, ethics, and the international community, and consider some of the fundamental difficulties in health governance, including expanding health coverage, governing global health, and setting global health priorities.

Units: 1; Max Enrollment: 15; Crosslisted Courses: POL3232; Prerequisites: None.; Instructor: Catia C. Confortini; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: PEAC225/SAS225  Title: Gandhi in His Indian Contexts

PEAC/SAS 225 is a combined fall/Wintersession course, focusing on Mohandas Gandhi as a figure of global significance, and also one deeply rooted in Indian history and cultures. During the fall at Wellesley, students will study the sprawling and diverse cultural/political history of India; the many cultural and religious currents that influenced Gandhi’s thought; his model of nonviolent action (Satyagraha); various models of contemporary grassroots organizing in India; and the art/skills of travel journaling. Then, during the winter, students will travel to Pune, Mumbai, Chennai and Coimbatore, residing and studying for then days at FLAME University in Pune. The remaining ten days will be divided between Chennai and Coimbatore, where we will partner with Praxis- Institute for Participatory Practices- an organization working on social justice issues with a commitment to equity and participatory governance for poor and marginalized sectors of society. Students will keep an extensive travel journal during their time in India. This course will meet every other week. First day of the course will be Friday, September 14th.

Units: 1; Max Enrollment: 14; Crosslisted Courses: SAS225; Prerequisites: PEAC 104; Instructor: Shukla-Bhatt, Rosenwald, Confortini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Winter; Semesters Offered this Academic Year: Not Offered;

Course ID: PEAC240/WGST240  Title: U.S. Public Health

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 debates shaping 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC240; Prerequisites: Open to sophomores, juniors and seniors or by permission of the instructor.; Instructor: Harrison; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PEAC250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PEAC250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: PEAC312/SOC312  Title: Seminar: De-centering and Re-centering: Social Theory Across the Globe

Cultural and intellectual life is still dominated by the West. Although we recognize the importance of globalizing scholarship, our research and teaching still prioritizes western canons and frameworks. But cultural and intellectual inequality are part and parcel of socioeconomic inequality. If we don’t do better at one, we will not do better at the other. We need to master a broader range of methods, tools, and ways of knowing. In this seminar, Wellesley College students will work with students from the University of Rio de Janeiro in Brazil to figure out how (we will hold some of our classes "simultaneously" via Skype). Together, we will explore different ways of asking and answering questions from different parts of the world. Does theory look the same everywhere? What do we see from one standpoint that we do not see from another? How did the scholars currently in the social science canon get there and what would it take to bring other scholarship in? What would a critical pedagogy look like that allows us to get there? Each student will have an opportunity to major research project of her choice.

Units: 1; Max Enrollment: 15; Crosslisted Courses: PEAC312; Prerequisites: At least two 200-level or above courses in the social sciences including Peace and Justice Studies.; Instructor: Peggy Levitt; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PEAC350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PEAC350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: PEAC360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: PEAC370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: PEAC 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;
Philosophy

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

The goals for the Philosophy major student:

- Students will develop facility and skill in interpreting and reconstructing the arguments found in dense and challenging philosophical texts.
- Students will master philosophical terminology used to characterize philosophical claims and the arguments offered in support of them across the three central branches of philosophy—metaphysics, epistemology, and value theory.
- Students will be able to recognize and evaluate important and influential positions taken on central debates within the history of philosophy, develop and defend their own interpretive positions concerning these debates, and be able to articulate the ways that historical philosophical concepts and arguments have informed contemporary debates.
- Students will acquire a broad acquaintance with central debates in ethics, moral theory, and social and political philosophy, and be able to recognize and assess the evaluative commitments underlying specific normative claims and positions.
- Students will acquire a broad acquaintance with important questions in metaphysics and epistemology, and be able to recognize and assess the commitments underlying specific claims and positions.
- Students will be able to provide an effective defense of a philosophical position both orally and in writing by (1) clearly formulating and explaining the position, (2) providing arguments that support it, and (3) anticipating compelling objections that could be raised to that position, and providing well-considered responses to those objections.

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:
the history of philosophy: PHIL 102, PHIL 200, PHIL 201, PHIL 221, PHIL 300, PHIL 301, PHIL 305, PHIL 310;

value theory: PHIL 102, PHIL 105, PHIL 106, PHIL 108, PHIL 111, PHIL 115, PHIL 203, PHIL 205, PHIL 213, PHIL 220, PHIL 222, PHIL 226, PHIL 228, PHIL 233, PHIL 234, PHIL 236, PHIL 249, PHIL 300, PHIL 301, PHIL 303, PHIL 310, PHIL 316, PHIL 317, PHIL 323, PHIL 330, PHIL 333, PHIL 338, PHIL 340, PHIL 342, PHIL 345;

metaphysics and theory of knowledge: PHIL 103, PHIL 112, PHIL 200, PHIL 207, PHIL 215, PHIL 216, PHIL 218, PHIL 220, PHIL 245, PHIL 300, PHIL 310, PHIL 311, PHIL 317, PHIL 319, PHIL 323, 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](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**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 102</td>
<td>Education in Philosophical Perspective</td>
<td>1.0</td>
</tr>
<tr>
<td>WRIT 114</td>
<td>EDUC 102 Education in Philosophical Perspective</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**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 Courses**

Course ID: AFR115/PHIL115  Title: Introduction to African American Philosophy
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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AFR115; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/non.;

Course ID: AFR228/PHIL228  Title: Black Feminist Philosophy

Focusing on representations of black women in popular culture (including Beyonce's *Lemonade*), this course analyzes patterns of thought that define feminist African American culture today. Our focus will be how black women choose to represent, invent, and define themselves. The course will emphasize the intersection of sexuality and spirituality, employing the hoodoo woman, blues woman, diva, and fixer as categories of analysis. We will analyze how each of these figures demonstrate both agency and vulnerability, what function they serve in advancing black feminist ideals, and how they address or signal tensions within black communities. Authors studied include: Angela Davis, Alice Walker, Patricia Hill Collins, Zora Neale Hurston, bell hooks, Kristie Dotson, and Joy James.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AFR228; Prerequisites: Open to first year students who have taken one course in philosophy and to sophomores, juniors and seniors without prerequisite; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered;

Course ID: AFR319/PHIL319  Title: Black Aesthetics: The Politics of Black Film

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. De 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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: AFR319; Prerequisites: At least one course in Philosophy, Africana Studies, or Women's and Gender Studies.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered;

Course ID: ES105Y/PHIL105Y  Title: First-Year Seminar: The Ethics of Eating

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ES105Y; Prerequisites: None; Instructor: Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Fall;

Course ID: ES233/PHIL233  Title: Environmental Ethics

This course will train students to use philosophical methods to engage in rigorous investigation of 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 the ethics of environmental activism.

Units: 1; Max Enrollment: 30; Crosslisted Courses: ES233; Prerequisites: Open to first-year students who have taken one course in philosophy and to sophomores, juniors and seniors without prerequisite.; Instructor: Matthes (Philosophy); Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Fall;

Course ID: ES234/PHIL234  Title: From Wilderness to Ruins

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 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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: ES234; Prerequisites: Open to first-years who have taken one course in philosophy. Open to sophomores, juniors and seniors without prerequisite.; Instructor: Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL102Y  Title: First-Year Seminar: Till death do us part? Philosophical Perspectives on Marriage

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?

Units: 1; Max Enrollment: 0; Prerequisites: First Years only.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: PHIL103  Title: Self and World: Introduction to Metaphysics and Epistemology

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, the relation between reason and faith, skepticism and certainty, lying and deception, the nature of knowledge, the role of testimony in grounding knowledge, how socially constructed things can be real without being natural, and the nature of racism. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the student's own critical perspective on the problems discussed.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: McGowan; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PHIL106  Title: Introduction to Moral Philosophy

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Gartner, Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: PHIL108Y  Title: First-Year Seminar: Friendship

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open to first-year students only.; Instructor: Gartner; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring; Notes: Registration in this section is restricted to students selected for the Wellesley Plus Program. Mandatory credit/noncredit.;

Course ID: PHIL111Y  Title: First-Year Seminar: Right and Wrong: Ethics in Action

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.

Units: 1; Max Enrollment: 0; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.

**Course ID: PHIL112Y  Title: First-Year Seminar: Born that Way? Innateness and Human Plasticity**

When studies identify significant genetic influence on human behavior or on some trait, some people conclude that the behavior or trait is innate. 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 - may itself be viewed as an adaptation.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: McIntyre; Distribution Requirements: EC - Epistemology and Cognition; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

**Course ID: PHIL200  Title: Philosophy and Witchcraft**

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Walsh; Distribution Requirements: EC - Epistemology and Cognition; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

**Course ID: PHIL201  Title: Ancient Greek Philosophy**

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Gartner; Distribution Requirements: EC - Epistemology and Cognition; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

**Course ID: PHIL203  Title: Philosophy of Art**

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.

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.; Instructor: Matthes; Distribution Requirements: EC - Epistemology and Cognition; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

**Course ID: PHIL203S  Title: Philosophy of Art**

The focus of this course will be the art of comedy and humor. We will approach them from a variety of angles: philosophical attempts to define humor, scientific investigations of the origin and meaning of laughter, moral examinations of the limits of comedy and its political power, and the theological question of the place of humor in a meaningful life.

Units: 1; Max Enrollment: 15; Instructor: Phillip Deen; Distribution Requirements: EC - Epistemology and Cognition; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Summer;

**Course ID: PHIL205  Title: Chinese Political Philosophy: Contemporary Perspectives**
Confucianism is an ancient tradition of ethical and political thought that has fundamentally shaped East Asian societies for many centuries. Currently, many people in China and around the world hold that Confucianism is relevant for contemporary societies, and Confucian political philosophy is re-emerging as a vibrant field of inquiry. This course investigates how recent Confucian political philosophy responds to social problems that are central to the modern world. We will ask questions such as: What is the relationship between virtue and political authority? Is Confucianism compatible with democracy, civil liberties, or a pluralistic society? Should we adopt a meritocratic form of government?

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.; Instructor: Aaron Landau; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Every four years; Semesters Offered this Academic Year: Spring;

Course ID: PHIL207  Title: Philosophy of Language

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.

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-year students who have taken one course in philosophy, and to sophomores, juniors, and seniors without prerequisite.; Instructor: McGowan; Distribution Requirements: EC - Epistemology and Cognition; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PHIL213  Title: Justice

What is a just distribution of rights, opportunities, and wealth in our societies? Does social justice require equality? Is taxation a form of theft? How should we address the unjust disadvantages of women and people of color? What are our duties to those living in poverty across the globe? Do states have a right to control their borders and to refuse entry to immigrants or refugees in dire need? This course will address these and other pressing questions in political philosophy. The main topics are (1) distributive justice, (2) feminism, justice and liberalism, (3) racial justice, and (4) global justice and immigration.

Units: 1; Max Enrollment: 30; Prerequisites: Open to juniors, seniors and sophomores without prerequisite and to first-years who have taken one course in philosophy.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: PHIL215  Title: Philosophy of Mind

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.

Units: 1; Max Enrollment: 30; Prerequisites: One course in philosophy, psychology, or cognitive science, or permission of the instructor.; Instructor: Wearing; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PHIL216  Title: Logic

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.

Units: 1; Max Enrollment: 40; Prerequisites: None; Instructor: Wearing, McGowan; Distribution Requirements: EC - Epistemology and Cognition; MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: PHIL218  Title: Value, Truth and Enquiry

The world is a strange place, and understanding what is going on around us is no easy matter. Nowadays, awash in charges of 'fake news' and attacks on the credibility of scientists and other experts, it's getting ever harder to figure out what is true. But what is truth, anyway? Is anything objectively true? Who counts as an expert? How do we resist propaganda, misinformation, and outright lies as we negotiate competing world-views? What roles should values play in our enquiries? What constitutes genuine progress in our
understanding of the world? In this course, we will confront these challenges to our best attempts to understand and explain reality.

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.; Instructor: Wearing; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL220  Title: Philosophy of Literature

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 criticism? Are an author's intentions or experiences relevant to interpreting her work? Are some interpretations actually correct? Are some literary works objectively better than others? Why do we read or write literature? What kind of truth could fiction provide? Does reading creative writing make us better people? Does developing a narrative about your own life make your life happier or more meaningful? The course will cover these and other topics in metaphysics, value theory, philosophy of language and mind and include work by philosophers, literary theorists and creative writers.

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-years who have taken one course in philosophy. Open to sophomores, juniors and seniors without prerequisite.; Instructor: de Bres; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL221  Title: History of Modern Philosophy

A study of central themes in seventeenth and eighteenth-century philosophy. We will engage with questions of metaphysics, epistemology, and morals. Authors include Amo, Astell, Cavendish, Conway, Descartes, Princess Elisabeth, Heywat, Hume, Locke, Kant, and Yang-ming. Among the topics: the nature of substance, the relationship between mind and body, the limits of reason, determinism and freedom, and the good life.

Units: 1; Max Enrollment: 30; Prerequisites: None.; Instructor: Walsh; Distribution Requirements: EC - Epistemology and Cognition; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PHIL222  Title: Ethics of Technology

This course investigates the ethics of scientific and technological innovation. Topics include: development of weapons, pain management, memory modification, enhancement of human capacities beyond “natural” limits, artificial intelligence, research misconduct, and health-data tracking. We will treat these topics through the lens of philosophical concepts like: autonomy, authenticity, agency, privacy, freedom, and the natural/artificial distinction. Our guiding questions include: What is the relationship between an innovation being technically feasible and morally permissible—in other words, even if we can create something, should we? What makes an emerging technology valuable and worth developing? What are the moral responsibilities of the scientists and engineers who develop and build new technologies? Are there special reasons to fear artificial intelligence or should it be seen as just another new technological development?

Units: 1; Max Enrollment: 30; Prerequisites: None.; Instructor: Julie Walsh; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Spring;

Course ID: PHIL224  Title: Existentialism

With origins in the 19th century, existentialism is a philosophical movement that seeks to come to terms with the absurdity of the human condition. What does it mean to live an authentic life? Does religious belief help or hinder us in living such a life? In how far are we free, and in how far is free agency a source of anxiety for us? What is the philosophical significance of human mortality? This course addresses these and other questions in a focused study of authors like Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Arendt, Sartre, Camus, and Beauvoir.

Units: 1; Max Enrollment: 30; Instructor: James Messina; Distribution Requirements: EC - Epistemology and Cognition; HS - Historical Studies;

Course ID: PHIL226  Title: Philosophy of Law

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 legislative fiat? Is international “law” 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 limits 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? Readings will include selections from legal theory and contemporary court decisions.

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.; Instructor: Aaron Landau; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Fall; Notes: Not open to students who have taken PHIL 326.;

Course ID: PHIL236 Title: Global Justice

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.

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-year students who have taken one course in philosophy or political science, and to sophomores, juniors, and seniors without prerequisite.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL245 Title: Rationality and Action

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 their content.

Units: 1; Max Enrollment: 30; Prerequisites: Open to first-year students who have taken one course in philosophy and to sophomores, juniors and seniors without prerequisite.; Distribution Requirements: EC - Epistemology and Cognition; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL246 Title: Toleration and its Limits

Human beings can disagree radically about what matters. The virtue of toleration emerged partially in response to such disagreement, enabling peaceful coexistence between persons with conflicting moral and religious convictions. This course investigates various philosophical questions regarding this virtue. What is it to tolerate another? How does toleration differ from other approaches to foundational disagreement? Why is toleration valuable? What are its limits? What kinds of political institutions, if any, does a commitment to toleration entail? Are norms of toleration sufficient for navigating ongoing disagreements concerning, e.g., the liberty of speech and expression, the education of the young, and matters of physical and spiritual well-being? We approach these questions through films, popular media, and a focused study of historical and contemporary texts.

Units: 1; Max Enrollment: 30; Prerequisites: Not open to first year students.; Instructor: Messina; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL249 Title: Medical Ethics

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-dampening 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.

Units: 1; Max Enrollment: 30; Prerequisites: Open to all students without prerequisite.; Instructor: Gartner; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL250 Title: Research or Individual Study

Units: 1; Max Enrollment: 10; Prerequisites: At least one course in philosophy and permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
Course ID: PHIL250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 10; Prerequisites: At least one course in philosophy and permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHIL300  Title: Seminar: Philosopher Misfits, Philosopher Queens

What counts as philosophy? Who counts as a philosopher? The traditional answers to these questions exclude many texts and many thinkers from the category of "the philosophical." In this course, we will challenge the traditional answers and seek to expand our understanding of the vehicles for philosophical expression, and the kinds of people who count as philosophers. The central philosophical question that will be our focus is: what is human nature? Treating this question will involve discussions of gender, class, education, and freedom. We will engage with the writings of women and non-Western thinkers, and study non-traditional philosophical texts like personal essays, poetry, and novels. Authors include Murasaki Shikibu, Christine de Pisan, Sor Juana Inés de la Cruz, Mullā Sadra, Michel de Montaigne, and Margaret Cavendish.

Units: 1; Max Enrollment: 16; Prerequisites: One previous course in philosophy or by permission of the instructor.; Instructor: Walsh; Distribution Requirements: EC - Epistemology and Cognition; Semesters Offered this Academic Year: Fall;

Course ID: PHIL301  Title: Seminar: Mortality and Immortality

This course will examine some fundamental philosophical questions that arise about death. After comparing differing conceptions of death and differing views about whether we continue to exist after we die, we will consider whether death is bad for the person who dies. We intuitively think that our deaths are bad for us, but, as Lucretius famously points out, most of us do not lament that we were not born sooner. Is it problematic that we tend to hold inconsistent attitudes towards prenatal versus postmortem nonexistence? Is immortality desirable or valuable? How might our thinking about these issues surrounding mortality and immortality inform our thinking about the value of human existence and what makes a life worth living?

Units: 1; Max Enrollment: 16; Prerequisites: PHIL 201 or by permission of instructor.; Instructor: Gartner; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL303  Title: Authenticity

Fakes, forgeries, copies, knockoffs, imposters, posers, carpetbaggers, phonies: we have so many words for people and things that we judge to be inauthentic. But what exactly is authenticity? What, if anything, is valuable about it? In this course, we will explore the concept of authenticity as it surfaces in art, nature, food, culture, love, politics, history, and experience in an attempt to determine what is at stake in being the real deal.

Units: 1; Max Enrollment: 16; Prerequisites: One previous course in philosophy or permission of instructor.; Instructor: Matthes; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL305  Title: Seminar: Plato's Republic

What is justice? Is it better to be just than unjust? Plato tackled these perennial questions in his masterpiece, the Republic. This seminar will undertake an in-depth examination of Plato's classic, with a focus on understanding how the metaphysical and epistemological arguments of the dialogue's middle books relate to the ethical and political questions that frame the treatise. We will also investigate and evaluate Plato's views about the nature and constitution of the soul, human motivation and action (especially the relationship between reason and non-rational desires), the purpose and importance of education, and the role of women in the ideal society.

Units: 1; Max Enrollment: 16; Prerequisites: PHIL 201; Instructor: Corinne Gartner; Distribution Requirements: EC - Epistemology and Cognition; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Every three years; Semesters Offered this Academic Year: Spring;

Course ID: PHIL310  Title: Seminar: Ancient Skepticism

We all believe certain things to be true, but are we ever justified in doing so? Ancient skeptics attempted to examine all beliefs (the word skepsis means examination). When faced with any dogmatic claim - for example, that the world is made of atoms and void - the skeptic constructs an argument for the opposite claim, resulting in suspended judgement. The seminar will begin with an investigation of the roots of Hellenistic skepticism in Socrates' techniques for questioning beliefs. We will then trace two strands of ancient skeptical thought, Academic skepticism and Pyrrhonian skepticism, attending throughout to two questions: Can the skeptic advance her own skepticism without being dogmatic and thereby contradicting herself? Can the skeptic live her skepticism; is it possible to act if one suspends judgement?
Course ID: PHIL311  Title: Seminar: Powers of Imagination

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 repellant to be imaginable?

Units: 1; Max Enrollment: 16; Prerequisites: PHIL 201 or equivalent preparation with permission of instructor; Distribution Requirements: EC - Epistemology and Cognition; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL316  Title: Capitalism and Social Critique

This course examines the nature of capitalism, how it functions and develops, and whether it is a good or just system for human beings. We will consider several of Marx's criticisms that are alive and relevant today, namely, that capitalism (1) involves alienation and prevents workers from realizing a genuinely human life, (2) is exploitative and unfairly disadvantages workers in relation to capitalists, (3) is self-undoing and (4) eventually fails to be productive. Readings will include both historical and contemporary texts on these issues.

Units: 1; Max Enrollment: 16; Prerequisites: One previous course in philosophy or permission of instructor.; Instructor: Wearing; Distribution Requirements: EC - Epistemology and Cognition; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: PHIL317  Title: Seminar: Philosophy and Race

This seminar will explore various philosophical issues related to race. First, we shall explore the metaphysics of race. Drawing on work in biology, anthropology, the philosophy of science, and theories of social construction, this section of the course will be concerned with what sort of thing (or category) race is. Next, we will examine racist hate speech. Appealing to work in the philosophy of language, sociology, and free speech law, we will explore (alleged) connections between racist hate speech and various sorts of harm and discuss how, if at all, such connections affect the free speech status of racist hate speech. Finally, we will consider racist jokes. Using work in the philosophy of language and political philosophy, we shall explore how they work, what they communicate, and how they may be implicated in broader issues of social justice.

Units: 1; Max Enrollment: 16; Prerequisites: At least two courses in philosophy or permission of the instructor. Not open to first-year students.; Distribution Requirements: EC - Epistemology and Cognition; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL323  Title: Issues in Social Philosophy of Language

This course will explore a variety of philosophical issues about language use in the social world. What makes an utterance a lie? Is lying morally worse than other forms of verbal deception? Most of what we believe we learn from others, but how do we decide when to believe what other people say? Might a person's social identity affect how credible they are judged to be? Should it? Can we really consent to medical procedures if we do not have the relevant medical expertise to understand our options? What makes an utterance a threat? If speaking indirectly is more polite, might members of marginalized groups be expected to speak indirectly, and as a result, might that further disadvantage them socially, legally, or communicatively? These are just some of the questions we will explore.

Units: 1; Max Enrollment: 15; Prerequisites: At least two courses in philosophy.; Instructor: McGowan; Distribution Requirements: EC - Epistemology and Cognition; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL325  Title: The Free Will Problem

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.

Units: 1; Max Enrollment: 16; Prerequisites: At least one course in philosophy, psychology, neuroscience, or cognitive and linguistic science, or permission of the instructor.; Distribution Requirements: EC - Epistemology and Cognition; Semesters Offered this Academic Year: Not Offered;
Course ID: PHIL330  Title: Seminar: The Meaning of Life

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.

Units: 1; Max Enrollment: 16; Prerequisites: Open to seniors without prerequisite and to juniors and sophomores who have taken one course in philosophy, or by permission of the instructor.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: PHIL334  Title: Seminar: International Ethics: Immigration, Trade, War

This seminar explores three cutting-edge topics in international political philosophy. We will start with the ethics of immigration policy. Are any immigration restrictions justified? Should rich countries admit more asylum seekers or temporary workers? Should illegal immigrants be permitted to stay? Next we will consider moral questions concerning international trade. Does it make sense to apply principles of fairness to trade? Should we trade with nations that violate basic labor standards? Are we morally required to buy local produce? We will finish with the morality of war. Is the use of violence against other states ever justified? Is it permissible to torture enemy combatants or kill civilians during war? Is terrorism ever defensible? The course will combine recent theoretical work by moral and political philosophers with contemporary case studies.
Units: 1; Max Enrollment: 16; Prerequisites: Open to juniors and seniors without prerequisite and to sophomores who have taken one course in philosophy.; Instructor: de Bres; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL345  Title: Seminar: Advanced Topics in Philosophy of Psychology and Social Science

Units: 1; Max Enrollment: 16; Prerequisites: At least one course in philosophy, psychology, neurosciences, or cognitive and linguistic science, or permission of the instructor.; Distribution Requirements: EC - Epistemology and Cognition; Semesters Offered this Academic Year: Not Offered;

Course ID: PHIL349  Title: Seminar: Race and Political Philosophy

Why does severe racial inequality exist in democratic societies committed to the equality of persons? How is liberalism as a political philosophy implicated in racial injustice? What are the rights and duties of the racially oppressed? This seminar considers various answers to these questions in recent political philosophy on racial injustice. First, we will examine how Enlightenment and liberal political philosophy has been and continues to be influenced by racial ideology and assess some of liberalism's central ideas. Next, we will investigate different ways of conceptualizing, explaining, and alleviating racial inequality and oppression. Finally, we will focus on the rights and responsibilities of those who live in racially segregated neighborhoods with concentrated disadvantage. We will discuss, for example, welfare entitlements, parental obligations, duties to obey the law, and permissible forms of political resistance.

Units: 1; Max Enrollment: 16; Prerequisites: One philosophy course or permission of the instructor.; Instructor: Aaron Landau; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Fall;

Course ID: PHIL350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: At least two courses in philosophy and permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHIL350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: At least two courses in philosophy and permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHIL360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: PHIL366/REL366  Title: Seminar. Themes in Islamic Philosophy and Theology

This course addresses key problems in classical and post-classical Islamic thought through a wide range of readings in philosophy, theology, and mysticism. Major themes include free will, divine justice, the pre-eternity of the world, causality, miracles, bodily resurrection, and the problem of evil. Primary source readings (in English) will cover critical philosophical and theological controversies in early Islam and will also include the writings of major Muslim thinkers up to the beginning of the modern period.

Units: 1; Max Enrollment: 16; Crosslisted Courses: PHIL366; Prerequisites: One 200-level course in Religion, Philosophy, MES, SAS, or Med/Ren or permission of instructor.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Spring;

Course ID: PHIL370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: PHIL 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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, Recreation and Athletics

The Department of Physical Education, Recreation and Athletics develops students’ skills and knowledge in physical activities. This base of knowledge and skills is an essential component of a liberal arts education at Wellesley College.

All students who participate in PERA programs will:

- Build fundamental motor skills that enable students to enjoy regular physical activity.
- Develop a fundamental knowledge of the various methods for improving flexibility, strength and cardiovascular fitness.
- Develop strategies for self-assessment and goal-setting related to fitness.
- Recognize the positive impact that regular physical activity has on mood and academic performance.
- Adapt to challenging situations as a result of exposure to risk-taking opportunities.

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.

Fulfilling the 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 activity program to serve the student’s individual needs.

Incoming transfer students are awarded partial credit toward the physical education requirement dependent upon year and semester of admission. Typically, students admitted as sophomores will be expected to complete four credits at Wellesley. Students admitted as juniors or as Davis Scholars will be considered as having completed the degree requirement.

A. Physical Education Classes (maximum credit: unlimited)

Physical education activity classes are scheduled either for a semester (12 weeks) or a term (6 weeks). Semester courses are worth four credits. Term courses are worth two.

All classes are graded on a credit/noncredit basis:

- CR—Credit for course completed satisfactorily.
- NC—No credit for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.
Students may take a given physical education class only once for credit. Students are encouraged to continue to enroll in physical education classes after they complete the PE requirement to support their own individual fitness and wellness.

**B. Varsity Athletics (maximum credit: unlimited)**

The intercollegiate varsity program offers 14 sports through which a student may earn credit points toward the completion of the degree requirement. The athletics program is divided into three seasons: fall, winter, and spring.

Enrollment and eligibility for earning credits 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.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Winter</td>
</tr>
<tr>
<td>Crew (Novice or Varsity)</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Fall</td>
</tr>
<tr>
<td>Fencing</td>
<td>Winter</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Fall</td>
</tr>
<tr>
<td>Golf</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Spring</td>
</tr>
<tr>
<td>Soccer</td>
<td>Fall</td>
</tr>
<tr>
<td>Softball</td>
<td>Spring</td>
</tr>
<tr>
<td>Swimming &amp; Diving</td>
<td>Winter</td>
</tr>
<tr>
<td>Tennis</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Track &amp; Field Indoor</td>
<td>Winter/Spring</td>
</tr>
<tr>
<td>Track &amp; Field Outdoor</td>
<td>Winter/Spring</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Fall</td>
</tr>
</tbody>
</table>

**C. ROTC: (maximum credit: unlimited)**

Students who are active members of ROTC and participate during the school year are eligible to receive credits towards their PE requirement.

**D. Recreation: Intramural Crew, Dance or Club Sports (maximum credit: 2-4 credits)**
The College offers students 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 intramural crew and some dance and sport clubs—are worth a maximum of two credits. PERA-supported club sports are worth a maximum of four credits. Students may earn credit for recreational activity only once.

Students must fulfill the remainder of the graduation requirement either through physical education course work or varsity athletics.

Offerings and notice of organizational meetings and participation for these clubs are available through PERA and Student Involvement.

---

**PE Courses**

**Course ID: PE100  Title: Beginning Swimming**

This introductory course is designed to teach students with little or no experience how to swim. 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 survival 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.

Units: 4; Max Enrollment: 16; Semesters Offered this Academic Year: Fall; Spring; Notes: PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

**Course ID: PE101  Title: Intermediate Swimming**

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.

Units: 4; Max Enrollment: 18; Prerequisites: PE100 Beginning Swimming or prior swimming experience.; Semesters Offered this Academic Year: Spring; Notes: Students should have basic swimming skills.;

**Course ID: PE102  Title: Swim Conditioning**

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.

Units: 4; Max Enrollment: 18; Advisory: Proficiency in swimming is necessary.; Semesters Offered this Academic Year: Not Offered; Notes: This course counts towards your Physical Education graduation requirement. It does not count towards your 32 academic units required for your degree.;

**Course ID: PE104  Title: Term 1 Sailing**

This introductory course introduces students to the basics of sailing. Upon completion of this course, a student will be able to rig and unrig a tech dingy 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 safely handle weather conditions and be able to set their own course on Lake Waban without the assistance of an instructor.

Units: 2; Max Enrollment: 14; Prerequisites: Swim Test.; Semesters Offered this Academic Year: Fall; Notes: You must pass the swim test to take this course. This course counts towards your Physical Education graduation requirement. It does not count towards your 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;
Course ID: PE105  Title: Term Canoe

This introductory course introduces students to the basics of canoeing. 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 capsize recovery & boat over boat rescue.

Units: 2; Max Enrollment: 16; Prerequisites: Swim Test; Semesters Offered this Academic Year: Not Offered; Notes: You must pass the swim test to take this course. This course counts towards your Physical Education graduation requirement. It does not count towards your 32 academic units required for your degree.;

Course ID: PE106  Title: Aquatics Games

The Swimming Games class is a high-energy fitness class using aquatic games to build cardiovascular exercise, delivering full body aerobic exercise. We will play fast paced games like tag, sharks and minnows, relay races, water polo, etc.

Students do not need to be advanced swimmers for this class, but do need to be comfortable in the water.

Units: 4; Max Enrollment: 16; Prerequisites: Basic comfort in water; Instructor: Dix; Semesters Offered this Academic Year: Spring;

Course ID: PE107  Title: Term 1 Dorm and Class Crew

Dorm/Class Crew is offered each fall, with six weeks of practice followed by the Dorm Crew Regatta in late October. To participate in Dorm/Class Crew, students must pass the swim test, which is offered during recreational pool hours.

Units: 2; Max Enrollment: 20; Instructor: PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PE109  Title: Take the Leap: Intro to Diving

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 takeoffs and entries 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 a diving meet runs. This class will culminate with a diving competition where students will perform their skills in a mock diving meet in a fun, friendly environment.

Units: 4; Max Enrollment: 18; Prerequisites: Students should be able to swim ten yards and tread water for one minute.; Semesters Offered this Academic Year: Fall; Notes: Students should be able to swim ten yards and tread water for one minute. This course counts towards your Physical Education graduation requirement. It does not count towards your 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE120  Title: Ballet I

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 arms; 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.

Units: 4; Max Enrollment: 16; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.;

Course ID: PE121  Title: Ballet II

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.
Units: 4; Max Enrollment: 24; Prerequisites: PE120 Ballet I or permission of the instructor. Semesters Offered this Academic Year: Fall; Spring; Notes: To take this course, students must demonstrate understanding of Ballet fundamentals. The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

Course ID: PE122 Title: Ballet III

This intermediate/advanced level course is designed for the dancer who has fully mastered the basics of ballet and wishes to further develop technique and artistry. At this level much of the discussion/explanation of basic steps drops out and practice of them become 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 artist 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.

Units: 4; Max Enrollment: 20; Prerequisites: Ballet II with full mastery of the fundamentals. Instructor permission is required. Semesters Offered this Academic Year: Not Offered; Notes: To take this course, students must demonstrate full mastery of the fundamentals as judged by the instructor. The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

Course ID: PE124 Title: Beginning Dance

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.

Course ID: PE125 Title: Advanced Dance

This class is for students who know how to dance and want to improve and expand their technique through learning longer dances. Upon completion of this class students will have enhanced their skills and understanding of turns, falls, leaps, and sequences, including Limon's rise and fall, Graham's contractions, and floor combinations, and Ailey's powerful extensions and turns. Students will have an opportunity to learn and use basic choreographic skills, developing their own 'dance-voice'.

Units: 4; Max Enrollment: 24; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.

Course ID: PE126 Title: African Dance

Dance and 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.

Units: 4; Max Enrollment: 24; Prerequisites: PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

Course ID: PE127 Title: Classical Indian Dance

An introduction to traditional Indian Dance. Upon completion of this course, students will be able to perform footwork, spins and turns in a rhythmical sequence. Cultural dance equipment, such as ankle bells, add a rhythmical sequence to the dances. Students will also learn how culture influences the storytelling aspects of the dances.

Units: 4; Max Enrollment: 24; Semesters Offered this Academic Year: Not Offered; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.
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 Afro-Brazilian dances.

Units: 4; Max Enrollment: 24; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

Course ID: PE129  Title: Yoga Dance

This class combines Yoga and dance, with breath and music, inviting spirit and emotion into the body. The student will learn original Yoga dances that move from pose to pose on the mat, increasing Yoga skills, and dance talent. In connecting Yoga to a dancer’s timing and grace, the combined experience deepens experiential knowledge of both worlds. There is shared discussion about each dance, its theme, and the layers involved in creating it as well as dancing it. This is a physical class where students improve their balance, strength, flexibility, timing, and sequencing, while counterbalancing stress and anxiety.

Units: 4; Max Enrollment: 24; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.

Course ID: PE139  Title: Fitness Walking

This course will teach the fundamentals of walking for fitness, health, and well-being. Participants will learn how to use a treadmill for walking workouts, as well as basic walking for fitness techniques to achieve health and wellness goals. This course is designed for beginners (e.g., those new to working out) or those who want to learn more about using walking as a fitness activity. We will engage in other components of walking such as mindfulness, hill workouts, and trail walking (on campus). Some of the course will be outside, weather permitted.

Units: 4; Max Enrollment: 24; Prerequisites: None; Instructor: Price; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.

Course ID: PE140  Title: Zumba

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 and conditioning workout. Improved endurance, coordination and balance are additional benefits of Zumba. Upon completion, students will have a basic understanding of dance and music sequencing, transitions, and phrasing, and will perform the choreography learned.

Units: 4; Max Enrollment: 24; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.

Course ID: PE141  Title: Cardiovascular Fitness

Upon completion of this course, students will have increased 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!

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.
Course ID: PE142  Title: Pilates

This course engages students in traditional Pilates movements to improve strength, flexibility, and balance. Upon completion of the course, students will be able to perform exercises that strengthen the core muscle groups (abdomen, hip and gluteal muscles). Students will also demonstrate their knowledge of muscle conditioning specificity by creating a Pilates routine that encompasses all the major core muscle groups.

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.

Course ID: PE143  Title: Term Pilates

This course engages students in the traditional Pilates movements to improve strength, flexibility, and balance. Upon completion of the course, students will be able to perform exercises that strengthen the core muscle groups (abdomen, hip and gluteal muscles). Students will also demonstrate their knowledge of muscle conditioning specificity by creating a Pilates routine that encompasses all the major core muscle groups.

Units: 2; Max Enrollment: 18; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

Course ID: PE145  Title: Running

This course is for students with an established running background. By the end of the course, students will understand the various energy systems involved in running and how to train each system. The class will focus on running as a method for conditioning, but will use a combination of variety of cross-training methods, including flexibility and strength training. The goal for each student is to complete a 10K run at the completion of the course.

Units: 4; Max Enrollment: 20; Advisory: Students should have an established running background.; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

Course ID: PE146  Title: Strength Training

This course introduces students to the principles of strength training. Students will learn how to safely use the Cybex weight machines, free weights, and other training equipment to increase muscular strength and endurance. Upon completion of the course, students will know the major muscle groups and will be able to implement sound training principles into their individualized strength program. Additionally, students will be able to create their own training regimen.

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.

Course ID: PE147  Title: Sports Performance Training

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.

Units: 4; Max Enrollment: 18; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PE148  Title: Couch to 5K

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. The eventual goal is for the student to be able to continuously run for over 30 minutes. Students will track individual goals and progress throughout the semester.

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.
Course ID: PE149  Title: Boot Camp Fitness

This course will help students get into shape, reduce stress, increase energy, and build confidence. Students will learn how to properly warm up and cool down, exercise at high intensity using calisthenics, strength workouts, dumbbells, medicine balls, agility ladders, obstacle courses and much more. Upon completion of Boot Camp Fitness, students will be able to design and execute their own fun and challenging fitness programs using high intensity interval training (HIIT).

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Not Offered; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.; PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE150  Title: Spinning I

This course is an introduction to indoor cycling. Students will learn bike setup and safety, proper riding technique and movements, and how to use a heart rate monitor. The class will offer energizing, cycling-inspired rides that combine sound training principles, inspirational music, and a unique mind/body philosophy. Students will exercise at moderate to high intensity levels using the spinning bikes, while incorporating different spinning movements. Upon completion of this course students will be able to design and execute their own individualized spin program. This course will help you get into shape, reduce stress, increase energy, and build confidence.

Units: 4; Max Enrollment: 10; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE151  Title: Spinning II

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.

Units: 4; Max Enrollment: 10; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.;

Course ID: PE152  Title: Intro to Triathalon

Introduction to Triathlon Training introduces the three disciplines of swimming, biking, and running, while integrating 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.

Units: 4; Max Enrollment: 18; Prerequisites: Swim Test or permission of the instructor.; Advisory: Students should be able to swim 200 yards (8 lengths) without stopping and are encouraged to practice this skill during open recreation hours prior to the start of class.; Semesters Offered this Academic Year: Not Offered; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.;

Course ID: PE153  Title: Barre Fitness

Barre is a full body workout that incorporates body weight strength, pilates and ballet exercises. Workouts are set to fun and high-energy music. The exercises are designed to exhaust your muscle groups then stretch targeted areas to build strength and flexibility. Over the course of the semester we will deconstruct a Barre workout to teach students proper form, mind and body awareness and build strength. Upon completion, students will have the strength and endurance to complete an entire 60 minute Barre class.

Units: 4; Max Enrollment: 24; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE156  Title: Advanced Barre
Advanced Barre builds on the skills gained in Barre Fitness, incorporating bodyweight strength, pilates, and ballet exercises. Students will build on the strength, technique, and body awareness that they formed in Barre Fitness. Workouts are set to fun and high-energy music and the intensity is high. Upon completion of the course, students will have a deeper understanding of proper form and will be able to create their own Barre workout.

Units: 4; Max Enrollment: 18; Prerequisites: PE153 Barre Fitness or permission of the instructor.; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. ;

Course ID: PE160 Title: Self-Defense

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.

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE161 Title: Tai Chi

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.

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE162 Title: Kung Fu

This course is an introduction to the Chinese martial art of Kung Fu. Students will develop physical stamina, coordination and mental discipline through traditional Kung Fu movements. Special attention is given to the practice of patience and mental discipline. The course focuses on sequences called forms that are dynamically executed.

Units: 4; Max Enrollment: 18; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. ;

Course ID: PE163 Title: Taekwon-Do

The practice of Taekwon-Do is geared toward self-defense, as well as physical and mental health. Taekwon-Do is a modern martial art that combines thousands of years of ancient methods of self-defense with scientific concepts from physics making it one of the most powerful martial arts in existence. Students will develop strength, coordination, and flexibility by practicing applications of hand and foot techniques (the “Taekwon” part of the name). Students will also develop confidence and gain understanding of some aspects of Korean philosophy and culture (the “Do” or the “way” part of the name), focused on the core tenets of Taekwon-Do: courtesy, integrity, perseverance, self-control, and indomitable spirit.

Units: 4; Max Enrollment: 20; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE164 Title: Taekwon-Do II

Taekwon-Do II is a course designed as a continuation of Taekwon-Do I curriculum. Pre-requisites for this course include having taken Taekwon-Do I or other prior experience with Taekwon-Do, subject to an assessment by the instructor. The practice of Taekwon-Do is geared toward self-defense, as well as physical and mental health. Taekwon-Do is a modern martial art that combines thousands of years of ancient methods of self-defense with scientific concepts from physics making it one of the most powerful martial arts in existence. Students will continue to develop strength, coordination, and flexibility by practicing applications of hand and foot techniques (the "Taekwon" part of the name). Students will also develop confidence and gain an understanding of some aspects of Korean philosophy and culture (the "Do" or the "way" part of the name),
focused on the core tenets of Taekwon-Do: courtesy, integrity, perseverance, self-control, and indomitable spirit. This course would allow a student to test and advance one level in Taekwon-Do rank.

Units: 4; Max Enrollment: 12; Prerequisites: PE 163; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE170  Title: Archery

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.

Units: 4; Max Enrollment: 14; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. ;

Course ID: PE172  Title: Term Fencing

This course is an introduction to the sport of fencing. Students will learn 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. At the end of this course, a student will be familiar with fencing history, rules, equipment and basic skills. Opportunity for electric foil fencing, with equipment provided, will be included.

Units: 2; Max Enrollment: 16; Semesters Offered this Academic Year: Spring; Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE173  Title: Term Golf

This course teaches the fundamentals of golf, including different strokes as well as the rules of the game. 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.

Units: 2; Max Enrollment: 12; Semesters Offered this Academic Year: Fall; Spring; Notes: Equipment provided. The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE177  Title: Rock Climbing

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.

Units: 4; Max Enrollment: 10; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;

Course ID: PE182  Title: Elementary Tennis

This course is an introduction to the game of tennis for students with limited or no experience. 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 part in a friendly match using official rules and scoring, and appropriate terminology and etiquette.

Units: 4; Max Enrollment: 12; Prerequisites: PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.; Semesters Offered this Academic Year: Spring; Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;
This course builds on the skills learned in Elementary Tennis, introducing more advanced tennis skills and strategy. As a result of participation in Intermediate Tennis, students will improve the consistency of their basic tennis skills including the groundstrokes, volley 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 dropshot. Students will be able to implement their developing skills and strategies into match play.

Units: 4; Max Enrollment: 12; Prerequisites: PE182 Elementary Tennis or permission of the instructor; Semesters Offered this Academic Year: Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

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.

Units: 4; Max Enrollment: 16; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.

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.

Units: 2; Max Enrollment: 15; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Contact Dana Hall Equestrian Center to register. 781-237-0728.

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 provides lessons at all levels, from beginning to expert. Attire: Ski pants/warm slacks, ski parka, warm mittens/ gloves, heavy socks, warm hat. Equipment rental available. Helmets are available for purchase at the Equipment Fitting or at the rental shop at Nashoba Valley. PE Credit: Students must attend at least four lessons to earn credit. If weather conditions reduce the number of trips to Nashoba, students might not be eligible to receive credit.

Units: 2; Max Enrollment: 45; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring.

This course introduces the footwork, bladework, and tactics of fencing, developing proper technique and form. With a particular emphasis on competitive bouting and electric fencing, with equipment provided, students will develop a sound foundation of the fencing basics through regular practice. Students will also learn the rules of the game, including scoring.

Units: 4; Max Enrollment: 16; Semesters Offered this Academic Year: Not Offered; Notes: Equipment provided. The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree.

Yoga focuses on the integration of the breath and mindfulness with postures or asanas. The postures may be linked in a flowing manner or may be held for several breaths. Upon completion of the class, a student will be able to execute many postures and breathing techniques that work together with alignment, clarity of mind and relaxation. Increased student awareness of their physical strengths and challenges will be identified to achieve improved balance, stability, flexibility, strength and focus.

Units: 4; Max Enrollment: 24; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.
<table>
<thead>
<tr>
<th>Course ID: PE191  Title: Continuing Yoga</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course builds on the practice learned in Beginning Yoga, diving deeper into the study of yoga. Students in this Iyengar style class will perform intermediate yoga postures, including inverted poses, arm balances and back bends. Upon completion of the class, students will be able to execute more advanced postures and breathing techniques, with a focus on alignment and clarity of mind. Students will improve their balance, stability, flexibility, strength, and focus.</td>
</tr>
<tr>
<td>Units: 4; Max Enrollment: 24; Prerequisites: PE190 Beginning Yoga or permission of the instructor.; Semesters Offered this Academic Year: Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: PE192  Title: Term Mindfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of this course is to help students develop mindfulness skills that will help relax, refresh, and focus the mind and body. Mindfulness, sensory awareness, and basic mindful movement techniques will be learned and experienced through guided seated, walking, standing, and lying down meditation. Upon completion of the course, which includes short daily requirements, and maintenance of a brief log/journal to be handed in each week, students will be able to integrate mindful awareness practices into their lives.</td>
</tr>
<tr>
<td>Units: 2; Max Enrollment: 24; Semesters Offered this Academic Year: Fall; Spring; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: PE193  Title: Mindfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course teaches students the practice of mindfulness. Through guided meditative exercises, students will improve their abilities to relax, refresh, and focus the mind and body. Upon completion of the course, which includes short independent daily exercises, and maintaining a journal, students will be able to effectively integrate mindfulness into their lives.</td>
</tr>
<tr>
<td>Units: 4; Max Enrollment: 24; Prerequisites: ; Semesters Offered this Academic Year: Spring; Fall; Notes: The credits earned in this course count toward your Physical Education graduation requirement; they do not count toward the 32 academic units required for your degree. PE semester and term 1 classes begin the week of September 9. PE term 1 classes end October 24. PE term 2 classes begin October 25.;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: PE205  Title: Sports Medicine-Lower Extremity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 16; Instructor: Rybko; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: This course counts for academic credit only. It does not count toward your Physical Education Requirement.;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: PE206  Title: Sports Medicine-Upper Extremity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 16; Instructor: Rybko; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Enrollment limited to 16 (4 seniors, 4 juniors, 4 sophomores, and 4 first years). Academic credit only. This course does not count toward your Physical Education requirement.;</td>
</tr>
</tbody>
</table>
Physics

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

As a Physics major you will be able to:

1. Explain the basic laws of physics within the fields of classical mechanics, electromagnetism, quantum mechanics, and thermodynamics and statistical mechanics.
2. Recognize the uniqueness of, interconnections between, and current limits of these fields.
3. Employ mathematical techniques to understand and describe physical phenomena.
4. Solve real-world problems by applying the skills of contextualization, approximation, analysis and reflection.
5. Design experiments and interpret results to answer independent research questions.
6. Use computation as a tool to advance your problem-solving abilities and your analysis of experimental data.
7. Communicate your scientific reasoning and perspective to a diverse audience including faculty, student-colleagues, technical experts, and peers.

Requirements for the Physics Major

A major in physics ordinarily includes PHYS 100, PHYS 107, PHYS 108, PHYS 120, PHYS 205, PHYS 207, PHYS 208, PHYS 210, PHYS 302, and two other 300-level physics courses. PHYS 104 can be taken in place of PHYS 107 in certain circumstances. Calculus at the levels of MATH 115 and MATH 116, as well as MATH 205 and MATH 215 are prerequisites for several courses required in the major. Independent study and thesis courses (350, 355/365, 360/370) do not count toward the major. The department also supports interdisciplinary pathways through the major -- see Interdisciplinary Option below.

All students who wish to consider a major in physics are urged to complete the introductory sequence (PHYS 100, PHYS 107, and PHYS 108) as soon as possible, certainly by the end of the second year.

Students interested in graduate programs in physics are strongly recommended to complete PHYS 302, PHYS 305, PHYS 308, and PHYS 310, as well as PHYS 320M and PHYS 320Q.
For students matriculated in 2018 or before, major requirements normally include PHYS 107, PHYS 108, PHYS 202, PHYS 207, PHYS 208 or PHYS 308, PHYS 302, PHYS 305, and PHYS 310. The following math courses are also required: MATH 215 and either MATH 205 or PHYS 216. After the 2019-20 academic year, PHYS 202, will no longer be offered, but can be replaced by PHYS 100 and PHYS 205. Students are also encouraged to work with major advisors to develop individualized plans.

**Interdisciplinary Option**

For students interested in exploring the intersection of physics and related disciplines, the interdisciplinary option can serve as an underpinning for future careers and study in interdisciplinary subjects such as biophysics, geophysics, environmental physics, materials science, and other applied sciences. It has fewer course requirements within the Physics Department and additional elective requirements chosen from courses offered in other departments. We invite students interested in this option to work with a faculty member to craft an interdisciplinary route through the physics major.

Students choosing the Interdisciplinary Option can also take advantage of the opportunity to cross-register for courses at Olin College of Engineering and at MIT. A key element in the design of this route to the physics major is that it should form a coordinated program of study that draws on and relates to a student’s physics background. Please note that the college offers Interdepartmental majors in Astrophysics and in Chemical Physics; these majors are distinct from the Physics Interdisciplinary Option.

**Engineering**

Students interested in engineering should understand that Wellesley does not offer a major or minor in engineering, but does offer a range of coursework, cross-registration with Olin and MIT, and other options to help students pursue their interest. More information about engineering opportunities can be found online at www.wellesley.edu/engineering.

**Thesis work and Honors in Physics**

The route to honors in the major is writing an honors thesis and passing an oral examination. To be admitted to the honors thesis program (PHYS 360/370), 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 GPA in the major is below that threshold. See Academic Distinctions. Students who do not meet the GPA requirement can still complete a (non-honors) thesis (PHYS 355/365). If the student demonstrates excellence in research during PHYS 355, they may petition to enroll in the honors thesis program. That student would then be eligible for honors in the major.

**Teacher Certification in Physics**

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the chairs of the education and physics departments.

**Transfer Credit in Physics**

In order to obtain Wellesley credit for any physics course taken at another institution during the summer or the academic year, approval must be obtained from the chair of the department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. These restrictions normally apply only to courses taken after matriculation at Wellesley. Transfer students wishing to obtain credit for physics courses taken prior to matriculation at Wellesley should consult the chair of the department.

**Advanced Placement and Exemption Examinations in Physics**

If a student has a strong physics background (AP, IB physics credits, or the equivalent) and wishes to be exempted from our introductory mechanics and electricity and magnetism courses (PHYS 107 and 108) for the purpose of enrolling in a higher-level physics course, passing an exemption examination administered by the department is necessary. Sample examinations are available from the department. Exemption from PHYS 107 and/or 108 is not granted, based on AP or IB scores alone. Students may not receive more than two units of credit for the introductory physics sequence. For example, a student who enrolls in both PHYS 107 and PHYS 108 will not also receive AP or IB credit. PHYS 100 is required of all physics majors. Students interested in the physics major should enroll in this course in the Fall of their first year.

**Physics Related Courses**
Physics Minor

Requirements for the Physics Minor

A minor in physics (six courses) should ordinarily include the following:

1. PHYS 100, PHYS 104 or PHYS 107, and PHYS 108
2. Two 200-level courses from PHYS 207, PHYS 208, and PHYS 210
3. One 300-level course, excluding PHYS 350/PHYS 350H
4. MATH 205 and/or MATH 215 are prerequisites for some of the above physics courses.

PHYS Courses

Course ID: ASTR110Y/PHYS111Y  Title: First Year Seminar: Einstein and the Dark Universe

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.

Units: 1; Max Enrollment: 12; Crosslisted Courses: ASTR110Y; Prerequisites: Open to first-year students only. Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: James Battat; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: ASTR311/PHYS311  Title: Advanced Astrophysics

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 planetary dynamics, the life stories of stars and galaxies, the interstellar medium, high-energy processes, and large scale structure in 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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: PHYS311; Prerequisites: PHYS 207; Instructor: French; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Normally offered in alternate years.;

Course ID: PHYS100  Title: Relativity and Quantum Physics: An Introduction to College Physics

This course is the entry point for students interested in exploring physics as a possible major or as a foundation for other sciences. It presents, at an introductory level, two fundamental developments at the heart of contemporary physics: quantum physics and Einstein’s theories of relativity. Relativity profoundly alters our understanding of the nature of space and time; quantum physics revolutionizes our knowledge of the world at the smallest scales. We will introduce and develop the core principles of these two theories, and explore their implications and practical consequences. No prior experience with physics is required.
Course ID: PHYS101  Title: Einstein's Century: Physics in the Last 100 Years

In 1905, Albert Einstein published three seminal papers in the history of modern science, introducing the theory of special relativity, launching the field of quantum mechanics, and helping establish the atomic nature of matter. We will use Einstein's contributions as a springboard for an introductory exploration of the nature of light, matter, space, and time. PHYS 101 is designed for the student who may not have a strong science background, but would like an introduction to the major themes of physics in the last 100 years. In addition to lectures and demonstrations we will have readings that draw from the biographical and historical contexts in which these ideas developed. We will make use of basic high school algebra, and some trigonometry, in our work. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Units: 1; Max Enrollment: 35; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Not open to students who have taken PHYS 100.; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Spring;

Course ID: PHYS102  Title: Physics for Future Presidents

Many of the grand challenges facing the modern world have an underlying scientific and technological component. What basic physics should all future leaders know? And what science should all citizens understand? Stressing conceptual understanding and critical reasoning, this course aims to give students the physics background and habits of mind that will help them make informed decisions and cogent arguments on matters of public concern. Topics include: the physics of energy, climate change, the threat of nuclear materials and weapons, space exploration, and driverless cars and other emerging technologies. We will make use of basic high school level mathematics in our work. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Units: 1; Max Enrollment: 30; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement.; Instructor: Berg; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Semesters Offered this Academic Year: Not Offered;

Course ID: PHYS104  Title: Fundamentals of Mechanics with Laboratory

This course is a systematic introduction to Newtonian mechanics, which governs the motion of objects ranging from biological cells to galaxies. Primary concepts such as mass, force, energy, and momentum are introduced and discussed in depth. We will place emphasis on the conceptual framework and on using fundamental principles to analyze the everyday world. Topics include: Newton's Laws, conservation of energy, conservation of momentum, rotations, waves, and fluids. Concepts from calculus will be developed and used as needed. Laboratories introduce experimental approaches to these topics. Students with a strong background in mathematics or previous experience in physics should consider PHYS 107. Not open to students who have taken PHYS 107.

Units: 1.25; Max Enrollment: 28; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement; Prerequisite or Corequisite - calculus at the level of MATH 115. Not open to students who have taken PHYS 107.; Instructor: Staff (Fall); Staff (Spring); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: This course does not normally fulfill Physics major requirements.;

Course ID: PHYS106  Title: Fundamentals of Electricity, Magnetism, and Optics with Laboratory

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.

Units: 1.25; Max Enrollment: 24; Prerequisites: PHYS 104 or PHYS 107, and calculus at the level of MATH 115. This course does not normally fulfill Physics majors requirements.; Instructor: Staff (Fall); Staff (Spring); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical
Course ID: PHYS106L  Title: Laboratory for PHYS 106 and PHYS 109

This is the co-requisite laboratory course for PHYS 106 and PHYS 109.

Units: 0; Max Enrollment: 14; Prerequisites: See PHYS 106 and PHYS 109.; Semesters Offered this Academic Year: Fall; Notes: Students must register for a section of either PHYS 106 lecture or PHYS 109 lecture and a section of PHYS 106L lab.;

Course ID: PHYS107  Title: Principles and Applications of Mechanics with Laboratory

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. This course is taught in studio-style, which blends lecture with group problem solving and hands-on experimental activities.

Units: 1.25; Max Enrollment: 28; Prerequisites: Fulfillment of the basic skills component of the Quantitative Reasoning requirement. Calculus at the level of MATH 115. Not open to students who have taken PHYS 104.; Instructor: Staff (Fall), Staff (Spring); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHYS108  Title: Principles and Applications of Electricity and Magnetism

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. Interference effects caused by the electromagnetic wave nature of light are introduced. This course is offered with a lab as PHYS 109.

Units: 1; Max Enrollment: 36; Prerequisites: PHYS 107 (or PHYS 104 and permission of the instructor) and calculus at the level of MATH 116 or MATH 120 or by permission of the instructor. Not open to students who have taken PHYS 106 or PHYS 109.; Advisory: Highly recommend taking PHYS 120 concurrently with PHYS 108.; Instructor: Hall (Fall); McAskill (Spring); Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHYS109  Title: Principles and Applications of Electricity and Magnetism with Laboratory

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. Interference effects caused by the electromagnetic wave nature of light are introduced. Laboratories provide students with hands-on experiences with geometrical optics and electronics. Lectures are combined with PHYS 108, and laboratories with PHYS 106.

Units: 1.25; Max Enrollment: 36; Prerequisites: PHYS 107 (or PHYS 104 and permission of the instructor), and calculus at the level of MATH 116 or MATH 120. Or permission of the instructor. Not open to students who have taken PHYS 106 or 108.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; LAB - Natural and Physical Sciences Laboratory; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHYS120  Title: Introduction to Simulation and Modeling

In this course students will learn computer programming skills applicable to the simulation and modeling of physical systems. The course will introduce basic numerical methods used across the sciences, and will develop computational strategies for modeling systems that can range from traffic jams to planets orbiting a star. Students will work through different modules at their own pace and under the close supervision of the course instructor. No prior programming experience is required.
When studying macroscopic systems consisting of enormous number of individual particles, new physics concepts, such as temperature, pressure, heat, and entropy, become essential. In this course, we will explore these concepts in the context of the first and second laws of thermodynamics, at both macroscopic and microscopic levels.

Newtonian mechanics is revisited using more sophisticated mathematical tools such as differential equations, linear algebra, and Fourier analysis. Topics include driven and coupled oscillators, central forces, and conservation laws. Particular attention is paid to wave phenomena and how the mathematics that describes mechanical waves can be extended to the realms of electromagnetism and quantum mechanics.

This course builds on the foundations of electricity and magnetism developed in PHYS 108. After a review of the basics of electrostatics and magnetostatics, a more mathematically rich description of electromagnetic phenomena is developed. The vector operators div, grad, and curl are used to re-express the integral formulations of PHYS 108 (e.g., Gauss’ Law, Ampere’s Law, Faraday’s Law); the necessary mathematics is presented in parallel with the physics. This treatment culminates in the differential forms of Maxwell’s equations, which then lead to the electromagnetic wave equation. Properties of electromagnetic waves, including polarization and energy and momentum transport, are introduced.

Through hands-on exploration, students will learn about analog and digital electronics, optical systems, and foundational techniques in the modern physics laboratory. A framework for data analysis will be developed, with a focus on model-data comparison, model selection and statistical inference. This course helps prepare students for independent research and internships in physics and related fields.

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.
Course ID: PHYS305  Title: Statistical Mechanics and Thermodynamics

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.

Units: 1; Max Enrollment: 25; Prerequisites: PHYS 202 or PHYS 205, MATH 205 or equivalent or by permission of the instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PHYS308  Title: Electromagnetic Theory

This course continues, from PHYS 208, the study of the classical theory of electromagnetic fields and waves as developed by Maxwell. Topics include electric and magnetic fields in matter, boundary value problems, electromagnetic radiation, and the connection between electrodynamics and special relativity.

Units: 1; Max Enrollment: 30; Prerequisites: PHYS 208, MATH 215, or permission of instructor.; Instructor: Glenn Stark; Distribution Requirements: NPS - Natural and Physical Sciences; MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PHYS310  Title: Experimental Physics

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. The experiments 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.

Units: 1.25; Max Enrollment: 20; Prerequisites: PHYS 120, PHYS 202 or PHYS 210 or by permission of the instructor.; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PHYS322  Title: Advanced Topics in Classical Mechanics

This course is a continuation of the development of tools to analyze classical systems; it builds on the knowledge gained in Physics 207. New techniques developed include the calculus of variations, which gives rise to the Lagrangian and Hamiltonian treatment of systems, physics in non-inertial reference frames, and rotational dynamics. The course is appropriate for any student wishing to explore advanced topics in classical mechanics; it is strongly recommended for students planning to attend graduate school in physics.

Units: 0.5; Max Enrollment: 30; Prerequisites: PHYS 207; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Not Offered;

Course ID: PHYS323  Title: Advanced Topics in Quantum Mechanics

While Physics 302 focuses on quantum systems that can be solved exactly, Physics 320Q develops techniques that can be applied to systems that are too complex mathematically to be solved in closed form. This course explores time-independent and time-dependent perturbation theory and applies these techniques to a variety of atomic, molecular, and solid-state systems. Quantum entanglement and its emerging applications are also covered.

Units: 0.5; Max Enrollment: 30; Prerequisites: Physics 302; Instructor: Staff; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: PHYS331  Title: Modern Materials
Optical and electronic materials, ranging from solar cells to superconductors, are central to our modern lives and will be crucial in solving the technological challenges of our future. For students interested in engineering applications of fundamental physics phenomena, this interdisciplinary course will introduce the science behind the development of modern materials and devices. Through hands-on projects, students will explore the development of optical and electronic materials from their atomic origins, to their implementation in semiconductor devices, and finally their long term environmental impact. This course connects topics often covered in separate physics, chemistry, and engineering courses. Previous experience with concepts from introductory physics is strongly recommended.

Units: 1; Max Enrollment: 15; Prerequisites: PHYS 108 & either PHYS 210 or CHEM 361, or permission of instructor.; Instructor: Rebecca Belisle; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: PHYS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHYS350G  Title: Research or Group Study

Units: 1; Max Enrollment: 0; Prerequisites: Permission of the instructor; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHYS350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PHYS355  Title: Physics Thesis Research

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 Physics. This route does not lead to departmental honors.

Units: 1; Max Enrollment: 15; Prerequisites: Open only to seniors with permission of instructor. ; Semesters Offered this Academic Year: Fall;

Course ID: PHYS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: PHYS370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: PHYS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;
**Political Science**

Political Science is the systematic study of politics. It is the academic discipline that analyzes how power is defined, who does or should have power in society, how those with power use or ought to use it, how those with less power challenge it, and the effect of power on people’s lives. Political Science courses explore a wide range of questions regarding the concepts and norms central to the study of power and politics (e.g., authority, domination, gender, freedom); the structure and operations of law and institutions (e.g., the U.S. Supreme Court, United Nations, nongovernmental organizations); the historical, sociological, and cultural factors involved in political and economic development; social movements and processes (e.g., women’s movements, immigration); comparative political systems (e.g., democracy, communism); political trends and transformations in various regions (e.g., East Asia, South Asia, Latin America); and analyses of current affairs in the many realms and contexts in which politics take place.

**Political Science Major**

**Learning Outcomes for Political Science Majors**

- Gain a broad background in the discipline of political science through courses in the four subfields that comprise it: American politics and law, comparative politics, international relations, and political theory, and explore in depth at least two of those subfields through advanced work;
- Develop the capacity to think critically about local, national, and global politics, and to bring an informed perspective to understanding and evaluating the consequences important political development as they unfold;
- Become informed and reflective citizens of their communities and countries, as well as knowledgeable about the global dynamics that influence the shape and content of political life;
- Acquire particular skills and tools important in political science, including conducting research using methodologies appropriate to the different subfields of the discipline; the ability to read complex texts closely; write clearly and well in short essays, substantive research papers, and other formats; think critically and analytically about empirical evidence and theoretical propositions; generate and test hypotheses; and take and defend a position against the strongest counterarguments.

**Requirements for the Political Science Major**

A major in Political Science consists of at least nine units. Courses at the 100 level may be counted toward the major, but not toward a subfield distribution requirement (see below).

It is strongly recommended that students interested in further work in political science take one of the small 100-level courses offered each fall. The Department of Political Science divides its courses beyond the introductory level into four subfields: American politics and law (POL1), comparative politics (POL2), international relations (POL3), and political theory (POL4). In order to ensure that political science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one 200-level or 300-level unit in each of the four subfields offered by the department. Recommended first courses in the four subfields: in American politics and law: POL1 200; in comparative politics: POL2 202 or POL2 204; in international relations: POL3 221; in political theory: POL4 201, POL4 240, POL4 241, POL4 248.

In addition to the subfield distribution requirement, all majors must do advanced work (300 level) in at least two of the four subfields; a minimum of one of these units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by the word “Seminar” before the course title.) Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available on the political science department website homepage prior to preregistration for each term. Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required 300-level courses.

**Research or Individual Study**
Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. These courses are offered at the 250 (intermediate) and 350 (advanced) levels and for one or 0.5 unit of credit.

**Honors in Political Science**

In the political science department, the only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the honors program, a student must have a minimum 3.5 grade point average in work in the major above the 100 level. Students who fall slightly below this minimum requirement may petition for an exemption if they present a particularly strong proposal and if they have the strong support of a potential thesis advisor. Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with a potential faculty advisor as early as possible in their junior year. The deadline for submitting an honors thesis proposal is the second Monday in April; all students are expected to submit their proposals by this date.

**Graduate Study in Political Science**

Students considering going to graduate school for a Ph.D. in political science should talk with their major advisors about appropriate preparation in quantitative methods and foreign languages.

**Transfer Credits in Political Science**

A minimum of five units for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distributions and the seminar requirement. The department does not grant transfer credit at the 300 level for either the major or for College distribution or degree requirements. This policy applies to courses taken at MIT.

For the purpose of meeting a subfield distribution requirement in the major, a student may count a course taken elsewhere provided that it transfers as at least .75 Wellesley units.

Although Wellesley College does not grant academic credit for participation in internship programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

**Advanced Placement Policy in Political Science**

Students may receive units of College credit if they achieve a grade of 5 on the American Government and Politics or the Comparative Politics AP examinations. Such AP credits do not count toward the minimum number of units required for the political science major nor for the American or comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American politics exam, she may not take POL1 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American politics or to take POL1 200 should consult with a member of the department who specializes in American politics/law or comparative politics.

**POL Courses**

**Course ID: AFR236/POL2231 Title: Introduction to African Politics**

This course offers an introduction to contemporary African politics. The primary goal is to introduce students to the diversity of challenges and development issues facing African countries since independence. Questions motivating the course include: (1) Why are state institutions weaker in African than in other developing regions? (2) What explains Africa's slow economic growth? (3) What can be done to improve political accountability on the continent? (4) Why have some African countries been plagued by high levels of political violence while others have not?

In answering these questions, we will examine Africa's historical experiences, its economic heritage, and the international context in which it is embedded. At the same time, we will explore how Africans have responded to unique circumstances to shape their own political and economic situations.
As we address the core themes of the course, we will draw on a wide range of academic disciplines, including political science, history, economics and anthropology. We will study particular events in particular African countries, but we will also examine broad patterns across countries and use social science concepts and methods to try to explain them.

Units: 1; Max Enrollment: 25; Crosslisted Courses: POL2231; Prerequisites: This course was approved already, just asking for cross-listing.; Instructor: Chipo Dendere; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: AFR245/POL3245  Title: The Impact of Globalization on Africa and the Caribbean

This course is designed to offer an inside look into the processes of globalization in Sub Saharan Africa and the Caribbean. This course will focus on the ways that international forces, the political economy and new technologies are affecting citizens and countries on the continent, as well as the way that African and Caribbean countries and actors are influencing the rest of the world. We will explore a diverse set of topics including changing political landscapes, digital & technological change and development, immigration, art and culture, foreign aid, and China’s role in Africa and the Caribbean. The course will attempt to highlight the new opportunities for citizens as well as the challenges that remain for African and Caribbean countries in the globalized world.

Units: 1; Max Enrollment: 25; Crosslisted Courses: POL3245; Instructor: Chipo Dendere; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ES214/POL2214  Title: Social Causes and Consequences of Environmental Problems

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: POL2214; Prerequisites: ES 102 or permission of the instructor.; Instructor: DeSombre; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ES312/POL2312  Title: Seminar: Environmental Policy

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: POL2312; Prerequisites: ES 214 or one 200-level unit in political science and permission of the instructor. This course is only open to juniors and seniors.; Instructor: DeSombre; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ’51 Speaking Intensive Course;

Course ID: ES325/POL3325  Title: International Environmental Law

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: POL3325; Prerequisites: POL2 214/ES 214 or POL3 213 or permission of the instructor.; Instructor: DeSombre; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: ES381/POL1381  Title: U.S. Environmental Politics

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: POL1381; Prerequisites: A 200-level ES course or POL1200 or permission of the instructor.; Instructor: Turner; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring;

Course ID: MES358/PEAC358/POL2359 Title: Palestinian Israeli Peace Prospects

This course provides an in-depth exploration of the Palestinian Israeli conflict from a comparative and social justice perspective. Our goal is to provide an analysis of events to engage in constructive academic debates. The class begins by contextualizing the study of the Middle East within the broader scope of comparative politics and Peace and Justice studies. Next, we focus on the origins of the conflict: the debate about 1948, the consolidation of the Israeli state, and the development of Palestinian and Israeli political and military organizations. The course then delves into different dimensions of the conflict: regional geopolitics, international relations, environmental debates, gender activism, terrorism, and the “Wall.” The last portion of the class considers peace negotiations, conflict mediation, compromise, and solutions: the refugee question, Jerusalem, TRCs, and the role of the United States.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES358; Prerequisites: One of the following courses - PEAC 104, PEAC 204 or instructor permission.; Instructor: Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall;

Course ID: PEAC205/POL3236 Title: Gender, War and Peacebuilding

In this course we explore the gendered dimensions of war and peace, including how gender as a symbolic construct configures how we makes 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, sexualized 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: POL3236; Prerequisites: None; Instructor: Confortini; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not offered;

Course ID: PEAC206/POL2220 Title: Qualitative Methods in the Social Sciences

This is an introductory course for students interested in using qualitative methods in their research and studies. By qualitative methods, I mean methods that involve small numbers of intensive observations, and that do not rely on statistical tests for drawing causal inference. The course is designed to help students develop proficiency in the use of qualitative methods in two respects. The first is to understand and be able to articulate assumptions about empirical reality and arguments about knowledge production. Next, the course will address practical considerations by helping students develop basic knowledge of principal techniques used by qualitative researchers like: navigating the IRB process and ethics of research, conducting in depth interviews, engaging in participant observation, and tracing archival and historical research.

Units: 1; Max Enrollment: 20; Crosslisted Courses: POL2220; Prerequisites: One other course that satisfies the Social/Behavioral Analysis requirement.; Instructor: Nadya Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PEAC217/POL2217 Title: Politics of the Middle East and North Africa

How do Arab-Islamic history and culture shape politics in the contemporary Middle East and North Africa? Why is the Arab world-despite its tremendous oil-wealth-still characterized by economic underdevelopment and acute gaps between rich and poor? How have the events of September 11 and the U.S.-led "war on terror" affected the prospects for greater freedom and prosperity in the Middle East in the future? What do the 2011 revolts mean for the existing regimes and prospects for democracy? These are some of the questions we will examine in this course. In readings, lectures, and class discussions, the analysis of general themes and trends will be integrated with case studies of individual Arab states.

Units: 1; Max Enrollment: 35; Crosslisted Courses: PEAC217; Prerequisites: One unit in Political Science.; Instructor: Hajj; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not offered;
This interdisciplinary course investigates the role of international organizations, governments, nongovernmental organizations, the media, advocacy groups, and individuals, to consider how and under what circumstances the international community comes together to address transnational health issues. Questions we will address include: What role should different actors play? What should be the ethical bases for promoting health? To what extent do global actors’ interventions promote health equity? Focusing on a set of health challenges that have particular impact upon the poor (HIV/AIDS, Ebola, TB, maternal mortality, mental health, and NCDs), we will disentangle the relationships between health, politics, ethics, and the international community, and consider some of the fundamental difficulties in health governance, including expanding health coverage, governing global health, and setting global health priorities.

Units: 1; Max Enrollment: 15; Crosslisted Courses: POL3232; Prerequisites: None.; Instructor: Catia C. Confortini; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: POL109Y Title: First-Year Seminar: Democracy in America

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.

Units: 1; Max Enrollment: 0; Prerequisites: None. Open to first-year students only.; Instructor: Burke; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: POL112Y Title: First-Year Seminar: Wars of Ideas in International Relations

This first-year seminar examines "wars of ideas" in international politics. How do changes in ideas 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.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first-year students only.; Instructor: Goddard; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course;

Course ID: POL115 Title: Politics and Ethics

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 of war negate the moral precepts that hold in peacetime? Do national borders mark the place where our moral commitments to others end? Who's the "we" that determines the content of moral judgments and the reach of our ethical obligations? And last but not least: to what extent do particular experiences, identities (e.g. gender, race, class, etc) or habits of mind influence our ability to imaginatively inhabit perspectives other than our own--an ability Hannah Arendt connects to the very capacity to be moral?

Units: 1; Max Enrollment: 20; Prerequisites: None. Open to first-year and sophomore students only.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered;

Course ID: POL121 Title: America and the "War on Terror"

The terrorist attacks of September 11, 2001 were a transformative moment in world politics. The general optimism and sense of security that prevailed following the end of the Cold War gave way 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 current American 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.
Course ID: POL1200  Title: American Politics

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 learn the use of independent observation, logical reasoning, forms of deductive inference, and kinds of experimentation. 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.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Candland; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: POL123Y  Title: First Year Seminar: War and Peace in Literature and Politics

This course explores the ideas and practice of engaging in war, conflict resolution, and peacemaking by examining various literary sources. Students will read fiction, poetry, memoirs, and other forms of literature broadly defined to examine depictions and expressions of human violence, power dynamics, and yearnings for peace. The class will discuss how literature glorifies and condemns war; whether literature can contribute to developing empathy and desire for healing and reconstruction of communities; pacifist literature aimed at preventing and protesting war; children's literature as a way to teach and nurture peace; "eco-literature" to question the ways human beings nurture and violate nature. Readings will include literary portrayals of political conflicts in different time periods and cultural contexts.

Units: 1; Max Enrollment: 16; Prerequisites: None.; Instructor: Katharine Moon; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: POL299  Title: Introduction to Research Methods in Political Science

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.

Units: 1.25; Max Enrollment: 18; Prerequisites: 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.; Instructor: Maneesh Arora; Distribution Requirements: SBA - Social and Behavioral Analysis; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
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.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Arora, Burke, Sapir, Scherer; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: POL1215  Title: Courts, Law, and Politics

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Units: 1; Max Enrollment: 35; Prerequisites: POL1 200; Instructor: Burke; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: POL1247  Title: Constitutional Law

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.

Units: 1; Max Enrollment: 35; Prerequisites: POL1 200; Instructor: Scherer; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: POL1300  Title: Public Policymaking in American Politics

This course examines how public policy on a wide range of issues, from reproductive rights to education, environment, and immigration, is made in the United States. The battle over these issues involves many institutions-the president, the executive branch, Congress, the courts, state and local governments-who compete, and sometimes cooperate, over public policy. Students will analyze current policy struggles to better understand the interactions among these institutions and the resulting shape of American public policy.

Units: 1; Max Enrollment: 35; Prerequisites: POL1 200; Instructor: Burke; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: POL1303  Title: The Politics of Crime

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.

Units: 1; Max Enrollment: 35; Prerequisites: POL1 200; Instructor: Scherer; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;

Course ID: POL1317  Title: Health Politics and Policy

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.

Units: 1; Max Enrollment: 35; Prerequisites: POL1 200; Instructor: Burke; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: POL1324  Title: Seminar: Gender and Law

Analysis of how law in the United States is used to confer rights, create obligations, and define the identities of women. The course explores the historical and modern approaches used by the Supreme Court to address gender disparity in society, including labor law, reproductive rights, family law, sexual discrimination in the workplace, and gay rights. The course also analyzes the relationship between the feminist movement, social
policymaking, and the Supreme Court. The last part of the class will examine whether the gender of legal actors (litigants, lawyers, and judges) makes a difference in their reasoning or decision-making.

Units: 1; Max Enrollment: 15; Prerequisites: POL1 200 and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Scherer; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: POL1328  Title: Seminar. Immigration Politics and Policy

The United States is in the middle of an increasingly hostile and polarizing national debate over immigration policy and the outcomes of immigrant incorporation. This course situates the debate by exploring the history of immigration in the U.S., public policy that has been aimed at immigration flows or immigrants, and the resulting political consequences. This course will grapple with notions of citizenship and ‘illegality’ while examining the ways that demographic change has influenced opinions, behaviors, partisanship, and values of the broader public. We will critically analyze recent immigration policy proposals, paying close attention to the effects of these proposals on immigration flows, immigrant rights, and the broader political and societal ramifications of policy action and inaction. Finally, we will turn our attention to the dynamics of immigration policy-making and examine how race, gender, sexuality, and class both affect and are affected by immigration laws.

Units: 1; Max Enrollment: 15; Prerequisites: POL1 200 and permission of the instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Maneesh Arora; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;

Course ID: POL1329  Title: Political Psychology

This course provides an overview of the growing literature on political psychology. We will focus on psychological theories that help us to understand how voters think and feel about politics. The primary goal of this course is to acquaint you with various ways in which psychological theory contributes to our understanding of politics and vice versa. For example, does prejudice influence citizens' voting decisions? Is opposition to gay marriage rooted in ideological concerns, or rather in emotions like disgust or fear? Why do many voters dismiss seemingly objective information and vote “against their interests”? Topics include cognition, emotion, prejudice, identity, personality, authority and obedience, and motivated reasoning all with applications to American politics in particular, but we will also consider the relevance of these topics to other countries as well.

Units: 1; Max Enrollment: 25; Prerequisites: POL1 200; Instructor: Chudy; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: POL1333  Title: Calderwood Seminar in Public Writing: Perspectives on American Politics

This course will teach students to effectively communicate to the public political science research on American politics. This will require students to step back from the details of their coursework to examine how political science has shaped their understandings of political phenomena. How are the perspectives of political scientists different from those of practitioners and the public? How can these perspectives contribute to public debates on politics? Through a series of writing assignments--for example Op/eds, book reviews and interviews--students will learn how to translate expert knowledge and perspectives into everyday language, but perhaps even more importantly, how to draw on that knowledge to address the concerns of citizens about the political world.

Units: 1; Max Enrollment: 12; Prerequisites: POL1 200 or the equivalent and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Burke; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: POL1337  Title: Seminar: Race in American Politics

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.

Units: 1; Max Enrollment: 15; Prerequisites: POL1 200 and by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Chudy; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;
Course ID: POL1365  Title: Latino Politics

This course examines the history and contemporary roles of Latinos in American politics, including the emergence of “Latino” as a pan-ethnic identity and demographic profiles of the group; the “Americanization” and “racialization” of Latinos; and the relationship between Latinos and non-Latinos as they relate to political institutions, representation, and voting coalitions. The class will also focus on the development of Latino public opinion and partisanship, how these manifest in Latinos’ political participation, and their importance in recent presidential and midterm elections (2008-2018). The course also examines U.S. immigration policy as context to understand current debates that shape the Latino community now and in the future.

Units: 1; Max Enrollment: 30; Prerequisites: POL1200; Instructor: Viviana Rivera-Burgos; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: POL2202  Title: Comparative Politics

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.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Haji; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: POL2204  Title: Political Economy of Development and Underdevelopment

Overview of development studies with attention to major schools of political economy, their intellectual origins and centrality to contemporary debates about economic development. Topics include: colonialism, nationalism, and independence; postcolonial economic development models, policies, and strategies; perspectives on gender and development; changing conceptions and measures of poverty, development, and underdevelopment; contemporary debates in development studies.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Bedirhanoglu, Candland; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: POL2206  Title: The Politics of Russia and Eurasia

An introduction to the history, politics, and international context of Russia and other countries of the former Soviet Union. The course will explore the creation, development, and dissolution of the Soviet Union, but will focus most closely on post-Soviet Russia and Eurasia. In doing so it will consider the interconnections between domestic politics, state-society relations, economic development, and foreign policy.

Units: 1; Max Enrollment: 25; Prerequisites: Open to sophomores, juniors, and seniors without prerequisite and to first-years with permission of the instructor.; Instructor: Logvinenko; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: POL2208  Title: Politics of China

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.

Units: 1; Max Enrollment: 35; Prerequisites: None.; Instructor: Joseph; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: POL2211  Title: Politics of South Asia

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.
Course ID: POL2304  Title: Nation-building and Nationalism in East Asia

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.

Course ID: POL2306  Title: Seminar: Revolution

A comparative analysis of the theory and practice of revolution from the seventeenth century to the present, with an emphasis on revolutions in the twentieth and twenty-first centuries. Questions to be considered include: the meaning and causes of revolution, why people join revolutionary movements, the international dimensions of internal war, strategies of insurgency and counterinsurgency, and the changing nature of revolution over the last 350 years. Case studies will include the French, Russian, Chinese, Cuban, and Iranian revolutions, as well as more contemporary events in East Central Europe and the Middle East and North Africa.

Course ID: POL2309  Title: Religion and Politics in Comparative Perspective

For decades, political scientists were convinced that the influence of religion in politics was fading as the world modernized. Then, startling events like Iran’s Islamic Revolution in 1979 challenged this view and raised questions about the resurgence of religion as an important force in politics. For example, how do religious elites use their spiritual power to mobilize people for political ends? Can religion be used to dampen political conflict as well as to ignite it? Can religion be the basis of a political ideology that legitimizes who should have power and how governments should be organized? This course will seek to answer these and other questions about the interaction of religion and politics by exploring and comparing a variety of cases from across the globe.

Course ID: POL2310  Title: Seminar: Politics of Community Development

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.

Course ID: POL2364  Title: Seminar: Authoritarianism in the Age of Globalization

Even as globalization continues to be a potent force in world politics in the 21st century, non-democratic governments and authoritarian political movements are becoming stronger in many parts of the globe. The increasing chasm between a global economic system based on unrestricted flow of money, goods, and ideas on the one hand, and re-emergence of closed political systems on the other, present an opportunity to explore important questions in political science and political economics. In particular, in this seminar, we will learn the
historical context for the modern episode of globalization, study new academic research on authoritarian regimes, and investigate the process of the economic integration of emerging economies like Russia and China. Finally, we will explore the rise of right-wing populism as a response to globalization in advanced industrialized economies of Western Europe and the United States.

Units: 1; Max Enrollment: 15; Prerequisites: One course in comparative politics (POL2) or International Relations (POL3) and permission of instructor. This course may count for either the Comparative Politics (POL2) or International Relations (POL3) subfield requirement for the Political Science major. Enrollment is limited; interested students must fill out a seminar application via the political science department.  
Instructor: Igor Logvinenko; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: POL2383  Title: Politics of International Migration

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.

Units: 1; Max Enrollment: 35; Prerequisites: One 200-level course in comparative politics or international relations or permission of the instructor.; Instructor: Moon; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered; Notes: This course will count towards either POL2 or POL3 subfields.;

Course ID: POL3221  Title: World Politics

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. 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.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Goddard, Logvinenko, MacDonald, Murphy,; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: POL3223  Title: International Relations of South Asia

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, and the United States, and Bhutan's and Nepal's relations with each other and China.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Candland; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: POL3224  Title: International Security

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.

Units: 1; Max Enrollment: 35; Prerequisites: One unit in political science or permission of instructor.; Instructor: MacDonald; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: POL3227  Title: War and Revolution in Vietnam

An examination of the origins, development, and consequences of the Vietnam War. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the
conflict to Cambodia and Laos; the antiwar movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975.

Units: 1; Max Enrollment: 35; Prerequisites: One unit in social sciences or permission of instructor.; Instructor: Joseph; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: POL3323  Title: Topics in International Political Economy

Is globalization over? Are we witnessing a resurgence of protectionist economic policies with looming trade wars? Will China take over the world economy? Finding answers to these questions requires an investigation of how politics and economics intersect and work together on a global scale. This course analyzes how international economic structures operate and seeks to demystify the distribution of global power and wealth. We will focus on the complex relationships among states, business groups, international organizations, and civil society in the making of the international political economy.

Units: 1; Max Enrollment: 25; Prerequisites: POL3 221 or permission of the instructor.; Instructor: Bedirhanoglu; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: POL3326  Title: American Hegemony and Global Order

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 become more internationalist in orientation? What tools has the U.S. used to shape global politics? Is U.S. policy driven more by domestic institutions and values or by external opportunities and geopolitics? Will U.S. predominance endure? Or will global order have to change to accommodate the rise of new powers?

Units: 1; Max Enrollment: 35; Prerequisites: POL 221 or permission of the instructor.; Instructor: MacDonald; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: POL3338  Title: Nuclear Politics

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.

Units: 1; Max Enrollment: 35; Prerequisites: POL3 221 required; POL3 224 recommended.; Instructor: Goddard; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: POL3339  Title: Sovereignty, Nationalism, and Liberation

The idea of state sovereignty has long been one of the key organizing principles of international politics. Yet this concept has always been contested, and criticisms have mounted since the Second World War. Anticolonial movements sought liberation from overseas empires. Ethno-nationalist groups made demands for their own states. Globalization and new forms of global and regional governance challenged the dominance of the nation-state system. Norms of human rights and the “responsibility to protect” called into question whether state sovereignty is absolute. This course explores the contentious, and often violent, “revolutions in sovereignty” that have taken place in world politics over the past seventy years. Through an in-depth examination of the politics of national liberation movements, decolonization, secessionist conflict, “state failure”, and “nation-building”, it examines the future of state sovereignty in our more globalized, interconnected world.

Units: 1; Max Enrollment: 25; Prerequisites: POL 221 or permission of the instructor.; Instructor: MacDonald; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: POL3348  Title: Seminar: The Politics of Global Inequality

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.

Units: 1; Max Enrollment: 15; Prerequisites: One unit in international relations and permission of the instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Murphy; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: POL3351  Title: Seminar: Global Governance

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.

Units: 1; Max Enrollment: 35; Prerequisites: One unit in international relations. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Murphy; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: POL3352  Title: Seminar: Small Wars and Insurgencies

We often think of warfare in conventional terms: states fight other states in large-scale battles employing uniformed soldiers to conquer enemy territory. In reality, however, there are many instances of asymmetric conflicts involving non-state actors who avoid open battles, whose fighters are indistinguishable from civilians, and who seek a wide variety of political objectives. Peasant revolts, communist insurrections, ethnic rebellions, and terrorist movements are among the various ways in which the weak have attempted to use violence to break the will of the strong. We address these wars from a theoretical, historical, and contemporary perspective. We will explore how classical theorists, including Mao Zedong and Che Guevara, adapted the ideas of Clausewitz to guerilla warfare. We will examine how rebel groups-whether the Spanish guerillas, Boer commandos, Chinese communists, or Serb militias-employed violence to intimidate their opponents. We will consider how globalization and the diffusion of military technology have transformed guerilla conflicts, and debate the implications of our theories for contemporary conflicts in Iraq and Afghanistan.

Units: 1; Max Enrollment: 15; Prerequisites: POL3 221 required; POL3 224 recommended. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: MacDonald; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: POL3354  Title: Seminar: The Rise and Fall of Great Powers

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 coalitions, arms races, and even major power war. When a great power declines, it can topple existing international institutions, and undermine the existing world order. In this seminar, we will undertake a theoretical, historical, and contemporary examination of rising and declining great powers, looking at historical case studies (such as the rise of Germany, Japan, and the United States), as well as contemporary cases (the decline of Russia, American hegemony, and the posited rise of China, India, and the European Union).

Units: 1; Max Enrollment: 15; Prerequisites: POL3 221 and permission of the instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Goddard; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: POL3378  Title: Seminar: Empire and Imperialism

This course provides a critical overview of empire and imperialism in international politics from the eighteenth century to the present day. Key questions include: Why do states establish empires? Do empires provide political or economic gains? How are empires governed? What role does technology play in driving and sustaining empires? How do empires end? What are the legacies of empire? This course examines these questions by consulting the classic theoretical works on empire by Hobson, Marx, Lenin, Mackinder, Robinson and Gallagher, and Said. It also explores the historical practice of empire through structured historical comparisons of imperial conquest and governance in North America, Latin America, Asia, and Africa. We will also explore the contemporary relevance of the concept of empire for understanding postwar American foreign policy, including issues such as overseas basing, humanitarian intervention, nation-building, and military occupation.

Units: 1; Max Enrollment: 15; Prerequisites: POL3 221. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: MacDonald; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;
One of democracy’s greatest strengths is that it gives political power to the people. But what happens when “the people” is a diverse group with identities, interests, and desires that pull in many directions? Does democracy function best when everyone is treated the same? As if there are no differences among them? But “the people” is a diverse group with identities, interests, and desires that pull in many directions? Does democracy function best when everyone is treated the same? As if there are no differences among them? But might we be better off letting go.

We are not trying to justify the canon; rather, we are sifting through it to find what still is of worth, what can be salvaged, and what we are better off letting go.

Course ID: POL4243  Title: Democracy and Difference

One of democracy’s greatest strengths is that it gives political power to the people. But what happens when “the people” is a diverse group with identities, interests, and desires that pull in many directions? Does democracy function best when everyone is treated the same? As if there are no differences among them? But if some people are marginalized, subordinated, or stigmatized? Could pretending these stratifications don’t exist actually weaken democracy? This course explores how democracy grapples with differences through texts in contemporary Western political theory. We will begin with liberal theories of democracy. Then we will study feminist, critical-race, queer, and other theorists to understand democracy from the perspectives of marginalized, subordinated, or stigmatized groups. We will not search for definitive answers or hard-and-fast

Course ID: POL4201  Title: Political Action and Dissent

An introduction to the study of political theory, and specifically to the problems of political action. Exploration of questions about civil disobedience, legitimate authority, ethics and politics, and the challenge of creating a just order in a world characterized by multiple beliefs and identities. Discussion of the social contract, liberalism, democracy, decolonization, violence, revolution, globalization, universalism, and cultural relativism, and differences of race, class, and gender. Authors include Plato, Machiavelli, Locke, Rousseau, Mohandas Gandhi, Fanon, Malcolm X, and Martin Luther King, Jr.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Grattan; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Spring;
conclusions about when democracy functions best. Rather, we are interested in getting a better sense of democracy’s many dimensions and tensions.

Units: 1; Max Enrollment: 35; Prerequisites: None. Not open to students who took POL4 343. Open to first-year students only with permission of the instructor.; Instructor: Martorelli; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: POL4249 Title: Neoliberalism and its Critics

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 it? Is 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 Duggan, Lauren Berlant, Michael Dawson, and J.K. Gibson-Graham.

Units: 1; Max Enrollment: 35; Prerequisites: One course in political science, philosophy, or by permission of the instructor.; Instructor: Grattan; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: POL4311 Title: Seminar: Grassroots Organizing

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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 via the political department.; Instructor: Grattan; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: POL4318 Title: Human Rights

Human rights are an important issue in countries around the world and in international politics. But what are human rights? Is there a universal definition, or do human rights vary across time and space? Who decides when human rights are violated? When is outside action to stop such violations justified? These questions aren’t just philosophical; they’re deeply political. How political communities answer them shapes domestic and international policies on issues such as state violence, humanitarian aid, citizenship and migration, (neo)colonialism, global capital, and efforts of various kinds to promote human freedom. This course will use texts in contemporary political theory and historical and contemporary case studies to explore the intuitively important, yet vaguely understood, concept of human rights. Case studies will examine human rights in the United States (for example, interrogation torture policy, Black Lives Matter, or sanctuary cities) and the international context (for example, the Holocaust, ethnic cleansing during the Balkan Wars of the 1990s, or the 2003 invasion of Iraq).

Units: 1; Max Enrollment: 25; Prerequisites: One course in political theory or philosophy or permission of the instructor.; Instructor: Paul Martorelli; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring;

Course ID: POL4341 Title: Seminar: Prison Nation: The Carceral State in America

How and why did democracy in the United States develop in tandem with carceral discourses and institutions from the post-Revolutionary era to today? What role, if any, should punishment play in democracy? This course begins by evaluating the role of discipline and punishment in American political thought, ranging from the slippage between slavery and punishment in the 18th and 19th centuries to the rise of hyper-punishment in the era of mass incarceration and detention. We then focus in on the expansion of the carceral state since the late-1960s, paying particular attention to the intersections of race, gender, sexuality, and capitalism. We conclude by evaluating debates between actors across the ideological spectrum who seek to reform, resist, or abolish the carceral state.

Units: 1; Max Enrollment: 30; Prerequisites: One course in POL4 or American Studies, (specific courses in Africana Studies, History, Sociology, or Women's and Gender Studies may apply) or permission of the instructor. Enrollment is limited; interested students must fill out an application via the political department.;
Instructor: Laura Grattan; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Fall;

Course ID: POL4345  Title: Seminar: Black Liberation from Haiti to Black Lives Matter

Examines Black liberation in theory and practice from modernity through contemporary times, emphasizing efforts by Black actors and thinkers to reconstruct culture, politics, and economics. Key concepts include racial formation, racial capitalism, violence, necropolitics, revolution, decolonization, freedom, justice, radical imagination, emotion, and the undercommons. Cases may include transatlantic slavery, the Haitian Revolution, Black Marxism, Black Power, the Movement for Black Lives, prison abolition, and historical and contemporary coalitions between Black freedom struggles and the struggles of indigenous peoples and other racialized minorities. Authors may include Frederick Douglass, Ida B. Wells, W.E.B. DuBois, C.L.R. James, Frantz Fanon, James Baldwin, George Jackson, Angela Davis, Audre Lorde, bell hooks, Toni Morrison, Claudia Rankine, Ta-Nehisi Coates, Keeanga-Yamahtta Taylor, and Glen Coulthard.

Units: 1; Max Enrollment: 15; Prerequisites: One course in political theory, philosophy or Africana Studies and by permission of instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Grattan; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: POL4349  Title: Seminar: Sex in Politics

The Supreme Court decision in Obergefell v Hodges legalized same-sex marriage in the U.S. It also suggested that anyone who isn’t married cannot realize the full potential of being human. Obergefell’s dramatic swings between empowering and deriding LGBTQ people illuminate larger tensions in the relationship between sexuality and politics. Notably, marriage grants privileges to some, but not others, based on the state’s approval of their sexual preferences. The state, moreover, has historically regulated sex acts in ways that criminalize whole classes of people. These tensions raise key questions we will explore in this course: What role should the state play in supporting and restricting sexual practices? Should we look to the state to secure sexual freedom, or is sexual freedom achieved when we kick the state out of our bedrooms? More broadly, how are the boundaries of sexuality created in and through “politics”? To examine these questions, we will read queer theorists alongside contemporary political theorists.

Units: 1; Max Enrollment: 15; Prerequisites: One course in political theory or philosophy, or by permission of the instructor. Enrollment is limited; interested students must fill out a seminar application via the political science department.; Instructor: Martorelli; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;
Psychology

Psychology is the scientific study of behavior and mental processes, including cognition, emotion, and motivation. The Wellesley psychology department is empirically oriented and places a strong emphasis on using scientific methods to investigate aspects of human nature such as how the mind works, how culture and environment interact with individuals over the course of their development, and how we understand ourselves, others, and social interaction.

Psychology Major

Psychology Department Learning Goals

- **Knowledge Base in Psychology**
  Students will be able to articulate key concepts, principles, and overarching themes in psychology and will be able to apply psychological theory and empirical findings to real-world phenomena. Students will be able to access psychological information from a variety of sources, assess the quality and reliability of the sources, and evaluate the relevance and integrity of the information.

- **Scientific Inquiry and Critical Thinking**
  Students will be able to frame questions and formulate hypotheses about human behavior and mental processes; test those hypotheses in methodologically sound studies; and collect, analyze, and interpret the resulting data. Students will be able to articulate the links between theory, observation, and conclusion, and to weigh empirical evidence in evaluating particular theories and applications.

- **Ethical Responsibility**
  Students will be able to evaluate ethical aspects of psychological research. They will be able to conduct research in an ethical fashion, including the design of research studies; the protection of research participants; the proper handling, analysis, and sharing of data; and the appropriate crediting of the intellectual contributions of others.

- **Social Responsibility in a Diverse World**
  In their coursework and research in psychology, students will recognize and respect the complexity of sociocultural diversity. Students will be able to analyze human behavior from an individual and cultural perspective. They will develop a multicultural fluency, demonstrating the ability to view issues from different cultural perspectives and ask pertinent questions about cultural influences.

- **Communication**
  Students will be able to communicate psychological concepts effectively in a variety of formats, including written and oral. They will be able to convey and critique qualitative and quantitative information effectively in appropriate verbal, numerical, and/or graphical forms.

- **Professional Development**
  Students will be able to work effectively on team-based projects and to solve problems in a collaborative setting. They will be able to apply psychological principles, where relevant, to personal, social, and organizational issues, as well as to questions of public policy.

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, students may take social psychology (PSYC 210), followed by the research methods in social psychology course (PSYC 310R), but they 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 350, or two PSYC 350H) or thesis course (PSYC 360, PSYC 370) can count as one of the two 300-level courses required in addition to the research-methods course. 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 major requirement. Statistics courses taken outside of Wellesley will not ordinarily fulfill this requirement. QR/STAT 260 may be used (in addition to PSYC 205) as a 200-level elective toward the major. 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 306R, 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 2 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.
Students with an AP score of 5 who choose to complete PSYC 101 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. QR/STAT 260 may be used toward the minor. 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 courses for the minor must be taken in the department.

---

**PSYC Courses**

**Course ID: AMST222/PSYC222  Title: Asian American Psychology**

How can cultural values influence the way we process information, recall memories, or express emotion? What contributes to variations in parenting styles across cultures? How do experiences such as biculturalism, immigration, and racism affect mental health? This course will examine these questions with a specific focus on the cultural experiences of Asian Americans. Our aim is to understand how these experiences interact with basic psychological processes across the lifespan, with attention to both normative and pathological development.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST222; Prerequisites: PSYC 101, AMST 151, 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.; Instructor: Chen; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

**Course ID: CLSC214/PSYC214  Title: Evolution and Human Behavior**

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).

Units: 1; Max Enrollment: 30; Crosslisted Courses: PSYC214; Prerequisites: 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.; Instructor: Lucas; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

**Course ID: CLSC216/PSYC216  Title: Psychology of Language**

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.
Course ID: CLSC300/PSYC300  Title: Seminar. Topics in Cognitive and Linguistic Sciences

**Topic for 2019-20: How We Choose**

Every day we make many choices. Some of these choices are trivial but some can have profound effects on our lives. In this interdisciplinary course, we will investigate how individuals make choices, examining processes of decision-making that are often intuitive and irrational. Topics include biases that lead to poor choices, loss aversion, sunk costs, risk-taking, impulsiveness, moral choice, and group decision-making.

Units: 1; Max Enrollment: 15; Crosslisted Courses: PSYC300; Prerequisites: Open to juniors and seniors who have taken one of PSYC 214, PSYC 215, CLSC/PSYC 216, PSYC 217, PSYC 218, PSYC 219, LING 114, PHIL 215, or CS 111, or permission of the instructor.; Instructor: Lucas; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: This is a topics course and can be taken more than once for credit as long as the topic is different each time.;

Course ID: CLSC316/PSYC316  Title: Seminar: Language Acquisition

Children around the world acquire their first language, spoken or signed, with seemingly little effort. By the end of their first year, they are saying their first words, and a mere two years later they are speaking in full sentences. What are the biological, cognitive, and environmental factors that play into children’s rapid language learning? What do special cases of language acquisition, such as bilingualism, disordered language development (e.g., autism, dyslexia), and sign language tell us about the human capacity to learn language? We will consider all of these questions and more. In addition, we will spend time observing children of different ages to witness language acquisition in action.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CLSC316; Prerequisites: Two 200-level courses in PSYC (excluding PSYC 205) or LING, or permission of the instructor.; Instructor: Jennie Pyers; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: PSYC101  Title: Introduction to Psychology

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Summer; Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: PSYC123Y  Title: First Year Seminar: Mind and Media

The media have evolved techniques for engaging our sensations, feelings, and thoughts. Yet as we consume media, we are changed by it. This course examines how different media, from print, to film, to social media take advantage of characteristics of human cognition to maximize audience engagement. In turn, we will investigate how media consumption changes the human brain and behavior. Our investigation will take us to the Davis Museum of Art, the College Archives, and a local movie theater.

Units: 1; Max Enrollment: 15; Crosslisted Courses: PSYC123Y; Prerequisites: None; Instructor: Jennie Pyers; Distribution Requirements: EC - Epistemology and Cognition; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PSYC205  Title: Statistics

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.

Units: 1; Max Enrollment: 25; Prerequisites: 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 majors and neuroscience majors.; Instructor: Bahns, Cheek, Wilmer; Distribution Requirements: SBA - Social and
Course ID: PSYC207  Title: Developmental Psychology

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.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Gleason, Pyers; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PSYC210  Title: Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Akert, Bahns; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PSYC212  Title: Personality

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists, and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Norem; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PSYC213  Title: Abnormal Psychology

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.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Theran, Wink; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PSYC215  Title: Memory

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.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Staff; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: PSYC217  Title: Cognition

Cognition refers to the processes and systems that enable us to perceive, attend to, 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.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Staff;
Course ID: PSYC218  Title: Sensation and Perception

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, data visualization, perceptual learning and development, face perception, 3D depth, color, and brain bases of sensation/attention/perception. Emphasis is given to abnormal and illusory perception. Special topics may include communication via language, music, art, and graphic design. Frequent demonstrations and laboratory exercises will provide insights into class concepts.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Wilmer; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: PSYC219  Title: Biological Psychology

Humans are remarkable beings. We are capable of creating inspiring works of art and dramatic scientific achievements. However, we also engage in harmful behaviors such as violence and prejudice and suffer from debilitating illnesses such as schizophrenia and dementia. This course explores how the 3 lb. structure in our head influences what we think, feel, and do. The course also explores how what we experience and how we behave can change the brain. The course begins with a basic overview of the structure and function of nervous system and current techniques for studying the nervous system. The latter part of the course examines the biological underpinnings of several behaviors of interest to psychologists including sleep, stress, emotion, cognition, and mental disorders. Throughout the course, students will gain critical thinking skills through evaluating original empirical research and by considering the advantages and disadvantages of the biological perspective on human behavior.

Units: 1; Max Enrollment: 30; Prerequisites: 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. Not open to students who have taken NEUR 200. Not open to students who have taken NEUR 100 except by permission of instructor.; Instructor: Deveney; Distribution Requirements: SBA - Social and Behavioral Analysis; EC - Epistemology and Cognition; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: PSYC245  Title: Cultural Psychology

This course examines the effect of cultural differences on identity and psychological processes by comparing normative behavioral and psychological tendencies associated with membership in diverse cultural groups: East Asian, South Asian, Middle Eastern, African American, Latino, and working- and middle-class contexts within the United States. Topics include: self, emotion, cognition, development, relationships, and physical and mental health.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Chen; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Fall;

Course ID: PSYC248  Title: Psychology of Teaching, Learning, and Motivation

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social, and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Hennessey; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PSYC250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;
Course ID: PSYC299  Title: Practicum in Psychology

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.

Units: 1; Max Enrollment: 30; Prerequisites: 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.; Instructor: Staff; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Mandatory credit/noncredit.;

Course ID: PSYC299H  Title: Practicum in Child Development

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.

Units: 0.5; Max Enrollment: 25; Prerequisites: 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.; Instructor: Staff; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit.;

Course ID: PSYC301  Title: Seminar: Cooperation and Competition

According to traditional models of rationality, rational agents should act in ways that will maximize their self-interest. And the study of evolution teaches us that individuals are in competition for survival. Nonetheless, we have all experienced acts of apparent selflessness, and societies could not function without cooperation among their members. How, then, can cooperative and selfless behaviors be explained? In this course evidence and theories from the psychological, economic, and neurobiological literatures will be examined. Cross-cultural, developmental, and cross-species differences will be explored as will the evolutionary origins of cooperation and competition and the role of cooperation in language.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken one of the following - PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219, PSYC 219, LING 114, PHIL 215, or permission of the instructor.; Instructor: Lucas; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC306R  Title: Research Methods in Developmental Psychology and the School Experience

An introduction to research methods appropriate to the study of human development in teaching and learning settings from preschool through college. Individual and group projects. Laboratory. Observations at the Child Study Center and other classroom locations required.

Units: 1.25; Max Enrollment: 10; Prerequisites: PSYC 205 and PSYC 207 or PSYC 248.; Instructor: Hennessey; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered; Notes: Does not fulfill the laboratory requirement.;

Course ID: PSYC307R  Title: Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Observations at the Child Study Center required.

Units: 1.25; Max Enrollment: 10; Prerequisites: PSYC 205 and PSYC 207.; Instructor: Gleason; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall; Notes: Does not fulfill the laboratory requirement.;

Course ID: PSYC308  Title: Systems of Psychotherapy

This course examines theory, research, and practice in three schools of psychotherapy: psychodynamic, cognitive-behavioral, and humanistic. Topics to be covered include underlying assumptions of normalcy/pathology, theories of change, methods/techniques, and relationship between therapist and client.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Wink; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC310R  Title: Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory.
Course ID: PSYC312R  Title: Research Methods in Personality Psychology

An introduction to research methods appropriate to the study of personality psychology. Student projects investigate individual and group differences in personality traits, values, goals, and dimensions of self-concept. Laboratory.

Units: 1.25; Max Enrollment: 10; Prerequisites: PSYC 205 and PSYC 210.; Instructor: Bahns; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring; Notes: Does not fulfill the laboratory requirement.;

Course ID: PSYC313R  Title: Research Methods in Abnormal Psychology

An introduction to research methods appropriate to the study of abnormal psychology. Topics will include affective and personality disorders, substance abuse, and stressful life events. Individual and group projects. Laboratory.

Units: 1.25; Max Enrollment: 10; Prerequisites: PSYC 205 and PSYC 213. Not open to students who have taken PSYC 324R [2009-10].; Instructor: Theran; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring; Notes: Does not fulfill the laboratory requirement.;

Course ID: PSYC314R  Title: Research Methods in Cognitive Psychology

Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory.

Units: 1.25; Max Enrollment: 10; Prerequisites: PSYC 205 and one of the following - PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219.; Instructor: Keane; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring; Notes: Does not fulfill the laboratory requirement.;

Course ID: PSYC315R  Title: Research Methods in Cognitive Variation

Introduction to research methods used to study how different people's minds work differently; for example, how they think, perceive, attend, judge, learn, prefer, notice, scan, search, choose, quantify, calculate, read, remember, communicate, navigate, or mind-read differently, and how they process faces, words, depth, beauty, scenes, numbers, or colors differently. Includes dual focus on human variation methods and experimental methods. Individual and group projects. Laboratory.

Units: 1.25; Max Enrollment: 10; Prerequisites: PSYC 205 and one other PSYC 200-level unit, excluding PSYC 250 and PSYC 299.; Instructor: Wilmer; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered; Notes: Does not fulfill the laboratory requirement.;

Course ID: PSYC317  Title: Seminar: Affective and Clinical Psychobiology

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken two 200-level units, including either PSYC 219 or EUR 200, and excluding PSYC 205, PSYC 250, and PSYC 299.; Instructor: Deveney; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PSYC318  Title: Seminar: Psychopharmacology

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 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 psychobiological concepts in a clear fashion.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken two 200-level units, including either PSYC 219, NEUR 200, and excluding PSYC 205, PSYC 250, and PSYC 299. Not open to students who have taken NEUR 332.; Instructor: Deveney; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PSYC319 Title: Seminar: Neuropsychology

This course explores the neural underpinnings of human cognition and behavior by considering behavioral evidence from individuals with brain damage and behavioral/neuroimaging evidence from healthy individuals. The first part of the course provides an overview of major neuroanatomical 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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Keane; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC325 Title: Seminar: Adolescent Psychology: Bridging Research and Practice

Because of the explosive changes happening during adolescence, it presents a period ripe for targeted prevention and intervention efforts to increase the health and success of our youth and to promote their early and sustained positive development. Drawing on current, strength-based theories and scientific research about adolescent development, we will examine how our earlier conceptions about adolescence may not best meet the needs of and promote positive development among youth today. We will explore the fundamental changes of this developmental period (e.g., biological, cognitive, social) and how their interactions with context (family, peers, school, out-of-school time settings, media, culture) can better inform prevention and intervention efforts that target diverse subgroups of adolescents.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299.; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC326 Title: Seminar: Child and Adolescent Psychopathology

Description, etiology, and developmental patterns of behavior problems of children, adolescents, and their families. Topics include theories of child and adolescent psychopathology, externalizing problems such as conduct disorder and attention-deficit/hyperactivity disorder, internalizing problems such as depression, anxiety, and children's experiences of trauma, and developmental disorders such as mental retardation, risk and protective factors for child psychopathology, and child and family interventions.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Theran; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: PSYC327 Title: Seminar: Psychology of Human Sexuality

An examination of psychological approaches to individual and group differences in sexual attitudes and behavior. This course draws upon theory and research from the fields of personality psychology and social psychology. Topics include: sexual motivation and attraction; sexual self-esteem and identity; intimacy in romantic relationships; and gender and cultural differences in sexuality.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Cheek; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: PSYC328 Title: Seminar: Genes, Brains, and Human Variation

Why do some people have a keen memory for names or faces, a great sense of direction, or a remarkable ability to do two things at once? And why are some people only average (or even below average) in these areas? We will critically evaluate a broad range of perceptual and cognitive abilities (and disabilities) by drawing upon the fields of cognitive neuroscience, behavioral genetics, development, and human variation. We will address three kinds of question: What broad combination of nature and nurture, and what specific genes and experiences, contribute to differing abilities? What are the neural and cognitive bases of such abilities? And how can we or should we apply such knowledge to ourselves, our families, our communities, and our countries?
Course ID: PSYC329  Title: Seminar: Psychology of Adulthood and Aging

An examination of how individuals develop and change over the life course. Particular emphasis on experiences associated with entry into adulthood, middle age, and older adulthood. Topics include: age-related changes in personality, emotion, and cognition; work and relationships (including marriage and parenting); life's transitions (e.g., divorce, menopause, and retirement); influence of culture and history on crafting adult lives. Different models of the life course will be discussed.

Units: 1; Max Enrollment: 15; Prerequisites: Two 200-level units, (excluding PSYC 205, PSYC 250, and PSYC 299), one of which should be PSYC 214, PSYC 215, PSYC 216, PSYC 217, PSYC 218, PSYC 219, or NEUR 200, or permission of the instructor.; Instructor: Wilmer; Distribution Requirements: SBA - Social and Behavioral Analysis; EC - Epistemology and Cognition; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer ’51 Speaking Intensive Course.

Course ID: PSYC332  Title: Seminar: Personality and Motivation

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Poston; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: PSYC333  Title: Clinical and Educational Assessment

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken two 200-level courses, excluding PSYC 205, PSYC 250, or PSYC 299, or permission of the instructor.; Instructor: Wink; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: PSYC334  Title: Seminar: The Psychology of Creativity

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Hennessy; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC337  Title: Seminar: Prejudice and Discrimination

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?

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Bahns;
Course ID: PSYC338  Title: Social Influence

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken 210 and one other 200-level unit, excluding 205, or permission of instructor.; Instructor: Akert; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC339  Title: Seminar: Narrative Identity

Narrative psychology explores the human propensity to create and use stories about significant figures and events in the process of identity formation. Topics will include an exploration of mermaids and related figures as cultural images, metaphors for personal transformation, and archetypal symbols of the collective unconscious. *The Little Mermaid* and *La Sirene* of Haitian Vodou will be examined as representations of men's fear of, and attempts to control, women's spirituality and sexuality. The personality theories of Jung and Reich provide the framework for the seminar.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Cheek; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: PSYC343  Title: Calderwood Seminar in Public Writing: Psychology in the Public Interest

Take a step back from your psychology major and learn how to transfer your expertise to the public. This Calderwood Seminar challenges upper-class students in an intimate workshop setting to grow as psychologists and writers. Throughout the semester, students will build a writing portfolio that might include op-eds, book reviews, journal article reviews, coverage of public talks, Wikipedia entries, articles for middle school STEM magazines, and interviews with research psychologists. Classes will include collaborative editing workshops, guest lectures from experts in the writing field, and activities to build a strong writing foundation. In keeping with the structure of the Calderwood seminar, weekly deadlines in this class are firm so as to allow classmates time to reflect and comment on each others' work. You have learned how to write for college, now learn how to write for life.

Units: 1; Max Enrollment: 12; Prerequisites: 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.; Instructor: Gleason; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: CSPW - Calderwood Seminar in Public Writing; Semesters Offered this Academic Year: Spring;

Course ID: PSYC344  Title: Seminar: Social Imagination

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken two 200-level courses, excluding PSYC 205, PSYC 250, and PSYC 299.; Instructor: Gleason; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC345  Title: Seminar: Becoming a Mindreader: The Development of a Theory of Mind

Humans are supremely adept mind readers. Our daily interaction depends on accurately assessing what other people are thinking and feeling. In fact, much of what entertains us centers on the drama that surrounds what people think and know. Lies, deceptions, and mistaken beliefs are major plot devices in novels, plays, and television shows. This seminar will trace the development, from childhood to adulthood, of a "theory of mind", the understanding of our own and others' intentions, desires, and beliefs. Topics include the development of lying, the effect of language experience on theory of mind abilities, cross-cultural variation in theory of mind development, the challenge of theory of mind for autistic children, and the role of theory of mind in art and fiction. Observations at the Child Study Center (outside of class time) will be required.
Course ID: PSYC346  Title: Seminar: Culture and Emotion

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken PSYC 207 and one other 200-level course, excluding PSYC 205, PSYC 250, and PSYC 299.; Instructor: Pyers; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PSYC349  Title: Seminar: Nonverbal Communication

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. 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).

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors who have taken two 200-level units, excluding PSYC 205, PSYC 250, and PSYC 299.; Instructor: Chen; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring; Notes: Not open to students who have taken PSYC 322. Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: PSYC350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PSYC350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: PSYC360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: PSYC370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: PSYC 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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

Quantitative Reasoning Program

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 is a prerequisite.

Learning goals for the QR basic skills course are: students will learn to utilize logic, mathematics, and statistics to make decisions as they encounter real world problems in science and economic courses, in their future employment, and in their everyday lives as consumers and citizens. By the end of the semester, students will be able to complete the following tasks.

- Set up and solve real-world problems that require multi-step calculations using unit conversions with both familiar and unfamiliar units, scaling, and proportions.
- Calculate with and describe percentages in two-way tables.
- Identify, set up, and solve real-world problems involving linear and exponential growth, using logarithms where appropriate.
- Interpret and perform calculations with numbers in scientific notation.
- Design and carry out multi-step “back-of-the envelope estimations,” incorporating geometric formulas for area, volume, and surface area where appropriate.
- Calculate and interpret the mean, median, and standard deviation, and associate these quantities with histograms and written descriptions of data.
- Create spreadsheets to model real-world scenarios and interpret real-world data.

The overlay component is satisfied by passing a QR overlay course or by receiving AP credit for Stat 101. 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.

Learning goals for the QR overlay courses are: students will learn to interpret and to create descriptive statistics of real world data and also to interpret and analyze inferential statistics. More specifically, by the end of the course, students will be able to complete the following tasks.
• Explain how empirical questions or hypotheses can be raised, how relevant data can be collected and analyzed to address these questions, and discuss reasonable conclusions and the limits to the analysis.
• Collect relevant data; address possible biases in the data collection; appropriately present the data in tables, in graphs, and in writing.
• Accurately summarize data with measures of central tendency, measures of dispersion, measures of skewness, appropriate distributions and graphs, and measures of correlation.
• Explain the Central Limit Theorem and why the normal distribution is so important in statistics.
• Make and justify inferences from empirical data, using confidence intervals, hypothesis tests, regression analyses, or analysis of variance, as appropriate.
• Transfer the skills in data analysis from one setting (e.g., chemistry laboratories) to another (e.g., economics).

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., STAT 101) while others are prerequisites for more advanced research methods courses in the major (e.g., PSYC 205). The courses listed immediately 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 these statistics courses to satisfy the QR Overlay requirement are advised to select the most appropriate course given their intended major(s) or minor. Students who scored a 5 on the AP Statistics exam receive credit for STAT 101 and therefore satisfy 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 103 / SOC 190</td>
<td>Introduction to Probability and Statistical Methods</td>
<td>1.0</td>
</tr>
<tr>
<td>STAT 101</td>
<td>Reasoning with Data: Elementary Applied Statistics</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 205</td>
<td>Statistics</td>
<td>1.0</td>
</tr>
<tr>
<td>QR 180</td>
<td>Statistical Analysis of Education Issues</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 190 / ECON 103</td>
<td>Introduction to Probability and Statistical Methods</td>
<td>1.0</td>
</tr>
<tr>
<td>STAT 218</td>
<td>Introductory Statistics and Data Analysis</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The following rules apply to these statistics courses: STAT 101 is not open to students who have taken or are taking ECON 103/SOC 190, POL 299, QR 180, PSYC 205 or STAT 218. In addition, STAT 101 is not open to students who have completed MATH 205 except by permission of the instructor; such students should consider taking STAT 218 instead. STAT 101 is intended for students who do not anticipate taking further
statistics courses in college. Students considering a major in economics, political science, sociology, or psychology are advised not to take STAT 101; other courses are more appropriate for those majors.

ECON 103/SOC 190 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 STAT 218 or PSYC 205 may not also take ECON 103/SOC 190, but must take an additional elective in economics or sociology to complete their major or minor. Students who have taken MATH/STAT 101, MATH 101Z, POL 299, or QR 180 may take ECON 103/SOC 190 only if they are majoring or minoring in economics or sociology, and should consult the appropriate department chair.

POL 299 is not open to students who have taken or are taking ECON 103/SOC 190, MATH/STAT 101, MATH 101Z, PSYC 205, QR 180, or STAT 218 except with permission of the instructor.

PSYC 205 is required of all psychology and neuroscience majors. Students who have not declared a psychology or neuroscience major may not enroll in PSYC 205 if they have taken or are taking ECON 103/SOC 190, MATH/STAT 101, MATH 101Z, POL 299, or QR 180; students who have declared a psychology or neuroscience major must take PSYC 205 even if they have already taken one of these other statistics courses.

QR 180 is an elective statistics course for students interested in education policy issues. The course is not open to students who have taken or are taking ECON 103/SOC 190, MATH/STAT 101, MATH 101Z, MATH/STAT 220, POL 299, PSYC 205 or STAT 218.

Overlay Course Component of the Quantitative Reasoning Program

Each of the following courses satisfies 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 109</td>
<td>Human Biology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 111</td>
<td>Introductory Organismal Biology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 111T</td>
<td>Introductory Organismal Biology with Laboratory (Tropical Island)</td>
<td>1.25</td>
</tr>
<tr>
<td>BISC 113</td>
<td>Exploration of Organismal Biology with Laboratory</td>
<td>1.0</td>
</tr>
<tr>
<td>BISC 198</td>
<td>Statistics in the Biosciences</td>
<td>1.0</td>
</tr>
<tr>
<td>BISC 201</td>
<td>Ecology with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Intensive Introductory Chemistry with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>CHEM 205</td>
<td>Chemical Analysis and Equilibrium with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CHEM 361</td>
<td>Analytical Chemistry with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>ECON 103 / SOC 190</td>
<td>Introduction to Probability and Statistical Methods</td>
<td>1.0</td>
</tr>
<tr>
<td>ES 101</td>
<td>Fundamentals of Environmental Science with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>GEOS 101</td>
<td>Earth Processes and the Environment with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>Introduction to Quantum Mechanics and Thermodynamics with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>POL 299</td>
<td>Introduction to Research Methods in Political Science</td>
<td>1.25</td>
</tr>
<tr>
<td>PSYC 205</td>
<td>Statistics</td>
<td>1.0</td>
</tr>
<tr>
<td>QR 180</td>
<td>Statistical Analysis of Education Issues</td>
<td>1.0</td>
</tr>
<tr>
<td>QR 190</td>
<td>Epidemiology</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 190 / ECON 103</td>
<td>Introduction to Probability and Statistical Methods</td>
<td>1.0</td>
</tr>
<tr>
<td>STAT 101</td>
<td>Reasoning with Data: Elementary Applied Statistics</td>
<td>1.0</td>
</tr>
<tr>
<td>STAT 218</td>
<td>Introductory Statistics and Data Analysis</td>
<td>1.0</td>
</tr>
<tr>
<td>STAT 309 / QR 309</td>
<td>Casual Inference</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Note that this list is subject to change.

Check individual department listings for information about when each course is offered.

**QR Courses**

Course ID: QR140  Title: Introduction to Quantitative Reasoning
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.

Units: 1; Max Enrollment: 13; Prerequisites: Permission of the instructor required for students who have passed the Quantitative Reasoning Assessment.; Instructor: Staff; Degree Requirements: QRB - Quantitative Reasoning - Basic Skills; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: QR180 Title: Statistical Analysis of Education Issues

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.

Units: 1; Max Enrollment: 18; Prerequisites: 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/STAT 101, MATH 101Z, POL 199, or PSYC 205.; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: QR190 Title: Epidemiology

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.

Units: 1; Max Enrollment: 20; Prerequisites: Quantitative Reasoning Basic Skills; Instructor: Polito; Distribution Requirements: NPS - Natural and Physical Sciences; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: QR250 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: QR250H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory Credit/No Credit.;

Course ID: QR260/STAT260 Title: Applied Data Analysis and Statistical Inference

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 Mathematics, Statistics, Economics, Environmental Studies, Psychology or Neuroscience. Students who earned a Quantitative Analysis Institute Certificate are not eligible for this course.

Units: 1; Max Enrollment: 25; Crosslisted Courses: STAT260; Prerequisites: Any Quantitative Reasoning Overlay course. Prerequisite for economics students - ECON 103. Prerequisite for psychology students - PSYC 205.; Instructor: Pattanayak; Distribution Requirements: MM - Mathematical Modeling and Problem Solving; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;
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. This course can be counted toward the major in Economics.

Units: 1; Max Enrollment: 15; Crosslisted Courses: STAT309; Prerequisites: Any one of QR 260/STAT 260, STAT 318, ECON 203, SOC 290, PSYC 305 or a Psychology 300-level R course; or a Quantitative Analysis Institute Certificate; or permission of the instructor.; Instructor: Pattanayak; Distribution Requirements: SBA - Social and Behavioral Analysis; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;
Religion

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:

- Students will learn to describe and interpret one of the great religious traditions or a central theme in two or more traditions.
- Students will learn to analyze and assess sacred texts and religious writings, including their specialized rhetoric, forms, and contexts.
- Students will learn to employ 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,” required of all Religion majors in their senior year. No more than two 100-level courses may be included in the major. 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 their 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 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 Courses

Course ID: AFR242/REL214  Title: New World Afro-Atlantic Religions

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

Units: 1; Max Enrollment: 30; Crosslisted Courses: REL214; Prerequisites: None; Instructor: Fitzpatrick; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST218/REL218  Title: Religion in America

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST218; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST228/REL220  Title: Religious Themes in American Fiction

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the The Scarlet Letter, Moby-Dick, Uncle Tom’s Cabin, and contemporary novels including Alice Walker’s The Color Purple, Rudolfo Anaya’s Bless Me, Ultima, Allegra Goodman’s Kaaterskill Falls, and Tommy Orange’s There There. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST228; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: AMST318/REL318  Title: Seminar: Interning the “Enemy Race”: Japanese Americans in World War II
A close examination of the rationale by the U.S. government for the incarceration of American citizens of Japanese ancestry, and Japanese nationals living in the United States and Latin America, after Japan’s attack in December 1941 of Pearl Harbor. The course also examines the dynamics of overwhelming popular support for the incarceration, as well as the aftermath of the interment. The topics include Japan’s rise as a colonial power, starting in the late nineteenth century; the place of Asian migrant workers and the “yellow peril”; life in the camps; the formation of the Japanese American Citizens League; the valor of the Japanese American soldiers in Europe during World War II; how the United States has since responded to its “enemies,” especially after 9/11; changing immigration laws; race and politics in America.

Units: 1; Max Enrollment: 15; Crosslisted Courses: REL318; Prerequisites: One course in Asian American Studies, or in Asian Religions, or permission of the instructor.; Instructor: Kodera; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: AMST319/REL319  Title: Seminar: Religion, Law, and Politics in America

A study of the relationships among religion, fundamental law, and political culture in the American experience. Topics include established religion in the British colonies, religious ideologies in the American Revolution, religion and rebellion in the Civil War crisis, American civil religion, and the New Religious Right. Special attention to the separation of church and state, selected Supreme Court cases on the religion clauses of the First Amendment, and religious and moral issues in current American politics.

Units: 1; Max Enrollment: 15; Crosslisted Courses: AMST319; Prerequisites: 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.; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH234/REL235  Title: Religion, Healing, and Medicine

A study of religion, healing, and medicine in interdisciplinary and cross-cultural perspective, with a particular focus on traditional religious healing methods and their relationships to contemporary clinical medical practice.

Units: 1; Max Enrollment: 25; Crosslisted Courses: ANTH234; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ANTH236/REL236  Title: Divine Madness: Dreams, Visions, Hallucinations

What constitutes “madness” and why do some societies give it particular religious meanings and designated roles? This course considers these links and their historical development over time and across cultures. We trace, in particular, how madness transitioned from a spiritual problem to a biomedical one. As part of this discourse, students will debate the hotly contested question of whether people with mental illness in Western cultures might be recognized as shamans, mystics, or visionaries elsewhere. The latter half of the course will be devoted to investigating clinical dilemmas related to mental illness and religiosity in global context. Students will also curate a “madness lab” each week where we analyze film, music, scientific texts, and other cultural artifacts depicting dreams, visions, and hallucinations.

Units: 1; Max Enrollment: 25; Crosslisted Courses: ANTH236; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: ANTH335/REL335  Title: Seminar: Good Deaths: From the Tibetan Book of the Dead to the ICU

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ANTH335; Prerequisites: Previous courses in Religion, Anthropology, Health & Society, or permission of the instructor.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered;

Course ID: ARAB368/REL368  Title: Writing Islamic History

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: ARAB368; Prerequisites: If taking the course for credit in Arabic, ARAB 202 or equivalent.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: CLCV240/REL240  Title: Romans, Jews, and Christians in the Roman Empire

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CLCV240; Prerequisites: None; Instructor: Geller; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST285/REL266  Title: Ottoman State and Society (1300-1923)

This course explores the emergence of the Ottoman state from a frontier principality into a world empire. Topics include pre-Ottoman Anatolia; frontier society; methods of conquest; centralization and organization of power; religion, architecture, and literature; land regime and peasantry; urbanization; and relations with European Empires as well as other Islamic states. Particular attention will be given to the institutionalization of religion in Ottoman state and society, including the employment of Sharia in political decision-making and legal judgments, and to the treatment of religious minorities in the empire. Readings from primary source texts (in English) and their recent interpretations.

Units: 1; Max Enrollment: 25; Crosslisted Courses: HIST285; Instructor: Efe Balkiccioglu; Distribution Requirements: HS - Historical Studies; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: JWST245/REL245  Title: The Holocaust and the Nazi State

An examination of the origins, character, course, and consequences of Nazi antisemitism during the Third Reich. Special attention to Nazi racist ideology, and how it shaped policies that affected such groups as the Jews, the disabled, the Roma, Poles and Russians, Afro-Germans, and gay men. Consideration of the impact of Nazism on women and on the German medical and teaching professions.

Units: 1; Max Enrollment: 25; Crosslisted Courses: JWST245; Prerequisites: None; Instructor: Geller; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Spring;

Course ID: MES260/REL260  Title: Religion and Culture in Muslim Societies

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES260; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Fall; Notes: Normally alternates with REL262.;

Course ID: MES261/REL261  Title: Cities in the Islamic World

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, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES261; Prerequisites: No prerequisite requirement for 200-level course.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: 300-level (REL 365) if pre-requisites are met and with additional assignments.;

Course ID: MES263/REL263  Title: Islam in the Modern World
A study of the modern history of the Islamic religion and its interaction with historical forces in shaping developments in Muslim societies from the late eighteenth century to the present. The course explores the emergence and evolution of religious movements and discourses in the context of the colonial and postcolonial periods, with particular attention to the histories of modern nation-states, such as Morocco, Egypt, Turkey, Iran, Pakistan and Indonesia. Readings encompass a variety of perspectives and address a range of topics, including religious practice, modes of interpretation, matters of governance and the state, economic issues, gender and gender relations, and the participation of women in various arenas of public life. Islam is explored as a diverse and dynamic religious tradition that is responsive to change, and enquires into the divergent understandings of religion represented in a variety of modern and contemporary contexts.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES263; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: MES267/REL267 Title: Muslim Ethics

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 include charity, the environment, gender, dispute resolution, violence and non-violence.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES267; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as REL267/MES 267 or, with additional assignments, REL 347/MES 347.;

Course ID: MES347/REL347 Title: Muslim Ethics

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: MES347; Prerequisites: 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.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as REL267/MES 267 or, with additional assignments, REL 347/MES 347.;

Course ID: MES361/REL361 Title: Seminar: Studying Islam and the Middle East

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES361; Prerequisites: Open to juniors and seniors, and sophomores who have taken at least one unit of Middle Eastern Studies or Religion, or by permission of the instructor.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: MES363/REL363 Title: Seminar: Law and Community in Muslim Societies

An exploration of law in theory and practice in Muslim communities from the early Islamic period to the present day. How have Muslim societies developed legal principles, discourses and practices? How have different kinds of law – the religious law or shari'a, legal rulings issued by the state, customary law – interacted at different times and in different localities? What have been the roles of scholars, jurists and judges? How have legal discourses and local practices interacted with issues of social and economic status, gender and sexuality? Areas of concentration include law in the diverse societies of the early modern empires (Ottoman, Safavid, Mughal), the legal interventions of colonial powers and their legacies, and contemporary legal discourses among Muslims in Muslim-majority and non-Muslim majority settings.
Course ID: MES365/REL365  Title: Cities in the Islamic World

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, 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: MES365; Prerequisites: One Unit in Middle Eastern Studies, or Religion, or Permission of the Instructor. Only applies to 300-level course.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course is also offered at the 200-level as REL 261. Prerequisites and additional assignments do not apply to REL 261. They do apply to REL 365.;

Course ID: MUS219/REL219  Title: Christian Ritual and the Sacred Arts

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: MUS219; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: MUS2224/REL2224  Title: Hildegard of Bingen

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MUS224; Prerequisites: None; Instructor: Elkins, Fontijn (Music); Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PEAC119Y/REL119Y  Title: First-Year Seminar: Hiroshima, Nagasaki and Yasukuni Shinto Shrine

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 Shinto 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.
Course ID: PHIL366/REL366  Title: Seminar. Themes in Islamic Philosophy and Theology

This course addresses key problems in classical and post-classical Islamic thought through a wide range of readings in philosophy, theology, and mysticism. Major themes include free will, divine justice, the pre-eternity of the world, causality, miracles, bodily resurrection, and the problem of evil. Primary source readings (in English) will cover critical philosophical and theological controversies in early Islam and will also include the writings of major Muslim thinkers up to the beginning of the modern period.

Units: 1; Max Enrollment: 16; Crosslisted Courses: PHIL366; Prerequisites: One 200-level course in Religion, Philosophy, MES, SAS, or Med/Ren or permission of instructor.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL104  Title: Study of the Hebrew Bible/Old Testament

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to ancient Near Eastern cultures. Special focus on the fundamental techniques of literary, historical, and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution.

Units: 1; Max Enrollment: 25; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL105  Title: Study of the New Testament

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. The beginnings of the break between the Jesus movement and Judaism will be specially considered.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Geller; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: REL108  Title: Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures.

Units: 1; Max Enrollment: 40; Prerequisites: None. Not open to students who have taken REL 109.; Instructor: Kodera; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Summer; Fall; Semesters Offered this Academic Year: Fall;

Course ID: REL114Y  Title: First-Year Seminar: Science and the Bible

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.

Units: 1; Max Enrollment: 15; Prerequisites: None.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL200  Title: Theories of Religion


Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; SBA - Social and Behavioral Analysis; Typical Periods Offered: Every
Course ID: REL204  Title: Religious Speech and Social Power

Do gods and politics belong together? What happens when someone invokes a deity or refers to a religious tradition when speaking politically? Is this kind of allusion simply ornamental? Or is religious speech qualitatively different from the secular kind? This course will survey key cross-cultural examples of religiously inflected political oratory. We will develop theoretical and linguistic tools to help us understand speech as social action and to make sense of what is at stake in a public invocation of the sacred. Students will read classical and contemporary theories of rhetoric, gain experience with discourse analysis, and study examples that range from Neo-Assyrian and ancient Israelite political prophecy through contemporary cases that include Martin Luther King's "I Have a Dream" speech and the public statements of George W. Bush and Osama bin Laden.

Units: 1; Max Enrollment: 25; Prerequisites: None. Not open to students who have taken REL 203.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL205  Title: Cosmic Order and the Ordered Self: Scribal Wisdom in Ancient Israel and Early Judaism

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 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 and later challenged the doctrine that there is a universal cosmic order that binds human beings and the natural world into a cohesive whole. This class will investigate the origins of this "Wisdom" movement in the scribal cultures of the ancient Near East, trace its development during the flourishing of literate Hebrew-speaking culture from the 9th to the 1st centuries BCE, and assess its influence on post-biblical communities such as the Essenes of Qumran, early Judaism, and nascent Christianity.

Units: 1; Max Enrollment: 25; Prerequisites: None; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: REL206/SAS206  Title: The Hindu Worlds

This course will examine the major aspects of the constellation of distinct but interrelated religious traditions of South Asia generally entitled "Hinduism." The course will have three foci. One will be the sacred texts as well as the intersecting ritual, philosophical, and devotional currents that laid the historical foundations of this tradition and form integral parts of it to this day. These texts and currents are also linked to aesthetic expressions that form a core of Hindu religious life. The second focus will be on Hindu social organization and issues of political identity. This will cover the Hindu social divisions of caste, gendered roles and rituals as well as issues related to Hindu nationalism. The third focus will be on practices followed by and negotiations made by diaspora Hindus, especially those settled in America. This area will focus especially on Hindu responses to diversity and interfaith dialogue.

Units: 1; Max Enrollment: 15; Crosslisted Courses: REL206; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Spring;

Course ID: REL207  Title: Seminar: Gods, Politics, and the Body in the Ancient Near East

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.

Units: 1; Max Enrollment: 25; Prerequisites: At least one unit on the Bible or one 200-level unit in Near Eastern studies, political science, or classical civilization.; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as REL 207, or with additional assignments, REL 307.;

Course ID: REL216  Title: Christian Thought and Practice 100-1600

From the church of the martyrs to Medieval Christendom and the 16th-century reformations, Christians debated questions still asked today: who is Christ, and why does he matter? What is good, and what is evil? Do we will freely? Is our reason trustworthy? What do the Scriptures mean? Do mystics help us know God? We will read autobiographies, saints’ lives, letters, visionary literature, and theology. We will study Benedictines, Franciscans, Jesuits, crusades, pilgrimages, art, and music. Material will be from the Catholic, Orthodox,
Protestant, and Reformed traditions. Authors will include Augustine of Hippo, Thomas Aquinas, Catherine of Siena, Martin Luther, and John Calvin.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Elkins; Distribution Requirements: HS - Historical Studies; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: REL225  Title: Women in Christianity

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters-feminists, womanists, Latinas, and LGBT Christians.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Elkins; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: REL226  Title: The Virgin Mary

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."

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Elkins; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: REL230  Title: Ethics

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues, including self-interest, freedom, collective good, capitalism, just war, racism, environmental pollution, globalism, and religious morality. Introduction to case study and ethical theory as tools for determining moral choices.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Spring;

Course ID: REL231  Title: Radical Individualism and the Common Good

There is a deep contradiction at the heart of contemporary American culture. Some call it a crisis. On one hand, the United States is unquestionably committed to the values of radical individualism, marked especially by free-market capitalism, consumerism, and libertarian politics. On the other hand, increasing competition and diversity require principles of the common good to sustain the cultural coherence, social media, and environmental stability necessary for civil society to function effectively. This course will investigate the conflict between these two sets of values through theoretical readings and the inspection of everyday life in twenty-first century America. It asks whether there ought to be any constraints on individualism that can be justified by appeal to the common good, and if so, what those constraints should be.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL243  Title: Women in the Biblical World

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal, and literary sources in reconstructing the status of women in these societies.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Geller; Distribution Requirements: HS - Historical Studies; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: REL244  Title: Jerusalem: The Holy City

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.
Course ID: REL250  Title: Research or Individual Study
Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Geller; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL250H  Title: Research or Individual Study
Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: REL251/SAS251  Title: Religions in South Asia
An examination of the religious life in South Asia as expressed in sacred texts and arts, religious practices, arts and institutions in a historical manner. The course concentrates on the origins and development of Hindu traditions, Buddhism, Jainism, and Sikhism, as well as integration of Islam and Christianity in the religious landscape of South Asia. Interactions among the diverse communities of the region will also form a major theme.
Units: 1; Max Enrollment: 25; Crosslisted Courses: REL251; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: REL253  Title: Buddhist Thought and Practice
A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China, and Japan. Topics include the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, and dialogues with and influence on the West.
Units: 1; Max Enrollment: 40; Prerequisites: None; Instructor: Kodera; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL254  Title: Chinese Thought and Religion
Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.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.
Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Kodera; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Spring;

Course ID: REL255  Title: Japanese Religion and Culture
Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism, neo-Confucianism, their role in modernization and nationalism, Western colonialism, and modern Japanese thought as a crossroad of East and West.
Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Kodera; Distribution Requirements: HS - Historical Studies; REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Fall;

Course ID: REL257  Title: Contemplation and Action
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.
Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Kodera; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: REL262  Title: The Formation of the Islamic Tradition
Historical study of the Islamic tradition, from its beginnings in Arabia through its shaping in the seventh to tenth centuries in the diverse and newly integrated regions of Western and Central Asia and North Africa. Topics include the sacred sources of the Islamic religious tradition, the Prophet and the Qur'an; the formulation of religious law, ethics, theology, and philosophy; varied patterns of piety and mysticism; and the development of Sunni and Shi'i understandings of Islam and Islamic history. Particular attention to the diversity within the Islamic tradition, its intercultural contacts, and its continuing processes of reinterpretation. The course also addresses approaches, methods, issues, and new directions in the study of Islam and Muslim societies.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: Normally alternates with REL 260;.

Course ID: REL268  Title: Religion and Culture in Egypt

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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course can be taken as REL 268 or 348 if pre-requisites are met and with additional assignments;.

Course ID: REL269  Title: Religion and Culture in Iran

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: REL270  Title: Religions of the Silk Road

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' and pilgrims' accounts. The course includes substantial attention to the material cultures and artistic works produced by the religious communities of the Silk Road.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: Not open to students who have taken REL 109;.

Course ID: REL281/SAS211  Title: Sacred Arts of South Asia

South Asia is one of the most religiously diverse regions of the world where Hindu, Islamic, Buddhist, Jain, Sikh, Christian, Jewish and native traditions have co-existed for centuries. The vibrancy of its cultural life derives greatly from artistic expressions of devotion in its multiple traditions. Yet, the sacred artistic expressions are not limited to the sphere of religion. This course explores visual as well as performative sacred art forms of South Asia including architecture, sculpture, painting, music, and dance from a historical perspective. The exploration focuses on symbolic vocabulary of various art forms, their significance as media of religious/spiritual knowledge, and their role as sites of social encounters.

Units: 1; Max Enrollment: 20; Crosslisted Courses: REL281; Prerequisites: None; Instructor: Shukla-Bhatt; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL301/SAS301  Title: Seminar: Religion in Modern South Asia
As a world Region, South Asia provides an important locus to understand the dynamics of religion and modernity because of its long religious history and immense diversity. In many parts of South Asia, encounter with modernity (as broadly defined) occurred in the context of colonial rule. The nature of the early processes of modernization continues to impact the social and religious fabric of the region even today, often with deeply divisive implications. This seminar will examine processes related to religion in South Asia since the late 19th century to the present day. Along with the historical survey of events within South Asia, the implications of current world affairs and the processes of globalization for South Asia's religious landscape will also be examined.

Course ID: REL303/SAS303 Title: Seminar: Models of Religious Pluralism from South Asia

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 opportunities to interact with local South Asian religious communities and examine how engage with diversity in the diaspora.

Course ID: REL307 Title: Seminar: Gods, Politics, and the Body in the Ancient Near East

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.

Course ID: REL323 Title: Seminar: Feminist, Womanist, Latina, and LGBTQI Theologies

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 LGBTQI 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.

Course ID: REL326 Title: Seminar: Theologies of Liberation

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 the 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, LGBTQI theologians Robert Goss (United States) and Marcella Althaus Reid (Argentina and Scotland), Pope Francis, and others. Some attention also to Engaged Buddhism, Radical Dharma, and Muslim and Jewish liberation theologies in the United States.

Course ID: REL330 Title: Seminar: Religion and Violence

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.

Units: 1; Max Enrollment: 15; Prerequisites: HIST 205, REL 200 or REL 230, PEAC 104, or permission of the instructor.; Instructor: Marini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall; Notes: Normally alternates with REL 319.;

Course ID: REL342 Title: Seminar: Archaeology of the Biblical World

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.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit in archaeology, Biblical studies, classical civilization, early Christianity, early Judaism, or permission of the instructor.; Instructor: Geller; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Fall;

Course ID: REL348 Title: Religion and Culture in Egypt

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.

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as REL 268 or, with additional assignments, REL 348.;

Course ID: REL350 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: REL350H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: REL353 Title: Seminar: Zen Buddhism

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts.

Units: 1; Max Enrollment: 15; Prerequisites: At least one unit in Asian religions.; Instructor: Kodera; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered; Notes: Normally alternates with REL 354. ;

Course ID: REL360 Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: REL364 Title: Seminar: Sufism: Islamic Mysticism

An interdisciplinary exploration of the diverse manifestations of mysticism in Islamic contexts. Topics include the experiences and writings of individual Sufis, including Rabî'a, al-Junayd, Hujwiri, Ibn al-'Arabi, Jalal al-Din Rumi, 'Abd al-Qadir Jilani, Ruzbihan Baqli; the formation of Sufi organizations and development of mystical paths; the place of Sufism in Islamic legal, theological, and philosophical traditions as well as in Muslim religious practice; Sufism in local contexts, both urban and rural; holy men and women; Sufism's permeation of artistic and aesthetic traditions, especially poetry and music; the reception, interpretations, and practices of Sufism in Western countries.
Course ID: REL370  Title: Senior Thesis

Units: 1; Max Enrollment: 15; Prerequisites: 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.; Instructor: Marlow; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: REL380  Title: Seminar: Advanced Topics 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.

Units: 1; Max Enrollment: 25; Prerequisites: REL 360 and permission of the department.; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;
Since its founding in the 1940s by Vladimir Nabokov, the Russian Department has dedicated itself to excellence in literary scholarship and undergraduate teaching. Our faculty members specialize in different areas of Russian language and literature and incorporate a broad range of cultural material—history, music, and visual art—into their courses. Numerous activities both inside and outside the classroom are designed to enrich students’ appreciation of the achievements and fascinating traditions of Russian civilization. At the same time, we give our students critical skills that will serve them outside the Russian context.

**Russian Department Information**

Students majoring in Russian should consult the chair of the department early in their college career. For information on all facets of the Russian department, please visit [new.wellesley.edu/Russian](http://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.

**Goals for the Russian Major**

A student majoring in Russian should be able to

- converse fluently in Russian;
- comprehend important primary and secondary texts from the Russian literary tradition;
- discover and delineate the major themes of nineteenth-, twentieth- and twenty-first century Russian literature and culture;
- express an understanding of Russian culture clearly and persuasively

**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 2 units of language at the 300 level
2. RUSS 251
3. Two 200-level courses above RUSS 251
4. At least 2 of the following half-unit courses: RUSS 333, RUSS 376, and RUSS 377, RUSS 386

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, and two courses from among RUSS 301, RUSS 302, RUSS 305, RUSS 306; 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/russianareastudies](http://www.wellesley.edu/russianareastudies). Attention is called to Russian Area Studies courses in history, economics, political science, anthropology, and sociology.

**Courses for Credit Toward the Russian Major**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 284</td>
<td>Magical Realism</td>
<td>1.0</td>
</tr>
<tr>
<td>CPLT 294</td>
<td>Utopia and Dystopia in Literature</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**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 Courses**

**Course ID: RUSS101  Title: Elementary Russian I**

Introduction to Russian grammar through oral, written, and reading exercises; special emphasis on oral expression. Four periods.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Hodge, Epsteyn; Typical Periods Offered: Fall; Winter; Semesters Offered this Academic Year: Winter; Fall;

<table>
<thead>
<tr>
<th>Course ID: RUSS102  Title: Elementary Russian II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued studies in Russian grammar through oral, written, and reading exercises; special emphasis on oral expression; multimedia computer exercises. Four periods.</td>
</tr>
<tr>
<td>Units: 1; Max Enrollment: 30; Prerequisites: 101 or equivalent.; Instructor: Hodge, Epsteyn; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID: RUSS201  Title: Intermediate Russian I</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
### Course ID: RUSS202  Title: Intermediate Russian II

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 Brilliantovaia ruka. Four periods.

Units: 1; Max Enrollment: 30; Prerequisites: RUSS 201 or equivalent.; Instructor: Weiner; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall; Notes: Three periods.

### Course ID: RUSS203W  Title: Russian in Moscow

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 artists, art galleries, and museums, and attend plays, operas, and concerts.

Units: 1; Max Enrollment: 12; Prerequisites: RUSS 201 or permission of the instructor. Application required.; Instructor: Epsteyn; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Winter; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's Office approval.

### Course ID: RUSS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall.

### Course ID: RUSS250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall.

### Course ID: RUSS251  Title: The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

Survey of Russian fiction from the Age of Pushkin (1820s-1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (Eugene Onegin, "The Queen of Spades"), Lermontov (A Hero of Our Time), Gogol (Dead Souls), Pavlova (A Double Life), Turgenev (Fathers and Sons), Tolstoy (Anna Karenina), and Dostoevsky (Crime and Punishment) will be read.

Units: 1; Max Enrollment: 35; Prerequisites: None; Instructor: Hodge; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered.

### Course ID: RUSS255  Title: The Most Important Art: Russian and Soviet Film (in English)

Vladimir Lenin characterized film as “the most important of the arts” for the fledgling Soviet state. Film has played a crucial role in documenting and shaping Russia's Soviet and post-Soviet experience. This course will begin by exploring early Soviet masters of montage (Vertov, Eisenstein, and Pudovkin) and the impact of their revolutionary ideas on world cinema. We will study visionaries of the long take (Tarkovsky, Parajanov, and Sokurov) who later enchanted audiences with a more meditative cinematic sensibility. Along the way, we will consider masterpieces by such filmmakers as the brothers Vasiliev, Kalatozov, Khutsiev, Shteptko, Mamin, Mikhailov, Muratova, German, and Zviagintsev. Students will deepen their knowledge of Russian history, from the October Revolution to modern-day Russia, and develop a foundation in film theory and analysis.

Units: 1; Max Enrollment: 30; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Every four years; Semesters Offered this Academic Year: Not Offered.

### Course ID: RUSS272  Title: Battle for the Russian Soul: Ideology and the Nineteenth-Century Russian Novel (in English)

Nineteenth-century Russian writers were locked in a desperate struggle for freedom under an extraordinarily repressive regime. Through an intensive analysis of the great ideological novels at the center of Russia's historic social debates from the 1840s to the 1860s, we will unearth the roots of both Lenin’s revolution and Dostoevsky’s fervent anti-radicalism. The tension between literary realism and political exigency will be explored in the fictional and critical works of Chaadaev, Herzen, Belinsky, Turgenev, Chernyshevsky, Goncharov, Dobroliubov, Pisarev, and Dostoevsky. Isaiah Berlin’s famous essays on the Russian intelligentsia,
as well as representative works from the nonliterary arts, including Tom Stoppard's epic play, *The Coast of Utopia*, will supplement our reading and discussion.

Units: 1; Max Enrollment: 30; Instructor: Hodge; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Spring;

Course ID: RUSS276  Title: Fedor Dostoevsky: The Seer of Spirit (in English)

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Weiner; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: RUSS277  Title: Lev Tolstoy: Russia's Ecclesiast (in English)

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Hodge; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Every three years; Semesters Offered this Academic Year: Not Offered;

Course ID: RUSS286  Title: Vladimir Nabokov (in English)

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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Weiner; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: RUSS301  Title: Advanced Russian I: Moscow

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 historic 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 Moscow's history, traditions, culture, and art.

Units: 1; Max Enrollment: 20; Prerequisites: RUSS 201-RUSS 202 or the equivalent.; Instructor: Epsteyn; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall; Notes: Taught in Russian. Three periods.;

Course ID: RUSS302  Title: Advanced Russian II: Children and Laughter in Russia

Students will enter the world of Russian children's folklore, literature, songs, film, and animation. From lullabies to folktales, from Pushkin's skazki, animal fables by Krylov, didactic stories by Tolstoy, we will move on to examine the contributions of Soviet authors from the early 1920s to the present (V. Maiakovsky, K. Chukovsky, S.Marshak, D. Kharms, M. Zoshchenko, A. Gaidar, N. Nosov, E. Uspensky, G. Oster) and their effect on the aesthetic development and ethical upbringing of children in Russia. The course emphasizes oral proficiency, extensive reading, and weekly writing assignments. Students will create and present a final project on their own special research interest.

Units: 1; Max Enrollment: 30; Prerequisites: RUSS 301, RUSS 305 or the equivalent.; Instructor: Epsteyn; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered; Notes: Taught in Russian.;

Course ID: RUSS303W  Title: Russian in Moscow
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.

Units: 1; Max Enrollment: 12; Prerequisites: RUSS 301, RUSS 305 and permission of the instructor.; Instructor: Epsteyn; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Winter; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's Office approval.;

Course ID: RUSS305  Title: Advanced Russian I: St. Petersburg

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.

Units: 1; Max Enrollment: 25; Prerequisites: RUSS 201-RUSS 202 or the equivalent.; Instructor: Epsteyn; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered; Notes: Taught in Russian. Three periods.;

Course ID: RUSS306  Title: Advanced Russian II: Russian Comedy Blockbusters

This course explores Soviet and Russian popular film classics loved by generations of viewers and that have become cultural symbols. We will study G. Aleksandrova's musicals of the 1930s; sentimental, detective and fantastic comedies by the masters of the genre, L. Gaidai, E. Riazanov, and G. Danelia, in the 1950s-80s; 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.

Units: 1; Max Enrollment: 0; Prerequisites: RUSS 301, RUSS 305 or the equivalent.; Instructor: Epsteyn; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered; Notes: Taught in Russian.;

Course ID: RUSS333  Title: Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian)

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.

Units: 0.5; Max Enrollment: 30; Prerequisites: Prerequisite or corequisite - RUSS 301, RUSS 302, RUSS 305, or RUSS 306.; Instructor: Hodge; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Every three years; Semesters Offered this Academic Year: Fall;

Course ID: RUSS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: RUSS350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: RUSS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: RUSS370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: RUSS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.

Course ID: RUSS376  Title: Fedor Dostoevsky's Short Stories (in Russian)

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.

Units: 0.5; Max Enrollment: 30; Prerequisites: Prerequisite or corequisite - RUSS 301, RUSS 302, RUSS 305, or RUSS 306.; Instructor: Weiner; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered; Notes: One period.;

Course ID: RUSS377  Title: Lev Tolstoy's Short Stories (in Russian)

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.

Units: 0.5; Max Enrollment: 15; Prerequisites: Prerequisite or corequisite - RUSS 301, RUSS 302, RUSS 305, or RUSS 306.; Instructor: Hodge; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered; Notes: One period.;

Course ID: RUSS378  Title: Mourning for Life: The Short Stories and Plays of Anton Chekhov

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.

Units: 0.5; Max Enrollment: 15; Prerequisites: Prerequisite or co-requisite - RUSS 301, RUSS 302, RUSS 305, or RUSS 306.; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Not Offered;

Course ID: RUSS386  Title: Vladimir Nabokov's Short Stories (in Russian)

In this course students will enter the world of Dostoevsky's short fiction and learn his explosive literary style, obsessive themes, and artistic strategies. Students will increase their passive and active vocabulary and improve their speaking, writing and reading fluency in Russian. We will discuss one work of short fiction (about 20 pages) each week of the semester. Students will translate excerpts from each work discussed. Each student will write a short essay on a story of her choosing and present it to the class. Class meets twice weekly for 75 minutes. All work will be in Russian.

Units: 1; Max Enrollment: 15; Prerequisites: Prerequisite or corequisite - RUSS 301, RUSS 302, RUSS 305, or RUSS 306.; Instructor: Weiner; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;
Russian Area Studies

AN INTERDEPARTMENTAL MAJOR

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, 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

Successful Russian Area Studies majors can:

- Evaluate and understand Russia’s and Eurasia’s place in today’s interconnected world, challenges facing the region, and goals and values espoused by the citizenry and political leadership
- Describe the basic structures and dynamics of Russian and Eurasian historical development, including the nature of autocracy, dictatorship, and empire
- Demonstrate an understanding of how the nations and peoples of Russia and Eurasia have interacted over time with each other and with geographic regions beyond their borders
- Acquire sufficient proficiency in the Russian language for fluent conversation and advanced study of Russian literature
- Through extensive reading and analysis of primary and secondary texts, discover and delineate the major themes of nineteenth-, twentieth- and twenty-first century Russian literature
- Read, understand and critically interpret scholarly and literary texts
- Deploy methods used by scholars of literature, history and the social sciences to formulate and compose analyses orally and in writing
- Affirm the importance of understanding foreign nations and cultures as a component of active civic responsibility

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 RUSS 201-RUSS 202 and at least two of the following courses: RUSS 301, RUSS 302, RUSS 305, RUSS 306. 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 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](http://www.wellesley.edu/russianareastudies).

### Courses for Credit Toward the Russian Area Studies Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 284</td>
<td>Magical Realism</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 246</td>
<td>Vikings, Icons, Mongols, and Tsars</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 247</td>
<td>Splendor and Serfdom: Russia Under the Romanovs</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 248</td>
<td>The Soviet Union: A Tragic Colossus</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 302</td>
<td>Seminar: World War II as Memory and Myth</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 206</td>
<td>The Politics of Russia and Eurasia</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 251</td>
<td>The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 272</td>
<td>Battle for the Russian Soul: Ideology and the Nineteenth-Century Russian Novel (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 276</td>
<td>Fedor Dostoevsky: The Seer of Spirit (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 277</td>
<td>Lev Tolstoy: Russia's Ecclesiast (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 286</td>
<td>Vladimir Nabokov (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 333</td>
<td>Nineteenth-Century Russian Narrative Poetry: Tales of Mystery and Adventure (in Russian)</td>
<td>0.5</td>
</tr>
<tr>
<td>RUSS 376</td>
<td>Fedor Dostoevsky's Short Stories (in Russian)</td>
<td>0.5</td>
</tr>
<tr>
<td>RUSS 377</td>
<td>Lev Tolstoy's Short Stories (in Russian)</td>
<td>0.5</td>
</tr>
<tr>
<td>RUSS 386</td>
<td>Vladimir Nabokov's Short Stories (in Russian)</td>
<td>0.5</td>
</tr>
<tr>
<td>HIST 116Y</td>
<td>First-Year Seminar: Vladimir Putin: Personage, President, Potentate</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 255</td>
<td>The Most Important Art: Russian and Soviet Film (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>RUSS 378</td>
<td>Mourning for Life: The Short Stories and Plays of Anton Chekhov</td>
<td>0.5</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 Courses

Course ID: ES212/GEOS212/RAST212  Title: Lake Baikal: The Soul of Siberia

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.

Units: 1.25; Max Enrollment: 12; Crosslisted Courses: GEOS212; Prerequisites: Prerequisite or corequisites - ES 101 or BISC 111; RUSS 101; and permission of the instructors. Application required.; Instructor: Hodge (Russian), Moore (Biology); Distribution Requirements: LL - Language and Literature; NPS - Natural and Physical Sciences; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered; Notes: Not offered every year. Subject to Provost's office approval.;

Course ID: RAST222  Title: Firebird! The Russian Arts Under Tsars and Commissars

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Tumarkin; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as RAST 222 or, with additional assignments, RAST 322.;

Course ID: RAST322  Title: Firebird! The Russian Arts Under Tsars and Commissars

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.

Units: 1; Max Enrollment: 25; Prerequisites: Normally open to sophomores, juniors and seniors who have taken at least one course in a related area.; Instructor: Tumarkin; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: RAST350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: RAST360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: RAST370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: RAST 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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

Sociology explores the intersection of individual biography and history by relating the life of individual to the larger social institutions that shape his or her life experiences and outcomes. From the analysis of passing encounters between individuals in the street to the investigation of broad-scale social change, the student of sociology studies the subtle and complex ways in which our individual lives interact with the collective experiences of others. From its birth in the middle of the nineteenth century to the present, the perspectives and methods of sociology have become commonplace. Important insights by sociological theorists such as Max Weber, Karl Marx, Georg Simmel, Emile Durkheim, and Erving Goffman are the cornerstones not only of sociology but of other social sciences as well.

To study sociology is, in the best tradition of the liberal arts, to free oneself to explore the familiar anew – to make the familiar unfamiliar – and by so doing enrich ourselves and those around us.

Sociology Major

Goals for the Sociology Major

- Exercise the “sociological imagination” by envisioning interrelationships between biography, history and social structure; formulating questions that look beyond “taken-for-granted assumptions; and mastering fundamental sociological concepts and theories.
- Recognize, compare, and assess the strengths and weaknesses of various sociological research methods.
- Evaluate the reliability of various forms of empirical data and interpret it using qualitative and quantitative analysis.
- Construct and support original arguments using theory and evidence and be able to communicate these clearly using strong speaking, writing, and technological skills.
- Apply sociological thinking to complement and maximize experiential learning opportunities, such as internships and study abroad.
- Suggest practical applications and/or policy implications for sociological inquiry and knowledge.

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. Students must take at least five additional units, two of which must be at the 300-level (excluding SOC 360 and SOC 370). One of the 300-level units may be SOC 350.

All four core units and the two 300-level units should be taken at Wellesley. Students wanting to count towards the major core or elective units taken at other institutions should obtain permission from the department chair in advance of taking these courses. 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 the student’s advisor.

Wellesley College’s sociology major provides a strong foundation in both theory and research methods, while allowing students to tailor their major to their specific subject interests. A sociology major also offers students several opportunities for both individual and group projects. Although the department provides the opportunity to create sub-disciplinary specializations, our first and primary goal is to help students explore the range of phenomenon that can be understood through sociological perspectives and methods. Therefore, the department encourages students to explore both the breadth of the sociology curriculum and the larger Wellesley College curriculum.

A student wishing to major or minor in sociology should consult a faculty advisor in the sociology department in order to devise a cohesive plan of study.
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 consists of six units, one of which must be SOC 200. Of the five remaining units, one must be at the 300-level excluding SOC 350. Like the major, the sociology minor is offered for students who wish to develop analytical skills in preparation for work or study in a wide array of fields. A minor in sociology is appropriate for students who seek to acquire a supplementary perspective that is informed by the sociological frame of reference.

Comparative Race and Ethnicity Minor

Minor in Comparative Race and Ethnicity

Advisor for 2018-19: 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. At least one elective must be at the 300-level.
3. At least one course taken for the minor must be in Sociology.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 213</td>
<td>Race Relations and Racial Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 226</td>
<td>Environmental Justice, “Race,” and Sustainable Development</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 261</td>
<td>History of Black American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 292 / ARTH 292</td>
<td>African Art and the Diaspora: From Ancient Concepts to Postmodern Identities</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 295 / ENG 295</td>
<td>The Harlem Renaissance</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 301</td>
<td>Seminar: South Africa</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 310</td>
<td>Seminar: Reading Du Bois</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 320 / AMST 320</td>
<td>Seminar: Blackness in the American Literary Imagination</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 341</td>
<td>Africans of the Diaspora</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 152</td>
<td>Race, Ethnicity, and Politics in America</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 222 / PSYC 222</td>
<td>Asian American Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 235</td>
<td>From Zumba to Taco Trucks: Consuming Latina/o Cultures</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 246 / SOC 246</td>
<td>Salsa and Ketchup: How Immigration is Changing the U.S. and Beyond</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>AMST 251 / SOC 251</td>
<td>Racial Regimes in the United States and Beyond</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 290</td>
<td>Afro-Latinas/os in the U.S.</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 296 / ENG 296</td>
<td>Diaspora and Immigration in 21st-Century American Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 320 / AFR 320</td>
<td>Seminar: Blackness in the American Literary Imagination</td>
<td>1.0</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>1.0</td>
</tr>
<tr>
<td>ANTH 214</td>
<td>Race and Human Variation</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 243</td>
<td>The (In)Visible Native America: Past and Present</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 341</td>
<td>Indigenous Resurgence</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 258</td>
<td>The Global Americas, 1400 to Today</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 292 / AFR 292</td>
<td>African Art and the Diaspora: From Ancient Concepts to Postmodern Identities</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 229</td>
<td>Transnational Journeys in European Women’s Filmmaking</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 240 / WGST 223</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 241 / WGST 249</td>
<td>Asian American Women in Film</td>
<td>1.0</td>
</tr>
<tr>
<td>EALC 345</td>
<td>Seminar: Language, Nationalism, and Identity in East Asia (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 243</td>
<td>The Political Economy of Gender, Race, and Class</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 327</td>
<td>The Economics of Law, Policy and Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 212</td>
<td>Seminar: History of American Education</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Understanding and Improving Schools</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 216</td>
<td>Education and Social Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 312</td>
<td>Seminar: History of Childhood and Child Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 334</td>
<td>Seminar: Understanding Education Through Immigrant Narratives</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 335</td>
<td>Seminar: Urban Education: Power, Agency and Action</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 291</td>
<td>What Is Racial Difference?</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 295 / AFR 295</td>
<td>The Harlem Renaissance</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENG 296 / AMST 296</td>
<td>Diaspora and Immigration in 21st-Century American Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 227</td>
<td>Black Paris: &quot;Postcolonializing&quot; the Seine (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 231 / AMST 231</td>
<td>Americans in Paris: Race, Gender and Sexuality in the City of Light (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 244</td>
<td>History of the American West: Manifest Destiny to Pacific Imperialism</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 252</td>
<td>The Twentieth-Century Black Freedom Struggle</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 253</td>
<td>First Peoples: An Introduction to Native American History</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 263 / PEAC 224</td>
<td>South Africa in Historical Perspective: Rereading the Past, Re-imagining the Future</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 267</td>
<td>Deep in the Heart: The American South in the Nineteenth Century</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 312</td>
<td>Seminar: Understanding Race in the United States, 1776-1918</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 340</td>
<td>Seminar: Seeing Black: African Americans and United States Visual Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 395</td>
<td>International History Seminar: Legacies of Conquest: Empires in Chinese and World History</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 317</td>
<td>Seminar: Philosophy and Race</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 337</td>
<td>Seminar: Race in American Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL3 348</td>
<td>Seminar: The Politics of Global Inequality</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 340</td>
<td>Topics in American Political Thought</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 345</td>
<td>Seminar: Black Liberation from Haiti to Black Lives Matter</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 222 / AMST 222</td>
<td>Asian American Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 336</td>
<td>Seminar: Postcolonial Psychology</td>
<td>1.0</td>
</tr>
<tr>
<td>PSYC 337</td>
<td>Seminar: Prejudice and Discrimination</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 245</td>
<td>The Holocaust and the Nazi State</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 330</td>
<td>Seminar: Religion and Violence</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 202</td>
<td>Human Rights in the Modern World</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 232 / SAS 232</td>
<td>South Asian Diasporas</td>
<td>1.0</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>SOC 246 / AMST 246</td>
<td>Salsa and Ketchup: How Immigration is Changing the US and Beyond</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 251 / AMST 251</td>
<td>Racial Regimes in the United States and Beyond</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 309</td>
<td>Nations in Global, Intersectional Perspective</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>Migration, Heritage, Identity: Eastern Europe in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 325</td>
<td>Seminar: Candid Cuisine: Food in Latin American Literature and Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 327</td>
<td>Seminar: Latin American Women Writers: Identity, Marginality, and the Literary Canon</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 335</td>
<td>Seminar: Asia in Latin America: Literary and Cultural Connections</td>
<td>1.0</td>
</tr>
<tr>
<td>SAS 232 / SOC 232</td>
<td>South Asian Diasporas</td>
<td>1.0</td>
</tr>
<tr>
<td>THST 210</td>
<td>Oral Interpretation</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 216</td>
<td>Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 220</td>
<td>American Health Care History in Gender, Race, and Class Perspective</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 223 / CAMS 240</td>
<td>Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 249 / CAMS 241</td>
<td>Asian American Women in Film</td>
<td>1.0</td>
</tr>
<tr>
<td>WGST 305</td>
<td>Seminar: Representations of Women, Natives, and Others</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**SOC Courses**

Course ID: AMST220/SOC220  Title: Freedom: Great Debates on Liberty and Morality

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST220; Prerequisites: None.; Instructor: Cushman, Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST225/SOC225  Title: Life in the Big City: Urban Studies and Policy
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, socio-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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST225; Prerequisites: None; Instructor: Kaliner; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: AMST241/SOC241  Title: A Nation in Therapy

What is therapy? Although historically tied to the values and goals of medicine, the roles that therapy and therapeutic culture play in defining life, liberty, and the pursuit of happiness are now ubiquitous. The impact of therapeutic culture on every major social institution, including the family, education, and the law, has created a steady stream of controversy about the ways in which Americans in particular make judgements about right and wrong, about others, and about themselves. Are Americans obsessed with their well being? Is there a type of humor specific to therapeutic culture? This course provides a broad survey of the triumph of the therapeutic and the insights into the character and culture that triumph reveals.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST241; Prerequisites: None; Instructor: Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST246/SOC246  Title: U.S. Immigration

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST246; Prerequisites: None; Instructor: Levitt; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: AMST251/SOC251  Title: Racial Regimes in the United States and Beyond

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST251; Prerequisites: At least one social science course required.; Instructor: Radhakrishnan; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: AMST348/SOC348  Title: Conservatism in America

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: AMST348; Prerequisites: A 100-level sociology course or permission of the instructor. Open to juniors and seniors only.; Instructor: Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: ECON103/SOC190  Title: Introduction to Probability and Statistical Methods

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,
hypothisis testing, and parameter estimation. Data analysis exercises are drawn from both academic and everyday applications.

Units: 1.25; Max Enrollment: 30; Crosslisted Courses: SOC190; Prerequisites: 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 STAT 218 or PSYC 205 (or MATH 220 during or before Spring 2018); Instructor: Levine, McKnight, Swingle (Sociology); Distribution Requirements: SBA - Social and Behavioral Analysis; Degree Requirements: QRF - Quantitative Reasoning - Overlay; Typical Periods Offered: Summer; Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: EDUC207/SOC207  Title: Schools and Society

Why does everyone go to school in the United States? How does the culture of a school shape the learning environment, and why do school cultures vary? Why do some students learn more than others? How do schools perpetuate inequalities along lines of class, gender, and race? How does the “hidden curriculum” shape the educational experiences of students? How does the US school system compare to the education systems of other countries? What makes it so hard to bring about change in schools? Questions like these drive this course. This course is an introduction to the sociology of education, broadly exploring the role of education in American society. The course will cover key sociological perspectives to education, including conflict theory, functionalism, and human and cultural capital. Topics will include schools and communities, the role of teachers and students, educational inequalities (including tracking and measures of achievement), school violence, and school reform.

Units: 1; Max Enrollment: 30; Crosslisted Courses: EDUC207; Prerequisites: None; Instructor: Mickey; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: EDUC308/SOC308  Title: Children in Society

This seminar will focus upon children and youth as both objects and subjects within societies. Beginning with consideration of the social construction of childhood, the course will examine the images, ideas, and expectations that constitute childhoods in various historical and cultural contexts. We will also consider the roles of children as social actors who contribute to and construct social worlds of their own. Specific topics to be covered include the historical development of childhood as a distinct phase of life, children's peer cultures, children and work, children's use of public spaces, children's intersectional experiences of inequality, and the effects of consumer culture upon children. Considerable attention will be given to the dynamics of the social institutions most directly affecting childhood today: the family, education, and the state.

Units: 1; Max Enrollment: 15; Crosslisted Courses: EDUC308; Prerequisites: One 100- or 200-level sociology course, or permission of instructor.; Instructor: Rutherford; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ’51 Speaking Intensive Course;

Course ID: PEAC219/SOC209  Title: Social Inequality: Race, Class and Gender

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC219; Prerequisites: None; Instructor: Rutherford; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: PEAC312/SOC312  Title: Seminar: De-centering and Re-centering: Social Theory Across the Globe

Cultural and intellectual life is still dominated by the West. Although we recognize the importance of globalizing scholarship, our research and teaching still prioritizes western canons and frameworks. But cultural and intellectual inequality are part and parcel of socioeconomic inequality. If we don’t do better at one, we will not do better at the other. We need to master a broader range of methods, tools, and ways of knowing. In this seminar, Wellesley College students will work with students from the University of Rio de Janeiro in Brazil to figure out how (we will hold some of our classes “simultaneously” via Skype). Together, we will explore different ways of asking and answering questions from different parts of the world. Does theory look the same everywhere? What do we see from one standpoint that we do not see from another? How did the scholars currently in the social science canon get there and what would it take to bring other scholarship in? What would a critical pedagogy look like that allows us to get there? Each student will have an opportunity to major research project of her choice.

Units: 1; Max Enrollment: 15; Crosslisted Courses: PEAC312; Prerequisites: At least two 200-level or above courses in the social sciences including Peace and Justice Studies.; Instructor: Peggy Levitt; Distribution
Course ID: SAS232/SOC232  Title: South Asian Diasporas

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: SAS232; Prerequisites: None; Instructor: Radhakrishnan; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC102  Title: The Sociological Perspective: An Introduction to Sociology

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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Cushman; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: SOC108  Title: Thinking Global: An Introduction to Sociology

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.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Radhakrishnan; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC138  Title: Deviance and Conformity: An Introduction to Sociology

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Cuba; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SOC150  Title: The Individual and Society

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.

Units: 1; Max Enrollment: 25; Prerequisites: Open to first- and second-year students only.; Instructor: Cushman; Distribution Requirements: EC - Epistemology and Cognition; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: SOC200  Title: Classical Sociological Theory

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.

Units: 1; Max Enrollment: 20; Prerequisites: One 100-level unit. Required of all majors.; Instructor: Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SOC201  Title: Contemporary Sociological Theory

This course surveys important modern and post-modern 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.

Units: 1; Max Enrollment: 25; Prerequisites: SOC 200 or permission of the instructor. Required of all sociology majors. Not open to students who have taken this course as SOC 301.; Instructor: Rutherford; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: SOC202  Title: Human Rights in the Modern World

The human rights mechanism is one of the most powerful frameworks for promoting freedom and protection in the contemporary world. This course examines key theories and concepts in human rights and the ways in which these theories have been put into practice in a variety of social and cultural contexts. Drawing on an interdisciplinary framework from the social sciences and legal and historical analysis we seek to explore 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 over or 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? The course aims to provide strong consideration of international human rights law as a major mechanism for the advancement of human rights.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Cushman; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC204  Title: Social Problems

This course investigates why certain problems become matters of significant public and policymaking concern while others do not. We do not focus on a predefined list of social problems but rather on the process by which some issues capture more attention than others. Our discussions analyze the actions of those institutions involved either in calling public attention to or distracting public attention away from particular problems in our society. This focus enables students to acquire a perspective toward social problems that they are unlikely to gain from the many other forums where people discuss social problems, such as journalism or politics.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Silver; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Summer; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC205/WGST211  Title: Modern Families and Social Inequalities: Private Lives and Public Policies

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 they are delaying having children. Further, government involvement and social policies are not distributed equally. Issues to be covered include: work/family crises and care work dilemmas, partners and inequalities, welfare to work programs (teen moms and baby daddies), the family as a race institution, the gap in cultural capital
This course explores how marriage and the family have evolved over the past century, the changes both are undergoing now, and what the future may have in store for these two social institutions. The course will focus on marriage and family trends, family law, and the role of government in family policy. Students will also explore the impact of technological advancements on family structures and interactions. By examining various case studies, we will discuss the continuation of adoption to create families, the use of gamete donors by same-sex or single-parent families, and how science and technologies are facilitating the creation of new kinds of kin.

Units: 1; Max Enrollment: 25; Crosslisted Courses: SOC205; Prerequisites: None; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Open to all students.

Course ID: SOC206  Title: Muslims in the West: A Sociological Analysis

This course examines the sociology, experiences, adaptations, and challenges of Muslim communities in the contemporary world, especially in the United States and Western Europe. It will study current debates that frame the relationships between Islam and the Western world in academic, policy, and socio-religious circles, addressing critical questions such as: “What are the primary debates between Muslims and the West?” “Between Islam and modernity?” “What is the role of women in Muslim communities?” “The range of Muslim views of democracy, religious freedom, pluralism, and human rights?” “What are the roots of Islamophobia and its various forms?” It will also consider everyday aspects of Muslim life in the West: identity construction, wearing hijab, cultural integration, education, family life, etc. Evidence will be drawn from a broad spectrum of Muslim discourses and experiences from those of fundamentalists to liberal Muslims.

Units: 1; Max Enrollment: 30; Instructor: Serhan Tanriverdi; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: SOC208  Title: Technology: Progress, Power, and Problems

This course examines technology as a dynamic yet fundamental force in our society – shaping progress, power relations, and social problems and inequalities. Students will be introduced to sociological perspectives on technology, exploring the changing nature of technology and its impact on society both historically and in the contemporary world. By examining specific kinds of technologies, including digital media and the Internet, military technologies, technologies of production, and reproductive technologies, we will address the question of how technologies are shaped by the social context in which they developed. Key to this course will be understanding the relationship between technology and forms of social inequalities – including race, gender, disability, and class. The course examines the relationships between technology, the environment, the body, media, war, and economy.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Mickey; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: SOC210  Title: Social Movements in Global Perspective

Why do people protest and organize to change the world around them? How do social movements operate, and why do some succeed while others fail? How do the powerful respond to protest movements? This class examines the origins, dynamics, and consequences of social movements on three levels. First, the course is grounded in the sociological perspective, looking at movements’ emergence, recruitment mechanisms, leadership, interactions, tactical repertoires, and framing processes, and so on. Second, we see these concepts in action through a global tour of activist hotspots, from the Arab Spring to Central American revolutionaries to Black Lives Matters. Finally, students learn directly by conducting original research and writing their own case study on a social movement of their choosing.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Kaliner; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SOC211  Title: Introduction to Criminology: The Idea of Crime

This course offers an introduction to criminology, or the study of law making, law breaking, and societal reactions to violations of law. This expansive view of criminology sets up a series of fundamental questions: What motivates an individual to commit a criminal act? How is that act classified as criminal in the first place? What can government and society do to effectively prevent or control crime? And why do crime rates vary so widely across societies and across time? To address these, we turn to classic and contemporary criminological research and theory, engaging critically with the discipline’s major statements, paradigms, and key investigations. We will start with the challenge of defining crime, then explore patterns and trends in crime, before focusing on the competing conceptual explanations of criminal activity, criminal classification, and broader societal issues related to crime.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Kaliner; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: SOC212  Title: Marriage and the Family: Past, Present, and Future

This course explores how marriage and the family have evolved over the past century, the changes both are undergoing now, and what the future may have in store for these two social institutions. The course will focus
on the U.S. but students will be encouraged to make international comparisons. Using a variety of both scholarly and popular sources, we will explore cultural understandings of marriage and family life and topics like romantic love, Cinderella weddings, the nuclear family ideal, the Supermom syndrome, and the legal fight for gay marriage. Family diversity and variation are recurring themes throughout the course and particular attention will be paid to social class differences in family life and marriage, alternatives to the nuclear family like cohabitation and non-marriage, and the consequences of different living arrangements to individuals as well as to society as a whole. A primary goal of the course is to distinguish between the facts and many fictions surrounding family and marriage in contemporary society. In the process, the course will introduce the richness of the sociological approach and its use of surveys, in-depth interviews, analyses of film and literature, and other methodologies for understanding the family.

Units: 1; Max Enrollment: 30; Instructor: Swingle; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: SOC213  Title: Organizations and Society: What Sociology Has to Say about Management, Careers, and Strategy

This course surveys the development of the modern organization and organizational analysis, with a focus on corporate strategy and managing employees. We live in a world of organizations: organizations drive the economy, innovation, and our careers, but are also the arenas in which policy issues like discrimination, harassment, and equity are raised, fought over, and ultimately implemented. We will read business case studies, management theory, and social scientific analysis to chart how organizations respond to internal and external challenges, how they succeed and when they fail. The focus is on for-profit corporations, but we will explore other complex organizations, from churches to governments to NGOs, and study the transformation of firms from conglomerates to networks. Students will write a case study of their own based on original research.

Units: 1; Max Enrollment: 30; Prerequisites: None; Instructor: Kaliner; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: SOC214  Title: Medicine as a Profession and Vocation

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 sociological 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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC250  Title: Individual Study-Sociology

Units: 1; Max Enrollment: 15;

Course ID: SOC260  Title: Courage and Conscience: Dissent and Freedom of Expression in The Modern World

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 and 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 dissidents? 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 dissidents in comparative-historical perspective. Emphasis is on case studies of dissent and dissidents 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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Cushman; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: SOC290  Title: Methods of Social Research

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.
Course ID: SOC302  Title: Seminar: Human Rights and Human Freedom

This seminar is an interdisciplinary examination of human rights as a central organizing principle for action to protect the vulnerable and advance the cause of human freedom. We explore the idea of freedom with a comparative approach focusing on how various conceptions of human rights and ideas of freedom emerge to meet changing social conditions at various points in history and in different cultures. Particular emphasis is given to central debates and questions in theories of human rights and the sociology of freedom: How do competing conceptions of human rights reflect different ideas about human freedom? Are human rights universal or are they forms of cultural imperialism? Do we even need ideas of human rights to help others? Can there ever be a global consensus about what the most important human rights are? How do different cultures with different ideas about freedom engage with each other? What are the strengths and limitations of human rights as a model for social change? How do human rights organizations operate and what are some of the unanticipated consequences of their activism on behalf of others? The seminar relies on case studies of each of the topics and students will be expected to write a final research paper that offers an in-depth analysis of a human rights issue of their choosing.

Units: 1; Max Enrollment: 15; Prerequisites: Minimum of any two 200 level classes in sociology, anthropology, history or philosophy.; Instructor: Thomas Cushman; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring;

Course ID: SOC304  Title: Modernity and Social Change

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.

Units: 1; Max Enrollment: 15; Prerequisites: One 200-level sociology required. SOC 200 and SOC 201 recommended.; Instructor: Cushman; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: SOC306/WGST306  Title: Seminar: Women Leaders at Work

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: SOC306; Prerequisites: Open to sophomores, juniors and seniors. Priority will go to SOC or WGST majors and minors.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC307/WRIT307  Title: Learning by Giving: Crime, Punishment and Collateral Damage

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 that will prepare them for the kinds of writing they will do beyond the Wellesley classroom.

Units: 1; Max Enrollment: 12; Crosslisted Courses: WRIT307; Instructor: Cuba, Brubaker; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;
In a seemingly borderless world full of hyphenated identities, do nations still matter? How and why are nations built and sustained? This course examines these questions with attention to race, class, and gender as interlocking systems of power, and utilizes the theoretical toolkits of feminism, post-colonial theory, and global sociology. We examine Native American, immigrant, and Black forms of belonging in the United States in relation to indigenous and post-colonial movements in various countries of the world, including India and South Africa, among others.

Units: 1; Max Enrollment: 16; Prerequisites: At least 1 social science course or instructor permission.; Instructor: Radhakrishnan; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer ‘51 Speaking Intensive Course.

Course ID: SOC309  Title: Nations in Global, Intersectional Perspective

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 underemployment, 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: SOC311; Prerequisites: One 100 level and one 200 level course in either WGST or Sociology. Open to juniors and seniors; sophomores by permission.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC311/WGST311  Title: Seminar: Families, Gender, the State, and Social Policies

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.

Units: 1; Max Enrollment: 15; Prerequisites: One 200-level unit or permission of instructor.; Instructor: Imber; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: SOC314  Title: Global Health and Social Epidemiology

This course uses the feminist optic of intersectionality to delve into the sociology of work. As one of the most fundamental aspects of human society, work shapes and is shaped by forces as big as the global political economy and by circumstances as context-specific as our complex social identities. How do race, class, gender, ability, age, and nationality constitute what kinds of work are possible in a given context, and for whom? How does work both take advantage of social difference and inequality and transform it? We will examine diverse kinds of work, including domestic work, factory work, precarious day labor, surrogacy, IT, and finance in the U.S., India, and China, among other countries. As we study ethnographies of work, we will conduct original qualitative research and share our research with the class through a sophisticated oral presentation.

Units: 1; Max Enrollment: 15; Prerequisites: Prior completion of any sociology course or permission of the instructor.; Instructor: Smitha Radhakrishnan; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Spring; Notes: This is an Ann E. Maurer ’51 speaking intensive seminar.;

Course ID: SOC315  Title: Intersectionality at Work

Each day the news is filled with stories about the U.S. criminal justice system. We are told that communities don’t trust the police and that police don’t believe citizens understand their work. Prosecutors yield too much power, and judges can’t serve justice because of overly restrictive sentencing guidelines. Mass incarceration has devastated families and neighborhoods, and its economic impact on state and local budgets has become too great. Research by sociologists, criminologists and socio-legal scholars has supported, challenged or qualified these and other claims about the criminal justice system. Students will engage these debates by
writing reviews, opinion pieces and other forms of public writing drawing on social science research on crime and justice in the U.S.

Units: 1; Max Enrollment: 15; Prerequisites: Two 200-level courses in the social sciences. Open only to juniors and seniors. Not open to students who have taken SOC/WRIT 307.; Instructor: Cuba; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC320  Title: Technology, Society, and the Future

This course explores the powerful roles that technology plays in contemporary social life and suggests that some of the impacts that our ever-greater reliance on, and faith in, technology might have upon our lives. The course begins with a critical overview of the heralded promises that technology often carries; here, we explore some of the undersides of so-called “technological progress.” The remainder of the course examines a variety of salient contemporary issues concerning the social implications of technological change.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Silver; Distribution Requirements: SBA - Social and Behavioral Analysis;

Course ID: SOC322/WGST322  Title: Seminar: Contemporary Reproduction

This course focuses on the politics of human reproduction which is inextricably linked with nation states, as well as cultural norms and expectations. Reproductive issues and debates serve as proxies for more fundamental questions about the intersecting inequalities of citizenship, gender, race, class, disability and sexuality. What does reproductive justice look like? We will discuss how the marketplace, medical technologies and the law are critical to creating social hierarchies that are produced, resisted and transformed. We ask: Why is access critical to control for the use of fertility technologies (both pre-and during pregnancy), gamete purchase, egg freezing? How is each accomplished and by whom? How are new technologies in reproduction coupled with the global marketplace creating a social hierarchy between people (e.g. gamete donors, gestational carriers). Finally, what is the relationship between the commercialization of reproduction and the creation of new intimacies and forms of kinship? The course emphasizes both empirical research situated in the U.S. and research involving transnational flows.

Units: 1; Max Enrollment: 15; Crosslisted Courses: SOC322; Prerequisites: One WGST or SOC course or permission of instructor.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SOC334  Title: Consumer Culture

How and why does consumerism exercise so great an influence on global culture today? How are our institutions and relationships shaped and transformed by the forces of commodification and consumerism? Are there any realms of life that ought to be free from the market-driven forces of commodification? Can consumerism offer a positive means of cultural critique to processes we wish to resist? In this seminar, we explore the history of consumer culture in the United States and globally, with special attention to understanding the effects of commodification upon the self, human relationships, and social institutions. We will consider both classical and contemporary critiques of commodification and consumerism, as well as arguments for the liberatory dimensions of consumer society. Course projects will give students opportunities to connect theory with questions of practical interest and to develop skills for communicating ideas in a variety of creative formats.

Units: 1; Max Enrollment: 15; Prerequisites: One 100- or 200-level sociology course, or permission of instructor.; Instructor: Rutherford; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: SOC350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: SOC360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

Course ID: SOC370  Title: Senior Thesis
Units: 1; Max Enrollment: 15; Prerequisites: SOC 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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

SOUTH ASIA STUDIES AT WELLESLEY COLLEGE

One out of every four people on earth, one fourth of humanity, is South Asian. The South Asian Subcontinent has produced a large body of knowledge on artistic, linguistic, and literary practices; on varieties of colonialism and imperialism; on the political construction of national and religious identities; on the intersections of ethnicity, gender, and politics; and on violence and non-violence. South Asia Studies is an ideal liberal arts concentration because the subjects of inquiry are complex and challenging and because the methods of inquiry are interdisciplinary. With more than one dozen faculty with research and teaching interests in South Asia, in nine departments and programs across the campus, the Program ensures that each major and minor benefits from a unique, well-designed course of study. Majors and minors gain broad understanding of the cultures, histories, religions, societies, and politics of the region and skills in the ability to speak and comprehend, and to write and read in Hindi and Urdu, two of South Asia's principal languages, or in another South Asian language. Majors and minors develop facility in aesthetic judgment; linguistic, historical, and literary interpretation; and behavior and social analysis. The Program works to develop in students the skills to become critical thinkers, cogent writers, and effective researchers on a range of vital questions. Students begin to acquire sentiments needed to interact authentically and competently with people in and from South Asia and to know how to be human in South Asian ways.

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, POL2 211, POL3 223, or SOC 233; and at least two additional units above the 100 level, and two units at the 300 level. Students are expected to concentrate in one area of South Asia Studies, defined either in relation to a discipline, such as history or religion, or in relation to a theme, such as international development, cultural expression, gender, ethnicity and identity. The major requires four courses in the area of concentration above the 100 level, including at least one of the required 300-level courses.

Advanced study of Hindi/Urdu (or another Indian language) may be substituted for the Hindi/Urdu requirement and may be pursued as either a 250 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 2018-2019: ANTH 239, ARTH/SAS 239, POL2 310, POL2 204, POL3 211, REL 108, REL 253, REL 260, REL 261, and SOC/SAS 232.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 341</td>
<td>Africans of the Diaspora</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 237</td>
<td>Ethnography in/of South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 239</td>
<td>Visual Culture of South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 272</td>
<td>Political Economy of Development in Colonial and Postcolonial South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 266/SAS 266</td>
<td>Port Cities of the Indian Ocean in Historical Perspective</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 276</td>
<td>The City in Modern South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 383</td>
<td>Seminar: 1947: Partition in History and Memory in South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 104</td>
<td>Introduction to the Study of Conflict, Justice, and Peace</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 202</td>
<td>Comparative Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 205/POL3 236</td>
<td>Gender, War and Peacebuilding</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 205/POL3 236</td>
<td>Senior Seminar in Peace and Justice Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 204</td>
<td>Political Economy of Development and Underdevelopment</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 211</td>
<td>Politics of South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>POL2 310</td>
<td>Seminar: Politics of Community Development</td>
<td>1.0</td>
</tr>
<tr>
<td>POL3 223</td>
<td>International Relations of South Asia</td>
<td>1.0</td>
</tr>
<tr>
<td>POL3 323</td>
<td>Topics in International Political Economy</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 108</td>
<td>Introduction to Asian Religions</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 253</td>
<td>Buddhist Thought and Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 260/REL 260</td>
<td>Religion and Culture in Muslim Societies</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 261</td>
<td>Cities in the Islamic World</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 364</td>
<td>Seminar: Sufism: Islamic Mysticism</td>
<td>1.0</td>
</tr>
</tbody>
</table>
REL 367  Seminar: Muslim Travelers  1.0
/
SOC 232 / SAS 232  South Asian Diasporas  1.0
SOC 233  Beyond Bollywood and Microfinance: Gender Politics in South Asia  1.0
SOC 234  Gender and International Development  1.0
SOC 309  Nations in Global, Intersectional Perspective  1.0

ANTH 247, HIST 396, PEAC 104, PEAC 205, PEAC 304, POL2 202, POL2 204, POL2 307, POL2 310, POL3 323, POL3 332, POL3 351, REL 260, REL 261, REL 263, REL 364, REL 367, SOC 221, SOC 231, SOC 234, SOC 309, SOC 310: also require the permission of the instructor in conjunction with the SAS program director, if the course is to be counted for the South Asia Studies major or minor.

South Asia Studies Minor
Requirements for the South Asia Studies Minor

A minor in South Asia Studies consists of a minimum of five courses of which at least one should be at 300 level (excluding 350). A program for the minor must consist of 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, POL2 211, POL3 223, or SOC 233. Only one 100 level course can be counted toward the minor. Elementary Hindi/Urdu does not count toward the minor.

HNUR Courses

Course ID: HNUR101  Title: Elementary Hindi/Urdu

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.

Units: 1; Max Enrollment: 15; Instructor: Shukla-Bhatt; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.

Course ID: HNUR102  Title: Elementary Hindi/Urdu

Continuation of the 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.
Course ID: HNUR201  Title: Intermediate Hindi/Urdu

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.

Units: 1; Max Enrollment: 12; Prerequisites: HNUR 101-HNUR 102 or equivalent.; Instructor: Parwani; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: HNUR202  Title: Intermediate Hindi/Urdu

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.

Units: 1; Max Enrollment: 15; Prerequisites: HNUR 101-HNUR 102 or equivalent.; Instructor: Parwani; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: HNUR304  Title: Advanced Readings in Hindi-Urdu Literature

This repeatable advanced level tutorial style Hindi-Urdu course offers students an opportunity to work closely with the instructor and explore in depth some of the finest works of classical and modern Hindi and Urdu prose and poetry.

Units: 1; Max Enrollment: 12; Prerequisites: HNUR 202 or permission of the instructor.; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: This course can be taken more than once for credit.;

SAS Courses

Course ID: ARTH239/SAS239  Title: Art and Architecture of South Asia

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.

Units: 1; Max Enrollment: 30; Crosslisted Courses: SAS239; Prerequisites: None. ARTH 100 recommended.; Instructor: Oliver; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: CAMS243/SAS243  Title: Love in Indian Cinema

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 Bimal Roy, Guru Dutt, Raj Kapoor, Mani Ratnam, and Meera Nayar that have "love" as a core theme. 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS243; Prerequisites: None; Instructor: Shukla-Bhatt; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: HIST266/SAS266  Title: Port Cities of the Indian Ocean in Historical Perspective

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 colonial 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, Jeddah, Kuwait, Bahrein, Dubai, Diu, and Bombay/Mumbai.

Units: 1; Max Enrollment: 15; Crosslisted Courses: SAS266; Prerequisites: Open to students with at least one course in either History or African, Middle Eastern, or South Asian studies.; Instructor: Kapteijns; Distribution Requirements: HS - Historical Studies; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered;

Course ID: PEAC225/SAS225  Title: Gandhi in His Indian Contexts

PEAC/SAS 225 is a combined fall/Wintersession course, focusing on Mohandas Gandhi as a figure of global significance, and also one deeply rooted in Indian history and cultures. During the fall at Wellesley, students will study the sprawling and diverse cultural/political history of India; the many cultural and religious currents that influenced Gandhi's thought; his model of nonviolent action (Satyagraha); various models of contemporary grassroots organizing in India; and the art/skills of travel journaling. Then, during the winter, students will travel to Pune, Mumbai, Chennai and Coimbatore, residing and studying for then days at FLAME University in Pune. The remaining ten days will be divided between Chennai and Coimbatore, where we will partner with Praxis- Institute for Participatory Practices- an organization working on social justice issues with a commitment to equity and participatory governance for poor and marginalized sectors of society. Students will keep an extensive travel journal during their time in India. This course will meet every other week. First day of the course will be Friday, September 14th.

Units: 1; Max Enrollment: 14; Crosslisted Courses: SAS225; Prerequisites: PEAC 104; Instructor: Shukla-Bhatt, Rosenwald, Confortini; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Fall; Winter; Semesters Offered this Academic Year: Not Offered;

Course ID: REL206/SAS206  Title: The Hindu Worlds

This course will examine the major aspects of the constellation of distinct but interrelated religious traditions of South Asia generally entitled "Hinduism." The course will have three foci. One will be the sacred texts as well as the intersecting ritual, philosophical, and devotional currents that laid the historical foundations of this tradition and form integral parts of it to this day. These texts and currents are also linked to aesthetic expressions that form a core of Hindu religious life. The second focus will be on Hindu social organization and issues of political identity. This will cover the Hindu social divisions of caste, gender roles and rituals as well as issues related to Hindu nationalism. The third focus will be on practices followed by and negotiations made by diaspora Hindus, especially those settled in America. This area will focus especially on Hindu responses to diversity and interfaith dialogue.

Units: 1; Max Enrollment: 15; Crosslisted Courses: REL206; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; Semesters Offered this Academic Year: Spring;

Course ID: REL251/SAS251  Title: Religions in South Asia

An examination of the religious life in South Asia as expressed in sacred texts and arts, religious practices, arts and institutions in a historical manner. The course concentrates on the origins and development of Hindu traditions, Buddhism, Jainism, and Sikhism, as well as integration of Islam and Christianity in the religious landscape of South Asia. Interactions among the diverse communities of the region will also form a major theme.

Units: 1; Max Enrollment: 25; Crosslisted Courses: REL251; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: REL281/SAS211  Title: Sacred Arts of South Asia

South Asia is one of the most religiously diverse regions of the world where Hindu, Islamic, Buddhist, Jain, Sikh, Christian, Jewish and native traditions have co-existed for centuries. The vibrancy of its cultural life derives greatly from artistic expressions of devotion in its multiple traditions. Yet, the sacred artistic
expressions are not limited to the sphere of religion. This course explores visual as well as performative sacred art forms of South Asia including architecture, sculpture, painting, music, and dance from a historical perspective. The exploration focuses on symbolic vocabulary of various art forms, their significance as media of religious/spiritual knowledge, and their role as sites of social encounters.

Units: 1; Max Enrollment: 20; Crosslisted Courses: REL281; Prerequisites: None; Instructor: Shukla-Bhatt; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL301/SAS301 Title: Seminar: Religion in Modern South Asia

As a world Region, South Asia provides an important locus to understand the dynamics of religion and modernity because of its long religious history and immense diversity. In many parts of South Asia, encounter with modernity (as broadly defined) occurred in the context of colonial rule. The nature of the early processes of modernization continues to impact the social and religious fabric of the region even today, often with deeply divisive implications. This seminar will examine processes related to religion in South Asia since the late 19th century to the present day. Along with the historical survey of events within South Asia, the implications of current world affairs and the processes of globalization for South Asia's religious landscape will also be examined.

Units: 1; Max Enrollment: 12; Crosslisted Courses: REL301; Prerequisites: Two units at the 200 level in South Asia studies, or by permission of the instructor.; Instructor: Shukla-Bhatt; Distribution Requirements: HS - Historical Studies; REP - Religion, Ethics, and Moral Philosophy; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: REL303/SAS303 Title: Seminar: Models of Religious Pluralism from South Asia

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 opportunities to interact with local South Asian religious communities and examine how engage with diversity in the diaspora.

Units: 1; Max Enrollment: 15; Crosslisted Courses: REL303; Prerequisites: Open by permission of the instructor.; Instructor: Shukla-Bhatt; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; HS - Historical Studies; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SAS232/SOC232 Title: South Asian Diasporas

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: SAS232; Prerequisites: None; Instructor: Radhakrishnan; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SAS241 Title: Courtesans in South Asian Literature and Films

Mystifying and complex, the figure of courtesan has appeared as the foil to the virtuous and docile wife in Sanskrit and Tamil classics of ancient India, early Urdu novels, and literary works of several South Asian languages. Since the mid-twentieth century, the courtesan has appeared in films produced in South Asia as a self-sacrificing character with a strong will. In this course, we will examine literary works in South Asian languages since the antiquity with courtesans as central characters and films based on them. For each work, we will first consider the figure of the courtesan in view of the cultural context of the time of its composition and various theories of literary criticism. We will then
analyze the film based on the work in terms of how the interpretation of the character here compares with the literary work.

Course ID: SAS242  Title: South Asian Diaspora Voices - Literature of Negotiations

Since the nineteenth century South Asians have migrated to different parts of the world as indentured laborers, merchants, professionals, and some as refugees. Some have suffered great financial difficulties, and some have enjoyed privilege. The writings that have emerged from South Asian diaspora communities reflect these differences; yet they also tell a shared story of negotiating the two worlds - the homeland left behind (even for the descendants of the immigrants) and the land of the new home far away from it. This course examines writings – memoirs, essays, narratives, and poetry (in English) – of South Asians in the diaspora (in the West Indies, Fiji, Africa, Europe, and the Americas) since the early twentieth century. It considers the common themes as well as differences in diaspora experiences as well as stylistic differences in the use of the shared language (English) among the writers.

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Neelima Shukla-Bhatt; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Fall;

Course ID: SAS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: SAS250H  Title: Research or Individual Study

Independent (half-credit) research project supervised by a faculty member.

Units: 0.5; Max Enrollment: 3; Instructor: Neelima Shukla-Bhatt; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Fall;

Course ID: SAS283  Title: The Impact of the Partition of British India on Identity and Belonging in South Asia

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.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Parwani; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SAS302  Title: Traditional Narratives of South Asia

Narratives have long provided channels for shaping and reshaping of cultures around the world. South Asia has one of the largest collections of folktales, mythology, epics, and romances in the world. This course will explore traditional narratives from South Asia that have had significant cultural impact in the region. We will examine them in translations not only as channels for transmission of cultural values, but also as sites of debate through contested interpretations. Along with texts, performative traditions based on them and their use in identity politics will be discussed.

Units: 1; Max Enrollment: 15; Prerequisites: Two units at the 200 level in South Asia studies, or by permission of the instructor.; Instructor: Shukla-Bhatt; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: SAS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: SAS350H  Title: Research or Individual Study
Course ID: SAS360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: SAS 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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

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

Learning Goals for the Spanish Major

- Develop an advanced level of linguistic fluency in Spanish
- Recognize texts from a wide array of societies and time periods
- Analyze texts in academic papers and/or public essays
- Utilize diverse critical approaches to the study of literature and culture
- Value the ability to understand, communicate with, and effectively interact with others across cultures

Requirements for the Spanish Major

A minimum of eight units exclusive of SPAN 101-SPAN 102 and SPAN 201-SPAN 202 must be presented for the Spanish major. Also required are at least two 300-level units, including a seminar during the senior year. Both of the 300-level courses counted toward the major must be taken at Wellesley. SPAN 350, SPAN 360, and SPAN 370 count toward the major, but normally do not fulfill the two 300-level courses requirement.

The major in Spanish incorporates considerable flexibility in designing a program of study, but must include the following elements, chosen in consultation with the major advisor:

- Foundational work: normally SPAN 241. Qualified students may begin the major at a higher level
- Breadth: course work focused on Spain as well as offerings focused on the Americas
- Depth: two units in which a student concentrates on a special field of her choice, such as:
  - A single literary or artistic form (i.e., prose narrative, poetry, film)
  - A broad cultural movement or theme (i.e., modernity, feminism, human rights)
  - A specific region of the Spanish-speaking world (i.e., Mesoamerica, Southern Cone, the Caribbean, U.S. Latino) and its cultural production
- Historical perspective: at least one unit in Medieval, Renaissance, Golden Age, or Latin American Colonial literature and culture

Upon approval from the department, up to four courses taken during a semester of study away from Wellesley and up to five during a full academic year away may be counted toward the major.
One course in Portuguese taken at Wellesley at the 203-level or above may be counted toward the major in Spanish.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the interdepartmental major in Latin American Studies, which allows students to choose from a list of courses in different departments, including Spanish. Majors devise their own programs in consultation with the directors of Latin American Studies. Students are referred to the Latin American studies interdepartmental program listing for further information.

**Honors in Spanish**

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

**Teacher Certification in Spanish**

Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Professor Renjilian-Burgy, Department of Spanish, and Professor Hawes of the Department of Education.

**Advanced Placement Policies and Language Requirement in Spanish**

A student may receive one unit of credit and satisfy the foreign language requirement with a grade of 5 on either of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower-numbered course. AP credit does not count toward the major in Spanish.

**International Study in Spanish**

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country either with Wellesley's consortium program in Córdoba, Spain, and in partnership with Middlebury in Santiago, Chile, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley's Programa de Estudios Hispánicos en Córdoba (PRESHCO), or in Santiago with the 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 325</td>
<td>Seminar: English as a Second Language via Immersion</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Spanish Major**

**Learning Goals for the Spanish Major**

- Develop an advanced level of linguistic fluency in Spanish
- Recognize texts from a wide array of societies and time periods
- Analyze texts in academic papers and/or public essays
- Utilize diverse critical approaches to the study of literature and culture
- Value the ability to understand, communicate with, and effectively interact with others across cultures

**Requirements for the Spanish Major**

A minimum of eight units exclusive of SPAN 101-SPAN 102 and SPAN 201-SPAN 202 must be presented for the Spanish major. Also required are at least two 300-level units, including a seminar during the senior year.
Both of the 300-level courses counted toward the major must be taken at Wellesley. SPAN 350, SPAN 360, and SPAN 370 count toward the major, but normally do not fulfill the two 300-level courses requirement.

The major in Spanish incorporates considerable flexibility in designing a program of study, but must include the following elements, chosen in consultation with the major advisor:

- Foundational work: normally SPAN 241. Qualified students may begin the major at a higher level
- Breadth: course work focused on Spain as well as offerings focused on the Americas
- Depth: two units in which a student concentrates on a special field of her choice, such as:
  - A single literary or artistic form (i.e., prose narrative, poetry, film)
  - A broad cultural movement or theme (i.e., modernity, feminism, human rights)
  - A specific region of the Spanish-speaking world (i.e., Mesoamerica, Southern Cone, the Caribbean, U.S. Latino) and its cultural production
- Historical perspective: at least one unit in Medieval, Renaissance, Golden Age, or Latin American Colonial literature and culture

Upon approval from the department, up to four courses taken during a semester of study away from Wellesley and up to five during a full academic year away may be counted toward the major.

One course in Portuguese taken at Wellesley at the 203-level or above may be counted toward the major in Spanish.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the interdepartmental major in Latin American Studies, which allows students to choose from a list of courses in different departments, including Spanish. Majors devise their own programs in consultation with the directors of Latin American Studies. Students are referred to the Latin American studies interdepartmental program listing for further information.

Honors in Spanish

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

Teacher Certification in Spanish

Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Professor Renjilian-Burgy, Department of Spanish, and Professor Hawes of the Department of Education.

Advanced Placement Policies and Language Requirement in Spanish

A student may receive one unit of credit and satisfy the foreign language requirement with a grade of 5 on either of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower-numbered course. AP credit does not count toward the major in Spanish.

International Study in Spanish

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country either with Wellesley's consortium program in Córdoba, Spain, and in partnership with Middlebury in Santiago, Chile, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley's Programa de Estudios Hispánicos en Córdoba (PRESHCO), or in Santiago with the 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 325</td>
<td>Seminar: English as a Second Language via Immersion</td>
<td>1.0</td>
</tr>
</tbody>
</table>
PORT Courses

Course ID: AFR256/PORT256  Title: Cultures of the Portuguese-Speaking World through Film, Music and Fiction (In English)

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.

Units: 1; Max Enrollment: 14; Crosslisted Courses: AFR256; Prerequisites: None; Instructor: Igrejas; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PORT103  Title: Intensive Elementary Portuguese

Introduction to listening, speaking, reading, and writing in Portuguese, with emphasis on Brazilian culture. Authentic cultural readings, art, music, and films from Portugal, Brazil and Africa will be included. The course covers the full-year elementary language curriculum in one semester. In Portuguese.

Units: 1.25; Max Enrollment: 14; Prerequisites: None.; Instructor: Igrejas; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: PORT203  Title: Intensive Intermediate Portuguese

Review of all language skills and continued study of Lusophone art, music, film, and literature. Emphasis on oral and written expression and critical analysis. The course covers the full-year intermediate language curriculum in one semester. In Portuguese.

Units: 1.25; Max Enrollment: 14; Prerequisites: PORT 103 or permission of the instructor.; Instructor: Igrejas; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: PORT241  Title: Introduction to Lusophone Studies

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 a review of advanced grammatical structures within cultural contexts of the Portuguese-speaking world. Oral interactions and critical writing will be stressed.

Units: 1; Max Enrollment: 14; Prerequisites: PORT 203 or equivalent, and to heritage speakers with permission of the instructor.; Instructor: Igrejas; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: None.;

Course ID: PORT250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Instructor: Igrejas; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: PORT350  Title: Research or Individual Study

Topics will vary.

Units: 1; Max Enrollment: 4; Prerequisites: Permission of the instructor.; Instructor: António M.A. Igrejas; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring;

SPAN Courses

Course ID: LAST273/SPAN273  Title: Latin American Civilization

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: LAST273; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Guzauskyte; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: LAST275/SPAN275  Title: The Making of Modern Latin American Culture

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.

Units: 1; Max Enrollment: 16; Crosslisted Courses: LAST275; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Hagimoto, Selimovic; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: SPAN101  Title: Elementary Spanish

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.

Units: 1; Max Enrollment: 16; Prerequisites: None.; Instructor: Hall, Staff; Typical Periods Offered: Summer; Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: SPAN102  Title: Elementary Spanish

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.

Units: 1; Max Enrollment: 16; Prerequisites: SPAN 101; Instructor: Arraiza Rivera, Hall; Typical Periods Offered: Summer; Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: SPAN201  Title: Intermediate Spanish

Intensive review of all language skills and introduction to the art, literature, and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Three periods.

Units: 1; Max Enrollment: 18; Prerequisites: Two admission units in Spanish, SPAN 101-SPAN 102 or placement by the department.; Instructor: Hagimoto, Selimovic, Staff; Typical Periods Offered: Summer; Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: SPAN202  Title: Intermediate Spanish

Intensive review of all language skills and introduction to the art, literature, and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Three periods.

Units: 1; Max Enrollment: 20; Prerequisites: SPAN 201; Instructor: Ramos, Staff; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Summer; Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: SPAN241  Title: Introduction to Hispanic Studies

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.

Topics for Fall 2019:

Sections 1 & 2: Repression, Revolution and the Arts; Instructor: Renjilian-Burgy
In this course, short selections in prose and poetry manifest popular revolutionary responses to repressive
governments throughout the ages, in Hispanic nations. We will examine issues of race and ethnicity, gender, and
socio-political/ economic conditions that have resulted in social change. Cinematographic, musical and artistic
creations complement and corroborate themes of dictatorial governments, military violence, religious self-
grighteousness, and families fragmented by civil war.

We will study evolving national identities in Argentina, Chile, Cuba, El Salvador, Mexico and Spain. Particular
focus will highlight deleterious discrimination towards Indigenous peoples.

In addition to written responses, exams and daily participation in class discussions, students will engage in
collaborative projects.

Section 3: Fantasy and Reality in Literature, Art, and Multimedia; Instructor: Guzauskyte

This course explores the intersections between fantasy and reality in literary texts, the arts, and multimedia
from various Spanish-speaking countries (Peru, Ecuador, Mexico, Uruguay, Colombia, Argentina, and Spain).
Texts and materials to be studied range from pre-Hispanic indigenous myth and art to works from colonial and
contemporary periods. We will study how societies and individual authors have explored fantasy in its various
forms including myth, fable, magic, superstition, miracle, hallucination, magic realism, and the fantastic.
Course materials will include readings, works of art, film, and music. Focus on class discussions and student
writing assignments, both critical and creative.

Topics for Spring 2020:

Section 1: Repression, Revolution and the Arts; Instructor: Renjilian-Burgy

In this course, short selections in prose and poetry manifest popular revolutionary responses to repressive
governments throughout the ages, in Hispanic nations. We will examine issues of race and ethnicity, gender, and
socio-political/ economic conditions that have resulted in social change. Cinematographic, musical and artistic
creations complement and corroborate themes of dictatorial governments, military violence, religious self-
grighteousness, and families fragmented by civil war.

We will study evolving national identities in Argentina, Chile, Cuba, El Salvador, Mexico and Spain. Particular
focus will highlight deleterious discrimination towards Indigenous peoples.

In addition to written responses, exams and daily participation in class discussions, students will engage in
collaborative projects.

Section 2: Society and Power; Instructor: Hall

Close readings of brief works of fiction and essays that explore various forms of social injustice. The authors,
from six different countries and eras, from the XVII century until today, employ humor, satire, allegory,
melodrama, magical realism, moral denunciation and first-person reporting to tell the stories of young
protagonists who face religious intolerance, the legacy of colonialism, racism, dictatorship, genocide and legal
barriers as they aim to improve their own lives and those of others. Visits to Special Collections in Clapp
Library and to the Davis Museum. Films and video clips. All class discussions and short writing assignments in
Spanish.

Section 3: Introduction to Literary and Critical Analysis; Instructor: Ramos

An introduction to the analysis and the interpretation of the main genres of literature and non-fiction writing. In
the class we will read and analyze selected works from a diversity of genres that represent the variety and
complexity of Latino/Hispanic culture across time and space. Through presentations, translations, creative
writing exercises, short essays, and class discussions, the class aims to increase the confidence of students
when engaging with literature in Spanish.

Units: 1; Max Enrollment: 18; Prerequisites: SPAN 201, SPAN 202, SPAN 242, or placement by the
department.; Instructor: Guzauskyte, Hall, Ramos, Renjilian-Burgy; Distribution Requirements: LL - Language
and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: SPAN243 Title: Spanish for Heritage Learners: Learning Language through Culture

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 others. 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.
### Course ID: SPAN245 Title: Maps and Minds: Inventing the Americas Through Geographic Imagination

This course explores the mapping of the Americas from the pre-Columbian times until today through the study of the making of maps, both visual and conceptual, as well as of mapping space in literary works. Students will be introduced to the fundamentals of the history of cartography and the notion of mapping in literature. Visual materials will range from maps drawn on sand, trees, cloth, and pottery from pre-Columbian societies, such as the Inca, the Aztec, and the Nazca; medieval, Renaissance, and contemporary maps and map art; and the most recent examples of mapping in scientifically "accurate" maps and Latin American city subway maps. We will read works by Christopher Columbus, Jorge Luis Borges, and Belén Goepgui, and view The Motorcycle Diaries.

### Course ID: SPAN246 Title: Spanish Through the Lens of Theatre

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.

### Course ID: SPAN250 Title: Research or Individual Study

A study of selected works, creators and historical events that shaped Spain's multiethnic and linguistically diverse identity from the 10th to the 17th centuries. Authors and topics explored in this class include El Cantar de Mío Cid, Alfonso X el Sabio and the Spain of the "three cultures", the poetry of Hebrew and Arabic Spain, the Reconquista, and the writing of American Chronicles, as well as some examples of the work of Garcilaso de la Vega, Fray Luis de León, Santa Teresa, San Juan de la Cruz, Cervantes, Lope de Vega, and Calderón de la Barca.

### Course ID: SPAN253 Title: The Latin American Short Story

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, Clarice Lispector, Julio Cortázar, Juan Rufio, Carlos Fuentes, and Gabriel García Márquez, among others. Special 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.

### Course ID: SPAN254 Title: Alienation and Desire in the City: Spanish Literature Since 1936
A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. The readings will include more recent explorations of the Spanish Civil War in literature, cinema and politics. Authors include Mercè Rodoreda, Carmen Laforet, Manuel Rivas, Alberto Méndez, Adelaida García Morales, and Víctor Eríce.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Ramos; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN255 Title: Chicano Literature: From the Chronicles to the Present

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and 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.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Renjilian-Burgy; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN256 Title: Culture and Conflict in Nineteenth-Century Spain

An exploration of nineteenth-century Spanish cultural production in correlation with the main struggles of the nation at the time. Works by Bécquer, Clarín, Goya, Jovellanos, Larra, Pardo Bazán, Pérez Galdós, and Unamuno, among others, are studied in their changing and sometimes turbulent aesthetic, social, and historical contexts. Some of the topics explored in this class include the tensions between tradition and reform, the Romantic versus Realist approach in art, how art confronted the frequent wars in the period, the role of the church in society, or the loss of empire and its effect on the intellectual life of the country.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Ramos; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN257 Title: The Word and the Song: Contemporary Latin American Poetry

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.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Agosin; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: SPAN258 Title: Barcelona and the Spirit of Modernity: Art, History, and Culture (1859 to the present)

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 more recently, independence. 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. Local reactions to the massive arrival of global tourists in recent years, as well as the current social and political tensions around the independence movement will also be explored. In Spain.

Units: 0.5; Max Enrollment: 20; Prerequisites: One course above SPAN 241/SPAN 242. Application required.; Instructor: Ramos; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter; Notes: This Wintersession trip course is not offered every year. Subject to Provost's Office approval.;

Course ID: SPAN262 Title: Passion and the Lyric: An Introduction to Spanish Poetry

An introductory overview of poetry written in Spain, focusing on how sentiment is expressed in language from the 15th to the 20th centuries. Traditional forms such as the copla, romance/ballad, the sonnet, and others evolve over time within the Iberian Peninsula. An ongoing theme will be the description and communication of desire and the enactment of gender. Together with anonymous traditional lyric from the Middle Ages and Renaissance, individual poets include Garcilaso de la Vega, Santa Teresa de Ávila, Francisco de Quevedo, Federico García Lorca, Concha Méndez, Luis Cernuda, Gloria Fuertes and Ana Merino.
Course ID: SPAN263  Title: Women's Art and Activism in Latin America

Since the early 1970s, women in Latin America have been at the forefront of social justice initiatives and have held important leadership positions. Artistic expression has both informed and driven much of this activist engagement. Literature, film, textile arts, and painting are only a few dimensions of this dual agenda of artistic expression and insuring human rights. The course will examine key movements in Latin America—from the rejection of dictatorial regimes to a call for greater indigenous rights-paying particular attention to the role of women, both as individuals and as a group, in these movements.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Vega; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN265  Title: Latin American Cinema

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.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Agosin; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SPAN266  Title: Private Feelings, Public Lives: An Introduction to Early Modern Iberian Literatures and Cultures

How did authors find new ways to think about the self in the Iberian Peninsula? How do their lives and works relate to the transformation of Spanish and Portuguese into global languages? This course constitutes an introduction to the literary and cultural production of Spain and Portugal from 1492 to 1681. We will discuss why the works of this period are considered “classics” and have an enduring impact in the Hispanic world. Analysis of key texts will be accompanied by samples of painting and music. Topics include: the importance of concepts such as love and honor in the private and public spheres, the role of ethnic identities and political processes in the representation of the Iberian modern subject, women writers, and self-representation through writing.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or permission of the instructor.; Instructor: Arraiza Rivera; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN267  Title: The Writer and Human Rights in Latin America

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the 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.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Agosin; Distribution Requirements: REP - Religion, Ethics, and Moral Philosophy; LL - Language and Literature; Semesters Offered this Academic Year: Not Offered; Notes: Not open to students who have taken SPAN 261.;

Course ID: SPAN268  Title: Contemporary Spanish Cinema

A survey of Spanish cinema. Themes of history and society as depicted by major directors since the Spanish Civil War of 1936. We will analyze films of important directors such as Pedro Almodóvar, Luis García Berlanga, Víctor Erice, Bigas Luna, Pilar Miró, and Itziar Bollaín.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Selimovic; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;
Course ID: SPAN269  Title: Caribbean Literature and Culture

An introduction to the major literary, historical, and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, and Puerto Rico. We will discuss such topics as slavery, independence, romanticism, feminism, dictatorship, and immigration. Authors will include Juan Francisco Manzano, José Martí, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, Luis Palés Matos, Mayra Santos Febres and Junot Díaz.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Hagimoto, Renjilian-Burgy; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN271  Title: Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature

A close reading of selected texts that illustrate the intersection of African, Spanish, and indigenous oral and literary traditions. Readings include autobiographies, novels, and poetry. Authors to be studied may include Inca Garcilaso de la Vega, Rigoberta Menchú, Esteban Montejo, Luis Palés Matos, Nicolás Guillén, and Nancy Morejón. Topics include the emergence of non-elite voices, the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation-state, and the uses of contemporary race and gender theory in literary analysis.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Guzauskyte; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN272  Title: Iberian Cultures

An examination of Spain's multicultural civilization and history, from the pre-Roman invasions to contemporary life and culture. Literary, historical, artistic, and anthropological readings will inform our understanding of recurrent themes in the construction and questioning of Spanish national identity and culture: Spain as a nexus of Christian, Jewish, and Islamic thought; centripetal vs. centrifugal forces; religion and class; long-term economic and cultural consequences of global empire; dictatorship and democracy. Attention will be paid to Portugal and to the diversity of languages and cultures of the Iberian Peninsula.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Ramos; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SPAN274  Title: Captives, Clerics, and Corsairs: Cervantes in Africa

Returning to Spain after military service in 1575, Miguel de Cervantes, author of Don Quixote, was captured by Barbary pirates and held in Algiers for five years. The resulting encounter with the multilingual, multicultural, and multifaith territories of North Africa-the theatre of two warring empires, the Ottoman and the Spanish-provided both challenge and opportunity for the writer. Against the backdrop of the Maghrib, this course will examine Cervantes' portrayals of the captives, clerics, corsairs, and émigrés that populated this fascinating frontier world. Cervantine texts in several genres-as well as cultural artifacts-will inform our inquiry into the mind and manner of this soldier/eyewitness turned writer, as we examine the religious, political, ethnic, and economic issues of Cervantes' Age.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Staff; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN279  Title: Female Fashion in Colonial Latin America

In this interdisciplinary course, students will acquire a deep understanding of the colonial Latin American period, while learning to identify and interpret textiles, clothing items, and fashion movements. Focus on female garb in the 17th and 18th centuries Peru, Ecuador, Bolivia, and Mexico. Topics will include dress as a form of language, representation, and performance; morality, and sexuality; dress and politics. Materials will include primary and secondary sources; illustrations of clothing in printed and manuscript texts; textiles and clothing in museums, Special Collections, and digital collections; films and webcasts; and representations of clothing in various art forms and digital sources. Students will undertake a digital humanities project. Museum and Wellesley College Special Collections.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241, or placement by the department.; Instructor: Evelina Guzauskyte; Distribution Requirements: LL - Language and Literature; Semesters Offered this Academic Year: Fall;
Course ID: SPAN291  Title: Goddesses, Muses, Warriors: Women in Pre-Hispanic and Colonial Latin America

The course focuses on women’s literary expression and the roles women played in the societies of pre-Hispanic and colonial Latin America, ranging from serving as concubines and slaves to being recognized as key figures of leadership and prominent literary voices. The course will integrate writing by women with the ways in which women are depicted in visual and material culture, historical sources, and film. Authors to be studied may include Anacaona, la Malinche, Sor Juana Inés de la Cruz, Gertrudis Gomez de Avellaneda, among others. In Spanish.

Units: 1; Max Enrollment: 16; Prerequisites: Open to students who have completed SPAN 241 or SPAN 242 or equivalent (AP 5) or by permission of the instructor.; Instructor: Guzauskyte; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN299  Title: Affect and Emotions in Latin American Literature and Film

This course focuses on the tensions between affect and emotions in contemporary Latin American films and literary texts as terrains of sociopolitical and cultural critique. Focus on the works of Quiroga, Borges, Cortázar, Enríquez, Zambrano, Bizzio, Valenzuela, Eltit, Valdés, Jodorowsky, Puenzo, Martel, Llosa, and Markovitch.

Units: 1; Max Enrollment: 14; Prerequisites: SPAN 241/SPAN 242 and/or instructor's permission.; Instructor: Inela Selimovic; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: SPAN301  Title: Seminar: New Argentine Cinema

This course examines key independent films that constitute the New Argentine Cinema (NAC). The aim of the course is to understand several core NAC films through the use of scholarly articles, literary and film theory, and the historical, social and political contexts in which the films emerged. Topics include: collective memory, urban youth cultures, indigenity, and issues related to economic instability in post-dictatorial Argentine society. Films by Alonso, Caetano, Carri, Martel, Rejtman, Stagnaro, and Trapero.

Units: 1; Max Enrollment: 15; Prerequisites: Open to junior and senior majors or by permission of the instructor.; Instructor: Selimovic; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: SPAN302  Title: Cervantes

A close reading of the Quixote with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, and history versus fiction.

Units: 1; Max Enrollment: 16; Prerequisites: Open to senior and junior majors or by permission of the instructor.; Instructor: Arraiza Rivera; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: SPAN303  Title: Seminar: Argentine Women Filmmakers

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 filmic 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.

Units: 1; Max Enrollment: 14; Prerequisites: Open to junior and senior majors or by permission of the instructor.; Instructor: Selimovic; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: SPAN305  Title: Seminar: Hispanic Literature of the United States

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial, and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrá, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Pedro Juan Soto, Miguel Algarín, and Edward Rivera.

Units: 1; Max Enrollment: 14; Prerequisites: Open to senior and junior majors or by permission of the instructor.; Instructor: Renjilian-Burgy; Distribution Requirements: LL - Language and Literature; Typical
Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Spring;

Course ID: SPAN307 Title: Seminar: The Clothed and the Naked in Colonial Latin America

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, Itxililochoitl, Cabeza de Vaca, Catalina de Erauso). We will analyze how clothing and nakedness were used to symbolize changing power relationships between various protagonists: indigenous/white, female/male, and colonized/colonizer. Topics will include: notions of dress in distinct cosmological systems, clothing and gender in early colonial chronicles, clothing and its absence in the construction of the individual, and collective notions of the Self and the Other.

Units: 1; Max Enrollment: 14; Prerequisites: Open to senior and junior majors or by permission of the instructor.; Instructor: Guzauskyte; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN308 Title: Masculinities in Medieval and Golden Age Spanish Literature

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 battling 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.

Units: 1; Max Enrollment: 14; Prerequisites: SPAN 241 or higher, or by permission of instructor.; Instructor: Vega; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN309 Title: Seminar: Between Paradise and Prison: Cuban Literature and Culture in Transition

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 meanings of these two symbols through various modes of cultural expression, including prose, poetry, art, music, and film. We will discuss such topics as colonialism, slavery, the independence movement, the Cuban Revolution, socialism, race and gender, immigration, and the changing relationship between Cuba and the United States. Readings may include texts by Juan Francisco Manzano, José Martí, Cristina García, Fidel Castro, Ernesto “Che” Guevara, José Lezama Lima, Reinaldo Arenas, Yoani Sanchéz, and Sonia Rivera-Valdès.

Units: 1; Max Enrollment: 14; Prerequisites: Open to senior and junior majors or by permission of the instructor.; Instructor: Hagimoto; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SPAN310 Title: Seminar. Spain's Foreign Affairs: Domestic and European Otherness in Early Modern Spanish Literature

This course explores how early modern Spanish literature and other forms of cultural production (such as music, paintings and engravings), depict peoples and places perceived as foreign or other in relation to Spain's political dimension as a world power in sixteenth and seventeenth century Europe. Places like Italy and England or social groups such as Spain's moriscos appear in Golden Age literature in complex, often surprising ways. We will analyze the historical and cultural processes that inform such representations and also read how is Spain, and its dwellers, represented in contrast to people viewed as culturally and ethnically different in major works. Novels by Cervantes and Maria Zayas, plays by Calderón de la Barca, and poetry by Garcilaso and Camões will be discussed.

Units: 1; Max Enrollment: 14; Prerequisites: Open to senior and junior majors or by permission of the instructor.; Instructor: Arraiza Rivera; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN315 Title: Seminar: Luis Buñuel and the Search for Freedom and Morality

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a 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).
Federico García Lorca (1898-1936) embodies Spanish Modernity. While his innovative poetry and drama established him as a crucial figure in the twentieth-century Spanish cultural landscape, his brutal murder by Fascist supporters during the Civil War made of him a symbol of 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 Fascist supporters during the Civil War made of 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
An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous, and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and noncanonical works by Gabriela Mistral, Remedios Varo, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli, and Victoria Ocampo.

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 daybreak, and by illuminating the conflict 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.

From 1971 to 2003, Chile, one of South America's longest democracies, has experienced traumatic cultural, political, and social change. From the election of Salvador Allende (1971—1973) through the Pinochet dictatorship, during these turbulent times an unprecedented cultural life was manifested in literature, theatre, and the visual arts. In this seminar, we will explore the cultural changes experienced in Chile during three decades, the ways in which writers understood the complex web of creativity, as well as the specter of censorship. We will analyze how historical figures were revived through writers such as Gabriela Mistral, Rosamel del Valle, Pablo Neruda, and Salvador Allende. Narratives, journalistic essays, and theatrical and visual productions will be examined vis-à-vis the social and political history in which the topics were created.

Connections between two geographically remote areas (Asia and Latin America) that would seem to have little in common will be studied. By analyzing prose, poetry, art, and music, we will examine diverse Asian influences in Latin American literature and culture from the nineteenth century to the present. We will explore how various images of the "exotic" Orient are represented in Latin America during the periods of "modernismo" and "vanguardia." We will also examine contemporary Asian-Latin American writers and artists with an emphasis on the multicultural experience of immigration and assimilation. Authors may include Edward Said, José Martí, José Rizal, Rubén Darío, José Juan Tablada, Enrique Gómez Carrillo, Octavio Paz, Jorge Luis Borges, Cristina García, Anna Kazumi Stahl, José Watanabe, Siu Kam Wen, and Seiichi Higashide.

The Calderwood Seminar in Spanish prepares a Hispanist to articulate the unity and diversity of Hispanic cultures. Together with encouraging a reflective synthesis of the Spanish major itself, the seminar will hone public writing and speaking skills. Students will analyze traditional unifying concepts of identity including
Hispanic," "Hispanicity," "Latino," and "La Raza," and the ideologies that underlie these terms. Participants will probe into how differences in race, ethnicity, geography, class, sexuality, religion, politics, and language do or do not favor pan-national identities.

Units: 1; Max Enrollment: 14; Prerequisites: Open to Junior or senior majors who have studied in a Spanish-speaking country (including experiential learning projects) or by permission of the instructor.; Instructor: Vega; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Every other year; Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: SPAN350  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: SPAN350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: SPAN360  Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: SPAN370  Title: Senior Thesis

Units: 1; Max Enrollment: 25; Prerequisites: SPAN 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
Studio Art

Studio Art investigation is 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 in today's world. The Studio Art Program is committed to providing students with a unique set of skills to question, navigate, and shape the increasingly mediated and complex visual and physical environments around us. A critical awareness of visual culture, a breadth of knowledge of art in its historical and global contexts, and direct experience with a range of contemporary studio practices, enable students to draw unexpected connections between images, ideas, and disciplines. The Department's close relationship to the Davis Museum is critical to our goals, as are field trips and interactions with visiting artists.

Within the Department of Art, students may choose to major in Studio Art or Art History, or construct a double major combining these complementary fields. Students may also apply Studio Art courses towards a major in one of our interdepartmental programs of study: Architecture, Media Arts and Sciences, or the production track of the Cinema and Media Studies major.

Those majoring or minoring in the Studio Art Program develop:

- Enhanced visual literacy and creative responsiveness
- A more critical awareness of visual culture
- A sophisticated understanding of art, its history, and the cultural conditions that shape an artist's decisions
- An understanding of the breadth and context of contemporary art in its global practices
- A well-considered, original body of studio work for exhibition and advanced study

Studio Art Major

Learning to see more clearly and integrate disparate ideas, processes, and types of information is at the core of studio investigation in a liberal arts setting.

Learning goals and expectations:

- Develop strong, analytical observational skills to examine our visual, material, and cultural environment.
- Relate ideas, processes, materials, and histories in order to create new and unexpected connections.
- Sustain in-depth investigation in range of artistic media to acquire technical proficiency, and develop a personal material language.
- Understand the logic of materials and processes.
- Develop an exploratory studio methodology; identify problems through practice, develop methodologies to research and produce new work.
- Locate creative practice within the larger historical and cultural discussions.
- Develop a clear, critical language to present work verbally, visually, and in writing.
- Engage in critical discourse and extend it to the everyday.

Prospective Studio Art majors and minors should complete all 100-level art requirements (including ARTH 100 or CAMS 101) 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 projects culminating in a major gallery exhibition in their senior year.

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

- ARTH 100 or CAMS 101. Advanced Placement or transfer credit will not be accepted in fulfillment of this requirement.
- ARTS 105 (Drawing I)
- Any two of the following: ARTS 106, ARTS 108/CAMS 138, ARTS 109, ARTS 110, ARTS 111, ARTS 112, ARTS 113, ARTS 115/WRIT 115, ARTS 165
- An Art History course addressing twentieth-century or contemporary art.
- At least six 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.
- The capstone seminar, ARTS 317-ARTS 318, is strongly recommended for senior majors and minors but not required for those graduating in 2019-20.

Students graduating in 2021 and beyond are required to complete ARTS 317-ARTS 318 to fulfill the Studio Art major. ARTS 317-318 is a yearlong capstone overlay offered as a half-credit seminar in the fall and spring semester, leading up to a senior exhibition. Students considering majors 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 orals 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 CAMS 101), two studio courses at the 100 level (one of which must be ARTS 105), plus four additional units in Studio Art, one of which is at the 300 level (ARTS 250s and ARTS 350s excluded). It is strongly recommended, but not required, that students take at least one semester of the ARTS 317-318 seminar during their senior year.
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 CAMS 101), two studio courses at the 100 level (one of which must be ARTS 105), plus four additional units in Studio Art, one of which is at the 300 level (ARTS 250s and ARTS 350s excluded). It is strongly recommended, but not required, that students take at least one semester of the ARTS 317-318 seminar during their senior year.

ARTS Courses

Course ID: ARTS105  Title: Drawing I

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, weekly homework assignments, and group critiques address a range of subjects including the human figure. Aimed at firstyear and sophomores and those considering majors in Studio Art, Art History, Media Arts and Sciences, or Architecture.

Units: 1; Max Enrollment: 18; Prerequisites: None. Open to First years, Sophomores, and Juniors. Seniors only by permission of the instructor and should add themselves to the waitlist.; Instructor: Rivera (Spring), TBA (Fall, Spring); Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Required for majors and minors in Studio Art as well as majors in Architecture.;

Course ID: ARTS108/CAMS138  Title: Photography I

Photo I is a foundational studio course exploring key methods and concepts in photography. Technical skills will be addressed through camera work, lighting, and traditional darkroom practices. Studio assignments, readings, discussions, lectures, gallery visits, and critiques will help students build the conceptual, aesthetic, and critical skills essential to understanding photography's broader role in contemporary art, history, and society. Aimed for first year and sophomore students, and those pursuing majors in Studio Art, MAS, or CAMS.

Units: 1; Max Enrollment: 14; Crosslisted Courses: CAMS138; Prerequisites: None. Open to Firstyears and Sophomores. Juniors and Seniors by permission of the instructor and should add themselves to the waitlist.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Meets Production requirement for CAMS major.;

Course ID: ARTS109  Title: Two-Dimensional Design

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

Units: 1; Max Enrollment: 18; Prerequisites: None. Open to First years, Sophomores, and Juniors. Seniors only by permission of the instructor and should add themselves to the waitlist.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: ARTS110  Title: 4D Design Intro to New Media

This introductory, time-based media production course explores motion graphics, performance art, social practice, installation, Internet art, game design, animation, and the expanding digital domain of 'new media.' The focus will be on experimental, artistic practice using various methods of animation, video, and motion
graphics. Studio projects will utilize Photoshop, Final Cut, Maya, Animate, and other imaging and audio programs. Aimed for first and second-year students.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first and second-year students, others must have permission of instructor.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTS111  Title: Color Theory

This introductory course focuses on the topic of color through observation, experimentation, readings, discussion, and studio projects in various media. Theories of color and its innumerable applications will be considered from various perspectives including science, philosophy, cultural and social studies, history, and perception. Students will learn to analyze the role of color in their work, leading to more effective and expressive work at the upper levels.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to First years, Sophomores, and Juniors. Seniors only by permission of the instructor and should add themselves to the waitlist.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTS112  Title: Introduction to Book Studies

This new studio course addresses the theoretical and practical aspects of the manufacture, publication, distribution, and survival of the book. Studio projects explore themes such as the evolution of the book form, the sequencing of image and text, and the relationship between form and content. Class sessions in the Papermaking Studio and Special Collections will augment intensive studio work in Clapp Library's Book Arts Lab. Readings, field trips, and studio projects culminate in a book-based studio research project. The knowledge base and skills acquired in this course can be applied to advanced coursework in a variety of disciplines.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open to First years, Sophomores, and Juniors. Seniors only by permission of the instructor and should add themselves to the waitlist.; Instructor: Ruffin; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ARTS113  Title: Three-Dimensional Design

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.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to First years, Sophomores, and Juniors. Seniors only by permission of the instructor and should add themselves to the waitlist.; Instructor: Mowbray (Fall); Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: ARTS165/CAMS135  Title: Introduction to the Moving Image

This introductory course explores video as an art form. Organized around a series of assignments designed to survey a range of production strategies, the course is 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. Weekly readings, screenings, discussions and critique, explore contemporary issues in video and help students develop individual aesthetic and critical skills. Practical knowledge is integrated through lighting, video/sound production and editing workshops.

Units: 1; Max Enrollment: 14; Crosslisted Courses: CAMS135; Prerequisites: Open to First years and Sophomores. Juniors and Seniors by permission of instructor.; Instructor: Joskowicz; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: Meets the Production requirement for CAMS majors. Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: ARTS207  Title: Sculpture I

This intermediate level studio course addresses a range of sculptural approaches by way of various materials, including clay, wood, metal, plaster, and cardboard. Each of these materials will be used to explore a specific technique or sculptural method such as carving, modeling, or fabrication. By the end of the semester, emphasis shifts towards the completion of more independent projects and conceptual questions regarding the tangible impact of materials, functions, and histories on sculptural artworks.
Course ID: ARTS208/CAMS238  Title: Photography II: The Digital/Analog Rift

Building on the foundation of Photo I, this intermediate course aims to strengthen students' conceptual photographic acumen while introducing advanced studio and location lighting, digital retouching, inkjet printing, and basic multimedia production. Assignments address contemporary and historic theories of photography as contemporary art and the aesthetic and cultural implications of the ubiquity of digital photography. Emphasis is on developing project-based photography through cultivating research, planning, conceptual, and production skills.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS238; Prerequisites: ARTS 108/CAMS 138, or ARTS 221, or permission of the instructor required.; Instructor: Van Beckum; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Strongly recommended for Architecture majors before enrolling in the architectural design sequence at MIT.

Course ID: ARTS216  Title: Spatial Investigations

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

Units: 1; Max Enrollment: 16; Prerequisites: ARTS 105 or ARTS 113.; Instructor: Mowbray; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offering this Academic Year: Spring; Notes: Strongly recommended for Architecture majors before enrolling in the architectural design sequence at MIT.

Course ID: ARTS217  Title: Life Drawing

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 in new media.

Units: 1; Max Enrollment: 16; Prerequisites: ARTS 105; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: May be repeated for degree credit.;

Course ID: ARTS218  Title: Painting I

An intermediate studio course centered on the fundamental issues of painting, emphasizing color, composition, and paint manipulation through direct observation and response. Studio assignments, presentations, discussions and critiques help students gain technical skills, visual sophistication, and critical awareness of the medium. Students paint from a variety of subjects, including the self-portrait, nude model, and still life. May be repeated for degree credit.

Units: 1; Max Enrollment: 16; Prerequisites: ARTS 105 or ARTS 109 or permission of the instructor required.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: This course can be taken more than once for credit.;

Course ID: ARTS219  Title: Print Methods: Lithography/Screenprint

This intermediate level studio course centers on planographic methods of making prints by hand, from stone lithography to screen printing. Students develop critical awareness and creative flexibility working with the image multiplied. Projects incorporate image/text juxtapositions, color layering, patterning, photo-digital processing, and vector graphics. Field trips, readings, and collaborative exchanges complement the individual studio assignments. Recommended for students interested in design, architecture, media arts, and book studies.

Units: 1; Max Enrollment: 14; Prerequisites: One of the following - ARTS 105, ARTS 106, ARTS 108, ARTS 109 or permission of the instructor required.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music,
Course ID: ARTS220  Title: Print Methods: Intaglio/Relief

A studio exploration of intaglio and relief printing methods, including copperplate etching, collagraph, and woodcut. Students develop visual and graphic flexibility through hands-on projects considering image sequences, pattern, text, and multiples. Several projects address color and typography and/or incorporate 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.

Units: 1; Max Enrollment: 12; Prerequisites: One of the following - ARTS 105, ARTS 108, ARTS 109, ARTS 112, ARTS 115 - or permission of the instructor required.; Instructor: McGibbon; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Not Offered; Notes: ARTS 219, ARTS 220, ARTS 222 and ARTS 223 are complementary graphic arts courses and may be elected in any order.

Course ID: ARTS221/CAMS239  Title: Digital Imaging

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS239; Prerequisites: Any 100-level ARTS course.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall;

Course ID: ARTS222  Title: Print Methods: Typography/Book Arts

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

Units: 1; Max Enrollment: 12; Prerequisites: One of the following - ARTS 105, ARTS 108, ARTS 109, ARTS 112, ARTS 115 - or permission of the instructor required.; Instructor: Ruffin; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: ARTS223  Title: Alternative Print Methods: The Graphic Impulse

This intermediate studio course explores new hybrid approaches to graphic production, integrating traditional and new print technologies in experimental ways. Students develop greater visual and conceptual range in the Dactyl Press studios while developing iterative projects involving color, text-based art, and alternative distribution/display formats such as zines and site-based installations. Some projects explore photo-digital print processes, laser-cutting, and vector graphics. Readings, discussions, critiques, demonstrations, and collaborative exchanges consider the ongoing impact of media culture. Especially recommended for students interested in design, architecture, media arts, and book studies.

Units: 1; Max Enrollment: 12; Prerequisites: One of the following - ARTS 105, ARTS 108/CAMS 138, ARTS 109/CAMS 139, ARTS 112, or permission of the instructor required.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall; Notes: ARTS 219, ARTS 220, ARTS 222 and ARTS 223 are complementary courses that may be elected in any order.;

Course ID: ARTS250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: ARTS255/CAMS255  Title: Dynamic Interface Design

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.
Course ID: ARTS260/CAMS230  Title: Moving Image Studio

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS255; Prerequisites: ARTS 108 /CAMS 138, ARTS 109 and CS 110 or CS 111.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: ARTS265/CAMS235  Title: Intermediate Video: Experimental Production

An intermediate level studio that guides students through different approaches to experimental video production while challenging linear narrative and documentary conventions. Students experiment with non-narrative approaches to content, structure, and technique. 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. This course explores the independent media and video fields as students develop independent video projects and articulate their artistic process through a series of presentations and critiques.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS230; Prerequisites: ARTS 108/CAMS 138, ARTS 165/CAMS 135, or ARTS 221/CAMS 239.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall; Notes: Normally offered in alternate years.;

Course ID: ARTS307  Title: Advanced Sculptural Practices

An exploration of sculptural concepts utilizing a variety of materials and methods. This course will integrate the constructed and tangible, with process and practice, culminating in the development of independent projects. Emphasis will be placed on conceptual considerations, such as audience, context/location, materials, functionality, and histories.

Units: 1; Max Enrollment: 14; Prerequisites: At least one 200 level ARTS course completed at Wellesley.; Instructor: Mowbray; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ARTS308/CAMS338  Title: Photography III

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 in response to each student's work. Continued emphasis is placed on research into the content and context of the photographic image in contemporary practice through visiting artist events as well as gallery, museum, and studio visits.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS338; Prerequisites: ARTS 108/CAMS 138, and either ARTS 208/CAMS 238 or ARTS 221/CAMS 239, or permission of the instructor required.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Not offered in 2019-20.;

Course ID: ARTS313/CAMS313  Title: Virtual Form

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS313; Prerequisites: Any 100-level ARTS course. Strong computer familiarity needed.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Every other year; Semesters Offered this Academic Year: Spring; Notes: Normally offered in alternate years.;

Course ID: ARTS314  Title: Advanced Drawing
An intensive studio course for juniors and seniors, considering the visual, conceptual, and spatial issues driving contemporary drawing practices and assumptions. 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 and technical methods as well as the intersection of drawing and sound. In-depth studio critiques, field trips, and interaction with visiting artists and musicians augment the projects. Following a period of intense studio exploration and dialogue, each student develops and hones an independent, cohesive body of work.

Units: 1; Max Enrollment: 15; Prerequisites: ARTS 105 and at least one 200-level studio course in two-dimensional media.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: ARTS 314 may be repeated, ordinarily for a maximum of two semesters.;

Course ID: ARTS315  Title: Advanced Painting

A project-based course that examines in depth the history and the processes of painting. This studio provides an opportunity for advanced students to share their painting practice and benefit from intensive and well-informed critical dialogue. The group interacts in a seminar fashion, in which topics and problems are presented and students are asked to develop independent projects examining them. Students explore painting as object, painting in space, site specificity, and consider the impact of digital technologies on image making. Each student will continue to explore elements pertaining to the construction of painting while developing an independent vocabulary and a substantial, cohesive body of work.

Units: 1; Max Enrollment: 16; Prerequisites: ARTS 218 or permission of the instructor required.; Instructor: TBA; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: ARTS317  Title: Advanced Independent Senior Projects

Part I of a year-long seminar supporting advanced studio students, divided into one half-credit course offered during the Fall semester and one half-credit in the Spring. This methodology-based course functions as an overlay to advanced studio projects underway in the context of 300 level studio classes and thesis projects. Students enrolled in the course will have access to independent workspace for the year and benefit from sustained dialogue and studio critiques with a range of faculty and visiting artists, including those hosted through the Frank Williams Visiting Artist Lecture Series. This course is mandatory for all Studio Art majors and strongly recommended for Studio Art minors and related visual arts majors.

Units: 0.5; Max Enrollment: 20; Prerequisites: 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.; Instructor: Rivera; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: 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.;

Course ID: ARTS318  Title: Advanced Independent Senior Projects

Part II of a year-long seminar supporting advanced students, divided into one half-credit offered during the fall semester and one half-credit course in the spring leading towards the senior exhibition in May. This methodology-based course functions as an overlay to advanced projects underway in the context of advanced studio classes or thesis projects. Students enrolled in the course will have access to independent workspace and benefit from sustained dialogue and studio critiques with a range of faculty and visiting artists, including those hosted through the Frank Williams Visiting Artists Lecture Series. This course is mandatory for all Studio Art majors and strongly recommended for Studio Art minors and related visual arts majors.

Units: 0.5; Max Enrollment: 18; Prerequisites: ARTS 317; Instructor: Rivera; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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.;

Course ID: ARTS321/CAMS321  Title: Advanced New Media

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: CAMS321; Prerequisites: Two 200-level courses in ARTS, CAMS, or MAS.; Instructor: Olsen; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: ARTS 321/CAMS 321 may be repeated, ordinarily for a maximum of two semesters.;
Course ID: ARTS322  Title: Advanced Print Concepts

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.

Units: 1; Max Enrollment: 12; Prerequisites: One of the following - ARTS 219, ARTS 220, ARTS 221/CAMS 239, ARTS 222, or by permission of the instructor.; Instructor: McGibbon; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: Normally alternates with ARTS 323 every third semester. This course can be taken more than once for credit. Not offered in 2019-20.;

Course ID: ARTS323  Title: Advanced Graphic Projects: Theories of Travel and the Print

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 interact with visiting artists who address theories of travel, while developing sustained, self-directed projects using the Dactyl Press facilities. Studio projects will be complemented by discussions, critiques, readings, and field trips.

Units: 1; Max Enrollment: 12; Prerequisites: One of the following - ARTS 219, ARTS 220, ARTS 221/CAMS 239, ARTS 222, or ARTS 223.; Instructor: McGibbon; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Normally alternates with ARTS 322 every third semester. Not Offered in 2019-20.;

Course ID: ARTS324  Title: The Space In-Between: Filling the Gap Between 2D and 3D

This advanced studio 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 these 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.

Units: 1; Max Enrollment: 18; Prerequisites: ARTS 105; Instructor: Mowbray; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered; Notes: Normally alternates with ARTS 307. Not Offered in 2019-20.;

Course ID: ARTS336/MUS336  Title: From Mark to Sound, From Sound to Mark: Music, Drawing, and Architecture

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.

Units: 1; Max Enrollment: 20; Crosslisted Courses: MUS336; Prerequisites: Any of ARTS 105, ARTS 109, ARTS 113, MUS 100, MUS 122, ARTH 100, or permission of the instructor.; Instructor: Johnson (Music) and Rivera (Art); Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: ARTS350  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ARTS350H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: ARTS360  Title: Senior Thesis Research
Course ID: ARTS365/CAMS335  Title: Advanced Video Production

This advanced-level class centers on the production and critique of individual film and video work, along with an ongoing schedule of screenings, readings, and discussions that investigate various positions from artists and directors on the dynamics of space on screen. Our focus will be on the construction of cinematic space as a formal and conceptual component of storytelling. Using poetry, film, and literature as guides to navigating both constructed and conceptual landscapes, student projects will oscillate between portraiture and social documentary. Formally, this class explores advanced strategies of image and sound manipulation, both technical and conceptual. It covers pre-production planning (storyboards and scripting), refinement of digital editing techniques, visual effects, post-production, as well as audio and sonic components. Students will develop semester-long video/film projects and will articulate their artistic process through a series of presentations and critiques over the semester.

Units: 1; Max Enrollment: 12; Crosslisted Courses: CAMS335; Prerequisites: ARTS 165/CAMS 135 and CAMS 101 or permission of the instructor.; Instructor: Joskowicz; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: ARTS370  Title: Senior Thesis

Units: 1; Max Enrollment: 10; Prerequisites: ARTS 360 and permission of the department.; Instructor: Staff; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a studio faculty member, with assessments from the full studio art faculty. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.;
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 total toward the 32 units required for the Wellesley degree. (A student pursuing this program who takes a Babson accounting course may count only one additional Babson business course from this program toward the Wellesley degree.)

Admission to the Certificate Program
Students may declare their intention to pursue the certificate program any time after completing the introductory course; they must do so before enrolling in the synthesis course. Students with declared program participation will have preferential enrollment opportunities for the cross-campus electives. Upon declaring the intention to pursue the program, the student will be assigned a campus advisor; students may also contact the overall program director. Advising is a central part of ensuring a coherent structure to the certificate program, so students are encouraged to declare their intention to complete the program as soon as they can.

Record of Completion of the Certificate Program

The record of completion of the program will appear on the Wellesley transcript. The certificate does not count as a Wellesley minor, so courses taken for a Wellesley major or minor may also be counted toward the certificate program.

Courses for Credit Toward the Certificate Program and Additional Information

For more information about program admission and course of study, contact Jay Turner, the Certificate Program contact for Wellesley.

For detailed certificate program information, including the list of courses that count toward the certificate, please visit the Sustainability Certificate Program website:

http://bow3colleges.org/sustainability-certificate/

SUST Courses

Course ID: SUST201  Title: Introduction to Sustainability

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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to first year, sophomores and juniors without prerequisite. Open to seniors by permission of instructor.; Instructor: Staff (Wellesley), Staff (Olin), Staff (Babson); Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: SUST220  Title: Paradigms, Predictions, and Joules: A Historical and Scientific Approach to Energy and the Environment

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.

Units: 1; Max Enrollment: 9; Prerequisites: One 100-level science course or permission of the instructor.; Instructor: Brabander (Geoscience), Martello (Olin); Semesters Offered this Academic Year: Not Offered; Notes: Not open to students who have completed EXTD 220.;

Course ID: SUST301  Title: Sustainability Synthesis

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.

Units: 1; Max Enrollment: 15; Prerequisites: Declared participation in the certificate program, completion of SUST 201, and two out of three elective courses for the program.; Instructor: Staff; Typical Periods Offered:
Fall; Semesters Offered this Academic Year: Not Offered;
Theatre Studies

AN INTERDEPARTMENTAL MAJOR

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.

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. Either THST 104 or THST 215 are also required. Students entering prior to 2016 may consult the department website and a faculty advisor to determine the former 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.

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. Either THST 104 or THST 215 are also required. Students entering prior to 2016 may consult the department website and a faculty advisor to determine the former 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 ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 244</td>
<td>Classical Chinese Theater (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>CLCV 210</td>
<td>Greek Drama</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Shakespeare Part I: The Elizabethan Period</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 224</td>
<td>Shakespeare Part II: The Jacobean Period</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Advanced Studies in Shakespeare</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 246</td>
<td>Spanish Through the Lens of Theatre</td>
<td>1.0</td>
</tr>
</tbody>
</table>

THST Courses

Course ID: JPN251/THST251  Title: Japanese Literature from Myth to Manga (in English)

This course explores Japanese literature from the seventh to the nineteenth centuries—including myths, poetry, narrative romances, diaries, essays, military tales, Noh drama, haiku, puppet plays, kabuki, and ghost stories—then traces its modern afterlife to film, television, and manga. Students will develop a critical and historically grounded appreciation of Japan's rich and varied literary tradition by analyzing it in light of such topics as religious practice, aesthetic ideals, dreams, desire, subjectivity, Chinese influence, the supernatural, war, gender, and sexuality.

Units: 1; Max Enrollment: 30; Crosslisted Courses: JPN251; Prerequisites: None; Instructor: Goree; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: This course may be taken as either JPN 251/THST 251 or, with additional assignments, JPN 355/THST 355.;

Course ID: THST101  Title: Can We Have an Argument? Understanding, Employing, and Delivering Effective Rhetoric

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. 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.

Units: 1; Max Enrollment: 14; Prerequisites: None; Instructor: Arciniegas; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Summer; Notes: Summer Session enrollment is open to all students. Ann E. Maurer '51 Speaking Intensive Course.;

Course ID: THST101Y  Title: First-Year Seminar: Can We Have an Argument? Understanding, Employing, and Delivering Effective Rhetoric

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.

Units: 1; Max Enrollment: 20; Prerequisites: Open to first-years only.; Instructor: Arciniegas; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar;
Course ID: THST104  Title: "Real World" Experience On and Off Stage

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. For Spring 2020 details click HERE.

Units: 1; Max Enrollment: 12; Instructor: Lopez; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit;

Course ID: THST106  Title: Speaking Truth to Power

This course will introduce students to the art of developing personal narrative. From full speeches crafted for their presentations to the improv of saluting a wedding, birth or graduation, students gain the confidence to rise to the occasion as needed. Through guided writing exercises and exposure to the works of Nora Ephron, Billie Holiday, and others, students will listen, write and support each other weekly. Finally, while preparing for a final afternoon of speeches to be offered to the public at the end of the semester, students learn to speak for others, placing their words in context with authenticity and research.

Units: 1; Max Enrollment: 12; Prerequisites: None; Instructor: Roach; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/no credit;

Course ID: THST106Y  Title: First-Year Seminar: Speaking Truth to Power

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.

Units: 1; Max Enrollment: 0; Prerequisites: None. Open to first-year students only.; Instructor: Roach; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit;

Course ID: THST200  Title: That's What She Said: Trailblazing Women of American Comedy

This course invites students to take funny 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 eggs!) 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.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Rainer; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit;

Course ID: THST204  Title: Acting I

This course is intended for any and all levels of experience. Students are introduced to the fundamentals of contemporary stage performance, as devised by such stage theoreticians as Constantine Stanislavsky, Lee Strasbourg, and Sanford Meisner. Instruction focuses on the proper methods for breaking scenes down into component units or "beats," staging them for clarity of purpose, and performing them truthfully in the immediate present before a live audience. Students perform in every class with a rotating roster of partners, emphasizing group learning and mutual support in the pursuit of an individual acting aesthetic. Performance material is drawn from the work of contemporary playwrights researched by the students or recommended by the instructor.
Course ID: THST206  Title: Introduction to Directing

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 with actors. 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 with professional actors in a guest-artist "lab" format.

Units: 1; Max Enrollment: 20; Prerequisites: None; Instructor: Arciniegas; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: THST207  Title: Stagecraft

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.

Units: 1; Max Enrollment: 10; Prerequisites: None; Instructor: Roach; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: THST209  Title: Scenic Design as a Collaborative Art

Think outside the box! Learn the abstract art of scenic design for the theatre and beyond. Students will learn basic drafting, sketching, script analysis and visual research to create a scenic environment for scripts written by THST playwriting students. Students will be taught the artistic and technical skills needed in order to facilitate communication and collaboration with directing and stagecraft students. Students will participate as designers in the Theatre Showcase at the end of the semester.

Units: 1; Max Enrollment: 10; Prerequisites: None; Instructor: Towlun; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: THST212  Title: Woman, Center Stage

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.)

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: Lopez; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: THST214  Title: Voice & Movement for Actors

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 a dynamic survey of vocal and physical techniques developed by influential theatre practitioners of the last five decades, students will move towards '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 in devised contexts. Not offered every year.

Units: 0.5; Max Enrollment: 15; Prerequisites: None; Instructor: Rainer; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Winter; Semesters Offered this Academic Year: Winter; Notes: Mandatory credit/noncredit;
A survey of contemporary American plays, Pulitzer Prize winners as well as investigating inventive new companies that break down the boundaries between performance and audience. We'll read texts ripped from the headlines as well as what might be the "new classics." We'll also attend productions and discuss the journey from page to stage. This is not your parents' theatre class. No Plays Over 20 Years Old. Students will use critical thinking to analyze trends in contemporary theatre, and contrast and compare contemporary events with the events in dramatic texts. We will incorporate our knowledge into class projects, such as adaptations, research papers, or original plays. Guest artists from the theatre world occasionally visit to illuminate other perspectives.

Units: 1; Max Enrollment: 15; Prerequisites: None; Instructor: TBD; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: THST221  Title: The Art of Playwriting

This course will teach basic playwriting skills implemented through in-class exercises and at-home writing assignments. This hands-on, practical approach will require writing one short play each week. Emphasis is on experimentation, innovation, risk taking, and process. A spirit of fun, innovation, and creativity will dominate this workshop format. Each class meeting will incorporate reading student work aloud with commentary from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content. Each student will begin to connect her dramatic voice and theatrical passion. Students will ultimately write a one-act play as the capstone experience for this class.

Units: 1; Max Enrollment: 12; Prerequisites: None; Instructor: Roach; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit. This course may be taken as THST 321 upon completion of THST 221. See the description for THST 321.;

Course ID: THST222  Title: Costume Design

Have you ever considered what goes in to creating the costumes for your favorite characters? This is your chance to try it yourself! Over the course of the semester you will read scripts, do visual research, design for different characters, and learn how to use a pattern and sewing machine. The main focus is on developing design ideas for different circumstances and enhancing how to communicate them. This is an immersive production class, taught by a professional costume designer.

Units: 1; Max Enrollment: 12; Prerequisites: None; Instructor: Kerl; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: THST245  Title: Theatrical Criticism: An Immersive Investigation at the Edinburgh Fringe Festival

Critics occupy a place of exciting responsibility in the evolving global conversation about theatre. Come amplify your own voice! Students will immerse themselves in the craft of criticism during an intensive excursion to the biggest arts and culture festival in the world. This summer session course timing coincides with the festival timing, and will run August 5-16 in 2019. Daily theatre productions in myriad genres (and languages!) will be selected from hundreds of festival venues, be they castles, pubs, conference rooms, observatories, volcanic playgrounds, or even in the cobbled alleys of historic Edinburgh. Daily critical discussion in print and audio will be offered, evaluated, and published online. Reviews, profiles and more will employ succinct analysis, vivid description, informed perspective and provocative questions. Collectively, students will create a vibrant snapshot of the state of theatre in today's world!

Units: 1; Max Enrollment: 8; Prerequisites: By permission of the instructor.; Instructor: Rainer; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Summer; Notes: Mandatory credit/noncredit.;

Course ID: THST250  Title: Res,Indep Study, Prod Apprntc

Units: 1; Max Enrollment: 25; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video;

Course ID: THST250G  Title: Research or Group Study

Units: 1; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: THST250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Semesters Offered this Academic Year: Not Offered;

Course ID: THST300  Title: The Art of Lighting Design
The purpose of this course is to explore and understand stage lighting design and how it plays a crucial role in modern theatrical storytelling. Through the use of a scaled light lab students will investigate how the functions and qualities of light affect an audience’s perception of actors and the stage picture. This course will also provide an introduction to the Vectorworks CAD software as well as the ETC EOS programming environment. The course culminates in a final presentation demonstrating the student’s mastery of the elements of lighting design.

Units: 1; Max Enrollment: 10; Prerequisites: THST 207 or permission of the instructor.; Instructor: Edmondson; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: THST305  Title: Acting II

Building upon the work of its prerequisite, Acting I, this advanced scene study course broadens the scope of plays, styles, and periods. Students will examine plays written prior to the advent of modern psychology for acting techniques that do not rely exclusively on intention and motivation. They may also examine modern plays written in alternative styles, (ex. Expressionism, Absurdism, Surrealism). Students will focus on a particular playwright, period, or style to explore performance approaches beyond realism. Students may also explore non-English texts in their original, relying upon their particular language or languages of study.

Units: 1; Max Enrollment: 16; Prerequisites: THST 204; Instructor: Arciniegas; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: THST306  Title: Advanced Directing

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.

Units: 1; Max Enrollment: 10; Prerequisites: THST 206 or by permission of the instructor. ; Instructor: Roach; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit.;

Course ID: THST315  Title: Acting Shakespeare

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.

Units: 1; Max Enrollment: 16; Prerequisites: Any THST course and any Shakespeare course in the English Department or permission of the instructor.; Instructor: Arciniegas; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

Course ID: THST321  Title: The Advanced Art of Playwriting

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.

Units: 1; Max Enrollment: 12; Prerequisites: THST 221 or permission of the instructor.; Instructor: Roach; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/no credit.;

Course ID: THST345  Title: Practicum: Theatre Production

This course offers the advanced students of the theatre arts an opportunity to incorporate the performance, stage management, set design, lighting design, costume design, sound design, and directing disciplines available within the department into one focused and fully-produced project through an immersive investigation of a full-length script. Students will conduct dramaturgical research to contextualize the world of a play, establishing connections among the text, actors, and production elements, and creating a platform for conversation in the Wellesley community. Concurrently, students will implement performance and production techniques, engaging every aspect of the collaborative process of theatre-making. Actors and stage management will commit to 3+ scheduled rehearsals weekly. Students interested in participating as a
designer or stage manager should contact the instructors significantly prior to registration. Students interested in performance must audition in the first week of each semester - invitations will be issued by the instructors within the add/drop period. The course will culminate with a fully supported public production, to be directed, managed, and advised by Theatre Studies faculty, serving as a capstone of integrated learning in the department.

Units: 1; Max Enrollment: 20; Prerequisites: Permission of instructor required.; Instructor: Marta Rainer, David Towlun; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall and Spring; Semesters Offered this Academic Year: Spring;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>THST350</td>
<td></td>
</tr>
</tbody>
</table>

Units: 1; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title: Research or Group Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>THST350G</td>
<td></td>
</tr>
</tbody>
</table>

Units: 1; Max Enrollment: 10; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title: Research or Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>THST350H</td>
<td></td>
</tr>
</tbody>
</table>

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Semesters Offered this Academic Year: Not Offered;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title: Honor's Thesis Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>THST360</td>
<td></td>
</tr>
</tbody>
</table>

Units: 1; Max Enrollment: 10; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall; Notes: 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.;

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title: Senior Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>THST370</td>
<td></td>
</tr>
</tbody>
</table>

Units: 1; Max Enrollment: 25; Prerequisites: THST 360 and permission of the department.; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: 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

Women's and Gender Studies

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 in historical, contemporary, and transnational contexts. The Women's and Gender Studies major draws 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.

Our research and teaching cover a variety of theoretical and empirical scholarship both within traditional disciplines and in interdisciplinary frames in the humanities, the social sciences, and the natural sciences, as well as combinations of the three. The Department is committed to providing a rigorous intellectual experience for undergraduate students who choose to study gender and sexuality in a women's college.

Women’s and Gender Studies Major

Learning Objectives for the Women’s & Gender Studies Major

By their senior year, students majoring in Women’s & Gender Studies will:

- Demonstrate understanding of the social and historical constructions of sex and gender, shifting definitions of the meaning of “woman,” and why debates about definitions matter
- Use gender as a category of analysis in their own writing
- Be able to explain the intersectionality of race, class, gender, ethnicity, and sexuality and the interlocking systems of privilege, oppression, and opportunities. They will also be able to explain how structural changes and historical moments intersect with individual lives
- Demonstrate understanding of common theories used in Women’s and Gender Studies, such as the social construction of gender, the importance of location and of situated knowledge
- Cultivate cross-cultural awareness and apply insights to “big questions” about women and gender globally
- Demonstrate knowledge of the history of women’s activism and of strategies for social change
- Demonstrate understanding of methodologies used by scholars in Women’s and Gender Studies
- Construct arguments with evidence obtained from research and scholarship
- Think and write critically, engage in critical self-reflection and self-awareness, and compare different perspectives on issues
- Connect knowledge and experience, theory and activism, and learning from Women’s & Gender Studies courses with other courses

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.

The major requires nine credits; 5 units must be taken in the Women’s and Gender Studies department. The additional 4 units may be from the department or from the list of courses for credit toward the Women’s and
Gender Studies Major and Minor.

The major requires one unit from the 100-level courses (excluding WGST 150); it is recommended that students start their major with this course. WRIT 110 and WRIT 164 may be counted as this 100-level course for the major. Students may count one other 100-level course towards their major. In addition, students are required to take two 300-level courses in WGST; one of these courses must be 312, 313, or 360/370 (which count as one course for this purpose). 350/350H does not meet the requirement of two seminars, but may be counted towards the major.

Beginning with the students entering in Fall 2019, 6 units must be taken in the Women’s and Gender Studies department, and 3 units may be taken from the department or the list of courses for credit toward the Women’s and Gender Studies Major and Minor. In addition, other Wellesley College courses related to Women's and Gender Studies or courses taken at other institutions may count toward the major, with the approval of the student's major advisor.

Beginning with the students entering in Fall 2019, each major should select a concentration; four courses must be taken from the list of courses in that concentration (see your advisor for current courses). Concentrations include: Representations, Media, and Race; Feminist Science and Technology; Labor, Families, and the State; and Transnational Feminism(s) in Global Contexts. In consultation with your advisor you can design a concentration.

Women's and Gender Studies scholars use a broad range of methodologies and analytic techniques in their work. Majors may meet the “methodologies” learning objective through one or more courses in the Women’s and Gender Studies department; consult with your advisor about recommendations for specific 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 2019-20. 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 212 / ENG 279</td>
<td>Black Women Writers</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 222</td>
<td>Blacks and Women in American Cinema</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 228 / PHIL 228</td>
<td>Black Feminist Philosophy</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 244</td>
<td>Women &amp; Slavery in the Trans-Atlantic World</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 249</td>
<td>From Mumbet to Michelle Obama: Black Women's History</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 316 / ARTH 316</td>
<td>Seminar: The Body: The Race and Gender in Modern Contemporary Art</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 274 / WGST 274</td>
<td>Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 281 / ENG 297</td>
<td>Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 315</td>
<td>Beats, Rhymes, and Life: Hip-Hop Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>AMST 327</td>
<td>New Directions in Black and Latina Feminisms: Beyoncé, J-Lo, and Other Divas?</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 238</td>
<td>The Vulnerable Body: Anthropological Understandings</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 230</td>
<td>Frank Lloyd Wright and the American Home</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 245</td>
<td>House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 309</td>
<td>Seminar: Spiritual Space: Modern Houses of Worship</td>
<td>1.0</td>
</tr>
<tr>
<td>ARTH 339</td>
<td>Seminar: Who Was Frida Kahlo?</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 203 / CHIN 243</td>
<td>Chinese Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>CAMS 229</td>
<td>Transnational Journeys in European Women's Filmmaking</td>
<td>1.0</td>
</tr>
<tr>
<td>CHIN 243 / CAMS 203</td>
<td>Chinese Cinema (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>CHIN 245</td>
<td>Chinese Women in a Century of Revolution (In English)</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 229</td>
<td>Women in the Economy</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 243</td>
<td>The Political Economy of Gender, Race, and Class</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 343</td>
<td>Seminar: Feminist Economics</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EDUC 214</td>
<td>Reimagining Youth: Exploring the Role of Family, Community and Society</td>
<td>1.0</td>
</tr>
<tr>
<td>EDUC 312</td>
<td>Seminar: History of Childhood and Child Policy</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 272</td>
<td>The Nineteenth-Century Novel</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 294</td>
<td>Writing AIDS, 1981-Present</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 346</td>
<td>George Eliot and Her Readers</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 348</td>
<td>Seminar: Jane Austen and Anthony Trollope</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 357</td>
<td>The World of Emily Dickinson</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 383 / AMST 383</td>
<td>Women in Love: American Literature, Art, Photography, Film</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG 387</td>
<td>Authors</td>
<td>1.0</td>
</tr>
<tr>
<td>FREN 323</td>
<td>Liberty, Equality, Sexualities: How the Values of the French Republic Have Both Protected and Limited Sexual Freedom</td>
<td>1.0</td>
</tr>
<tr>
<td>GER 329</td>
<td>Border Crossing: German Culture in a Global Context</td>
<td>1.0</td>
</tr>
<tr>
<td>HIST 293</td>
<td>Changing Gender Constructions in the Modern Middle East</td>
<td>1.0</td>
</tr>
<tr>
<td>ITAS 274</td>
<td>Women in Love: Portraits of Female Desire in Italian Culture</td>
<td>1.0</td>
</tr>
<tr>
<td>JPN 353 / THST 353</td>
<td>Lady Murasaki and The Tale of Genji (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>KOR 256</td>
<td>Gender and Language in Modern Korean Culture (in English)</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 222</td>
<td>Music, Gender, and Sexuality</td>
<td>1.0</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Music, Gender, and Sexuality</td>
<td>1.0</td>
</tr>
<tr>
<td>PEAC 205 / POL3 236</td>
<td>Gender, War and Peacebuilding</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 218</td>
<td>Feminist Philosophy of Science</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 233</td>
<td>Women, Men and Politics</td>
<td>1.0</td>
</tr>
<tr>
<td>POL1 324</td>
<td>Seminar: Gender and Law</td>
<td>1.0</td>
</tr>
<tr>
<td>POL4 344</td>
<td>Seminar: Feminist Theory from the Margins</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 224 / MUS 224</td>
<td>Hildegard of Bingen</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 225</td>
<td>Women in Christianity</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 226</td>
<td>The Virgin Mary</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>REL 243</td>
<td>Women in the Biblical World</td>
<td>1.0</td>
</tr>
<tr>
<td>REL 323</td>
<td>Seminar: Feminist, Womanist, Latina, and LGBT Theologies</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Intersectionality at Work</td>
<td>1.0</td>
</tr>
<tr>
<td>SOC 308</td>
<td>Children in Society</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 263</td>
<td>Women's Art and Activism in Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 271</td>
<td>Intersecting Currents: Afro-Hispanic and Indigenous Writers in Latin American Literature</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 291</td>
<td>Goddesses, Muses, Warriors: Women in Pre-Hispanic and Colonial Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td>SPAN 327</td>
<td>Seminar: Latin American Women Writers: Identity, Marginality, and the Literary Canon</td>
<td>1.0</td>
</tr>
<tr>
<td>THST 200</td>
<td>That's What She Said: Trailblazing Women of American Comedy</td>
<td>1.0</td>
</tr>
<tr>
<td>THST 212</td>
<td>Woman, Center Stage</td>
<td>1.0</td>
</tr>
<tr>
<td>WRIT 110</td>
<td>Social Inequality: Race, Class and Gender</td>
<td>1.0</td>
</tr>
<tr>
<td>WRIT 164</td>
<td>Gender Matters</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**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 100, WGST 102, WGST 108 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.

**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:

- Understand historical and current collective efforts to improve health
- Introduce students to the multiple social determinants of health and their complex interactions
- Examine how gender, race, class, sexuality, age, and ability shape health, illness, healing, and health care
- 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, Corrine Gartner, 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. Note that some 200- and 300- level courses have prerequisites that do not count toward the minor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 226</td>
<td>Environmental Justice, &quot;Race,&quot; and Sustainable Development</td>
<td>1.0</td>
</tr>
<tr>
<td>AFR 297</td>
<td>Medical Anthropology: A Comparative Study of Healing Systems</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 238</td>
<td>The Vulnerable Body: Anthropological Understandings</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 251</td>
<td>Cultures of Cancer</td>
<td>1.0</td>
</tr>
<tr>
<td>ANTH 314</td>
<td>Human Biology and Society</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 232</td>
<td>Health Economics</td>
<td>1.0</td>
</tr>
<tr>
<td>ECON 332</td>
<td>Advanced Health Economics</td>
<td>1.0</td>
</tr>
<tr>
<td>GEOS 201 / ES 201</td>
<td>Environmental, Health, and Sustainability Sciences with Laboratory</td>
<td>1.25</td>
</tr>
<tr>
<td>HIST 352</td>
<td>Mental Health in European History</td>
<td>1.0</td>
</tr>
<tr>
<td>PE 205</td>
<td>Sports Medicine-Lower Extremity</td>
<td>1.0</td>
</tr>
<tr>
<td>PE 206</td>
<td>Sports Medicine-Upper Extremity</td>
<td>1.0</td>
</tr>
<tr>
<td>PHIL 249</td>
<td>Medical Ethics</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Either PE 205 or PE 206 counts towards the Minor but not both.

**WGST Courses**

Course ID: AMST274/WGST274  Title: Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: AMST274; Prerequisites: None; Instructor: Creef, Fisher (American Studies); Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: CAMS240/WGST223  Title: Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

The history of Chicanxs and Latinxs on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chicanxs/Latinxs, 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 Chicanxs and Latinxs 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS240; Prerequisites: None.; Instructor: Mata; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: CAMS241/WGST249  Title: Asian American Women in Film
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 contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Units: 1; Max Enrollment: 25; Crosslisted Courses: CAMS241; Prerequisites: None; Instructor: Creef; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Spring;

Course ID: EDUC103Y/WGST102Y  Title: First-Year Seminar: Lessons of Childhood: Representations of Difference in Children's Media

From Disney films to Nickelodeon cartoons to Newberry award-winning texts, popular children's media offers us the opportunity to analyze how complex issues of identity are represented in cultural productions aimed at a young audience. This course takes as a site of analysis media aimed at children to investigate the lessons imparted and ideologies circulate in popular films and books. How is class drawn in Lady and the Tramp? What are politics of language at play in Moana? What are the sounds of masculinity in Beauty and the Beast? How 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: EDUC103Y; Prerequisites: None; Instructor: Mata; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory Credit/Non. Ann E. Maurer '51 Speaking Intensive Course. Registration in this section is restricted to students selected for the Wellesley Plus Program.;

Course ID: EDUC217/WGST217  Title: Growing Up in a Gendered World

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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: EDUC217; Prerequisites: None; Instructor: Marshall; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: PEAC240/WGST240  Title: U.S. Public Health

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 debates shaping 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.

Units: 1; Max Enrollment: 25; Crosslisted Courses: PEAC240; Prerequisites: Open to sophomores, juniors and seniors or by permission of the instructor.; Instructor: Harrison; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: SOC205/WGST211  Title: Modern Families and Social Inequalities: Private Lives and Public Policies

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 they are delaying having children. Further, government involvement and social policies are not distributed equally. Issues to be covered include: work/family crises and care work dilemmas, partners and inequalities, welfare to work programs (teen moms and baby daddies), the family as a race institution, the gap in cultural capital between different social classes, immigrant families and the persistence of the American Dream. Finally, we will discuss the continuation of adoption to create families, the use of gamete donors by same-sex or single-parent families and how science and technologies are facilitating the creation of new kinds of kin.
Course ID: SOC306/WGST306  Title: Seminar: Women Leaders at Work

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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: SOC306; Prerequisites: Open to sophomores, juniors and seniors. Priority will go to SOC or WGST majors and minors.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC311/WGST311  Title: Seminar: Families, Gender, the State, and Social Policies

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 underemployment, 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.

Units: 1; Max Enrollment: 15; Crosslisted Courses: SOC311; Prerequisites: One 100 level and one 200 level course in either WGST or Sociology. Open to juniors and seniors; sophomores by permission.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: SOC322/WGST322  Title: Seminar: Contemporary Reproduction

This course focuses on the politics of human reproduction which is inextricably linked with nation states, as well as cultural norms and expectations. Reproductive issues and debates serve as proxies for more fundamental questions about the intersecting inequalities of citizenship, gender, race, class, disability and sexuality. What does reproductive justice look like? We will discuss how the marketplace, medical technologies and the law are critical to creating social hierarchies that are produced, resisted and transformed. We ask: Why is access critical to control for the use of fertility technologies (both pre-and during pregnancy), gamete purchase, egg freezing? How is each accomplished and by whom? How are new technologies in reproduction coupled with the global marketplace creating a social hierarchy between people (e.g. gamete donors, gestational carriers). Finally, what is the relationship between the commercialization of reproduction and the creation of new intimacies and forms of kinship? The course emphasizes both empirical research situated in the U.S. and research involving transnational flows.

Units: 1; Max Enrollment: 15; Crosslisted Courses: SOC322; Prerequisites: One WGST or SOC course or permission of instructor.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: WGST100Y  Title: First-Year Seminar: The Body: From Reproduction to Fashion

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.

Units: 1; Max Enrollment: 16; Prerequisites: None. Open to first-year students only.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Other Categories: FYS - First Year Seminar; Semesters Offered this Academic Year: Not Offered; Notes: Mandatory credit/noncredit. Ann E. Maurer ’51 Speaking Intensive Course;
Course ID: WGST120  Title: Introduction to Women's and Gender Studies

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.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Creef, Gilmore, Musto, Valdez; Distribution Requirements: LL - Language and Literature; SBA - Social and Behavioral Analysis; Typical Periods Offered: Summer; Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: WGST121  Title: Reading Elvis Presley and 1950s America

Some have argued that Elvis Presley was the greatest cultural force in twentieth-century America. This course will consider the early career of Elvis Presley as a unique window for the study of race, class, gender, and heteronormative sexuality in postwar popular American culture. Specifically, we will look at the blending of African American and other forms of musical style in Presley's music, the representation of masculinity and sexuality across a sampling of his films and television performances, and key cultural film texts from the 1950s, and we will end by evaluating Presley's lasting impact as a unique icon in American cultural history.

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Creef; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered;

Course ID: WGST205  Title: Love and Intimacy: A Cross-Cultural Perspective

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? How and in what ways do our experiences and expectations of love and intimacy shift as a result of economic arrangements, mobility, and technology? Finally, what, if any, ethical frameworks should mediate our intimate connections, desires, and labor with others?

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Musto; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: WGST215  Title: Gender Equality and Sexualities in Denmark and Sweden: Local Policies and Transnational Markets

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 policies. 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.

Units: 1; Max Enrollment: 0; Prerequisites: None; Instructor: Hertz and Musto; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

Course ID: WGST216  Title: Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots

This course proposes an analysis of popular cultural productions and the ways in which they represent Chicanx and Latinx. 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 Chicanx/Latinx 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 Chicanx/Latinx? What role does sexuality play in the representation of the Chicanx/Latinx subject? In what ways do cultural productions by Chicanx/Latinx resist/challenge negative images?

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Mata; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;
Course ID: WGST218  Title: Stage Left: Chicanx/Latinx Theatre and Performance

This course serves as an introduction to Chicanx/Latinx 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 Chicanx/Latinx community—individuals often marginalized from mainstream theatre productions—employ the public stage as a space for self-expression and resistance. Through an analysis of plays and theatre/performance scholarship, we will identify common themes and important differences in the various productions. We will further consider how community, citizenship, and notions of belonging manifest themselves on the public arena of the stage. We will begin by studying the role of theatre in the social justice movements of the 1960s and trace the changes that Chicanx/Latinx theatre and performance have undergone in subsequent years.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Mata; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: WGST219  Title: Gender the Workplace

This course explores the experiences of workers in the changing U.S. workplace. The course will address key issues related to gender, race and class in the workplace, including the social organization of work—the nature of work, division of labor, social inequality as well as gendered organizations, and processes of gender discrimination, including sexual harassment.

Units: 1; Max Enrollment: 25; Prerequisites: One course in WGST, Sociology or Economics.; Instructor: Marshall; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: WGST220  Title: American Health Care History in Gender, Race, and Class Perspective

Traditional American medical history has emphasized the march of science and the ideas of the “great doctors” in the progressive improvement in American medical care. In this course, we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how gender, race, class, and sexuality have affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Units: 1; Max Enrollment: 25; Prerequisites: WGST 108, WGST 120, or WGST 222, or by permission of the instructor.; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: WGST221  Title: Gender, Race, and the Carceral State

What is the carceral state? What do girls, women, and transgender individuals’ experiences of policing and punishment in 21st century America reveal about its shifting dimensions? Despite public concerns about mass incarceration in the United States and calls for criminal justice reform, mainstream commentators rarely account for the gendered, racialized, and class dimensions of punishment, nor address the growing ranks of girls, women, poor and gender nonconforming individuals that experience carceral control and oversight. Interdisciplinary in scope, this course critically examines how race, gender, sexuality and class intersect and shape people’s experience with systems of punishment and control. It further explores the economic, social, and political factors that have influenced the development of the contemporary American carceral state and scholarly, activist, and artistic responses to it.

Units: 1; Max Enrollment: 0; Prerequisites: One WGST course or permission of instructor.; Instructor: Musto; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: WGST222  Title: Gender and Sexuality in Contemporary American Society

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, race and class socially constructed? How have 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 policies, border policies, precarious labor arrangements and surveillance practices, among other topics, shaped by race, gender, sexuality, class and citizenship and to what extent are these intersecting positionalities leveraged in building movements for justice?

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Musto; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;
Course ID: WGST224  Title: Feminist Ethnography

What are ethnographic methods? And what is feminist ethnography? This course addresses these questions by exploring the method of ethnography from a feminist perspective. The class grounds ethnographic methods in anthropology and explores examples from across the social sciences. The readings for the class explore topics of engaged research and feminist politics of knowledge production. The course focuses on situating ethnographic methods within feminist epistemologies, learning and doing ethnographic methods, and critically examining ethnographic examples by attending to race, gender, and power. Students will have an opportunity to do research interviews and participant observation. The final project will require students to do their own ethnographic project.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Valdez; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: WGST225  Title: Politics and Sexuality

This course will examine how sexuality can be understood as both political and personal, and why feminists have argued that the personal is political. We will examine how bodies are constituted as having sex, gender, and sexuality in different historical, cultural, and political contexts and how these meanings are contested. We will read ancient and contemporary texts in order to gauge the historical scope of sexuality and politics. We will focus specifically on how feminists in the 1970s and 80s proposed new configurations of power, race, justice, and pleasure and how these represent a powerful counter discourse to contemporary neoliberal accounts of individual pleasure and risk. Autobiographical writing will form a touchstone discourse for our course.

Units: 1; Max Enrollment: 25; Prerequisites: One WGST course or permission of the instructor.; Instructor: Gilmore; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: WGST226  Title: The Body: Across Science, Society, and Public Health

This course will offer a critical representation of bodies across science, society, and public health. We explore a variety of approaches to studying the body that challenge the Cartesian dualism, which splits the mind from the body. We also draw from feminist theories that examine the body in relation to race, gender, sexuality, and power. The course content shows how social values can have material and physiological effects on bodies and in turn how aesthetic and medical representations of the body reflect social values. While the class focuses primarily on examples in the U.S., we will include some cross-cultural examples that reveal how bodies change through social and historical forces. Students will gain a critical understanding for how conceptions of the body are important for understanding markets, beauty, reproduction, public health and biomedicine writ large.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Valdez; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: WGST250  Title: Research or Individual Study

Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: WGST250H  Title: Research or Individual Study

Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: WGST302  Title: Global Health and the Environmental Crisis

Social understandings of the relationship between human health and the environment are visible and malleable in moments of crisis, from industrial disasters, weather-related catastrophes, and political conflict, as everyday events like childbirth and routine sickness. But these understandings vary dramatically across time and community. This course addresses the complex dynamics at work in the representations of and responses to health and the environment that emerge during moments of crisis. By studying the way these constructions are shaped by social, political, technological, and moral contexts, we will analyze the role of nature, knowledge, ethics and power in such contemporary problems as human migration, hunger, debility, and disease. The class will together consider the meaning of crisis and how it is shaped by social systems such as gender, sexuality, ability, class, and race.

Units: 1; Max Enrollment: 15; Prerequisites: Open to Juniors or Seniors who have taken WGST 108 or WGST 120 or WGST 150 or by permission of instructor.; Instructor: Harrison; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: WGST305  Title: Seminar: Representations of Women, Natives, and Others
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 "reel injuns" before exploring the rich history of Native American self-representation and visual sovereignty in film and culture.

Units: 1; Max Enrollment: 15; Prerequisites: Open to Sophomores, Juniors and Seniors.; Instructor: Creef; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Fall;

Course ID: WGST307 Title: Seminar: Geisha Robots, Cyberpunk Warriors, and Asian Futures

This course examines Techno-Orientalism as a global science fiction genre in literature, film, and social media to understand the broad historical and social formations of Otherness, Aliens, Citizenship, and Immigration. We also study racial assumptions in popular culture, discourses of the human and human rights, and science and technology industries. Finally, we also interrogate the intersections of race, gender, sexuality, class, and geopolitical divisions and interactions in Asian/American Studies and Postcolonial Studies from the past to the present.

Units: 1; Max Enrollment: 15; Prerequisites: One WGST course or one CAMS course, or permission of the instructor.; Instructor: Creef; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

Course ID: WGST310 Title: Health Activism

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.

Units: 1; Max Enrollment: 20; Prerequisites: One WGST course at the 200 level or permission of the instructor; Distribution Requirements: HS - Historical Studies; Semesters Offered this Academic Year: Not Offered;

Course ID: WGST312 Title: Capstone Seminar: Feminist Inquiry

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 is designed to facilitate the integration of learning from prior WGST coursework by investigating common themes and differences, propelling students to find their own voice amidst the diversity of feminist thought and approaches.

Units: 1; Max Enrollment: 20; Prerequisites: Open only to WGST majors and minors in their senior year. Open to WGST juniors with permission of the instructor.; Instructor: Marshall; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: WGST313 Title: Fieldwork in Women's and Gender Studies

This is a supervised, independent fieldwork project resulting in a research paper, documentary, policy initiative, creative arts presentation, or other research product. This project, developed in conjunction with a WGST faculty member, will have a significant experiential component focusing on women's lives and/or gender. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, or (3) design their own fieldwork experience.

Units: 1; Max Enrollment: 15; Prerequisites: Open to majors or minors only. Permission of instructor required.; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: WGST314 Title: Seminar: Transnational Feminisms

This seminar is structured as a critical engagement of transnational feminism(s) in a global context. In this course, we will explore how neoliberal globalization, human rights discourses and an intersecting array of complexes — including those of a humanitarian, non-profit, and prison industrial variety - dually shape and constrain agitations for justice across national, political, and technological borders and boundaries. We will further track how and in what ways ideas about different feminism(s), women's, LGBTQ, transgender and human rights, and paradigms of justice 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.
Course ID: WGST320 Title: Seminar: Race, Gender, Science: Exploring Feminist STS

This seminar explores issues of race and gender in science through a Feminist STS lens. Feminist STS or science and technology studies is a broad interdisciplinary field that examines scientific knowledge production using feminist theory. Feminist STS is guided by questions related to women in science; racial and gendered biases in science; and, feminist epistemologies. The course is organized into three parts. Part I explores the history and theories of Feminists STS. Part II focuses on feminist examinations of biology, physics, stem cell research, and evidence based medicine. Finally in Part III, the class explores feminist science fiction novels as a way to think critically about how science shapes social worlds.

Units: 1; Max Enrollment: 15; Prerequisites: One WGST Course or one 100 level STEM course. Open to seniors and juniors; sophomores by permission only.; Instructor: Valdez; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: WGST 320 Race, Gender and Science satisfies the Health and Society minor. Ann E. Maurer ’51 Speaking Intensive Course.;

Course ID: WGST324 Title: Seminar: Testimony, Ethics, and Life Writing

Why do so many readers prefer autobiography and nonfiction currently? In this boom time of memoir publication, life writing is becoming more diverse. Yet, at the same time, there is a backlash against the genre itself and those who use it to make a claim on public attention--especially those who have been or are currently marginalized. When women, people of color, disabled, trans, and queer people bear witness to their own experiences in life writing, they must negotiate considerable challenges to their authority. How can autobiography provide an adequate vehicle for truth telling and self transformation? Analysis of methodological and theoretical implications of studying women's testimony, memoir, graphic memoir, and hybrid forms. Authors/cases may include: Anita Hill, Harriet Jacobs, Michelle Obama, Sarah Ahmed, Susanna Kaysen, Maggie Nelson, Eli Clare, Roxane Gay.

Units: 1; Max Enrollment: 15; Prerequisites: Open to juniors and seniors. One WGST course or permission of instructor.; Instructor: Gilmore; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: WGST326 Title: Seminar: Crossing the Border(s): Narratives of Transgression

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 Chicana/Latinas 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 Chicana and Latina 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.

Units: 1; Max Enrollment: 15; Prerequisites: Any WGST 100-level course and WGST 200-level course or permission of the instructor.; Instructor: Mata; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;

Course ID: WGST350 Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall;

Course ID: WGST350H Title: Research or Individual Study

Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: WGST360 Title: Senior Thesis Research

Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;

Course ID: WGST370 Title: Senior Thesis
Units: 1; Max Enrollment: 15; Prerequisites: WGST 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.;
Writing Program

Writing is central to academic life at Wellesley, and it 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 expected to fulfill the FYW requirement by taking an introductory course in expository writing during their first year at Wellesley. Courses fulfilling this requirement make up the majority of the course offerings in the Writing Program. These courses are taught by faculty from many departments around campus, 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 they 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 focus and organization, 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 combined courses have departmental course numbers in their titles, for example, WRIT 107/ARTH 100. The combined courses carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three class periods each week.

Students who need additional help making the transition from high school to college writing may take one of several courses specifically designed for them. Three courses offered in the fall will be open to students participating in the Wellesley Plus Program. In addition, we will offer four other courses in the fall that provide extra support for students for whom one or more of the following is true: they did not do much academic writing in high school beyond test prep; they lack confidence in their writing, or find writing a source of stress; they speak English as a second or additional language; they have an SAT Evidence-Based Reading and Writing score of 610 or below; or they have an ACT composite score of 26 or below. Courses reserved for students in the Wellesley Plus program or for students wanting extra support have this designation in the “Notes” section underneath the course description. These courses fulfill the Wellesley writing requirement. Placement into these courses occurs during summer pre-registration, and students interested in them may contact the Writing Program director.

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 234/ANTH 234 (on ethnographic writing), WRIT 307/SOC 307 (on grant writing), WRIT 391 (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 Wellesley courses outside the Writing Program curriculum emphasize writing, offering students the opportunity to practice writing as part of their disciplinary study. Students wishing to pursue course work in creative writing should consult the English and Creative Writing 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 will give students letter grades during the semester and on their semester grade reports, though those semester grades will be shadowed on students’ transcripts. In other 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.

FYW courses in the spring will be offered either with standard grading or as “mandatory credit/no credit.” These latter types of courses are so designated in the course description.

Writing courses offered at Wellesley during the summer do not fulfill the College’s writing requirement.
Writing Program Learning Outcomes

Students who successfully complete their first-year writing (FYW) course will have shifted their orientation as writers from an inward-facing mindset (writing as a perfunctory performance of competence, reliance on the five-paragraph essay, emphasis on the writer) to an outward-facing approach (writing as form of learning and of teaching, use of more flexible and sophisticated forms of writing, emphasis on the reader).

This shift in orientation will be reflected in students being able to:

- Approach writing as an evolving process that requires them to brainstorm, draft, share, reflect, and revise.
- Understand the mechanisms of sentence structure and writing design that produce precise and reader-friendly prose.
- Write with an attentiveness to genre, medium, and audience, and make appropriate choices regarding language, register, evidence, and argument.
- Locate, analyze, and evaluate different types of sources, and integrate them effectively into evidence-based writing.
- Write with purpose and have a stake in their ideas.

WRIT Courses

Course ID: ANTH277/WRIT277  Title: True Stories: Ethnographic Writing for the Social Sciences and Humanities

Do you like to “people watch”? Do you wish you could translate your real-world experiences into narratives that are readable and relatable, and also intellectually rigorous? If so, you probably have an ethnographic writer hiding somewhere inside you, and this class will give them the opportunity to emerge. Ethnography, a “written document of culture,” has long been a key component of a cultural anthropologist’s tool-kit, and scholars in other fields have recently begun to take up this practice. We will read classic and contemporary ethnographies to better understand the theoretical and practical significance of these texts. Students will also have the unique opportunity to be the authors and subjects of original ethnographic accounts, and at various stages in the semester they will act as anthropologists and as informants. Although this course will emphasize an anthropological method, it is appropriate for students from various disciplines who are looking to expand their research skills and develop new ways to engage in scholarly writing.

Units: 1; Max Enrollment: 20; Crosslisted Courses: ANTH277; Prerequisites: Fulfillment of the First-Year Writing requirement. Not open to first-year students.; Instructor: Justin Armstrong; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: SOC307/WRIT307  Title: Learning by Giving: Crime, Punishment and Collateral Damage

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 that will prepare them for the kinds of writing they will do beyond the Wellesley classroom.

Units: 1; Max Enrollment: 12; Crosslisted Courses: WRIT307; Instructor: Cuba, Brubaker; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Fall;

Course ID: WRIT106  Title: Narrative Theory
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, students 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. WRIT 120 satisfies both the First-Year Writing requirement and the Critical Interpretation requirement of the English major.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Brogan, Wall-Randell, Hickey (English); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Fall; Spring; Notes: This course satisfies both the First-Year Writing requirement and the Critical Interpretation requirement of the English major. Mandatory credit/noncredit.;

Course ID: WRIT121  Title: Almost Touching the Skies: Women's Coming of Age Stories

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 anthologized in Almost Touching the Skies, including Zora Neale Hurston, Toni Cade Bambara, Shirley Goek-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.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open only to first-year students.; Instructor: Bryant (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: This course will provide extra academic support and intensive preparation for the demands of writing at the college level. Registration is reserved for students participating in the Wellesley Plus Program. Mandatory credit/noncredit.;

Course ID: WRIT122  Title: Wellesley and the World

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.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open only to first-year students.; Instructor: Johnson (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: This course will provide extra academic support and intensive preparation for the demands of writing at the college level. It is appropriate for students who have not done much academic writing in English in high school, or who lack confidence in their writing. Mandatory credit/noncredit.;

Course ID: WRIT126  Title: The Successful Life

We will spend the semester exploring what constitutes a "successful" life, investigating the different definitions and assumptions we might hold about success in the context of our public and private lives. First, we will examine accounts of working in a variety of professions, from motorcycle repair to investment banking to neonatal nursing. What, according to each account, makes the work in that career meaningful? How do people measure success in these and other occupations? And what do people sacrifice for their success? Then, we will consider what defines and predicts success at Wellesley. What difference does a person's race, socioeconomic background, gender identity, culture, or religion make to their attaining success here? What power do media images of success and failure have on us? What are potential barriers to success in a college environment? We will finish the semester considering and producing multimedia representations of many different types of the successful life.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open only to first-year students.; Instructor: Summerhays (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course. This course will provide extra academic support and intensive preparation for the demands of writing at the college level. It is appropriate for students who have not done much academic writing in English in high school, or who lack confidence in their writing. Mandatory credit/noncredit.;

Course ID: WRIT127  Title: Writing for Change: Protest Literature in America

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.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open only to first year students.; Instructor: Battat (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: This course will provide extra academic support and intensive preparation for the demands of writing at the college level. Section 01 is reserved for students participating in the Wellesley
Plus Program. Section 02 is appropriate for students who have not done much academic writing in English in high school, or who lack confidence in their writing. Both sections will be offered mandatory credit/noncredit.

Course ID: WRIT128  Title: Are We What We Eat? Writing About Food and Culture

This course will start with the premise that food is an essential ingredient in the making of selves, families, communities, regions, and nations. We will explore the ways that we celebrate food traditions, create new habits and tastes, and also respond to food problems (e.g. food scarcity and safety, climate change and land use, and the complex networks of food producers, servers, and consumers). Our readings will draw on literature, sociology, environmental studies, and others, as well as various genres of food writing, including the personal essay, the recipe, food blogs, the restaurant review, and scholarly essays on the intersections between food and culture.

Units: 1; Max Enrollment: 12; Prerequisites: None. Open only to first year students.; Instructor: Brubaker (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: This course will provide extra academic support and intensive preparation for the demands of writing at the college level. Registration is reserved for students participating in the Wellesley Plus Program. Mandatory credit/noncredit.

Course ID: WRIT130  Title: What is College For?

As college in the US becomes increasingly expensive and competitive, it's worth asking what role institutions of higher education play in our society. Do they promote equity and equality? Do they transform or preserve the status quo? Do we prioritize their value as a private or as a public good, that is, as something that benefits the individual, or as something that the public invests in for some broader social goal? Students will read and write about the work of political theorists and educators in order to consider what the political and social mission of the university should be. We will also investigate the business of higher education, examining what happens when a college’s financial considerations might conflict with its educational mission. Other topics we’ll explore include the public financing of college, student debt, practices of for-profit universities, and the size of college endowments.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Krontiris (Writing Program); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.

Course ID: WRIT131  Title: The Politics of Private Property

What do we rightfully own as individuals, and what do we owe to the common good? Who should pay for education, healthcare, childcare, and stewardship of the environment? As current debate about the accumulation and concentration of private wealth heats up, it seems more important than ever to try to answer these questions. In this course, we’ll start by studying the political implications of taxing private capital. Does raising income taxes punish ambitious people, or does it correct for systemic inequalities in capitalism? We’ll then study some foundational political and philosophical theories about how to distribute resources fairly within a capitalist system. We will also use these ideas to evaluate pressing questions in US policy regarding which goods and resources should be considered private and which should be publicly owned, funded, or managed.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Krontiris (Writing Program); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit.

Course ID: WRIT134  Title: A Nation of Immigrants? American Migration Myths and the Politics of Exclusion

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Battat (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit.

Course ID: WRIT137  Title: The Novels of Jane Austen

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she
comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women?

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Meyer (English); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: WRIT140  Title: Romantic (and Unromantic) Comedy

"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 looks backward to its 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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Shetley (English); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Fall; Spring;

Course ID: WRIT145  Title: From Penelope's Loom to the Pussy Hat: Women, Art, Craft, and Protest

Participants in the 2017 Women's Marches around the globe will likely recall one image from the day: a vast sea of fuzzy, pink hats with pert, pointy ears, hand-knitted and proudly sported by protesters from all walks of life. Why did the pussy hats gain such popularity and momentum? More to the point, are they—and the "domestic" arts generally—effective forms of protest? This course places the pussy hat phenomenon within a rich tradition of women's protest through art and craft, beginning with the enraged weavers of Greek mythology and continuing through the posters, quilts, zines, and hand-knits that women have produced in tandem with modern social movements. We will mine Wellesley's collections to study how its students have used art and craft to agitate for social change. We will analyze these works, ancient and modern, worldwide and Wellesley-specific, alongside essays on resistance by artists, political theorists, and activists.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Summerhay (Writing Program); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit.;

Course ID: WRIT150  Title: Weird Fiction

When fiction blurs or crosses the line between our "real" world and "other worlds," the reader (as well as the narrator or main character) has entered the realm of "the fantastic," a genre that (broadly interpreted) contains "the uncanny," "the supernatural," "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-Marquez, Isak Dinesen, Yasunari Kawabata, Karen Russell, Amy Bender, Midori Ozaki.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Sides (English); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit.;

Course ID: WRIT155  Title: The Selfie in American Life

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 reformulating 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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Bryant (Writing Program); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Spring; Fall; Notes: Ann M. Maurer '51 Speaking Intensive Course. Mandatory credit/noncredit.;

Course ID: WRIT160  Title: The Magic of Everyday Life: Stories About Our Culture

Fascinating cultural practices are found not only in far-off places but are also embedded in the stories of our everyday lives. From our families and friends to taxi drivers and grocery clerks, everyone's personal history has something to teach us. Written accounts of culture (called ethnographies) are created from these narratives of how people live their lives. What extraordinary stories of culture are hidden in local, everyday places? What does it mean to write someone else's story? Or our own? What can we learn about culture by translating oral
histories into words? With the understanding that some of the most interesting stories about human culture are told in our own backyards, we will approach writing through ethnographic storytelling, using our life experiences as our subject.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Armstrong (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring; Notes: Ann E. Maurer '51 Speaking Intensive Course. Mandatory credit/noncredit.;

Course ID: WRIT161  Title: Hidden Worlds: Desert Islands, Ghost Towns, Invisible Cities, and Writing about Place

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.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Armstrong (Writing Program); Degree Requirements: WFY - First Year Writing; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: WRIT164  Title: Gender Matters

This course will introduce students to thinking and writing critically about gender. We will explore how and why gender matters in academic, political, and creative contexts. The following questions will guide our inquiry: What is the difference between gender and sex? How are social constructions naturalized? What roles do structural oppression and intersectionality play in the formation of our identities, families, relationships, and culture? How is our understanding of gender affected when considered in relation to race, sexuality, class, and ethnicity? We will investigate the meanings of inhabiting gendered/racialized/sexualized bodies, and how those bodies are represented in dominant and resistant cultural productions, such as literature, autobiography, and media. Emphasis on themes of justice, power, and agency. Autobiographical writing will be a key discourse for study.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Gilmore (Women's and Gender Studies); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Fall;

Course ID: WRIT168  Title: Faked Out: Hoaxes and Conspiracies

Long before the rise of “fake news” and “alternative facts”, there have been many examples of the power of media to misinform audiences and distort reality. To understand our vulnerability to these forces, this class examines a series of key historical episodes: 1. the 1938 War of the Worlds radio hoax; 2. the rise of propaganda in advertising and governance during the first half of the twentieth century; 3. recent disinformation campaigns and conspiracies related to tobacco, vaccines, and other science and health matters; and 4. the “unfiltered” social media world of today. In each unit, we will survey the social science and popular literature for insights, and work collaboratively to build an original understanding of the issues via reflection, evaluation of our own media habits, and research and writing projects. We will critically examine current media literacy efforts, and work towards best practices informed by our research.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Kaliner (Sociology); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Spring; Notes: Mandatory Credit/Non.;

Course ID: WRIT169  Title: Dream Narratives

Dreams can give us access to a truth that is not available in our normal waking state. Throughout human history, dreams have served as gateways not only for developing insight into our own lives, but for communicating with the Divine, imagining the unimaginable, creating new worlds, and predicting the future. In this course, we will explore the ways in which people across cultures have fashioned meaning and stories from their dreams. We will study dream narratives from religious and secular traditions throughout the world, including works by prophets and mystics, scholars and healers, artists and writers, and everyday people. We will pay particular attention to the role that historical and cultural contexts have in influencing how dreams are interpreted in various time periods.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Efe Balikcioglu (Religion); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Spring; Notes: Mandatory credit/noncredit.;
Course ID: WRIT171  Title: The Influence of Place

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 geospatial data and maps to more deeply investigate the powerful influence of place.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Thomas (Biological Sciences); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Fall; Notes: Mandatory credit/noncredit.;

Course ID: WRIT186  Title: The Unruly Body

This course begins with feminist Roxane Gay’s recent claim that women’s bodies are “unruly;” constantly subject to “control, discipline, and punishment.” We will test this claim through an interdisciplinary study of the technologies that are used to manage our bodies and the artistic forms we use to represent them. In this course, you will view the morbidly fascinating collection of teaching objects once used at Wellesley College, which will allow you to analyze how the women’s bodies have been measured, diagnosed, studied, classified, and treated both in the past and in the present. Readings from science, history, feminist theory, and literature will allow us to compare different accounts of the “unruly” reproductive body in a range of disciplines. And Roxane Gay’s recent online essay collaboration on topics as varied as the “tasty nude,” desire, sexuality aging, and bariatric surgery will inspire your own final essays on the body in the context of your choice.

Units: 1; Max Enrollment: 15; Prerequisites: None. Open only to first-year students.; Instructor: Summerhays (Writing Program); Degree Requirements: WFY - First Year Writing; Semesters Offered this Academic Year: Spring;

Course ID: WRIT201  Title: Intensive Writing Workshop

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 writing workshops and discussing some short common readings. In the second meeting, students will meet individually with a TA to discuss readings on their own topic and to work on their writing.

Units: 1; Max Enrollment: 10; Prerequisites: Fulfillment of the First-Year Writing requirement.; Instructor: Bryant (Writing Program); Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: Mandatory credit/noncredit.;

Course ID: WRIT231D  Title: Writing the Wave: Women Writing the 21st Century Essay

This course will examine the recent, dramatic rise in the numbers of women writing and publishing the essay. This new wave of literary production, driven in part by the spirit of the #metoo movement, has inspired Cheryl Strayed to call it the essay’s "golden age." Through studying the works of contemporary prose writers, we will explore the causes and effects of this phenomenon. We will also investigate how women are using and reshaping the essay to foreground female experience and to confront difficult topics such as rape, harassment, abuse, and the silencing that so often surrounds those experiences. This rise in women’s voices is changing our literary and social landscape, and it is even shifting the form of the essay itself. Students will study this movement and contribute to it through their own writing. Wellesley online courses are designed to be highly interactive and encourage group discussion, and they require participation through live online class meetings throughout the semester, as well as work in a collaborative environment.

Units: 1; Max Enrollment: 15; Prerequisites: Fulfillment of the First-Year Writing requirement. Students who have taken WRIT 391 must receive permission of instructor to enroll in this course.; Instructor: Bryant (Writing Program); Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Summer;

Course ID: WRIT250  Title: Research or Individual Study

Units: 1; Max Enrollment: 15; Prerequisites: Open to qualified students who have fulfilled the First-Year Writing requirement. Permission of the instructor and the director of the Writing Program required.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

Course ID: WRIT250H  Title: Research or Individual Study
Course ID: WRIT293  Title: Advanced Writing: The West of Ireland in Literature, Art and Culture

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 Renvyle 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.

Units: 1; Max Enrollment: 10; Prerequisites: Fulfillment of the First-Year Writing requirement.; Instructor: Bryant (Writing Program); Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Summer;

Course ID: WRIT325  Title: Advanced Writing Seminar

This course will support senior McNair Scholars in developing their writing and communication skills and in preparing to apply to graduate school. Students will become more confident, effective writers as they produce drafts of personal statements, fellowship applications, poster presentations, and manuscripts for publication. This course will offer students the opportunity to practice communicating their scientific knowledge and research results to different audiences and gain the benefits of being part of a community of scholars. Open only to seniors participating in the McNair Scholars Program.

Units: 0.5; Max Enrollment: 15; Prerequisites: Fulfillment of the First-Year Writing requirement. Open only to seniors enrolled in the McNair Scholars Program.; Instructor: Johnson (Writing Program); Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall;

Course ID: WRIT391  Title: CSPW: A Word After a Word After a Word is Power: Women Writing the 21st Century

Margaret Atwood professes that, “A word after a word after a word is power.” Propelled by the #MeToo movement, LeanIn, and the women’s march, women are baring their truths, beliefs, and experiences in an explosion of public words. In this seminar students will become immersed in the dynamic contemporary landscape of women’s writing, spanning memoir, poetry, journalism, and political commentary. Within an intimate workshop setting, students will develop their own voices through assignments that will include book reviews, op-eds, social media analyses, and interviews. By taking turns as writers and editors, students will become skilled in evaluating and fostering their own writing as well as the writing of others. This course takes as its premise the intensive Calderwood format of having students regularly produce, critique, and revise their and their peers’ writing by taking turns alternating being writers and editors throughout the semester.

Units: 1; Max Enrollment: 12; Prerequisites: This course is open only to juniors and seniors; all students must have taken at least one 200-level course in the study of literature.; Instructor: Bryant (Writing Program); Distribution Requirements: LL - Language and Literature; Other Categories: CSPW - Calderwood Seminar in Public Writing; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring;